GOLD advanced

exam maximiser with key

Lynda Edwards
Jacky Newbrook
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Introduction to the Gold Advanced Exam Maximiser

The Gold Advanced exam maximiser is specially designed to maximise your chances of success in the Cambridge Advanced examination.

The exam maximiser will help you prepare for the Cambridge English: Advanced (CAE) exam by offering you:

- **further practice and revision** of all the important vocabulary, grammar and skills (reading, writing, listening and speaking) that you study in the Gold Advanced Coursebook.
- **more information** about the kinds of questions you will have to answer in the Cambridge English: Advanced exam.
- **guidance** with the strategies and techniques you should use to tackle exam tasks.
- **exam-style exercises** so that you can practise using the techniques.
- **regular extra Use of English** sections to help you practise the language and strategies you have learned.
- details of common mistakes at this level and how to avoid them.
- a **complete practice exam** which you can use for preparation just before you sit for the exam. This means that you will know exactly what to expect in each paper and there are no unpleasant surprises.

How can I use the Gold Advanced Exam Maximiser?

The exam maximiser is very flexible and can be used by students in a variety of situations and in a variety of ways. Here are some typical situations:

1. You are doing a Cambridge English: Advanced course with other students, probably over an academic year.
   You are all planning to take the exam at the same time.

   You are using the Gold Advanced Coursebook in class. Sometimes you will also do the related exercises or even a whole unit from the exam maximiser in class; your teacher will also ask you to do exercises from it at home as well. You will use the entire exam maximiser or you will use it selectively, depending on your needs and the time available.

2. You have already done a Cambridge English: Advanced course and you are now doing an intensive course to prepare for the exam.

Since you have already worked through the Gold Advanced Coursebook or perhaps another Cambridge English: Advanced Coursebook, you will use the exam maximiser in class. This, together with practice tests such as Pearson’s Practice Tests Plus: Cambridge Advanced 2 New Edition (2014) will give you a concentrated and highly focused short exam course.

3. You have a very short time in which to prepare for the Cambridge English: Advanced exam.

   Your level of English is already nearing Cambridge English: Advanced exam standard, although you have not been following a coursebook. You now need specific exam skills. You will use the exam maximiser independently, because you need practice in the exam tasks and strategies for approaching them.

4. You are re-taking the Cambridge English: Advanced exam as unfortunately you were not successful in your first attempt.

   You may need to retake the exam because you were not sufficiently familiar with the exam requirements. You will not need to follow a coursebook, but you will use the exam maximiser to develop your exam techniques and build up your confidence.

5. You are preparing for the Cambridge English: Advanced exam on your own.

   Maybe you are not attending a Cambridge English: Advanced class, but wish to take the exam and prepare for it independently. You will get the practice and preparation by using the exam maximiser by itself. You can give yourself additional practice by using practice tests such as Pearson’s Practice Tests Plus: Cambridge Advanced 2 New Edition (2014) just before taking the exam.

What is in the Gold Advanced Exam Maximiser?

Each unit has **grammar, vocabulary, listening, speaking** and **writing** sections. These are linked to the topics of the Gold Advanced Coursebook, and provide further practice in relevant skills and exam tasks. There are **Use of English** sections in exam format after every two units which provide more practice in the tasks and are based on the topic areas of the two units.

At the back of the book, there is a short section giving examples of **common language errors** and short activities to help you avoid making them. There is also a section on **exam strategies** for the **writing** and **speaking** papers.

Once you have worked through all the units, you will be ready to try the Practice exam at the back of the book.
# Exam overview

There are four papers in the Cambridge English: Advanced exam:

**Reading and Use of English**  
1 hour 30 minutes (40% of marks)

**Writing**  
1 hour 30 minutes (20% of marks)

**Listening**  
40 minutes (approx) (20% of marks)

**Speaking**  
15 minutes (20% of marks)

The *Certificate in Advanced English* (CAE) is at Cambridge/ALTE level 4, set at C1 level on the Common European Framework of Reference. Candidates achieving a Grade A receive a certificate stating they demonstrated ability at C1 level. Candidates who perform below C1 level receive a certificate stating they demonstrated ability at B2 level.

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| **Reading and Use of English:** eight parts, 56 questions | **Part 1:** multiple-choice cloze: choosing which word from a choice of four fits in each of eight gaps in a text  
**Part 2:** open cloze: writing the missing word in each of eight gaps in a text  
**Part 3:** word formation: changing the form of a given word to fit eight gaps in a text  
**Part 4:** keyword transformations: completing six new sentences so they have a similar meaning to those given  
**Part 5:** answering six multiple-choice questions on one long text  
**Part 6:** reading four short texts to match questions or statements  
**Part 7:** choosing which paragraphs fit into gaps in a text  
**Part 8:** deciding which section of a single text or which text out of several contains given information or ideas | **Part 1:** use of vocabulary e.g. idioms, collocations, fixed phrases, phrasal verbs, complementation  
**Part 2:** awareness and control of grammar with some vocabulary  
**Part 3:** vocabulary, in particular the use of the correct form of a given word  
**Part 4:** use of grammatical and lexical structures  
**Part 5:** reading for detailed understanding of a text, opinion, attitude, tone, purpose, main idea  
**Part 6:** comparing and contrasting opinions and attitudes across four short texts  
**Part 7:** reading to understand text structure, coherence and cohesion  
**Part 8:** reading to locate relevant ideas and information in a single text or several texts |
| **Writing Part 1:** one compulsory task | **Part 1:** using given information which provides context and ideas for an essay of 220–260 words | **Part 1:** writing an essay based on two points from three given points. Candidates evaluate the points and express their own opinions, with reasons  
**Part 2:** writing for a specific reader using appropriate layout and register, and a variety of functions |
| **Writing Part 2:** one task from a choice of three | **Part 2:** producing one piece of writing of 220–260 words from a choice of three which may include a letter, review, proposal or report |  |
| **Listening:** four parts, 30 questions | **Part 1:** three short unrelated extracts, each with two multiple-choice questions  
**Part 2:** monologue with a sentence-completion task  
**Part 3:** interview with one or more speakers and six multiple-choice questions  
**Part 4:** five short monologues on a theme to match to one of eight options in two tasks | **Part 1:** understanding gist, feeling, attitude, opinion, speaker purpose, etc.  
**Part 2:** understanding and recording specific information  
**Part 3:** understanding attitude and opinion of one or more speakers  
**Part 4:** understanding gist, attitude, main points, etc. |
| **Speaking:** four parts | **Part 1:** general conversation  
**Part 2:** comparing two out of three pictures and answering two further questions  
**Part 3:** conversation between candidates based on a question and written prompts. Candidates then negotiate towards a decision  
**Part 4:** discussion on topics related to Part 3 | **Part 1:** general social language  
**Part 2:** comparing, speculating and expressing opinions  
**Part 3:** giving and asking for opinions, explaining, negotiating, etc.  
**Part 4:** expressing and justifying opinions and ideas |
Where we live

1

Speaking
Interview (Part I) ▶ CB page 6

About the exam:
In Speaking Part 1, the examiner asks you and the other candidate questions about yourself. These are often about your interests, experiences and plans. You may be asked two or three questions, depending on the time.

Strategy:
Don't just give a one-word answer or say yes/no. Try to extend your answer into a couple of sentences but be careful you don't go on for too long.

1 Listen to the questions an examiner asks. Match the examiner's questions (1–6) with the answers (A–E). There is one extra question for which there is no answer.

A That's a difficult one. Probably working in America? I've got to finish my studies first and then I'd like to travel and work my way across the USA.
B By using social networking sites. I'm on Facebook a lot and, of course, I text and email my best mates regularly and we meet up a lot too.
C Most of the time I tend to stay in my country. We've got some lovely seaside towns and, of course, we have the mountains too.
D Let's think… Most probably I'll be doing an assignment. I've got one to finish for my history course and the deadline is Monday.
E Yes, I used to play a lot of tennis when I was at secondary school. I belonged to a tennis club then, too. But I gave it up when I left and went to university. Not enough time, I'm afraid.

Use of English
Multiple-choice cloze (Part I) ▶ CB page 7

1 Match 1–6 with A–F to make collocations.

1 spend A development
2 social B success
3 personal C time together
4 live D alone
5 promote E framework
6 a mark of F economic growth

About the exam:
In Reading and Use of English Part 1, you read a text with eight gaps and choose the best word from four options to fit each gap. The correct option may be:
- part of a fixed phrase or collocation.
- a phrasal verb.
- a connector.
- the only word that fits grammatically in the gap.

Strategy:
- Read the title and the whole text so that you get an idea of what it is about.
- Go through the text stopping at each gap. Read the four options.
- Check the words before and after the gap.
- Choose the best option.
- When you have finished, read the text again with the words inserted to check that it makes sense.
2 Read the article. For questions 1–8, decide which answer (A, B, C or D) best fits each gap.

So who needs people?

People have always seen themselves as social animals, with living together as the norm, but increasing numbers are (0) __________ settling down as singles. Why is this happening?

It's often presented as indicating the undesirable (1) __________ of society but, actually, the reality is more interesting and less worrying. One reason more people (2) __________ for the single life is they can (3) __________ it but since we are able to do many things that we decide not to do, this financial answer is just one part of the explanation. Another is the communications and technological revolution, which allows people to (4) __________ social events when they're living alone. But a key (5) __________ seems to be that today, young people define living alone in a positive way, as a (6) __________ of success. They see it as a way to (7) __________ time in developing themselves personally and professionally. This means that the whole social framework is being transformed, changing not only how we understand ourselves and our relationships but also the way we build places to live and (8) __________ economic growth.

Grammar

perfect and continuous forms  ► CB page 8

1 Choose the correct alternative in each sentence.

1 We've painted the kitchen and it's taking such a long time/ we're glad it's over.
2 By this time next Tuesday I'll have lived / I've lived here for a month.
3 When it got to six o'clock, it had been raining / it had rained for ten hours.
4 I've been spending hours on this research and I still haven't finished / it was hard work.
5 Looking back, I've realised why I made / I've been making that one mistake last year.
6 We've only studied together for a short time but I've known / I've been knowing him for several years.

2 Put the verbs in the box in the correct category.

agree believe belong care deny feel have hear like own prefer smell taste understand want

1 Verbs of feeling
2 Verbs of knowing or thinking
3 Verbs of possession
4 Verbs of communicating
5 Verbs of sensing

3 Decide if the verbs in Activity 2 are: static (S), dynamic (D) or can be both (B).

4 Decide if one or both sentences are possible in each item. Tick (√) the sentences that are correct.

1 A I'm not liking living here.
   B I don't like living here.
2 A She has a baby.
   B She's having a baby.
3 A I feel quite ill.
   B I'm feeling quite ill.
4 A My stomach hurts.
   B My stomach is hurting.
5 A I need a new place to live.
   B I'm needing a new place to live.
6 A Who does this car belong to?
   B Who is this car belonging to?

5 Complete the sentences with the present simple or present continuous form of the verbs in brackets.

1 I __________ (smell) something burning. Did you leave the oven on?
2 He __________ (prefer) to sit at the back and waste time doing some real work.
3 I __________ (see) Carol at the meeting tomorrow - I could ask her then.
4 I'm sorry, I've got to go. My friend __________ (arrive) at the airport this afternoon!
5 He __________ (think) of buying a new flat but he can't really afford it.
6 This ice cream __________ (taste) salty but I quite like it!
Vocabulary
figurative language ▶ CB page 9

1 Complete the sentences with the correct form of the words in the box.

bark buzz groan roar screech stumble swarm thunder tremble whine

1. By the time I got into the auditorium, the place __________________________ with excitement. The award for Best Actor had just been announced.
2. The film crew had to drive off quickly as a small herd of elephants __________________________ across the stretch of grassland.
3. A dog ran across the road and the car __________________________ to a halt just in front of it.
4. A group of journalists __________________________ round the actress as she came out of the airport.
5. Our trainer __________________________ instructions at us continuously for over an hour. I was exhausted.
6. My voice __________________________ as I delivered the speech because I was so nervous.
7. As part of the game, six children jumped onto the bed and it __________________________ under their weight.
8. I remember sitting in the dentist’s waiting room, absolutely petrified by the __________________________ of the drill I could hear in the next room.
9. My uncle __________________________ with laughter when I told him about the mistake I’d made at work.
10. My presentation wasn’t very well prepared but I managed to __________________________ through it.

Reading
Multiple choice (Part 5) ▶ CB page 10

About the exam:
In Reading and Use of English Part 5, you read a text and then answer six multiple-choice questions about it. Each question gives you four options to choose from. Only one is correct.

Strategy:
- Read the text and the title quickly to get an idea of what it is about. Then read the questions but do not look at the options yet as this can be confusing.
- Find the section of text that the question relates to and read it carefully. Think of the answer without referring to the options. Find information to support your answer.
- Look at the options and choose the one that is closest to your idea.
- Make sure that there is evidence for your answer in the text and that it is not just a plausible answer you think is right.
- Remember that the correct option will not be phrased in the same way as in the text.

1. Read the article on the right. What is the writer’s main purpose?
   1. to persuade other people to live in Spain
   2. to explain the difficulties of settling down in another country
   3. to describe the pleasures of the writer’s current life

2. Read the article again. For questions 1–6, choose the answer (A, B, C or D) which you think fits best according to the text.
   1. What is most unexpected for the writer?
      A. the early arrival of a plane that is usually late
      B. something she subconsciously includes in a message
      C. a difficult question she is asked by her family
      D. the respect other travellers give her
   2. Feeling comfortable in another country isn’t easy if
      A. you are not accepted by the local people.
      B. you are always moving on.
      C. you are out of touch with your family.
      D. you have some official problems.
   3. The writer compares her accommodation in Madrid and Patagonia to focus on
      A. expenses.
      B. practicalities.
      C. health problems.
      D. ethical issues.
   4. What does the writer say about feeling at home in Madrid?
      A. It didn’t happen quickly.
      B. It depended on finding a good place to live.
      C. It was a result of becoming proficient in Spanish.
      D. It required an acceptance of a slower lifestyle.
   5. According to the writer, which aspect of Spanish culture gives both traditional and modern experiences?
      A. sport
      B. food
      C. shopping
      D. nightlife
   6. The writer believes that expats are often
      A. disappointed by their new life.
      B. insecure in the first few months.
      C. anxious about their decision to move.
      D. unlucky in their choice of destination.
Madrid, my home sweet home

It took a long time, but expat Isabel Eva Bohrer is finally ready to call Madrid her home.

‘Back home!’ Whenever I board and disembark a plane, I make a point of texting my family about the status of my travels. The Iberia flight from Munich, where I grew up, to Madrid, where I had been living for two years, had been on time. ‘That’s a surprise’, I thought — the Spanish airline is notorious for its delays and strikes. Yet when I hit the ‘Send’ button of my phone, I was caught even more profoundly by surprise. For the first time, I had referred to Madrid as my home.

As expats, we are bound to reflect on the notion of home at one point or another. Where is home? For many expats, the concept isn’t black or white. Home involves numerous gray areas, including family and friends, memories, language, religion, lifestyle, culture and more. Having lived abroad in the United States, Argentina, Chile, Brazil, Switzerland and France, among others, I knew what it was like not to feel at home. In the United States, not having a Social Security Number made me an outsider, causing numerous inconveniences, such as not being able to get a phone contract with certain providers. In Brazil, not speaking the language perfectly had made me uneasy as I sensed that people talked behind my back.

In Spain, my blonde hair and fair skin clearly marks me as not a native. And yet, over the course of two years, I have managed to feel at home in the Spanish capital. My unpretentious apartment in the barrio de Salamanca — as opposed to the waterproof tent I had lived in while working on an organic farm in the Argentine Patagonia — allowed me to unload my baggage, both physically and mentally. Instead of having to gather wood for the night’s fires, as I had done when hiking in the South American mountains, I could settle down and focus on my professional goals as a writer.

But the feeling of home transcends the mere fact of having a somewhat permanent place to live. It is a mental sensation of equilibrium that is achieved over time. For me, feeling at home in Madrid has been a slow progressing relationship. The city initially made my acquaintance as a child: I had attended several summer camps to improve my language skills. At age 16, I completed an internship at an architecture firm in the north of the city. And at age 22, the capital and I hit a home run: I came back for good, moving in to my current piso (apartment). Slowly but surely, I learned to live the Spanish lifestyle. Dealing with cantamañanas (literally translated as ‘those who sing tomorrow’) is the quotidien routine here.

As a natural optimist, I continue to believe in all the positive aspects of living in Madrid. If sports ignite your spirit, Spaniards will welcome you to cheer along — the third-straight crowning of the Spanish football team at Euro 2012 was unprecedented. Unparalleled, too, is the nightlife, which will enthral flamenco lovers and clubbing addicts alike. At 8 a.m., you can watch the sun rise with chocolate con churros. In fact, the culinary joys never seem to sleep in Spain. There are tapas bars open at all hours, too many to enumerate. For the best bacalao (cod fish) in town, try Casa Labra, and the Bar Los Caracoles near the Rastro flea market for some Spanish escargot.

From the azure sky, my glance returned to the SMS on my phone: ‘Glad to hear you arrived safely,’ my family had texted back. Though they referred to that particular Munich-Madrid flight, I read the message as a more universal interpretation of the expat lifestyle. As expats, we undergo a period of ambiguity, in which we always feel like those who have just arrived. But if you give your new destination a chance, it can eventually become your home.

Match the adjectives from the article (1–6) with their meanings (A–F).

1. notorious
2. numerous
3. unpretentious
4. quotidian
5. unprecedented
6. unparalleled

A never happened before
B famous for something negative
C impossible to match or equal
D a large number of
E down to earth, simple
F everyday

Complete the sentences with the correct form of the underlined words in the article.

1. Paul is a nice guy but he’s got a load of ...................... . I don’t think he’s got over losing his second wife yet.
2. I was ...................... grateful for your help.
3. The dancers are superb and they ...................... the audiences every night.
4. Coffee has started to give me indigestion problems and I will have to give it up ...................... .
5. You need to phrase the letter carefully so that there’s no possibility of ...................... at all.
6. The ...................... that the film’s leading actor was sitting somewhere in the audience was exciting.
Listening
Multiple matching (Part 4) ➤ CB page 12

About the exam:
In Listening Part 4, you hear five different people talking about the same topic. There are two tasks with eight options each. As you listen, you have to choose which option refers to each speaker. You hear each of the extracts twice.

Strategy:
• Read through all the options for each task.
• Mark any key words in the options.
• Remember you will not hear the same words in the extract, but a synonym or paraphrase.
• Try to do both tasks at the same time and use the second listening to check your answers.

1 Match the phrases (1–6) with their paraphrases (A–F).
1 I can chill out. A It can be boring.
2 I should try. B ... is a disadvantage.
3 It can be mundane. C I should make the effort.
4 I'm able to think clearly. D I'm able to relax.
5 The downside is ... E it's my responsibility.
6 It's up to me. F I can get things into perspective.

2 ➤02 You will hear five short extracts in which people are talking about living alone. While you listen, you must complete both tasks.

Task 1
For questions 1–5, choose from the list (A–H) what each speaker values most about living alone.
A the chance to relax Speaker 1 1
B the lack of responsibility to others Speaker 2 2
C the absence of noise Speaker 3 3
D the ability to learn new skills Speaker 4 4
E the freedom to speak their mind Speaker 5 5
F the opportunity to think clearly
G the possibility of developing new interests
H the wide choice of friends to spend their time with

Task 2
For questions 6–10, choose from the list (A–H) what problem each speaker identifies about living alone.
A not having a family Speaker 1 6
B feeling bored Speaker 2 7
C getting practical help Speaker 3 8
D not eating well Speaker 4 9
E having to do housework Speaker 5 10
F needing to meet new people
G not being able to ask for advice
H managing financially

Grammar
emphasis with inversion ➤ CB page 13

1 Complete the sentences with the correct form of the verbs in brackets. Add any other words necessary.
1 At no time (tell) us where she was planning to live.
2 Not only (move into) a new flat last month, he changed his job as well.
3 Seldom (know) a better person to share a flat with me.
4 Under no circumstances (buy) a new flat without consulting me!
5 Scarcely (choose) the new flat than she changed her mind.
6 Hardly (finish) painting the flat when my friend spilled coffee over the wall.

2 Rewrite the sentences using inversion. Start with the words in brackets.
1 She had only just woken up when the builders arrived. (hardly)
2 This is the most beautiful house I have ever seen. (never before)
3 They have never told anyone why they decided to move. (at no time)
4 It's not often that I see people living in such poor conditions. (rarely)
5 He closed the front door and immediately realised he'd left his key inside the flat. (no sooner)
6 You must never open the door to strangers at night! (under no circumstances)
**Writing**

Essay (Part 1) ► CB page 14

**About the exam:**
In Writing Part 1, you write an essay (220–240 words) using information that you are given, and develop and support an argument on a particular topic. The style should be appropriately formal.

**Strategy:**
- Read the input information carefully and ensure that you include everything that is required. You will need to discuss two of the three points given, reach a conclusion and give reasons for your opinions.
- Make sure you plan your essay well and balance your arguments by trying to give pros and cons to different suggestions or options.
- Write a first draft and check it for accuracy and organisation. Also check that you have used a good range of vocabulary and structures in your answer.

1. Look at the exam task and the two plans. Then read the sample answer and decide which plan the writer has followed.

Your class has been watching a panel discussion about how the problem of lack of housing in towns and cities can be solved. You have made the notes below.

**How housing problems in cities and towns can be solved**
- renovate empty properties
- extend the suburbs
- build high-rise blocks

**Some opinions expressed in the documentary**
‘We shouldn’t use up any more countryside because we’ve lost enough green space over the years as it is.’
‘There’s no point building more new houses when there are so many empty places with no one in them.’
‘High-rise buildings are terrible places to live and people can feel really isolated in them.’

Write an essay for your tutor discussing two of the solutions in your notes. You should explain which solution is better, giving reasons to support your opinion. You may, if you wish, make use of the opinions expressed in the documentary but you should use your own words as far as possible.

Write your essay in 220–260 words in an appropriate style.

**Plan 1**
- Introduction: explain the housing problems in your area and summarise the three approaches to solving it
- Paragraph 1: say why extending suburbs would not be a good idea
- Paragraph 2: say why building high-rise blocks would not be a good idea
- Conclusion: say why renovating properties would be the best answer

**Plan 2**
- Introduction: describe problem briefly and say what might happen if nothing is done
- Paragraph 1: say why renovation is a good idea but give a drawback, too
- Paragraph 2: say why high-rise blocks could be good in spite of previous problems
- Conclusion: say why both would be preferable to losing countryside and give final opinion

Most of us are all too well aware that there is a real shortage of affordable housing in towns and cities today. Properties in central locations are extremely expensive and whether you are planning to rent or buy, the prices are increasing all the time. The government and local councils need to take steps to address this issue otherwise many people will be forced to commute long distances to work.

One answer might be to renovate the thousands of existing properties that currently stand empty. This would cost far less than building completely new houses and it would improve the appearance of some neighbourhoods that have become relatively run-down. One obstacle to this, however, is that the owners of some of these empty or even derelict properties are often impossible to trace. A possible solution might be the imposition of compulsory purchase orders on properties like these.

Another option could be to use the limited space available to construct modern, high-rise buildings that could house large numbers of families, rather than single dwellings. The original tower blocks that became popular in the last century failed their occupants in many ways. They had many design faults and did not cater well for the large number of people who lived in them. However, modern, well-designed buildings that include a range of facilities on site, surrounded by landscaped gardens and plenty of green space, could prove successful.

In conclusion, I must point out that there is no easy solution to this problem. Much depends on the amount of money available to invest. In my opinion, renovation is the most obvious solution and the less we encroach on the countryside, the better.

2. Read the sample answer again and find words that the writer has used instead of the words below.

- going up 5 now
- problem 6 quite
- if not 7 difficulty
- solution 8 invade

3. Do the exam task in Activity 1.
The art of conversation

Speaking
Long turn (Part 2) ➤ CB page 16

About the exam:
In Speaking Part 2, you will be asked to talk on your own for about a minute. You will be given three pictures relating to a topic and asked to choose two of them to talk about. You will always have to do three things: compare the pictures and answer two questions. The questions are written above the pictures, so you can look at them again while you’re speaking.

Strategy:
• Choose which two pictures you want to talk about and tell the examiner.
• When you compare the pictures, talk about their main focus (e.g. places, the people, feelings, reactions) and any other relevant points. Do not give a detailed description of each picture. Use phrases like both pictures show… and in both situations …
• Remember to address the different parts of the task and try to speak for the full minute.

1 ➤ 03 Look at the exam task. Read a candidate's answer and think of possible words or phrases that could fill the gaps. Then listen and check your answers.

Look at the pictures. They show people whose jobs require them to communicate well. Compare two of the pictures and say why the people need to communicate well while doing these jobs and what skills they need to be able to do this.

OK, I’m going to look at these two pictures – the one of the doctor and the one of the politician; at least I’m (1) ______________ he’s a politician because he looks as if he’s trying to get over some important point or other! Both pictures show, as you say, people who need to communicate well in their jobs. In (2) ______________, both of them have to get across important information but for different reasons. The doctor is trying to explain something to just two people, a mum and child in his surgery, whereas the politician is talking to a whole group of journalists; I’d (3) ______________ it’s probably just before an election and he’s trying to persuade people to vote for him. The doctor has to make sure that the mum understands what’s wrong with her child and also I (4) ______________ saying that the doctor has to be careful not to communicate any anxiety to the child. The politician, on the other hand, has to appear confident, convincing and persuasive, and he needs to be a bit creative with the truth sometimes! I don’t (5) ______________ that all politicians are liars but as (6) ______________, they need at least to be very good actors!
Use of English
Word formation (Part 3) ➤ CB page 17

About the exam:
In Reading and Use of English Part 3, you read a text with a gap in some of the lines. Change the word in capitals at the end of these lines so they fit the gap in the same line.

Strategy:
• Read the title and the whole text so that you know what it is about.
• Look at each sentence in detail.
• Think about what kind of word you need and whether you need a negative prefix or a suffix.
• Read the sentence again to check whether you need a plural form.
• Check your spelling, as it must be correct.

1 Read the article again. For questions 1–8, use the word given in capitals at the end of some of the lines to form a word that fits in the gap in the same line.

Listening
Multiple choice (Part 1) ➤ CB page 18

About the exam:
In Listening Part 1, you listen to three short dialogues or extracts and answer two multiple-choice questions on each one. You hear each extract twice.

Strategy:
• Read the questions and the options carefully before you listen.
• Questions often focus on attitude, opinion or purpose, so try to focus on the general meaning of what the speakers are saying and why they are saying it.
• Don't choose an option because you hear the same word.

1 ☞ 04 You will hear three different extracts. For questions 1–6, choose the answer (A, B or C) which fits best according to what you hear. There are two questions for each extract.

Extract 1
You hear part of a discussion between two people who attended a marketing conference.
1 What is the man doing?
A giving his opinion of the conference
B explaining why he attended the conference
C describing his reaction to speakers at the conference

2 What do the speakers agree about the conference?
A It was a waste of time.
B It was better than expected.
C It exhibited some interesting new products.

Extract 2
You hear part of a radio discussion about the art of conversation.
3 How does the man feel about conversation?
A embarrassed about talking to strangers
B confused about the use of technology
C concerned about people not talking to each other

4 What do the speakers agree about?
A It is important to talk face to face.
B Twitter can be a useful means of communication.
C People need to be taught how to conduct conversations.

Extract 3
You hear part of a radio discussion between two speech therapists.
5 How does the woman feel about being a speech therapist?
A stressed by what she has to do
B worried about the amount of work involved
C concerned that people don't understand her job

6 What do both speakers think is important in their job?
A being able to speak clearly
B working as part of a team
C having had good training

Two million followers – really?
Some users of Twitter have thousands of followers. Clearly, they are (0) ___________ people. But some of their followers are pretty silent and (1) ___________. In fact, they don’t seem remotely interested in the (2) ___________ of the person they are following. And there’s a reason for this; they are (3) ___________ , added to the person’s account by companies that sell fake social media followers to anyone hoping to boost their reputation. The number of followers a user has is often seen as an indicator of their social influence or (4) ___________. Therefore, people such as artists or aspiring musicians might not find the idea (5) ___________. Having thousands of followers could enhance their image as a (6) ___________ commodity and even lead to offers of work. Although it’s not (7) ___________ to sell followers, and it can be lucrative, somehow it feels (8) ___________ and unsatisfying. If your followers are fake, they don’t care about you – and certainly don't read your comments. So what’s the point of tweeting at all?
Grammar

articles ➤ CB page 19

1 Find and correct the mistakes with articles.
   1 I love talking to the friends; we often meet just to chat.
   2 Good conversation involves listening to other people’s ideas and responding to them with the ideas of your own.
   3 My favourite holiday destination is United States – it’s such a diverse country.
   4 I often listen to a radio discussions – people have such interesting opinions and it’s often worth downloading the podcast to listen to the discussion again.
   5 Being sensitive to others when taking part in a general discussion is useful quality to have.
   6 I work from the home and I find I miss the company and companionship of the office!
   7 When I work, I often listen to a music – it helps me to concentrate on the work in hand.
   8 I’m thinking of getting the new job – the one I’m doing now is really getting me down!
   9 It seems as though whatever happens, rich get richer and poor get poorer.
   10 People often complain about the behaviour of young but they’re not all bad!

Reading

Gapped text (Part 7) ➤ CB page 20

About the exam:
In Reading and Use of English Part 7, you read a text with six missing paragraphs. You choose the correct paragraph to fill each gap from a jumbled list. There is one extra paragraph you do not need.

Strategy:
• Read the text quickly, ignoring the gaps, to get a good idea of what it is about.
• Try to guess the sort of information that might be missing.
• Scan the jumbled list of options.
• Use clues in the paragraphs before and after the gaps to help you choose the ones that fit.
• Make sure that the completed text makes sense and is logical.

1 Read the article and decide if the statement is true (T) or false (F). Ignore the gaps.
   Ekman believes that his techniques can be used to reveal any attempts at deception.

2 Read the article again. Six paragraphs have been removed from the article. Choose from the paragraphs A–G the one which fits each gap (1–6). There is one extra paragraph which you do not need to use.

A But once he had spotted the first one, he soon found three more examples in that same interview. ‘And that,’ says Ekman, ‘was the discovery of microexpressions: very fast, intense expressions of concealed emotion.’

B Ekman, incidentally, professes to be a terrible liar and observes that although some people are plainly more accomplished liars than others, he cannot teach anyone how to lie. ‘The ability to detect a lie and the ability to lie successfully are completely unrelated,’ he says. But how can what he has learned help crime-solving?

C But how reliable are Ekman’s methods? ‘Microexpressions,’ he says, ‘are only part of a whole set of possible deception indicators. There are also what we call subtle expressions. A very slight tightening of the lips, for example, is the most reliable sign of anger. You need to study a person’s whole demeanour: gesture, voice, posture, gaze and also, of course, the words themselves.’

D You also know, of course, that psychiatric patients routinely make such claims and that some, if they are granted temporary leave, will cause harm to themselves or others. But this particular patient swears they are telling the truth. They look, and sound, sincere. So here’s the question: is there any way you can be sure they are telling the truth?

E Generally, though, the lies that interest Ekman are those in which ‘the threat of loss or punishment to the liar is severe: loss of job, loss of reputation, loss of spouse, loss of freedom’. Also those where the target would feel properly aggrieved if they knew.

F ‘Suppose,’ Ekman posits, ‘my wife has been found murdered in our hotel. How would I react when the police questioned me? My demeanour might well be consistent with a concealed emotion. That could be because I was guilty or because I was extremely angry at being a suspect, yet frightened of showing anger because I knew it might make the police think I was guilty.

G The facial muscles triggered by those seven basic emotions are, he has shown, essentially the same, regardless of language and culture, from the US to Japan, Brazil to Papua New Guinea. What is more, expressions of emotion are involuntary; they are almost impossible to suppress or conceal. We can try, of course.
Do fleeting changes of facial expression show whether someone is telling lies?

Psychologist Paul Ekman believes he has the answer, he tells Jon Henley.

Forty years ago, research psychologist Dr Paul Ekman was addressing a group of young psychiatrists in training when he was asked a question whose answer has kept him busy pretty much ever since. Suppose you are working in a psychiatric hospital like this one and a patient who has previously been aggressive comes to you. 'I'm feeling much better now,' the patient says. 'Can I have a pass out for the weekend?'

It set Ekman thinking. As part of his research, he had already recorded a series of twelve-minute interviews with patients at the hospital. In a subsequent conversation, one of the patients told him that she had lied to him. So Ekman sat and looked at the film. Nothing. He slowed it down and looked again. Slowed it further. And suddenly, there, across just two frames, he saw it: a vivid, intense expression of extreme anguish.

Over the course of the next four decades, Ekman successfully demonstrated a proposition first suggested by Charles Darwin: that the ways in which we express anger, disgust, contempt, fear, surprise, happiness and sadness are both innate and universal.

However, particularly when we are lying, 'microexpressions' of powerfully-felt emotions will invariably frit across our faces before we get a chance to stop them. Fortunately for liars, as many as ninety-nine percent of people will fail to spot these fleeting signals of inner torment. But given a bit of training, Ekman says, almost anyone can develop the skill.

The psychologist's techniques, he concedes, can only be a starting point for criminal investigators applying them. 'All they show is that someone's lying,' he says. 'You have to question very carefully because what you really want to know is why they are lying. No expression of emotion, micro or macro, reveals exactly what is triggering it.' He gives an example.

Plus there are lies and lies. Ekman defines a lie as being a deliberate choice and intent to mislead, and with no notification that this is what is occurring. 'An actor or a poker player isn't a liar,' he says. 'They're supposed to be deceiving you — it's part of the game. I focus on serious lies: where the consequences for the liar are grave if they're found out.'

Just read microexpressions and subtle expressions correctly, however, and Ekman reckons your accuracy in detecting an attempt at deception will increase dramatically. However, when it comes to spotting really serious lies — those that could, for example, affect national security — he says simply that he 'does not believe we have solid evidence that anything else works better than chance.' Is he lying? I couldn't tell.

---

3 Match the words from the article (1–6) with their meanings (A–F).

1. innate
2. contempt
3. concede
4. grave
5. demeanour
6. anguish

A. admit
B. distress, suffering
C. inborn
D. scorn, disrespect
E. very serious
F. behaviour, manner

4 Complete the collocations from the article with adjectives. Look at the meanings in brackets to help you.

1. ____________ choice (not accidental)
2. ____________ expression (impossible to control)
3. ____________ conversation (following, coming after)
4. ____________ liar (practised, very good)
5. ____________ evidence (strong)
6. ____________ signal (very quick)
**Vocabulary**

communication collocations  
▷ CB page 22

1 Match 1–6 with A–F to make collocations. Use the words in brackets to help you.

<table>
<thead>
<tr>
<th>1</th>
<th>small</th>
<th>A</th>
<th>presentation (business)</th>
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<tbody>
<tr>
<td>2</td>
<td>gossip</td>
<td>B</td>
<td>debate (university)</td>
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<tr>
<td>3</td>
<td>intellectual</td>
<td>C</td>
<td>idea (politics)</td>
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<tr>
<td>4</td>
<td>professional</td>
<td>D</td>
<td>wi-fi connection (internet)</td>
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<tr>
<td>5</td>
<td>controversial</td>
<td>E</td>
<td>column (newspaper)</td>
</tr>
<tr>
<td>6</td>
<td>dodgy</td>
<td>F</td>
<td>talk (party)</td>
</tr>
</tbody>
</table>

2 Choose the correct answer (A, B, or C) to complete each sentence.

1 It’s important to be able to _______________ small talk in social situations.
   A make  B deliver  C give

2 It can be hard to _______________ a conversation going if no one will add anything else.
   A continue  B hold  C keep

3 The politician _______________ a great speech at the conference.
   A said  B delivered  C led

4 It’s great to meet friends and _______________ a chat with them.
   A get  B make  C have

5 Universities often run clubs where they _______________ debates on important issues.
   A hold  B do  C give

6 Some people are too nervous to _______________ presentations in front of large audiences.
   A have  B hold  C make

3 Complete the sentences with the words in the box.

deep  husky  soft  squeaky

1 She has such a _______________ voice I find it difficult to hear what she’s saying.

2 She speaks in a high _______________ voice – a bit like a mouse!

3 His voice is very _______________ and low – he’s easy to recognise!

4 Whenever I get a cold, I get a sore throat and my voice sounds quite _______________.

**Grammar**

defining and non-defining relative clauses  
▷ CB page 23

1 Choose the correct alternative in each sentence. In some sentences more than one answer may be possible.

1 I don’t enjoy talking to people who/that/which I don’t know.

2 I had a long chat to the man, who/that/what gave me his contact details afterwards.

3 Tourist guides who/that/when speak several languages are the best.

4 It’s good raconteurs who/which/what I like talking to.

5 The man whose/whom talking to Emma is her boss.

6 It was late when/which/I saw the man outside my house.

7 Peter, whose/whom father works on television, is also a good presenter.

8 The debate, that/which/what I only joined in towards the end, was very stimulating.

2 Decide if the relative clauses in Activity 1 are defining (D) or non-defining (ND).

3 Find and correct the mistakes in the sentences.

1 Something what I enjoy is watching chat shows on TV.

2 He studies with postgraduate students, among who he seems to excel.

3 I’m going on a communications course, that should be very interesting.

4 Celebrities whom are often used to sell products in advertising campaigns make a lot of money.

5 The lecturer who’s talks are always really informative is leaving the university.

6 The woman, that was rather well-dressed, was talking too loudly on her mobile.

4 Decide if the relative clauses in the article are defining or non-defining and add six commas.

Whose class is it?  
In class, children who are often reluctant to discuss things in groups say it’s because the groups have been organised by the teacher. Because of this, these lessons which are often unsuccessful may not be repeated. However, teachers who involve the children in the reason for the grouping find that their lessons are often more successful. So what is their explanation? Groups which have been organised by the children themselves tend to be based on friendships. So what happens is that children who on the whole like to get on with their friends may find it hard to disagree with each other. They may also agree with what their friends have said without actually thinking about it critically. What’s important is to listen to everyone in the class whose opinions are equally valuable. It may also be a good idea to avoid seating children directly opposite each other which avoids confrontation.
Writing
Proposal (Part 2) ► CB page 24

About the exam:
In Writing Part 2, you choose one of three questions to answer. One may be a proposal. In a proposal, you need to outline existing problems or needs and make recommendations supported by reasons.

Strategy:
• Divide your proposal into relevant sections and give each a clear heading.
• Begin with an introduction setting out the purpose of the proposal and your intentions.
• Finish with recommendations and a summary sentence.
• Use impersonal language throughout but give your opinion at the end.

1 Look at the exam task and the sample answer. Which of the statements below is correct?
1 The aim of the proposal is to improve foreign students' language in order to pass exams.
2 The aim of the proposal is to help foreign students mix with other students at the university.

A group of foreign students will soon be arriving to attend a degree course at your university. Their listening and reading skills in your language are proficient. However, they have had little practice in speaking. You have been invited to submit a proposal outlining the reasons for setting up a programme to help them develop their speaking skills and explaining what would be involved. A decision will then be made on what sort of programme to set up.

Write your proposal in 220–260 words in an appropriate style.

2 Read the sample answer again and answer the questions.
1 Has the writer given clear indication of what the proposal includes?
2 Has the writer used an impersonal style throughout?
3 Has the writer used appropriate headings for the sections of the proposal?
4 Has the writer given recommendations?
5 Has the writer given his opinion clearly?

3 Match items 1–5 in Activity 2 with phrases A–E below.
A My suggestion would be to ...; I would urge the university to ...
B It is thought that ...; A survey would indicate that ...
C Issues to be addressed; Points for inclusion
D I intend to ...; I shall then give examples of ...
E It is my considered opinion that ...; In my view, ...

4 Do the exam task. Remember to plan your proposal first.

You have seen this announcement on a notice board at your school.

The head teacher has decided to invest in up-to-date technology to help both teachers and children in the classroom.

You have been invited to write a proposal outlining the need for up-to-date technology, suggesting and explaining how it would help teachers and learners in the classroom. A decision will then be made on what equipment should be bought. Write your proposal in 220–260 words in an appropriate style.

A speaking programme for foreign students

Introduction
In this proposal I shall give reasons for designing a special programme to help foreign students at our university to become more proficient in their oral language skills.

Reasons for developing a programme
Foreign students coming to our university to study need to have a high level of proficiency in their language. Most of these students have passed the relevant language examinations and encounter few problems. They have often, however, had little opportunity to use the language for speaking. Although their current skills help them with their studies, they need to integrate into the general student population and speaking the language fluently would help this.

A possible speaking programme
A speaking programme should encourage foreign students to interact with native speakers. The programme should have a systematic element which ensures regular sessions outside their academic study time, as well as the provision of opportunities to socialise with native speakers on a less organised basis.

Recommendations
My recommendations for setting up a programme would be:
• A member of staff should be appointed to run the scheme.
• A series of classroom-based discussion sessions should be scheduled.
• Foreign students and general students should be invited to a series of organised social events such as cinema trips, walks and parties.

I strongly believe that a programme like this would benefit the foreign students and allow them to get maximum profit from their time here.
### Multiple-choice cloze (Part 1)

For questions 1–8, read the text below and decide which answer (A, B, C or D) best fits each gap. There is an example at the beginning (0).

**To sell or not to sell?**

You may think selling your house is easy but everyone wants to get the (0) **C. best** deal. Unfortunately, the housing market is (1) **A. subject** to highs and lows, which could prevent your (2) **C. achieving** the price you want. However, displaying your house at its best could persuade (3) **A. achieving** buyers it’s worth paying more for than a similar one nearby. Here are some simple steps you can take that might (4) **C. best** a sale.

De-clutter and throw away or store superfluous stuff. It may have sentimental value for you but to a buyer it’s junk. Tidy shelves and work surfaces. (5) **B. biggest** most buyers will renovate a house as soon as they move in, it is worth (6) **C. achieving** up the place by painting, replacing worn carpets and so on. The look you want is neat but lived in – comfortable and cosy but suggesting that there is still (7) **C. achieving** for a purchaser to put their own (8) **D. stamp** on the house. It’s your home and you love it but the trick is to make others love it, too!

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<td><strong>B. winning</strong></td>
<td><strong>C. achieving</strong></td>
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<td><strong>C. potential</strong></td>
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<td><strong>B. fix</strong></td>
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<td><strong>A. But</strong></td>
<td><strong>B. Despite</strong></td>
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<td><strong>B. getting</strong></td>
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<td><strong>A. idea</strong></td>
<td><strong>B. brand</strong></td>
<td><strong>C. character</strong></td>
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### Open cloze (Part 2)

For questions 9–16, read the text below and think of the word which best fits each gap. Use only one word in each gap. There is an example at the beginning (0).

**Communication gone too far?**

We are keen to keep in touch with friends at (0) **B. all** hours of the day or night – and tweeting has become a mainstream form of communication. But (9) **A. But** it really appropriate in all situations?

Many tweeters have a strange urge to post their reactions to things as quickly as possible, to avoid being thought of as behind the times. But (10) **A. But** if in a theatre, people tweet during the performance itself, thereby ruining it for those around them? It’s hard to imagine a live theatrical experience as anything (11) **B. bigger** than devalued when half the audience can be seen in the glow of their phone screens, tweeting away (12) **D. busy** of following the play. But the success of a performance requires the audience to (13) **C. place** attention.

Some US theatres have (14) **A. But** matters into their own hands (15) **C. changing** designating some sections as ‘tweet seats’, well away from others. Nevertheless, when even part of the audience is inattentive – doing something (16) **A. But** composing a thought in a tweet – it affects the whole atmosphere.
Word formation (Part 3)

For questions 17–24, read the text below. Use the word given in capitals at the end of some of the lines to form a word that fits the gap in the same line. There is an example at the beginning (0).

**My favourite place**

This may be a surprising choice as it's not comfortable or obviously appealing. I'm sure many people gravitate towards the appeal of Venice or the beauty of Sydney but the place that does it for me is a remote valley in Iceland. Far from anything man-made, it was created by a violent natural catastrophe. It would have been a challenging place to live under any circumstances but thousands of years ago a volcanic eruption under a glacier caused a flood that carved out a huge canyon. Walls of rock on either side protect the valley from the strong winds. Here a forest has grown up in a sheltered area of calm. I find it has its own identity, which some might find escape or even threatening. However, it draws me back time after time. I stay in the campsite and it gives me a new perspective on my everyday life. It makes me appreciate the formidable power and escape of nature!

**Key word transformations (Part 4)**

For questions 25–30, complete the second sentence so that it has a similar meaning to the first sentence, using the word given. Do not change the word given. You must use between three and six words, including the word given. Here is an example (0).

**Example**

0 Once I understood the question, I could answer it.

**ONLY**

It **was only after I had** understood the question that I could answer it.

25 It's six years since I moved here.

**BEEN**

I **have been** six years.

26 My study is full of papers – I can't get another thing on the desk!

**ROOM**

There is **room** on my desk!

27 It's the first time I've seen such a beautiful painting!

**BEFORE**

Never **before** such a beautiful painting!

28 She didn't listen to my idea at all and refused to consider it.

**DISMISSIVE**

She **dismissively** my idea and refused to consider it.

29 I absolutely forbid you to tell anyone about the plan.

**NO**

Under **no** tell anyone about the plan.

30 I understand what you are saying but I can't agree.

**POINT**

I can't agree, although **point**.
3

Ages and stages

Reading
Cross-text multiple matching (Part 6) ➤ CB page 28

1 Read four reviews of a book about child psychology. For questions 1–4, choose from the reviewers (A–D). The reviewers may be chosen more than once.

Which reviewer
1 has a different view to Reviewer A regarding Barnes' claims about how well babies interpret the world?  
2 shares Reviewer D's concern about some rather obvious conclusions drawn by psychologists?  
3 has a similar opinion to Reviewer B about the way the book compares the baby and adult mind?  
4 has a different view to the others about whether the book is comprehensive enough?

2 Choose the correct meaning (A or B) for each word from the texts.

Text A
1 underrated  A not well explained  B not appreciated enough
2 innate  A that you are born with  B complicated

Text B
3 conversely  A on the other hand  B additionally
4 crammed with  A full of  B experimenting on

Text C
5 acute  A unusual  B sharp
6 insights  A overview  B clear understanding

Text D
7 sympathetic to  A feeling pity for  B approving of
8 innovative  A original  B logical

About the exam:
In Reading and Use of English Part 6, you read four short texts and then answer four questions. The questions focus on opinions expressed in the texts and you may be asked to identify opinions that are the same or different across the texts.

Strategy:
• Read the instructions and the title to get an idea of the overall topic of the four texts.
• Read the texts quickly to get a clear idea of what they are about. Then read the questions.
• For each question, look through the texts to identify the opinion expressed by the writers.
• Underline the evidence for your idea in the texts, as this will help you to see the different opinions more clearly. Remember that you are looking for opinions, not facts.
Learning how children think

Four reviewers comment on scientist Annie Barnes' book, called Learning how children think.

A
In her latest book, Annie Barnes covers all of the theories related to the development of human consciousness and concludes that the minds of babies have been significantly underrated. She suggests that, far from being simple, babies' brains have a special kind of consciousness; they have an innate ability to develop theories about how the world works. She claims a baby's mind can evaluate theories about everyday happenings and not just simply live through them. One of the book's most intriguing suggestions is that, while it's important for adults to be able to imagine unfulfilled or potential outcomes in different situations, it is actually in such so-called 'thought experiments' that babies excel.

B
Barnes' clear and readable style is aimed at the general reader and she makes a useful comparison to help understand the difference between the consciousness of a baby and that of an adult: the lantern and the spotlight. A baby has a 'lantern' consciousness which is wider and more diffuse than an adult's; this is because it is set to absorb as much as possible from new experiences. Conversely, adults learn to 'spot', or focus, in order to function efficiently in the world. Barnes' descriptions of her working life hint at labs crammed with infants pulling levers and pushing buttons while white-coated scientists follow their eye movements and scan their brains. Yet she also thinks of babies as scientists; she describes them as 'learning machines', constantly experimenting on the world and analysing their results with enthusiasm. The basis of child learning seems to be no different from the more conscious and deliberate approach of adults, and this well-informed book provides detailed examples.

C
One fascinating chapter in Barnes' book concerns morality. Children seem to have an acute sense of fairness; they know how others feel and can act on that knowledge. In one experiment concerning food described in the book, babies were left with researchers who indicated clearly that they loved the vegetable broccoli but hated crackers. Whatever their own preferences, the toddlers gave the broccoli lovers their 'preferred' food rather than the crackers. It seems we are born with a sense of otherness, which experience later knocks out of us; this is something most parents of teenagers are well aware of. One issue Barnes could have addressed is the potential downside to the willingness of young minds to imagine and believe. She only sees this as an advantage. If people in authority say fire hurts, the child believes. However, this does not negate Barnes' other findings. Her aim is to describe how infant mentality develops and what we can learn from it; this she does, and in analysing how a child's mind grows, she provides insights into the human mind in general.

D
Barnes clearly enjoys being around small children and is sympathetic to the deeper philosophical implications of their way of thinking. Her book is absorbing and educative, despite sometimes feeling as if she is spending too much time simply confirming what parents and pre-school teachers have long known. There is a well-founded fear that developmental psychologists risk 'reading-in', that is, thinking that small children interpret the world intentionally and consciously, as adults do. The experiments reported by Barnes are generally well-designed and sensitive to the danger of misinterpretation. Nevertheless, she sometimes seems to go too far, as when claiming that babies recognise the actions they copy and reproduce. Barnes helpfully says children are like the research and development department of a company; what she means is that they are creative and innovative, though not always correct. She suggests that adults are more like the production and marketing section, focusing on a project and following it through to its logical conclusion. It's a neat comparison in what is an in-depth volume.
**Vocabulary**

stages of life ★ CB page 26

1. Complete the sentences with the correct form of the words in brackets.

   1. It's the ____________ (innocent) of children that is so appealing.
   2. Teenagers develop ____________ (mature) through experience and guidance.
   3. Even adults can exhibit ____________ (infant) behaviour sometimes!
   4. It's sad when an old person develops ____________ (senile) and loses their mental faculties.
   5. Many older people manage to retain their ____________ (youth) looks nowadays.
   6. The elderly man had a twinkle in his eye and a ____________ (boy) charm that was appealing.

2. Complete the sentences with the correct form of verbs formed from the verbs in the box and the prefix out-.

   grow live play weigh shine smart

   1. The benefits of nursery education ____________ the disadvantages.
   2. He was simply ____________ in the chess game by his younger brother.
   3. My grandmother ____________ all her siblings by more than ten years.
   4. My son ____________ the others with his brilliant performance in the school play last night.
   5. The child tried to ____________ the teachers by getting her mother to do her homework!
   6. She kept her old clothes until she was twenty, when she realised she had ____________ them.

**Grammar**

Countable and uncountable nouns ★ CB page 27

1. Complete the sentences with the words in the box. Add an article if necessary.

<table>
<thead>
<tr>
<th>attraction</th>
<th>confidence</th>
<th>difficulty</th>
<th>excellent Spanish</th>
<th>freedom</th>
</tr>
</thead>
<tbody>
<tr>
<td>great success</td>
<td>good understanding</td>
<td>luck</td>
<td>situation</td>
<td></td>
</tr>
</tbody>
</table>

   1. Many teenagers have ____________ in getting on with adults, and this causes problems.
   2. The teacher had ____________ of the problems many teenagers face.
   3. I speak ____________, so I have no fear of travelling to Madrid on my own.
   4. I am not afraid of taking risks when ____________ demands it.
   5. Young people often lack ____________ and that can cause them to be uncertain.
   6. ____________ for teenagers of being rebellious is often misunderstood by adults.
   7. It was ____________ that I decided to join the course, but it turned out to be ____________.
   8. I find having ____________ to go where I like is important to me in any relationship.

introduction it ★ CB page 30

2. Match the first half of the sentences (1–6) with the second (A–F). Add it in the correct place.

   1. I get pretty mad
   2. The politician made it clear
   3. Most teenagers think
   4. I can't stand
   5. I find exciting
   6. Don't worry if you don't get on at first;

   A is the older generation that doesn't understand them!
   B that was important to look after older people.
   C will be better later.
   D when I meet new friends.
   E when families have big arguments.
   F when you leave all up to me to make up after a fight!

3. Find and correct the mistakes with the use or omission of it in the sentences.

   1. He made obvious to everyone that he didn't like her.
   2. I cannot bear it to see children unhappy.
   3. Children owe to their parents to look after them in their old age.
   4. Was great to meet his sister last week.
   5. One day may be you who needs help from other people.
   6. Is amazing how many relationships break up these days.
   7. I think is important for all generations to get along with each other.
   8. To have a good relationship with your grandparents it is important.
4 Rewrite the sentences using the introductory it.

Example:
That relationships often break down is sad.
*It’s sad that relationships often break down.*

1 To think how different generations could help each other is heartwarming.
2 Experiencing good relationships is so important in life.
3 To understand another person can be very difficult.
4 Getting on with siblings can sometimes be tough.
5 Having a role model is important for teenagers.
6 Making up with a friend after a quarrel can be emotional.

**Speaking**

Collaborative task and discussion (Parts 3 and 4) ➤ CB page 31

**About the exam:**
In Speaking Part 3, you discuss a question with your partner for two minutes. You have several points to consider during your discussion, which are related to the question. The question and related points will be given to you as a mind map. After two minutes, the examiner will stop your discussion and ask a question where you need to make some kind of decision. You have another minute to discuss this.

**Strategy:**
- Spend time discussing each point. Spend more time on those you know more about or are interested in. You do not need to discuss all the points.
- Make sure you share the speaking time and that it is a discussion and not a series of long turns. Involve your partner and react to what he or she says.
- You do not need to agree on your decision.

**1 Look at the exam task and the extracts from a discussion between two candidates.** Which points are they talking about? Do you agree with them?

**Extract 1**
A: Well, if we look at studies, I think this is something where teens’ attitudes can be very different to children’s, don’t you think?
B: Oh, yes. When you’re younger, learning is often a lot of fun but when you’re older, it gets a load more serious.
A: That is so true! We’re under much more pressure to succeed and I think the enjoyment factor can disappear sometimes.

**Extract 2**
A: It’s true that your attitude changes but it’s hard to nail down how.
B: I agree but I think it’s to do with different levels and types of relationships.
A: You mean, like, you have a wide social circle but there are people who are important to you for different reasons?
B: Exactly. For support, for advice, because they’re cool, sometimes simply because you want your social network to be bigger than someone else’s!

**Extract 3**
A: That’s an interesting one. I don’t think kids think about it a lot — unless it’s just to buy snacks and stuff.
B: You’ve got a point but I think that’s only part of it. Kids are getting much more into clothes, accessories, gadgets and so on, aren’t they?
A: Yeah, but who usually buys them?
B: I see what you mean!

**2 Read the extracts in Activity 1 again. Underline phrases the candidates use to expand on what the other candidate says.**

**3 ➤ 05 Read the decision question for this task.** Which of the prompts from Part 3 do you think the candidates will choose? Listen and see if you were right.

**4 Listen again and complete the phrases.**
1 I don’t like to ______________ it but …
2 I think it’s ______________ to be money.
3 Yes, there’s ______________ but …
4 I ______________ think it’s money.
5 We’ll have to ______________ here, then.
6 ______________ say both money and friendships.
Use of English
Multiple-choice cloze (Part 1) ▶ CB page 32

1 Read the blog post. For questions 1–8, decide which answer (A, B, C or D) best fits each gap.

I wish I’d known that before! ^

I’ve always tried to be a supportive friend, (0) A keeping my own counsel on my true opinions. I’ve lied to (1) _______________ a friend’s face and gone to parties with people I couldn’t stand (2) _______________ upset them. But now I’m older I have realised that being permanently sympathetic is not the way to hold on to your integrity and well-being. Armed with this understanding, I planned to (3) _______________ a policy of being totally honest at all times. I came across research that (4) _______________ me up, claiming that often people don’t actually want the truth and that being honest reduces the stress that inevitably accompanies (5) _______________ white lies. So I decided to (6) _______________ ahead. Some people hated me, others were angry, but my real friends valued my honesty. (7) _______________, I was aware of the damage bluntness can do but I’ve learned that true friendship survives on sincerity and a few (8) _______________ truths won’t ruin it. I wish I’d known that before!

0 A keeping B holding C clutching D grabbing
1 A rescue B save C recover D retain
2 A begin B in place of C in preference to D rather than
3 A begin B embark C held D took
4 A backed B supported C reap D push
5 A saying B speaking C recounting D at last
6 A go B move C got D foundation
7 A Although B Obviously C Conversely D base

Listenning
Multiple choice (Part 3) ▶ CB page 33

About the exam:
In Listening Part 3, you hear an interview involving two or more people. There are six multiple-choice questions, each with four options. You hear the interview twice.

Strategty:
- Read the questions to get an idea of the topic.
- The first time you listen, underline key words and mark possible answers.
- Make sure the option you choose actually answers the question.

1 You will hear an interview with a man called Jon Simmons and a woman called Clare Harries, who both work as life coaches. For questions 1–6, choose the answer (A, B, C or D) which fits best according to what you hear.

1 Jon feels that the job of a life coach is
A similar to being a therapist.
B focused on future possibilities.
C based on individual experiences.
D more complex than people realise.

2 Clare says she became a life coach because
A it involved something she enjoyed doing.
B it enabled her to re-evaluate her own issues.
C it was a logical extension of her other interests.
D it was necessary to replace the lack of family support.

3 What surprises Clare about the kind of people who seek her expertise?
A They are open to informal advice.
B They are only looking for better jobs.
C They are upset by rapid changes in society.
D They are often working within a large organisation.

4 What does Jon think is most important to understand about relationships?
A They should be developed slowly and carefully.
B They have to reflect an individual’s moral attitude.
C They start with the individual’s attitude to him- or herself.
D They fall if people around an individual are critical of them.

5 Jon and Clare both think the most important message to get over to clients is
A control negative thinking.
B take positive action at all times.
C decide what really makes you really happy.
D make good use of your particular skills.

6 What do Jon and Clare both feel is the most rewarding part of their job?
A understanding more about themselves
B improving the lives of large numbers of people
C developing a relationship with another person
D watching another person develop their confidence
Writing
Report (Part 2) ➤ CB page 34

About the exam:
In Writing Part 2 you may have the choice of writing a report. The purpose of a report is to give information and make recommendations using an impersonal style.

Strategy:
• Use headings for the different sections of your report. This makes it easier for the target reader and also ensures that you organise and present your information clearly.
• Use an impersonal style. The use of the passive is quite common in report writing.
• Make sure you give both an introduction where you outline the aim of the report and a conclusion where you summarise the main points.

1 Look at the exam task and the two plans. Which plan do you think is best?

Your college wants to give more assistance to new students who are coming here to study. You have agreed to write a report describing the problems that new students at the college often encounter and recommending ways to help them.
Write your report in 220–260 words in an appropriate style.

Plan A
• Paragraph 1: Say how the problems new students face can affect how well they do at college and describe these problems.
• Paragraph 2: Give examples from your own experience and say how they affected you.
• Paragraph 3: Summarise the opinions of a teacher you interviewed.
• Paragraph 4: Give a conclusion about what is the best thing to do to avoid the problems.

Plan B
• Paragraph 1: Say why you’re writing the report.
• Paragraph 2: Give examples of some difficulties for new students: finding their way around, who to go to for information, socialising, etc.
• Paragraph 3: Make some suggestions to help: an information leaflet, a buddy system, a day visit, etc.
• Paragraph 4: Give a short summary of how your ideas might help.

2 Look at another exam task and tick (✓) the things you have to do in the report.

The education authorities in your area want to assess how useful the provisions at schools and colleges are for equipping students with skills for dealing with a working life after they leave full-time education. You have agreed to write a report describing and evaluating the current programmes and recommending improvements.
Write your report in 220–260 words in an appropriate style.

1 Give clear examples of what you were taught and how you profited from this.
2 Give an overview of what schools in your area do to help their students prepare for working life.
3 Explain how and why this preparation benefits or does not benefit the students.
4 Say whose fault this is and explain your criticisms.
5 Make some suggestions about how the preparation could be improved.
6 Give a detailed programme of sessions that you think would be good.

3 Read the sentences and put a cross (✗) next to the ones that would not be appropriate to include in the report.

1 In this report I am planning to describe what schools do at the moment to prepare their students for when they leave.
2 Having said that, there are disadvantages to allocating a significant amount of time to life skills classes like these. Here are a few of them.
3 There is currently little focus on teaching students how to deal with their finances effectively.
4 My recommendations would include providing more opportunities for students at school to visit different work places.
5 I think you’ve got to get more trained staff in to give extra classes in finance and cookery and things like that.
6 Should these recommendations be implemented, students will be better able to deal with a range of problems they may encounter after leaving school.

4 Do one of the exam tasks on this page. Make notes and write your report. Remember to
• use an impersonal style.
• use clear headings.
• address all the points in the task.
No gain without pain

Listening
Sentence completion (Part 2) ▶ CB page 36

About the exam:
In Listening Part 2, you complete gaps in eight sentences. The answers come in the same order as the sentences. You must write the exact word(s) you hear in each gap, although the sentence itself may be a paraphrase.

Strategy:
- Read the instructions so that you understand the context and who is speaking.
- Read the sentences. Think about what kind of word you will need.
- Listen and complete the sentences. On the second listening, check your answers.
- Make sure your answers are grammatically correct and there are no spelling mistakes.

1 You will hear a motivational speaker called Sally Webb giving a presentation to students about her work. For questions 1-8, complete the sentences.

A motivating business

Sally chose to study (1) ________________ because she was interested in it.

When Sally started her own business, it was her (2) ________________ that was most valuable.

To her surprise, it was the production of an (3) ________________ that gave her the impetus to be a motivational speaker.

Sally thinks that a motivational speaker should fill their audience with (4) ________________ for their work.

According to Sally, (5) ________________ is the quality that is most important in a good speaker.

Sally sometimes feels sorry when people she talks to find making (6) ________________ difficult.

Sally uses the word (7) ________________ to describe the message she wants to give.

Sally feels that getting (8) ________________ is crucial for her as a speaker so that she can improve herself.

2 Listen again and write the exact words used for the underlined phrases.

1 We seemed to be stuck in the same old routine.
2 We seemed to have everything we wanted.
3 I felt pretty surprised.
4 I want to change the way people think.
5 We're not all suited for individual success.
6 In my case, it was starting with nothing behind me.
Grammar
verb patterns: -ing/infinitive ▶ CB page 37

1 Complete the article with the correct form of the verbs in the box.

act become break do feel fulfil
get over make overcome polish produce put try understand

Vocabulary
verb/noun collocations ▶ CB page 38

1 Choose the incorrect verb in each sentence.

1 It takes a great deal of effort to realise/fulfil/obtain your potential.
2 It's a good idea to set/aim/achieve targets if you want to be successful.
3 Many people find it hard to overcome/face/beat setbacks in life.
4 People are often nervous about grasping/taking/seizing control in difficult situations.
5 Good businessmen are able to take/seize/get every opportunity that comes their way.
6 Try to trust/rely on/accept your intuition – you're usually right!
7 I often bring/get/take inspiration from autobiographies I've read about successful people.
8 It's very satisfying to win/settle/break an argument.

2 Replace the underlined phrases in the sentences with phrases A–F.

A doubt my ability
B find inspiration
C overcome setbacks
D seek popularity
E take advantage of
F to accept praise

1 It's hard to recover when something goes wrong.
2 Where do you get your ideas from?
3 Try to grasp every opportunity that comes your way.
4 People often fail because they want to be liked.
5 Modest people find it embarrassing and awkward when people say they are good.
6 I'm not sure that I am able to do it.

2 Find and correct the mistakes with verb patterns in the sentences. There are mistakes in six of the sentences.

1 My coach encouraged me to try out for the first team.
2 It was the idea of getting a high-powered job that made me going to university.
3 Many people have tried explain the secret of success but they fail to pin it down.
4 My parents helped me overcoming financial difficulties when I was trying to get my foot on the ladder.
5 I really feel there is nothing to prevent me from fulfilling my potential.
6 I have to force myself to getting up in the mornings but once I'm up, there's no stopping me!
7 People who avoid taking risks will never be high achievers.
8 It's people who dare trying new things that inspire others to do the same.
**Use of English**

Key word transformations (Part 4) ▶ CB page 39

**About the exam:**
In Reading and Use of English Part 4, there are six unconnected sentences. For each one, you complete a new sentence that has a similar meaning. You use a word given in bold for each sentence, which you must not change. You are given the beginning and end of each new sentence and you can only write between three and six words in the gap.

**Strategy:**
- Read the sentence carefully and think about its exact meaning.
- Think about other ways of expressing the meaning, using the key word.
- Don’t change the key word.
- Write between three and six words, including the word given.
- Contraction (e.g. *didn’t*) count as two words.

**1** Complete the second sentence so that it has a similar meaning to the first sentence, using the word given. Do not change the word given. You must use between three and six words, including the word given.

0 It’s impossible that you saw John last night – he’s in the USA.
   **HAVE**
   John’s in the USA, so *you can’t have seen* him last night.

1 I am confident that he will be successful in his career.
   **CHANCES**
   I am confident _____________ in his career.

2 If you feel stressed, breathing slowly should calm you down.
   **MAKE**
   Breathing slowly ________________, if you feel stressed.

3 I am really bad at remembering people’s names when I meet them.
   **MEMORY**
   I _________________ people’s names when I meet them.

4 He lost his job because he was inefficient.
   **GROUNDS**
   He lost his job _________________ his inefficiency.

5 I’m sorry that I didn’t help him.
   **REGRET**
   I _________________ him.

6 I couldn’t go away for the weekend because I didn’t have enough money.
   **PREVENTED**
   I was _________________ for the weekend by lack of money.

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**Reading**

Multiple choice (Part 5) ▶ CB page 40

1 Read the article quickly and choose the best option (A, B or C) to complete the title.

1 nurture talent early on
2 practice, not talent
3 headhunt high performers

2 Read the article again. For questions 1–6, choose the answer (A, B, C or D) which you think fits best according to the text.

1 The writer is concerned that motivational speeches do not
   A carry conviction.
   B give useful advice.
   C interest the audience.
   D respect the listeners.

2 The writer believes we should learn more about
   A the factors behind motivation.
   B the ways people’s commitment to tasks can be developed.
   C the importance of workers’ different principles.
   D the similarities between practices in business and education.

3 Research suggests that successful people
   A do not need to work hard.
   B have an innate talent.
   C benefit from personal training.
   D can learn very quickly.

4 In paragraph 4, the writer poses several direct questions in order to
   A make readers consider their own experiences.
   B invite comment.
   C emphasise his point.
   D consider different situations.

5 According to the writer, employers need to
   A encourage ambition in their employees.
   B ensure employees know their place in a company.
   C record the development of each employee.
   D reward good performance of their employees.

6 The writer uses the phrase a rank-and-yank appraisal system to refer to
   A insufficient investment in personal development.
   B promotion that is too rapid.
   C an acceptance of poor performers at high levels.
   D changing the recruiting strategy of a company.
Secret to success:

Most of us have been on the receiving end of an inspirational speech. Usually it is delivered by a former Olympian at a company conference and is all about the big M: motivation. It is sometimes eloquently delivered and often fun to listen to but most people leave the room wondering how thirty minutes of biographical information about a rowing champion is going to help them back in the office. Nobody would dispute that motivation is a key driver of performance but this knowledge does not help many of us understand where it comes from.

Listening to a sportsperson speaking about their own personal journey may be uplifting but how is it going to leave a lasting and usable legacy in terms of how you approach your job? It is almost insulting to think it could.

It is not anecdotes we need, so much as a science of performance, underlying principles that help unlock the question of why some people work hard and excel while others don’t; why some are committed to what they are doing while others exist in a state of semi-detachment. It is a question with ramifications not just for business but for education. And, fortunately, the answers are beginning to emerge. To see how, we need to take a step back and ask a deeper question: where does excellence come from?

For a long time, it was thought that the answer hinged, in large part, upon talent. Hard work may be important but if you don’t have the ability, you are never going to become top class. It is the notion that high-level performers have excellence encoded in their DNA.

It turns out that this point of view is mistaken. Dozens of studies have found that high flyers across all disciplines learn no faster than those who reach lower levels of attainment – hour after hour, they improve at almost identical rates. The difference is simply that high achievers practise for more hours. Further research has shown that when students seem to possess a particular gift, it is often because they have been given extra tuition at home.

The question of talent versus practice/experience would not matter much if it were merely theoretical. But it is much more than that. It influences the way we think and feel, and the way we engage with our world. It determines our motivation. To see how, consider an employee who believes success is all about talent – this is known as the ‘fixed mindset’. Why would they bother to work hard? If they have the right genes, won’t they just cruise to the top? And if they lack talent, well, why bother at all? And who can blame someone for having this kind of attitude, given the underlying premise? If, on the other hand, they really believe that practice trumps talent – the ‘growth mindset’ – they will persevere. They will see failure as an opportunity to adapt and grow. And if they are right, they will eventually excel. What we decide about the nature of talent, then, could scarcely be more important.

So, how to create a growth mindset within an organisation? Interventions which have presented participants with the powerful evidence of how excellence derived from perseverance – which explains the possibility of personal transformation – have had a dramatic impact on motivation and performance. When this is allied with clearly identifiable pathways from shop floor to top floor, so that employees can see the route ahead, these results are strengthened further.

Businesses that focus on recruiting external ‘talent’ with ‘the right stuff’ on the other hand, and who neglect the cultivation of existing personnel, foster the fixed mindset. A rank-and-yank appraisal system is also damaging because it suggests that the abilities of those ranked the lowest cannot be developed. In short, an ethos constructed upon the potential for personal transformation is the underlying psychological principle driving high performance. It is an insight that is not merely deeply relevant to business but to any organisation interested in unlocking human potential.

3 Look at the phrases fixed mindset and growth mindset in paragraph 4 of the article. Which speaker below shows a ‘fixed mindset’ and which shows a ‘growth mindset’?

1 ‘I’m in the right job. There’s no point pushing for promotion because I’d be out of my depth.’
2 ‘I’ve never tackled anything like that before but I guess I can learn as I go along.’

4 Match the underlined words in the article with their synonyms.

1 consequences
2 capability
3 philosophy
4 personal stories
5 understanding
6 achievement
Speaking
Collaborative task and discussion
(Parts 3 and 4) ▶ CB page 43

1 Look at the exam task and listen to two candidates doing the first part of the task. Which two points do they discuss?

Here are some areas of life where people want to be successful and a question for you to discuss.

- education
- sport
- work
- being a parent
- relationships

Why can it be difficult to succeed in these areas of life?

Talk to each other about why it can be difficult to succeed in these areas of life.

Now you have about a minute to decide which two areas you think it is most rewarding to succeed in.

2 Listen again and complete the sentences.
1 That's very ________________...
2 It's ________________ compatibility, really.
3 ________________ that a lot of relationships fail because ...
4 ________________ succeeding in education?
5 That ________________ you don't concentrate enough on your work.
6 A(n) ________________ is my brother.

3 Match the sentences in Activity 2 (1–6) with their functions (A–F).
A giving an example
B making a suggestion
C giving an opinion
D giving a consequence
E giving a generalisation
F expressing agreement

Writing
Essay (Part 1) ▶ CB page 44

1 Look at the exam task and the two introductory paragraphs. Which is more appropriate to begin the essay?

Your class has attended a panel discussion on how schools can help students develop skills important for their future lives. You have made the notes below.

Ways schools can help students develop important life skills
- encourage more competitive sports
- have off-site team-building days
- introduce home-making and parenting classes

Some opinions expressed in the discussion
- 'Too much competition can have a negative effect on some students.'
- 'Team-building activities can be fun and kids learn things without realising!'
- 'Cooking and looking after children should really be taught by parents, not schools, don't you think?'

Write an essay for your tutor discussing two of the suggestions in your notes. You should explain which suggestion is better, giving reasons to support your opinion.

You may, if you wish, make use of the opinions expressed in the discussion but you should use your own words as far as possible.

Write your essay in 220–260 words in an appropriate style.

Schools teach us a lot of information and help us pass exams. What else should they teach us? When I was at school, I learned a lot about maths and science and famous writers but when I left school, I didn't know much about how to look after my money or even how to cook basic meals. Perhaps schools should teach us more things like that.
3. Do the exam task.

Your class has listened to a discussion about the roles of different people in influencing a person's aspirations and character development. You have made the notes below.

**People that can influence someone's aspirations and character development**
- celebrities
- family members
- peers

**Some opinions expressed in the discussion**
- 'Young people see the fame and money that celebrities have, sometimes without having a particular talent, and think, 'Yes, I'd like that!'
- 'Most people feel guilty about letting their family down if they don't do well.'
- 'Everyone wants to fit in and be accepted by their peers, so they change their behaviour accordingly.'

Write an essay for your tutor discussing **two** of the types of people in your notes. You should explain **which types of people have more influence**, giving reasons to support your opinion.

You may, if you wish, make use of the opinions expressed in the discussion but you should use your own words as far as possible. Write your essay in **220–260** words in an appropriate style.

---

2. Read the candidate's essay below and tick (✓) the things the candidate hasn't done.

1. discussed two of the suggestions in the exam task
2. given pros and cons of both suggestions
3. chosen which suggestion is better
4. given reasons for his opinions
5. used a direct question to emphasise a point
6. used both simple sentences and more complex ones
7. used impersonal constructions
8. used between 240 and 260 words

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One way schools try to help their students is by exposing them to competition as early as possible. It is believed that by participating in competitive sports or quizzes, students will learn how to face the demands of a working life that revolves around competition. This can benefit many students. They learn how to cope with and learn from defeat and grow in confidence, seeing how perseverance can achieve results. However, this is not necessarily the case for all students. There are many who fail and are humiliated by their failure. Where is the lesson in this?

In my opinion, a far better way to help young people is to encourage team-building activities. These can take the form of working in groups in lessons or even going on special training days to outdoor activity centres. What is important is for them to learn to work together in an enjoyable way.

In our lives there will be many times when we need to co-operate in order to achieve things. Developing the ability to work with other people, rather than against them is, to my mind, a very important life skill indeed.
Multiple-choice cloze (Part 1)

For questions 1–8, read the text below and decide which answer (A, B, C or D) best fits each gap. There is an example at the beginning (0).

A success story – or is it?
Success, like beauty, lies in the (0) ______ A eye ______ of the beholder. How one person chooses to define it can be very different from how others perceive it. For some people, it’s earning a fortune, (1) ______ a person ______, for others it’s working in a voluntary position helping those less fortunate. It’s also relative rather than (2) ______, because the person who (3) ______ a new skill has achieved success in their terms just as much as the self-made millionaire.

Ironically, there may also be an underlying contradiction in the term. (4) ______, an actress who has a glamorous life and seems to have everything she wants may actually be troubled by the loss of her (5) ______ life as paparazzi invade her personal (6) ______.

It also has something to do with the length of time success (7) ______. Many young people are happy with short-term fame but (8) ______, it’s true that reaching that one goal might be comparatively straightforward, maintaining that success is often much harder. And surely, it’s long-term success that is ultimately the most satisfying and also the most enviable?

Open cloze (Part 2)

For questions 9–16, read the text below and think of the word which best fits each gap. Use only one word in each gap. There is an example at the beginning (0).

The unhappiness of phones

Some people claim we would all feel much happier if, instead (0) ______ of ______ constantly checking for emails and texts, we turned off our smartphones completely and concentrated (9) ______ those people physically present. Such messages are a big distraction and (10) ______ people may be unaware of it, they can cause stress and unhappiness.

Thinking about (11) ______, instead of concentrating makes us less productive at work and can also lead to our having unsatisfying and incomplete personal relationships. If we are (12) ______, careful, we will lose the knack of enjoying the warmth of human company, preferring to (13) ______ our attention taken by messages from those far away. Some people say the art of forming real relationships and keeping them going seems to be (14) ______ threat from the march of technology. The good news, however, is that (15) ______ small changes to the way in which we use our phones can be very effective and that it is not (16) ______ late to recognise the danger and do something about it. After all, we all want to be happy!
Word formation (Part 3)

For questions 17–24, read the text below. Use the word given in capitals at the end of some of the lines to form a word that fits the gap in the same line. There is an example at the beginning (0).

The route to perfection

Can there be perfection without pain for those who are (0) successful in the world of dance? Achieving excellence depends on many different things, including physique and luck. However, it is (17) ___________ that those who dance professionally must also follow a (18) ___________ training regime, combining this with complete (19) ___________ to their art – and this can certainly be painful. Dancers have to be like (20) ___________ athletes but they also have to combine fitness with elegance and (21) ___________. It's said that giving a professional dance performance is not (22) ___________ to playing a football game as dancers have to combine periods of sustained activity with short bursts of (23) ___________ energy, while also being able to recover quickly. In the past dancers trained mostly by going through (24) ___________ routines but in the modern world, with its high standards of fitness, they use additional techniques such as gym routines to gain muscle strength and stamina. Their ultimate aim is perfection.

Key word transformations (Part 4)

For questions 25–30, complete the second sentence so that it has a similar meaning to the first sentence, using the word given. Do not change the word given. You must use between three and six words, including the word given. Here is an example (0).

Example

0 Jane was advised to work harder by her Maths teacher.

RECOMMENDED

The Maths teacher recommended that Jane should work harder.

25 This was Peter's biggest challenge to date.

FACED

Peter ___________ challenge before.

26 I wish I had tried harder when I was at school!

REGRET

I really ___________ when I was at school!

27 I wish people wouldn't talk during the performance – it makes me really uptight!

NERVES

It really ___________ people talk during a performance!

28 He is so ambitious – he's determined that he'll be successful in the company.

MARK

He is determined ___________ in the company.

29 Can you suggest a way of turning dreams into reality for ambitious people?

TRUE

Can you suggest how ___________ for ambitious people?

30 I don't want to take part in the project.

RATHER

I ___________ part in the project.
The feel-good factor

Use of English
Open cloze (Part 2) ➤ CB page 46

1 Read the article. For questions 1–8, think of the word which best fits each gap. Use only one word for each gap.

HAPPINESS:
it’s a state of mind

Research undertaken into (0) _______ the ______ pursuit of happiness has produced some interesting ideas. Apparently, our level of happiness depends on (1) _______ much we invest in it. The hypothesis is that happiness resembles a skill and can therefore be learned – if people are willing to put time and effort (2) _______ perfecting it. Meditation seems to be a key factor and this (3) _______ be scientifically demonstrated. MRI scans performed on people who mediated regularly showed raised levels of positivity in the left-hand side of (4) _______ brains, the part usually connected with happiness. At the same time, they managed to keep the more negative right side (5) _______ check. Does this mean only specialist meditators can be happy? Apparently (6) _______, as even people who only meditated occasionally demonstrated greater positivity. This could indicate that tweaking the (7) _______ we channel our thoughts, modifying our perception of things around us, can (8) _______ a big difference to our sense of well-being. If true, isn’t it worth putting in some effort?

2 Look at the gapped words in the article and match them with descriptions A–F.

A a negative  
B a modal verb  
C a possessive adjective  
D a verb that is part of a collocation  
E an adverb used to ask about a quantity  
F a fixed prepositional phrase

3 Read the article again. Which sentence best summarises the writer’s main point?

1 Meditation is the only way to create a feeling of happiness.
2 We can change our level of happiness by altering our mind-set.
3 Happiness doesn’t just happen – we have to make it happen.
Speaking
Long turn (Part 2) ▶ CB page 47

1 ▶ 09 Look at the exam task and the pictures. Decide which two pictures you would choose to talk about. Then listen to a candidate doing the task. Did she choose the same pictures?

Look at the pictures. They show people experiencing very special moments. Compare two of the pictures and say why these moments might be special for the people and how memorable these moments might be.

3 Complete the candidate’s answer. In some gaps more than one answer may be possible. Then listen again and check your answers.

4 Read two follow-up questions for the second candidate. Which one is more likely to come up in the exam?

1 Which person or people do you think have been anticipating this moment for the longest time? Why?
2 Which picture do you prefer? Why?

Listening
Multiple choice (Part 3) ▶ CB page 48

1 ▶ 10 You will hear an interview with Janet Wilson, a young stand-up comedian. For questions 1–6, choose the answer (A, B, C or D) which fits best according to what you hear.

1 Janet’s interest in stand-up comedy started because
A she was dissatisfied with normal acting roles.
B she enjoyed writing her own jokes and scripts.
C she knew it would fulfil her desire for a challenge.
D she feels it linked to her primary acting interest.

2 How did Janet’s parents react to her career?
A They hesitated about supporting her.
B They wished she had been more studious.
C They were pleased she was doing something she loved.
D They were concerned about the insecurity.

3 How does Janet feel during a performance?
A frustrated by an unresponsive audience
B privileged to be able to make people happy
C tired by the stress involved in entertaining others
D upset when an audience doesn’t like her

4 Janet thinks a successful comedian must
A be a charismatic presence on stage.
B have the opportunity to win awards.
C be able to ignore any criticism.
D feel confident about growing as a performer.

5 When talking about her future, Janet is resigned to the fact that she
A must be prepared for set-backs in her career.
B might accept other work for financial reasons.
C has to work on a better stage presence.
D lacks opportunities to develop in other areas.

6 How does Janet feel about stand-up comedy?
A accepting of the competitive atmosphere
B encouraged by growing numbers of comedians
C unsure about changes that are happening
D irritated when there isn’t work for everyone

2 Read the candidate’s answer. Ignore the gaps. Does the candidate complete all parts of the task?

I’d like to talk about these two pictures. In my opinion the people in both pictures are experiencing a feel-good moment. It’s special for all of them but, obviously, for different reasons. The people are in contrasting locations, too. One looks as (1) ___________ it’s inside, perhaps in a school hall, whereas the other is outdoors, in a lovely mountainous area. For the people in the first picture, the place (2) ___________ be very noisy but in the second it (3) ___________ the girl can hear nothing but the birds. Beautiful! The kids in the first picture are (4) ___________ on a stage and from the way they look, I’d (5) ___________ it’s the end of a show and they’ve done really well. They certainly look pretty pleased with themselves. And this is just an (6) ___________ but this (7) ___________ be the first time they’ve ever done anything on stage, so it would be very special for them. I imagine everyone’s applauding them very loudly. In the second picture the girl (8) ___________ very content. I (9) ___________ she’s just climbed up the mountain. I can’t be (10) ___________ but I imagine this is a special moment for her because she’s never seen such a glorious view before.
2 Complete the sentences from the interview. Use the clues in brackets to help you. Then listen again and check your answers.

1 I realised it was going to be _____________ early on. (something I would like)
2 At school, I _____________ acting in school plays. (had a good time)
3 You have to understand that and not let it _____________ skin. (upset you)
4 What I thought were good jokes _____________ ground. (were not appreciated)
5 Take the _____________, in other words. (accept good and bad times)
6 Though there are more opportunities, you have to _____________ because if you don’t, there’s always someone who will. (seize them)

Reading
Multiple matching (Part 8) ► CB page 50

About the exam:
In Reading and Use of English Part 8, you match questions or statements to sections of one text or several short texts.

Strategy:
- Read the text(s) quickly to get a general idea of the topic.
- Read through the questions and underline key words and phrases that may help you.
- Scan the text(s) to find parts with a similar meaning to what you have underlined. Remember that the words will not be the same.

1 Read the article. Match the titles (1–4) with the sections (A–D).
   1 Keep it light.
   2 It started with the Brits.
   3 What’s the secret?
   4 Don’t take yourself too seriously.

2 Read the article again. For questions 1–10, choose your answers from the sections A–D. You may choose any of the sections more than once.

   In which section does the writer
   praise the quality of some more serious films?
   point out the value of feel-good films
   in difficult economic times?
   mention a film character who learns
   from his experiences?
   explain how a director uses a film as
   a vehicle for his own opinion?
   comment on the artistic merit of
   the cinema?
   talk about the importance of escapism
   in films?
   mention a special technique used to
   create a feel good reaction?
   insist that lighter films can also
   be clever?
   talk about films that make us reflect
   on life?
   refer to films where ordinary people
   triumph over authority?
Films that make you feel good

Feel-good films stretch back right into the early days of cinema. The Brits were pioneers of the form. Producer Cecil Hepworth's *Rescued By Rover* (1905), a winsome yarn about a dog retrieving a kidnapped baby, was an early example of feel-good film-making. What distinguished it was the tempo. The film-makers used cross-cutting to crank up the tension, which is only finally released when the baby is found. The film 'marks a key stage in the medium's development from an amusing novelty to the "seventh art,"' able to hold its own alongside literature, theatre, painting, music and other more traditional forms,' claims the British Film Institute's Screenonline website. Film historians today continue to study Hepworth's storytelling abilities but that wasn't what interested the 1905 audiences who flocked to see it. They went because it was a feel-good film.

There has long been a tendency to sneer at feel-good films. Serious, self-conscious auteurs are often too busy trying to express their innermost feelings about art and politics to worry about keeping audiences happy. However, as Preston Sturges famously showed in his comedy *Sullivan's Travels* (1941), if you're stuck on a prison chain gang, you don't necessarily want to watch * Battleship Potemkin*. *Sullivan's Travels* is about John L. Sullivan, a glib and successful young Hollywood director of comedies, who yearns to be taken seriously. Sullivan dresses up as a hobo and sets off across America to learn more about the plight of the common man. He ends up sentenced to six years in prison. One of the prisoners' few escapes from drudgery is watching cartoons. As he sits among his fellow cons and sees their faces convulsed with laughter at a piece of what he regards as throwaway Disney animation, he rapidly revises his own priorities. 'After I saw a couple of pictures put out by my fellow comedy directors, which seemed to have abandoned the fun in favour of the message, I wrote *Sullivan's Travels* to satisfy an urge to tell them to leave the preaching to the preachers,' Sturges recalled.

A few years ago there were a lot of 'deep-dish' movies. We had films about guilt, (Atonement) about the all-American dream coming apart at the seams (Revolutionary Road) and even a very long account of a very long life lived backwards (the deeply morbid The Curious Case Of Benjamin Button). Deep-dish, feel-bad films have plenty to recommend them. If you're not a teenager and you don't just want to see the next summer tentpole blockbuster, you'll welcome movies that pay attention to characterisation and dialogue and don't just rely on CGI or the posturing of comic book heroes. However, as film-makers from Preston Sturges to Danny Boyle have discovered, there is no reason that a feel-good movie needs to be dumb. You can touch on social deprivation and political injustice: the trick is to do so lithely and, if possible, with a little leavening humour.

Historically, the best feel-good movies have often been made at the darkest times. The war years and their immediate aftermath saw the British turning out some invigorating, entertaining fare alongside all the propaganda. The Age of Austerity was also the age of the classic Ealing comedies, perfect examples of feel-good film-making. In the best of these films like *Passport To Pimlico* or *Whisky Galore*, a community of eccentric and mildly anarchic characters would invariably come together to thwart the big, bad, interfering bureaucrats. Stories about hiding away a hoard of whisky or setting up a nation state in central London were lapped up by audiences. To really work, feel-good movies must have energy and spontaneity - a reckless quality that no amount of script tinkering from studio development executives can guarantee. The best take you by surprise. What makes the perfect feel-good movie? That remains as hard to quantify as ever – you only know one when you see one.

Vocabulary
working out meaning from context

**1.** Find words and phrases in the article that match meanings 1–10.

1. marked something out as special (Section A)
2. increase (Section A)
3. keep its position against others (Section A)
4. longs for something (Section B)
5. boring hard work (Section B)
6. unintelligent (Section C)
7. lightening, making less depressing (Section C)
8. reactionary (Section D)
9. enjoyed very much, couldn't get enough of (Section D)
10. making small changes to something (Section D)
Grammar
substitution and ellipsis ▶ CB page 52

1 Replace the underlined words in the blog post with the words in the box.

- doing that
- it
- one
- that (×2)
- them
- they (×2)

Vocabulary
prefix mis- and false opposites ▶ CB page 53

1 Replace the underlined words with the correct form of the verbs in the box. Use the prefix mis-.

behave    fortune    interpret
lead      trust      understand

1 That young boy is always behaving badly – he needs to be taught some manners.
2 She's had a lot of bad luck recently – she deserves better.
3 I didn't understand exactly what she wanted, so I bought the wrong thing.
4 I don't trust that salesman – I don't think he always tells the truth.
5 Some advertising doesn't tell the whole truth – in fact, it quite often deceives people.
6 It's often possible to not understand the correct meaning of a person's body language.

sentence adverbs ▶ CB page 54

2 Complete the sentences with the adverbs in the box.

happily    hopefully
oddly enough     sadly
understandably   unfortunately

1 __________________, the couple meet again years later and the love affair continues.
2 __________________, no one sees the murder although it happens in a very public place.
3 __________________, there will be another series next year but nothing has been announced so far.
4 __________________, the victim is scared of walking down that street again.
5 __________________, I haven't seen the sequel, so I can't comment on it.
6 __________________, the dog has to be put down at the end of the film.

More than just a pet

Two of my friends recently adopted a dog. By (1) adopting a dog they have given me an insight into how animals can promote well-being. (2) My friends were happy enough before they brought Buster home but rarely have I seen anything bring so much joy into a home as he has.

It's unsurprising that greater health and happiness can come from caring for a pet. One research study tracked people working in stressful jobs who adopted a cat or dog; caring for (3) their new cat or dog lowered the person's blood pressure more effectively than medicine. People who own dogs tend to get more exercise than people without (4) a dog, and (5) exercise is a guaranteed way of boosting your health and happiness.

Having said (6) exercise is a guaranteed way to boost health and happiness, I would never suggest that families with young children should get a puppy or any similar pet; not because (7) getting a puppy is problematic in itself, but parents nowadays lead such busy lives that looking after a young animal is the last thing (8) parents want to worry about. But families can still benefit from the love of animals by adopting lower-maintenance pets such as fish or by helping out with other people's animals.

2 There is one word missing in each conversation. Add it in the right place.

1 A: Are you going to buy that car?
B: No, I can't afford at the moment.
2 A: Do you think the trains will be busy this evening?
B: I expect because it's always busy on a Friday.
3 A: People all seem happier these days!
B: Do you think? I hadn't noticed!
4 A: I'm going to Rome in the summer for a short holiday.
B: Really? So we'll be there at the same time.
5 A: Please tell Sue that I'll be late for the meeting.
B: Of course I. What time will you get here?
6 A: It's a difficult decision but I think I'll turn the job down.
B: I suppose means you can stay near your family, so that's good.
About the exam:
In Writing Part 2, you choose between several options. One of these options may be a review. It could be a review of a book, film, new product, theatrical performance or something else that you have experience of. You write between 220 and 260 words.

Strategy:
• Include some information about what you are reviewing but don’t go into a lot of detail about one element.
• Give your reactions, whether positive or negative (or both), and include recommendations.
• Use an informal style to engage readers.

1 Look at the exam task and the sample answer. Then decide which paragraph opening sentence (A–E) best fits each gap.

You see this announcement on a website.

What makes you laugh?
When we’re feeling a bit low, watching something funny on TV can lift our spirits. We’d like to post some reviews of TV series that give us a good giggle.

Send us a review of a TV series which you think will cheer us all up, giving reasons for your choice.

Write your review in 220–260 words in an appropriate style.

A The script is witty and the characterisations are superb.
B The series is based on the works of P.G. Wodehouse, of Jeeves and Wooster fame.
C It happens to all of us.
D It is refreshing to watch a comedy series where the jokes are innocent but extremely funny.
E Blandings is an unlikely source of amusement for me.

2 Read the sample answer again and answer the questions.
1 How does the writer engage the reader in the first paragraph?
2 How does the writer use a possible negative point to make a positive one?
3 What factual information does the writer give?
4 List the adjectives used in the review.
5 How does the writer persuade us to watch the series?

(1) One moment you can be feeling really depressed and fed up with life and then something comes on the television which makes you giggle and by the end of the programme you find that you’re smiling rather than sobbing. That is exactly what I found when I watched the series Blandings on television last week.

(2) I usually shy away from slapstick comedy but Blandings manages to use this as well as other different types of humour in a way that seems to work brilliantly. I am glad I switched on.

(3) It is set in 1929 and it revolves around the lives of an aristocratic but hugely eccentric family who reside at a wonderful minor stately home called Blandings Castle. Timothy Spall plays the forgetful but lovable lord of the manor and the very talented Jennifer Saunders is his sharp-voiced sister who wants him to face up to his duties as a pillar of the local community. Unfortunately, this is a role he detests.

(4) However, what makes it so amusing is the way it pokes mild fun at a bygone age where money, title and class ruled society. We see the British at their best and at their worst, and it is an excellent example of how the British can laugh at themselves.

(5) I can thoroughly recommend the series to anyone who is feeling a little gloomy and I can almost guarantee that you won’t be able to resist a smile. Channel 2, 7 p.m. on Sundays. You won’t regret it.

3 Read the exam task again and plan your own review. Think about the questions below. Then write your review.
1 What is the series? Is it old or recent? Why did you start watching it?
2 What is the situation? Who are the actors?
3 What makes this series special in your opinion?
4 Who would you recommend it to?
Use of English
Word formation (Part 3)  ▶ CB page 58

1 Write the correct form of the words below.

1. accurate (adj) ____________ (n)
2. portray (v) ____________ (n)
3. discover (v) ____________ (n)
4. exhibition (n) ____________ (v)
5. injury (n) ____________ (pl n)
6. descend (v) ____________ (pl n)

2. Read the article. For questions 1–8, use the word given in capitals at the end of some of the lines to form a word that fits in the gap in the same line.

Searching For a King
You wouldn’t expect to find a dead king under a city car park, yet, (0) _______________ this was where archaeologists found Richard III, an English king who died in 1485. Always a (1) _______________ figure, Richard was (2) _______________ as a villain and murderer by Shakespeare. The accuracy of this portrayal is (3) _______________, but the fact that Richard was killed at the Battle of Bosworth Field is (4) _______________. The exact whereabouts of his body after the battle was a mystery but with the discovery of a skeleton in Leicester, people speculated about whether these were the (5) _______________ of the king. The skeleton exhibited similar injuries to those recorded after the battle and scientists carried out carbon dating, which placed the skeleton in the fifteenth century. (6) _______________ of DNA from living descendants of the king put (7) _______________ of the skeleton beyond doubt – the evidence was (8) _______________. The last missing king of England had been found.

3. Find the words from Activity 1 in the article and check your answers.

Listening
Multiple choice (Part 1)  ▶ CB page 59

1. You will hear three different extracts. For questions 1–6, choose the answer (A, B or C) which fits best according to what you hear. There are two questions for each extract.

Extract 1
You hear part of a discussion about keeping mementos and things from the past.

1. The man feels that keeping things from the past is
   A important for people to maintain a sense of identity.
   B necessary to preserve certain things for posterity.
   C a way of making good use of old things.

2. What do both speakers think about the past?
   A Some things are only significant for those directly involved.
   B People need to feel a link to their ancestors.
   C It's essential to help older relatives retain their memories.
Extract 2
You hear part of a radio discussion about the role of museums in modern life.
3 What is the woman doing?
A explaining why museums are not viable today
B describing what is involved in running a museum
C outlining reasons why museums are irrelevant nowadays
4 The speakers agree that museums
A can be expensive to maintain.
B have potential for educational use.
C are popular with certain types of people.

Extract 3
You hear two people talking about a historical film they have seen.
5 How does the man feel about the film?
A annoyed about the way it was marketed
B bored by the lack of a good storyline
C frustrated by the pace of the film
6 The speakers agree that historical films
A are a good way to teach children about history.
B often contain incorrect facts for dramatic effect.
C make history more interesting for many people.

Grammar
comparing ➤ CB page 60
1 Complete the sentences with the words in the box.

as by far far far more like
most much much less quite

1 I'm ____________ interested in history lessons now that the teacher shows us films.
2 He's very good-looking, just ____________ his father.
3 History lessons are nothing like as boring nowadays ____________ they were when I was at school!
4 ____________ the best old castle I have seen on holiday was in Wales.
5 People are ____________ more involved with researching their family tree now that so ____________ information is on the net.
6 I think people find out ____________ as much from the internet as they do from books.
7 It's ____________ interesting doing family research on your own than with other people.
8 I found the ____________ fascinating information about my family by talking to my grandmother.

Speaking
Long turn (Part 2) ➤ CB page 61
1 Look at the exam task and the pictures. Put a cross (X) next to the things that the candidate should not do.
1 Give a detailed description of two pictures.
2 Comment on all three pictures.
3 Talk about the similarities between the pictures.
4 Choose the best way to record events.
5 Relate personally to the pictures.
6 Ask his/her partner's opinion.
7 Try to address all parts of the task.

Look at the pictures. They show people recording events and information for the future. Compare two of the pictures and say why these records might be important to people in the future and how accurate the recording needs to be.

2 Listen to a candidate doing the task. Tick (✓) the things in Activity 1 that he does.
Reading
Multiple choice (Part 5)  CB page 62

1 Read the article. What is the writer's main purpose?
   1 to review a documentary
   2 to explain the problems of hoarders
   3 to explore a family problem
   4 to warn people of the dangers of hoarding

2 Read the article again. For questions 1–6, choose the answer (A, B, C or D) which you think fits best according to the text.

   1 When he was younger, the writer believed his father's collection of strange old things
      A was amusing to look at.
      B should not be taken seriously.
      C was understandable at his age.
      D bordered on the obsessive.

   2 After watching the documentary, the writer was
      A certain his father had a severe health problem.
      B confused by his father's symptoms.
      C aware his father's situation wasn't as bad as some.
      D worried his father was in a dangerous environment.

   3 The writer mentions Jasmine's new job to
      A indicate possible psychological effects of her upbringing,
      B show she survived childhood difficulties and became successful.
      C compare types of environment people live in today.
      D emphasise that Jasmine's priorities are not influenced by her mother.

   4 When helping Vasoulla, Jasmine had to
      A remove some of Vasoulla's possessions secretly.
      B make Vasoulla see the funny side of the situation.
      C ask an expert to diagnose Vasoulla's condition.
      D find ways to persuade Vasoulla to part with some possessions.

   5 During the documentary, Vasoulla
      A managed to recover from her obsession.
      B overcame her frustration with her messy house.
      C recognised the value of Jasmine's help.
      D found important things she had long forgotten.

   6 What has the writer learned about his father?
      A He wanted to preserve things to remember the past.
      B He was concerned about wastage.
      C He hoped to make money from his possessions.
      D He was determined to make life easier for his family.

3 Find adjectives in the article that match meanings 1–8.
   1 old and rotting (Paragraph 1)
   2 not dangerous (Paragraph 2)
   3 impossible to go through (Paragraph 2)
   4 depressing (Paragraph 4)
   5 untroubled (Paragraph 5)
   6 lasting for a short time (Paragraph 5)
   7 very angry (Paragraph 6)
   8 mad (Paragraph 6)

4 Complete the sentences with the adjectives in Activity 3.
   1 The cheese had been in the fridge far too long and it had gone ________________.
   2 There had been a landslide because of the heavy rain and the road was ________________.
   3 I was ________________ when my neighbour built an extension to his house that completely blocked the sunlight into our garden.
   4 The beauty of flowers is ________________, but it is worth waiting to see each year.
   5 I was ________________ by the teacher's criticisms because I knew I could do better.
   6 My brother had this ________________ idea to swim across the Atlantic but we talked him out of it.

5 Choose the correct answer (A or B) for each sentence.
   1 The writer uses the phrase multi-storey storage facility (line 30) to
      A show how big Vasoulla's house is.
      B emphasise the strength of her obsession.

   2 The phrase commandeered by clutter (line 37) suggests that
      A Vasoulla is not in control.
      B Vasoulla needs more work surfaces.

   3 The phrase flotsam and jetsam (line 83) is used to suggest that
      A what Vasoulla has collected is not systematic.
      B Vasoulla is becoming overwhelmed by her junk.
Id always considered my father to be something of a hoarder. Our family home was flanked by a pair of garages but neither was used for anything as prosaic as parking cars. Instead, they both bulged, ceiling to floor, with a bizarre and ever-growing menagerie of stuff: old windsurfing magazines, broken kettles, mouldy carpets, two dozen or more used stick deodorants. At the time, the rest of the family thought my father's stockpiling of apparently redundant objects was funny, a harmless eccentricity shared by middle-aged men nesting in garages and sheds across the land.

Years later, when Obsessive Compulsive Disorder became a recognised medical condition, I started to wonder if those overflowing garages might have been bad for his health. Watching the moving documentary My Hoarder Mum and Me put my father's relatively benign symptoms into context. In it, Vasoulla, a lifelong hoarder and mother of TV presenter Jasmine Harman, invited a film crew into her home, or rather, her multi-storey storage facility. Every room in Vasoulla's house contained more stuff than space. The staircases were almost impassable and in the kitchen, Vasoulla had problems chopping vegetables because every flat surface had already been commandeered by clutter. The house would have looked tidier if it had been struck by a tornado.

To her credit, Vasoulla realised that she had a serious problem, not least because her hoarding had been going on – and getting worse – for years. Her grown-up sons remembered thinking it normal for dinner to be served in a bedroom; it was the only room that could accommodate the whole family. The hoarding had evidently been especially hard on Jasmine. 'All the way through my life I've felt that my mum's stuff was more important than me,' she reflected quietly. Any Freudian analysts watching will have been scribbling in their notebooks when Jasmine told us she now presents a TV property series that helps people to find their ideal homes. In contrast to Vasoulla, Jasmine 'vacuums everything, sofas, chairs, even the kitchen worktops.'

Over the course of the documentary, which followed the family over several months, Jasmine coaxed and cajoled Vasoulla to jetison at least some of her junk. It was a slow, painful process – Vasoulla had been known to buy back her own possessions just hours after donating them to charity. In need of professional help, Yasmin consulted a Dr Mataix-Cois, who told her hoarding was considered a form of OCD but did not get the attention and research grants it deserved because it wasn't yet recognised as a condition in its own right. The author of another book about hoarding had even more dispiriting news for Jasmine. 'Give up,' she was told, 'because hoarders never stop hoarding.'

Unperturbed by these gloomy prognoses, Jasmine helped Vasoulla sift through the flotsam and jetsam. It was impossible not to share Jasmine's frustration with her mother's attachment to even her most ephemeral possessions ('Can I throw away a copy of the Financial Times from 2010?'). Yet by the end, you also shared Jasmine's triumph as the carpets of three of her mother's rooms were reintroduced to the light of day for the first time in years. It would be an overstatement to say that Vasoulla had conquered her obsession. But she was touchingly appreciative of what Jasmine had done for her and vowed to continue their house-clearing project. 'It feels good to see the table again,' she said.

After hearing Vasoulla's extraordinary story, I realised that my father isn't a hoarder at all. It isn't objects he prizes. It's their usefulness. Like many of his generation, who grew up in post-war austerity, my father likes to squeeze every drop of value from everything he owns, even if it means storing it for decades to do so. The windsurfing magazines will come in handy if he gets back into windsurfing; the carpet could do for a third garage. He even had a brilliant scheme for his collection of used deodorants. Incensed that you could never reach the final ten percent of the deodorant because of its plastic casing, he decided to heat and transfer the residue from each into an empty casing, thereby creating one new, reconstituted deodorant. At the time, my brother and I thought he was potty. But now I see that my father was actually decades ahead of the curve. He wasn't hoarding our family's discarded possessions; he was recycling them.
Vocabulary

adjective/noun collocations ➤ CB page 62
1 Choose the correct alternative in each sentence.
1 She went on a tailor-made trip to America.
2 I’m very interested in my ancestors – I’ve started creating my family tree.
3 Genealogy tourism is a fast-growing sector of the travel industry.
4 One TV programme about genealogy was a runaway success.
5 People are especially interested in social history.
6 It’s easy to trace your family roots.

prefixes and suffixes ➤ CB page 64
2 Complete the sentences by adding the prefixes in the box to the adjectives in brackets.

im- in- ir- un-
1 Finding the remains of the old castle was an (credible) experience.
2 Trying to work on an archaeological dig is completely (practical) because of the mud.
3 It’s (reasonable) to promote building programmes on land of historical importance.
4 Trying to find all one’s ancestors is completely (realistic) – so much information has been lost over time.

3 Complete the second sentence so that it has a similar meaning to the first sentence. Replace the underlined words and use suffixes.
1 Most mistakes in archaeology can be forgiven.
Most mistakes in archaeology are (unforgivable).
2 The publishing house has produced a lot of historical books.
The publishing house is (productive) in the area of historical books.
3 His suggestion shows great imagination.
His suggestion is (imaginative).
4 His attitude towards the development of the site keeps changing.
His attitude towards the development of the site is (variable).
5 The quality of the old documents varies.
The quality of the old documents is (variable).
6 It’s quite hard to get access to the building.
The building is not (accessible).

Grammar

modifying adverbs ➤ CB page 65
1 Match 1–6 with A–F to make collocations.
1 bitterly
2 completely
3 slightly
4 unbelievably
5 practically
6 entirely
A convinced/persuaded
B perfect/finished
C tired/excited
D annoyed/scared
E terrified/impossible
F disappointed/upset

2 Choose the correct answers (A, B or C) to complete the article.

So who was Shakespeare?

People feel it’s (1) ____________ important to find out as much as possible about important figures in history, and for English people there are (2) ____________ more important than Shakespeare. However, (3) ____________ little is known about him and so any information that can be discovered is (4) ____________ important.

In Stratford-on-Avon, Shakespeare’s birthplace and the town where he is buried, a dig is taking place in the grounds of New Place, the house he owned in his later life. This has already turned up evidence providing (5) ____________ important information about how Shakespeare’s house looked and the make-up of his household.

Archaeologists have found pottery and animal remains in the dig; this is (6) ____________ key because it shows the household was (7) ____________ important in the town. Apparently, Shakespeare’s daughter Susanna entertained royalty in the house in 1643. When I visited the site, I was (8) ____________ captivated and I hope archaeologists are on the brink of finding out a lot more about the man.

1 A extremely
2 A many
3 A fairly
4 A unbelievably
5 A totally
6 A greatly
7 A quite
8 A somewhat
B slightly
B little
B remarkably
B absolutely
B completely
B really
B practically
B practically
C entirely
C few
C quite
C utterly
C vitally
C entirely
C entirely
C completely
Writing
Essay (Part 1) ➤ CB page 66

1. Look at the exam task. Tick (√) the things that you have to do.
   1. Write about three points.
   2. Include all the ideas expressed in the documentary.
   3. Avoid using words directly from the question.
   4. Write less than 200 words.

Your class has watched a documentary about the difficulties of knowing the truth about historical events. You have made the notes below.

Why it is difficult to know the truth about historical events
- evidence
- popular culture
- politics

Some opinions expressed in the documentary
"One way is to look at official records – they can’t lie, can they?"
"Stones get passed down to generations but who knows if they’re true or just exaggerated?"
"Politicians can interpret history to their own advantage!"

Write an essay for your tutor discussing two of the points in your notes. You should explain which you think has the most influence on how historical events are described, giving reasons to support your opinion.

You may, if you wish, make use of the opinions expressed in the discussion but you should use your own words as far as possible.

Write your essay in 220–260 words in an appropriate style.

2. The phrases in italics in the sentences below can be used to give an impersonal introduction to a fact or opinion. Complete them with the words in the box.

<table>
<thead>
<tr>
<th>believe</th>
<th>claimed</th>
<th>common</th>
<th>considered</th>
</tr>
</thead>
<tbody>
<tr>
<td>generally</td>
<td>undeniably</td>
<td>well-known</td>
<td></td>
</tr>
</tbody>
</table>

1. It is a ______________ fact that politicians bury information that they do not wish us to know.
2. It is often ______________ that past records have been altered or destroyed.
3. There are several viewpoints that need to be ______________. Whereas it is important to encourage patriotism, it is also ...
4. Many people ______________ that everything they read in history books is true.
5. It is ______________ knowledge that in times of war, propaganda is often used as a weapon.
6. The issue of political misinformation is ______________ important and needs to be addressed.
7. It is ______________ believed that legends have a basis in fact.

3. Note down the following.
1. a historical event that has turned out to have been misrepresented in history books
2. an example of a historical figure or event that is retold in legend, folk music, etc.
3. examples of types of records used to determine what happened in the past

4. Do the exam task in Activity 1. Remember to
   - organise your work into paragraphs that deal with separate points.
   - include both an introduction and a conclusion.
   - use examples and give reasons for your opinions.
   - use impersonal phrases where appropriate.
Multiple-choice cloze (Part 1)

For questions 1–8, read the text below and decide which answer (A, B, C or D) best fits each gap. There is an example at the beginning (0).

To bake or not to bake?

As a child I was captivated by the idea of being a baker – it was the (0). A. aroma of bread and cakes! In the event it didn’t happen but I do sell sweets online. That wasn’t intentional – after college I’d been (1) down for every job I’d applied for, so starting my own business was my last option. I researched the market, looking for a (2), an unexploited area I could make my own; I persuaded a friend with marketing experience to come into (3) with me. I suspected it might be a temporary arrangement until I (4) for a career but I enjoyed the flexibility of working for myself and decided to develop it into a (5), viable business. It was scary at first, particularly (6) with feelings of doubt. I was turning my (7) on security, taking a financial risk, but I was in charge, (8) the shots. It’s been hard work, creating the website, networking, connecting with potential customers, but the future’s looking bright.

0 A aroma  B stench  C scent  D odour
1 A got  B turned  C put  D taken
2 A part  B corner  C section  D niche
3 A contract  B partnership  C alliance  D collaboration
4 A picked  B decided  C chose  D opted
5 A totally  B rather  C slightly  D quite
6 A making  B getting  C coping  D being
7 A back  B shoulder  C head  D body
8 A risking  B telling  C calling  D giving

Open cloze (Part 2)

For questions 9–16, read the text below and think of the word which best fits each gap. Use only one word in each gap. There is an example at the beginning (0).

Do I really need that?

I’m a sucker for (0) good marketing campaign – I fall for (9) every time. Marketing people have got me sussed – they understand my mindset. (10) I buy something, I feel happy. The problem (11) I don’t. Or, at least, I do but only for a moment. After that comes guilt and more often than (12) I return the item for a refund. Am I locked into this unending spiral of spend and regret? I’ve been assessing options (13) might help me curb my buying impulses. I’m learning to spread my purchases (14) much as I can – instead of going on a big spending spree, I try to limit (15) to one purchase per trip to the shops. I’ve earmarked my credit card (16) luxury items alone and have stopped pretending it’s good to use a card that gives loyalty points – that’s a way of saving, right? Wrong! It’s misery, not happiness.
Word formation (Part 3)

For questions 17–24, read the text below. Use the word given in capitals at the end of some of the lines to form a word that fits the gap in the same line. There is an example at the beginning (0).

Was Hamlet just one of us?

One of the biggest issues many of us have to deal with in the modern world is (0) procrastination — the problem that Hamlet struggles to overcome throughout Shakespeare’s play. We’re all experts at putting off things we’re (17) ___________ to do, though we probably regard our failure in this area as (18) ___________, and react to them far less (19) ___________ than Hamlet does! However, when we come up with (20) ___________ imaginary reasons for not meeting a deadline or leaving a job unfinished, we’re not alone. It’s been said that nearly a quarter of the world’s population follow the same pattern of (21) ___________. Sadly, although we might like to think it, we are not all (22) ___________ who work better under pressure — this is a myth and a well-used excuse. Putting things off can lead to some quite startling (23) ___________, such as poor health and lack of success at work. It also has the potential to cause those around us great (24) ___________ — as Hamlet found out to his cost!

Key word transformations (Part 4)

For questions 25–30, complete the second sentence so that it has a similar meaning to the first sentence, using the word given. Do not change the word given. You must use between three and six words, including the word given. Here is an example (0).

Example

0 I don’t have any free time, so I can’t come to the theatre with you.

WILL

If I had some free time, I would come to the theatre with you.

25 This milk is bad — it smells terrible!

OFF

This milk ___________ — it smells terrible!

26 What the archaeologists discovered when they opened the tomb was amazing.

MADE

The ___________ when they opened the tomb was amazing.

27 People are more interested in history than you might expect.

LESS

You ___________ interested in history.

28 For me, imagining what life must have been like then is just not possible.

QUIET

I find it ___________ what life must have been like then.

29 It’s difficult for a poorly performing company to make a profit.

TURN

If a company is performing poorly, it’s difficult ___________ one.

30 The failure of the company was incredibly disappointing.

BITTERLY

I ___________ the failure of the company.
The hard sell

Vocabulary

collocations: sales and marketing  ▶ CB page 68

1 Match 1–6 with A–F to make collocations.

1 product
2 marketing
3 junk
4 retail
5 customer
6 online

A shopping
B placement
C feedback
D manager
E mail
F park

2 Choose the correct alternative in each sentence.

1 It'd be great to work in the retail/selling sector – I love shopping!
2 It's important for salespeople to make/achieve high sales figures.
3 Companies like to establish a solid customer base/ground.
4 Some successful brands manage to build up a trusting/loyal clientele who never shop anywhere else.
5 Salespeople are set sales targets/aims to reach every month.
6 Advertising techniques/campaigns on television can be annoying when they seem to be exaggerating the truth.

Grammar

review of conditionals  ▶ CB page 69

1 Complete the first, second and third conditional sentences with the correct form of the verbs in brackets.

1 If I hadn't gone shopping that day, I ________________ (not buy) that dress.
2 If a sales assistant is good at their job, they ________________ (help) you find what you want.
3 If people buy a lottery ticket, they ________________ (be) always disappointed when they don't win.
4 If I ________________ (want) to buy a new car, I would have to save very hard!
5 If she ________________ (not meet) her friend in the shopping centre that day, they wouldn't have spent so much money.
6 If I ________________ (go) shopping tomorrow, I will try to find a new outfit for the party.
7 If children ________________ (be) taken shopping, they always get bored.
8 If shopping were all done online, it ________________ (be) much easier.

2 Complete the information about the sentences in Activity 1.

1 Sentences ______ are zero conditional sentences (if + _______ + _______).
2 Sentences ______ are first conditional sentences (if + _______ + _______).
3 Sentences ______ are second conditional sentences (if + _______ + _______).
4 Sentences ______ are third conditional sentences (if + _______ + _______ + _______).
Listening
Multiple choice (Part 3) ➤ CB page 70

1. You will hear an interview with Elena Johnson, a young woman who started her own marketing business at the age of twenty-one. For questions 1–6, choose the answer (A, B, C or D) which fits best according to what you hear.

1. What does Elena say about starting her own business?
   A. It was something she had always planned for.
   B. She followed the advice of a friend.
   C. She wanted to choose the work she did.
   D. It was a logical extension of her interest in design.

2. Elena thinks that at the beginning she was helped most by
   A. her university course.
   B. her unpaid work experience.
   C. her own natural talent.
   D. her own determination to succeed.

3. How did Elena feel when she started her business?
   A. anxious about the chance she was taking
   B. confident about her approach to business
   C. excited about the uncertainty of the project
   D. keen to learn as much as she could

4. What does Elena think is the hardest thing for young entrepreneurs?
   A. overcoming the reputation that young people have
   B. getting their peers to take them seriously
   C. building up a large enough client base
   D. becoming known among established businesses

5. Elena says that what she enjoys most about running her own business is
   A. feeling that her work is leading to her own success.
   B. being able to make her own decisions.
   C. seeing her advertisements in public.
   D. helping others to achieve their aims.

6. What advice does Elena think is most important for young entrepreneurs to remember?
   A. Don’t let anything discourage you.
   B. Develop your own identity and brand.
   C. Don’t expect to be able to have a social life.
   D. Make sure that your business is something worth doing.

Use of English
Multiple-choice cloze (Part 1) ➤ CB page 71

1. Read the article. For questions 1–8, decide which answer (A, B, C or D) best fits each gap.

   It’s all about technique

   Selling a new product is a complex business, especially when the product could be (0) ______ classified _______ as a luxury, and many people are involved in the process of introducing it to the market. Once the work of designing and manufacturing the product has been completed, it’s (1) ______ the salespeople to sell it and, hopefully, (2) ______ the company a fortune! Two words are mentioned in a marketing (3) _______: buzz and hype. Each of these has an important part to play. Buzz is what salespeople want to create through (4) ______ of mouth – potential customers talking about the new product, creating a demand for it, building a sense of excitement about the (5) ______ and generating a positive market (6) ________. Hype, advertising created by the company itself, is the sales (7) ______ the company puts out to promote its wares. Which is more effective? People are inclined to distrust the hard sell and recommendation from loyal customers is likely to carry greater (8) _______ among consumers.

Vocabulary
Collocations with go ➤ CB page 71

1. Complete the sentences with the words in the box.

   bald bankrupt deaf downhill mad muddy sour viral

   1. When milk is left in a warm room, it goes ________.
   2. When bread gets too old, it goes ________.
   3. When men get old, they often lose their hair and go ________.
   4. Videos online often go ________ and get millions of hits.
   5. In a recession, unfortunately, many companies go ________.
   6. His general health is getting worse – he’s really going ________.
   7. Dishonesty makes me angry – I go ________ when people tell lies.
   8. Older people often go a bit ________, and turn the TV up very loud!
Reading

Gapped text (Part 7) ➤ CB page 72

1 Read the article and decide if the statements are true (T) or false (F). Ignore the gaps.

1 The London store which led the way in developing imaginative window displays was owned by a Russian man.
2 Window displays borrowed ideas from other artistic fields.
3 The majority of early window dressers were male.
4 Scrugg believes that window displays today are more exciting than ever.
5 In Scrugg's opinion window dressing can have the same artistic merit as other forms of art.

2 Read the article again. Six paragraphs have been removed from the article. Choose from the paragraphs A–G the one which fits each gap (1–6). There is one extra paragraph which you do not need to use.

3 What does the following sentence from paragraph 1 suggest about Chekhov's plays?

'As a show, it made any production of Chekhov seem action-packed by comparison.'

A Chekhov's plays are fast-moving and exciting.
B Chekhov's plays are very slow.

4 The phrases in italics in the sentences below are from the article. Complete them, using one word for each gap.

1 Wearing different shades of blue is all the __________ these days but who knows what next year will bring?
2 A company in Cambridge has been at the __________ edge of phone technology for a long time now.
3 Pavement artists often take their __________ from the grand masters.
4 The street entertainers in Covent Garden __________ huge crowds this afternoon.
5 F.R. Woolworth was the __________ force behind offering affordable products to a wide range of customers.
6 When mobile phone technology was in its __________, my dad had one – it was as big as a brick!

5 Match the underlined words in the article with their meanings.

1 discovered
2 wearing
3 crowd
4 ordinary
5 make beautiful
6 elaborate
7 search
Retail street theatre was all the rage in the 1920s. 'Audiences' would throng the pavement outside Selfridge's store in London just to gawp at the display beyond acres of plate glass. As a show, it made any production of Chekhov seem action-packed by comparison. Yet Gordon Selfridge, who came to these shores from the US and opened on Oxford Street exactly 100 years ago, was at the cutting edge of what Dr Rebecca Scragg from the history of art department at Warwick University calls 'a mini-revolution' in the art of window dressing.

As Britain struggled to regain economic stability after the war, the importance of the new mass commerce to the country's recovery was recognised,' says Rebecca. 'Finally understood was the need to use the display window to full advantage, as an advertising medium to attract trade. The new style of window dressing that came into its own after the armistice took inspiration from the theatre and the fine and decorative arts. It involved flamboyant design and drew huge crowds.'

In the course of her research, Scragg spent some time in the British Library studying the growing number of trade journals that sprang up between 1921 and 1924 to meet the market made up from this new breed of professional. 'I saw a picture in one of them of the Annual General Meeting of the British Association of Display Men,' she says, 'and there were only two women there. The 1920s saw a big growth in major department stores in the main cities and they would all have had a budget for window dressing.'

An elegant mannequin is positioned at the centre of a huge garland, sporting an off-the-shoulder number and an enormous headdress that might have been worn by an empress in ancient Egypt. At her feet are swathes of ruffled material and positioned around her any number of adornments.

Over eighty years on, and the economy is once again in recession. Retailers complain about falling sales. But are they doing enough to seduce the passing customer? Scragg thinks not. 'There are many high street chains and independent shops whose windows are, by the standards of the 1920s, unimaginative,' she maintains. 'They're passed over for more profitable but often less aesthetically pleasing forms of advertising, such as the internet.'

'T'm not making any claims that this is great or fine art,' Scragg says. 'My interest is in Britain finding new ways of creating visual expression.' Scragg is about to submit a paper on her research into the aesthetics of window dressing to one of the leading journals in her field.

So, although retail theatre may have been in its infancy, retail as leisure or therapy for a mass market was still a long way in the future.
### Speaking

Collaborative task and discussion (Parts 3 and 4)  ➤ CB page 74

1. Which of these statements are true about the exam?
   1. You need to talk about all the points.
   2. You should take it in turns to give your detailed opinion as you go through the points.
   3. You should ask your partner for his/her opinion.
   4. You do not need to reach the same decision.
   5. The examiner will let you continue speaking until you finish.
   6. You should give examples to support your opinion.

Here are some issues that concern people today and a question for you to discuss.

[Diagram showing increased materialistic attitudes in children, unhealthy eating habits, decreased self-image, discontentment and envy of what others have, and people getting into debt.]

How much do you think advertising contributes to these issues?

Talk to each other about how much advertising contributes to these issues.

Now you have about a minute to decide which issue is the most worrying.

2. Look at the exam task and the extracts from some candidates’ discussions. Complete the phrases for agreeing and disagreeing. Then say which points the candidates are talking about.

1. A: Yes, I can see that advertising can make people feel bad about the way they look. You feel a bit inferior when you see all the models in size zero clothes.
   B: I couldn't agree __________. It can be depressing when you’re older, so it must be very hard on teenagers, who also compare themselves to their peers.

2. A: Advertisers have got a lot to answer for when it comes to unhealthy eating. They promote fast food and things full of salt and fat.
   B: I can't __________ with that but don’t you think upbringing and families have a lot to do with that too?

3. A: I think they should cut out all advertising during kids’ programmes. It’s the only way.
   B: I'm __________. I just don't think it’s that simple. Cut down maybe, and get advertisers to avoid advertising chocolate and expensive toys maybe.
   A: No, I really don’t think that would work. We’ll just have to __________ to differ!

4. A: Someone I know got addicted to shopping because of advertising and just bought and bought – you know, on one of these shopping channels. She had to sell her house to pay her debts!
   B: __________, not! That must have been awful for her.
   A: __________, it was. She lost her husband too.

### Grammar

Conditional: advanced features  ➤ CB page 75

1. Choose the correct alternative in each sentence.

   1. Provided/Unless you buy a new phone, you won't be up-to-date with the latest apps.
   2. Had I known if I knew how much it would cost to run, I would never have bought that particular car.
   3. You should work harder, otherwise/unless you won't earn enough to go on holiday.
   4. I don't mind telemarketing on the whole, provided that/supposing they don't call late at night.
   5. Should/What if you are unlucky enough to buy something that doesn't work, you have rights as a consumer.
   6. Were I to/Only if I buy something faulty, I'm quite prepared to return it to the shop.
   7. I'll keep shopping there even if/providing that the prices go up.
   8. Supposing/Unless inflation increases, will prices also go up?
Writing

Report (Part 2) ► CB page 76

1 Look at the exam task and the sample answer. Match the headings (1–7) with the report sections (A–F). There is one heading you do not need to use.

1 Recommendations
2 Conclusion
3 Environment and facilities
4 Value for money
5 Refreshments
6 Shops
7 Introduction

A new shopping centre opened recently in your town. The developers have asked you to write a report on the popularity of the centre and also to make recommendations on any improvements that need to be implemented. This is to be based on the responses to a survey.

Write your report in 220–260 words in an appropriate style.

2 Choose the correct alternatives to complete the comments about the survey.

1 While/However a little more than a quarter were in favour of extending the centre, the rest had no strong opinions on the idea.
2 A minority of those questioned made/expressed concerns about the restroom facilities.
3 Strange as it may feel/seem, there were no unfavourable comments at all about the design of the centre.
4 The clear/apparent contradiction between the two sets of comments can be explained.
5 Notwithstanding/Nevertheless the limited time available for doing the survey, we managed to interview several hundred shoppers.
6 The satisfaction with the range of shops in the centre is described/reflected in the responses to questions 3 and 4.

3 Choose a shopping centre that you are familiar with and do the exam task in Activity 1.

Eastside Shopping Centre

A

The aim of this report is to summarise survey responses regarding the popularity of the Eastside Shopping Centre and to outline recommendations for improvements to the services offered to shoppers.

B

While the majority of those surveyed were happy with the range of shops provided in the centre, it was generally felt that the number of clothes shops was excessive and that there was a lack of outlets selling household goods or fresh food. Shoppers expressed their concern that at least ten stores remained empty, feeling that this was depressing.

C

At present there is only one café open with tables inside. Most of those questioned would rather have seating outside the café as this would accommodate more people and would be less claustrophobic.

D

Most people were satisfied with the current decoration and design of the open areas of the centre, and the water features were singled out for particular praise. However, concerns were raised about the unreliability of the lifts, which often forces elderly people to shop only on the ground floor or to have to negotiate steep stairs to the upper level.

E

The existing empty stores could be leased to household goods and food businesses. In addition to this, outdoor tables for the café would contribute to a livelier atmosphere. The problem of accessing the upper level must be dealt with, either by improving the reliability of the lifts or by installing escalators.

F

If the above recommendations are implemented, I am sure that the popularity of the centre will increase and result in a subsequent rise in profits.
**Listening**
Sentence completion (Part 2) ➤ CB page 78

1. Match the definitions (1–10) with the words and phrases (A–J).

   1. remove something you do not want or need
   2. disadvantage
   3. new to the profession of journalism
   4. release your feelings of annoyance
   5. do something difficult you are unprepared for
   6. finance yourself before getting paid
   7. recognise the unusual
   8. addicted to
   9. submit work that has not been requested
   10. something to encourage you to do something

   A. hooked on
   B. incentive
   C. dive in at the deep end
   D. downside
   E. filter something out
   F. have an eye for the quirky
   G. send something on spec
   H. rookie writer
   I. pay for expenses up front
   J. vent your frustration

2. You will hear a man called Peter Harris giving a presentation to students about his work as a travel writer. For questions 1–8, complete the sentences.

**TRAVELLING FOR A LIVING**

Peter got his love of travel when he went to (1) __________________________ on a long trip.

Peter uses the word (2) ____________________________ to describe how he regards people who travel with tour companies.

Peter thought he was (3) ____________________________ when he started writing for a living.

Peter chose to write (4) ____________________________ first because he thought it would get him started.

Peter is most concerned about the lack of (5) ____________________________ for travel writers.

Peter says it's people who think they have a special (6) ____________________________ who bombard editors with unsolicited material.

According to Peter, (7) ____________________________ is the most important skill for a good travel writer to have.

The most important advice Peter has for would-be writers is to accept (8) ____________________________ from everyone.
Grammar
reported speech ➞ CB page 79

1 Find and correct the mistakes with reported speech in the sentences. There are mistakes in six of the sentences.
1 She asked me if I need a lift to the airport on Saturday.
2 He asked whether he can get a flight before he booked the holiday.
3 Jack said he didn’t consider flying if he were able to avoid it.
4 It’s reported that there had been an avalanche in the mountains.
5 John said he would see me on Saturday, all things being equal.
6 My sister is always saying that you couldn’t change what people think about a place.
7 He asked me unless I could help him with his homework.
8 The policeman asked why had I not parked in the car park instead of the road.

2 Rewrite the sentences from a travel blog in direct speech.
1 Sarah said we shouldn’t forget to book tickets in advance for the theme park, otherwise we’d have to wait.
   ‘Please _______________ to wait.’
2 Jack was sure that if we stayed in that hotel, we wouldn’t regret it.
   ‘If _______________ it.’
3 Carlo said that he had never stayed in a worse hotel and that we should avoid it at all costs.
   ‘I _______________ avoid it at all costs!’
4 Lee said we should try taking the boat along the coast because the views were beautiful.
   ‘Try _______________ beautiful.’
5 Sue asked whether anyone had stayed at a campsites in the area they could recommend.
   ‘Can I ask _______________ recommend?’
6 The guide asked if any of us knew anything about the area already.
   ‘Do _______________ anything about the area already?’
7 We had to ask the coach driver if it would be possible to stop for refreshments.
   ‘Would _______________ to stop for refreshments?’
8 The customs official insisted that we went through the red channel.
   ‘You _______________ through the red channel.’

Use of English
Word formation (Part 3) ➞ CB page 80

1 Read the article. For questions 1–8, use the word given in capitals at the end of some of the lines to form a word that fits in the gap in the same line.

Daily NEWS

A blog too far?

The prospect of choosing a holiday used to be daunting and all 0. **hopeful** HOPE travellers could do was visit travel agents, pore over brochures or plough through guidebooks. Even then, there were pitfalls. Travel agents had a financial interest in selling holidays, brochures made locations look 1. **beautiful** and guidebooks were often outdated by the time you bought them. But now things are different. Not only is this considered 2. **believe** ACCEPT but it is expected that people will blog about their travels and put reviews of accommodation online. This provides an endless stream of information and creates the 3. **impress** IMPRESS of knowledge. Bloggers invite 4. **react** REACT to their posts, encouraging discussion, and this often results in the apparent 5. **establish** ESTABLISH of a virtual community. However, blogs are 6. **intense** INTENSE personal accounts and there may also be a hidden agenda. A blogger might have an axe to grind and write negatively, which can be 7. **lead** LEAD; it can even lead readers to make serious 8. **judge** JUDGE about places. The bottom line is, blogs can be useful but sometimes take them with a pinch of salt!

2 Read the article again and decide if the statements are true (T) or false (F).
1 It used to be necessary to read travel brochures before booking a holiday.
2 Blogs perform a useful function in disseminating information.
3 Blogs should be read with some degree of cynicism.
Speaking
Long turn (Part 2)  CB page 81

1 Look at the exam task. Then read a candidate's answer, ignoring the gaps. Which part of the task has the candidate not answered?

Look at the pictures. They show people experiencing different problems while travelling. Compare two of the pictures and say what the reasons for the problems might be and how the people might be feeling.

It's quite clear that the people are waiting at an airport and in all (1) ________, they've been waiting for quite a while. I'd be (2) ________ if they got away any time soon. By the (3) ________ on their faces, they're a bit fed up! However, what I can't be (4) ________ of is the reason behind this. It could be (5) ________ their flights have been cancelled because of bad weather or there (6) ________ be a strike at the airport. In the second picture, I would (7) ________ that the people are commuting to work. I'd say it was in a big city because of all the traffic. Their journey is made more difficult by the air pollution. That's (8) ________ why the man is wearing a mask. It must be quite difficult to see well, too – a bit like cycling in the fog. I'm (9) ________ certain that smog like this is caused by the exhausts from cars – and there are a lot in city centres. They could (10) ________ be using old cars that don't use lead-free petrol. The people at the airport are probably angry about the delays but maybe they're resigned to the wait by now. The cyclist is probably quite used to the problem but he may get worried about his health.

2 Read the candidate's answer again and complete it with the words in the box.

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<th>imagine</th>
<th>look</th>
<th>might</th>
<th>presumably</th>
<th>probability</th>
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<tr>
<td>relatively</td>
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<td>surprised</td>
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3 Read the follow-up question and choose the best answer.

Which person's journey do you think will be most affected by the problem?
A  The man on the bicycle. He might get sick.
B  Probably the people at the airport because they might miss connections as a result of the delay.

Reading
Cross-text multiple matching (Part 6)  CB page 82

1 Read four commentaries on the subject of doing voluntary work abroad. For questions 1–4, choose from the commentaries (A–D). The commentaries may be chosen more than once.

Which commentator
1 expresses a different view from the others about the real value of volunteering?  
2 has a similar opinion to Commentator B about the benefits of the experience to the volunteer?  
3 shares Commentator D's concerns about what volunteers feel they are able to do?  
4 holds a similar opinion to Commentator C about changes in modern attitudes to volunteering?
Volunteering for work abroad

Four commentators write about the increase in 'voluntourism' and people doing volunteer work abroad.

A
There are many so-called 'voluntourism' agencies that specialise in arranging trips for well-meaning students and other people who want to do voluntary work abroad. These agencies charge the volunteers a fee but the volunteers themselves are unpaid. Most of these paying volunteers do have a sincere desire to do good. But how much good they actually do may depend on the extent to which the trips are organised with the needs of the target communities in mind, rather than those of the volunteers. For example, on average, volunteers only stay two weeks, which is not enough time for them to make their mark on the community they work with. It is easy to criticise this system and the hypocrisy of an industry that sells the experience of helping others while developing its own interests. Ultimately, however, voluntourism creates important links to sources of funding for needy communities. These links could be impossible to make without the physical presence of volunteers.

B
Over the years, many students have chosen to do voluntary work overseas but now this has become far more complicated. The reason may be the growth of 'voluntourism' agencies which are driven by an underlying commercial agenda. This is not the only complication, however. The relationship between different countries is complex and many emerging market countries are booming. Some are arguably better run than so-called developed countries and, consequently, the view that help is a one-way gift is old-fashioned. In this case, agencies do have a part to play. Voluntourism should be seen as a two-way exchange which is as good for the giver as the receiver. The volunteers themselves probably remain convinced of their ability to change the world but what is actually more valuable for them is the way the experience of listening to and learning from other cultures can bring about a change in attitude.

C
It is said that volunteering enables students to become more concerned global citizens and then potentially push for policy change. Ultimately, this may be the biggest benefit of doing voluntary work, rather than what any idealistic volunteer dreams they can achieve during their trip, which is usually far beyond what is possible. What volunteers often underestimate, however, is the fact that new ideas put into practice in the developing world can also have relevance back home. The spread of such ideas can be an important outcome of the growth of volunteering in general. Of course, this type of 'reverse innovation' is not what was imagined years ago but it is a sign of shifting times and changing attitudes.

D
The impact of volunteering on those who choose to do it can be very different. Volunteers may arrive in a critical frame of mind, unprepared to try and understand the local way of life. This may be because their underlying assumption is that it needs changing. Their aim is, then, to do this, although it is actually impossible. Volunteering may not always be a positive experience and there may be negative aspects, so volunteers need to have the right attitude. Many who react negatively are simply disappointed because of their unfulfilled expectations of what was realistically achievable. They have not understood that in the end, volunteering is as much about what they can learn and share as what they can change. Of course, this doesn't mean idealistic students and others should simply stay at home but they should revise their expectations. If volunteering were sold as a learning experience, this would be more useful and more honest.
Vocabulary

describing trends ► CB page 84

1 Match 1–8 with A–H to make collocations.

1 reach  A steeply
2 remain  B at a level
3 fall  C at a peak
4 a brief  D a trend
5 grow  E stable
6 maintain  F dip
7 moderate  G substantially
8 reverse  H growth

2 Complete the second sentence so that it has a similar meaning to the first sentence, using the word given. Do not change the word given. Use collocations from Activity 1. You may need to change the form of some collocations.

1 The number of people travelling through the airport was highest in August.
   REACHED
   The number of people travelling through the airport
   _______________ in August.

2 There has been a huge increase in tourism this year.
   GROWN
   Tourism _______________ this year.

3 The number of visitors to the island has fallen dramatically.
   STEEP
   There _______________ the number of visitors to the island.

4 We have maintained the level of visitors to the museum this year.
   STABLE
   The number of visitors to the museum _______________ this year.

5 The shares index fell slightly before recovering to its previous level.
   BRIEF
   There _______________ the shares index before it recovered to its previous level.

6 Although many travel companies had financial difficulties last year, they seem to have recovered now.
   TREND
   Although many travel companies had financial difficulties last year, it seems as though _______________ now.

Grammar

verb patterns with reporting verbs ► CB page 85

1 Complete the sentences with the correct form of the verbs in brackets. Add any other words necessary.

0 The travel agent advised _______________ to visit
   (me/visit) Rio.

1 My sister really regrets _______________ (not go)
   Buenos Aires when she was in Argentina.

2 The traveller explained _______________ (he/want) to
   get a visa for Russia.

3 The person who wrote the brochure claimed
   _______________ (to/be) a beautiful place.

4 I suggested _______________ (buy) good sun cream
   for anyone going to the desert.

5 The politician announced _______________ (he/give)
   special concessions to the tourist industry.

6 I really object _______________ (people/smoke) in
   public places.

7 We agreed _______________ (meet) at an Italian
   restaurant on Saturday evening.

8 I was invited _______________ (attend) the launch of
   the new cruise ship.

2 Rewrite the sentences in reported speech using the verbs in the box. There are two verbs you do not need to use.

   accused  admitted  claimed
   encouraged  permitted  persuaded
   reassured  warned

1 ‘I think it would be a good idea to travel to
   Australia,’ said Charlie’s father.

2 ‘It was you who took my pen!’ John said to Sue.

3 ‘Be careful you don’t forget to take your
   passport,’ said Jan’s mother.

4 ‘You must take that trip – you won’t regret it,’
   she said to me – so I did!

5 ‘You can leave the room if you like,’ the teacher
   said to us.

6 ‘Norway is the most beautiful country in the
   world!’ she said.
2 Complete the proposal with the words in the box.

addition aim also confident outline overall well while

Providing information about the college to foreign students

Introduction
The (1) ___________________ of this proposal is to explain why I believe that making a DVD would be a good way to give foreign students additional information about our college and the surrounding area. I shall also (2) ___________________ aspects that could be focused on in the DVD.

The benefits of making a DVD
(3) ___________________ sending more printed information would be a comprehensive way of giving foreign students additional information, a purpose-made DVD would be more attractive and entertaining. It would present the college and facilities in a lively manner and highlight several different aspects of student life.

What to include in the DVD
To give a(n) (4) ___________________ impression of college life, the DVD should show scenes of students in class and also in places such as the cafeteria and library, as (5) ___________________ as relaxing outside in the summer weather and at a social event. In (6) ___________________ to this, current students could be interviewed to say what they enjoy about being here. We could (7) ___________________ include shots of the town centre and beach to show the attractions of staying in our area.

Recommendations
• Assemble a project group to coordinate the filming.
• Engage the photographic studio in town to carry it out.
• Ask students to create and record the audio script for the film.
• Find a local band to supply the backing track for the finished DVD.

I feel (8) ___________________ that a DVD as outlined above would be a popular and successful way of giving foreign students a good impression of our college, as well as valuable information.

3 Read the proposal again and find formal equivalents of the words and phrases below.

1 extra ___________________ 5 put together ______________
2 full and complete ___________ 6 employ ________________
3 show ___________________ 7 give us ________________
4 who are there now ___________ 8 described ______________
Multiple-choice cloze (Part 1)

For questions 1–8, read the text below and decide which answer (A, B, C or D) best fits each gap. There is an example at the beginning (0).

**Travellers good, tourists bad?**

People's attitude to tourists tends to be somewhat unfair — they say tourists arrive in large numbers, (0) **disrupt** the everyday life of residents and leave without having (1) **occupied** with the local culture. People often prefer to describe themselves as travellers, (2) **implying** that this is a superior way of seeing the world. But is this simply the last stronghold of snobbery? Is it purely the (3) **flow** of people involved that turns travellers into tourists? It disregards the prosperity tourists (4) **fallow** to an isolated area that might otherwise be neglected, regardless of its beauty. Although some residents in tourist hot spots moan about the endless ebb and (5) **flow** of camera-carrying visitors, others embrace the accompanying financial benefits. (6) **Conversely**, many who term themselves travellers are actually secret tourists — they hanker (7) **absorbed** popular destinations and resent the hassle of organising their own trips. Tourists enjoy sharing their experiences, whereas travellers may (8) **deny** the company of others. Which is really preferable?

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<th>0</th>
<th>A disrupt</th>
<th>B destroy</th>
<th>C damage</th>
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<td>1</td>
<td>A occupied</td>
<td>B involved</td>
<td>C absorbed</td>
<td>D engaged</td>
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<td>A implying</td>
<td>B inferring</td>
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<td>A dimension</td>
<td>B size</td>
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<td>A flow</td>
<td>B movement</td>
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<td>D tide</td>
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<td>6</td>
<td>A Alternatively</td>
<td>B Conversely</td>
<td>C Ironically</td>
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<td>B object</td>
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Open cloze (Part 2)

For questions 9–16, read the text below and think of the word which best fits each gap. Use only one word in each gap. There is an example at the beginning (0).

**The one for me**

What's important in the ideal partner? People come up (0) **with** different formulae and priorities. Some say empathy, (9) **appealing** may be a good starting point, though I wonder whether it's enough to sustain a long-term relationship. Others say a keen (10) **appealing** of humour is vital and it is evident that those who laugh together establish a happy basis on which to build. Physical attraction is high on the list — luckily, we all have our own concept of (11) **appealing** makes someone good-looking, (12) **appealing** we'd all fall for the same person! They might not be handsome (13) **appealing** everyone's eyes but if they don't appeal to you, things quickly fall apart. (14) **Conversely** it may be true that opposites attract, I wonder whether this is a short-term connection based (15) **appealing** curiosity and the longest relationships require shared interests. As (16) **appealing** me, I want a meeting of minds — personality is top of my list. Mind you, I'm still looking for my ideal partner!
**Word formation (Part 3)**

For questions 17–24, read the text below. Use the word given in capitals at the end of some of the lines to form a word that fits the gap in the same line. There is an example at the beginning (0).

The dilemma of the expat

If you harbour (0) _aspirations_ of a perfect life abroad, you’re not alone. (17) ____________, most people have these dreams immediately after returning from a particularly enjoyable holiday overseas. But take a moment to reflect on your motivation. Are you unhappy with your current life? Even if you are, moving abroad’s (18) ____________ to change that – relocation will not (19) ____________ solve your problems. If you yearn for an easy life, forget it. What on holiday appeared leisurely may turn out to be incredibly boring once you’re stuck with it, and adapting to a new way of life can be (20) ____________ challenging. Remember too that you often need official (21) ____________ to work in another country, which may involve providing proof of financial (22) ____________ and employment. So the dream of just (23) ____________ and going wherever you like is impractical. However, for every expat who finds the experience difficult and alienating, there are others who say it was educational and (24) ____________. In the end, the dream is yours.

**Key word transformations (Part 4)**

For questions 25–30, complete the second sentence so that it has a similar meaning to the first sentence, using the word given. Do not change the word given. You must use between three and six words, including the word given. Here is an example (0).

Example

0 Some people have been saying what a good move emigrating would be.

ARGUED

It _has been argued that_ emigrating would be a good move.

25 The size of the population is unlikely to change much in the near future.

STABLE

The size of the population ____________ in the near future.

26 ‘I think Joe should seriously reconsider his plans,’ said the careers advisor.

RECOMMENDED

The careers advisor ____________ his plans.

27 It doesn’t matter if you think you know the subject well, you must revise for the exam.

HOWEVER

You must revise for the exam, ____________ you know the subject.

28 It was only after telling everyone that it was his birthday that John got lots of cards.

HAVING

John only got lots of cards ____________ it was his birthday.

29 However hard she tries, she still manages to offend people.

MATTER

It ____________ she tries, she still manages to offend people.

30 Whatever film you want to see will be good for us.

MIND

We ____________ film you want.
Why can’t we tickle ourselves?

The answer to the question is assumed to be that it’s the element of surprise. If you tickle yourself, you are expecting the feeling, so you don’t or can’t react to it. But brain scans have indicated that brain activity is the same a person is expecting to be tickled or not. So what’s on? Our brains are constantly processing information absorbed from all our senses, which enables us to sense of our surroundings. An important aspect of differentiating between events caused by external factors and those we start ourselves. seems to be some evidence that activity in the brain is different when responding to stimuli are perceived as coming from outside and those that come from ourselves; we appear to be able to distinguish between two. This may be fascinating but it takes the magic – I prefer to think that when a baby laughs as it is being tickled, it’s simply having fun!

2 Read the article again. How does the writer feel about the research?
1 interested in the discoveries already made
2 keen to find out more about the brain
3 sad that some enjoyable things have a scientific explanation

Vocabulary

expressions with brain and mind ➤ CB page 89
1 Complete the expressions with brain or mind.

1 ..........-boggling
2 .......... damage
3 .......... teaser
4 .......... reader
5 .......... storm
6 .......... scan
2 Match the statements and questions (1–8) with the responses (A–H).
1 I'm not sure what I should take into account.
2 It's sad how many highly qualified people are leaving the country.
3 Would you like to come to the theatre this evening?
4 Some people find advertising quite disturbing because of its persuasive power.
5 I'm planning to give up my job to go and live in the countryside and grow vegetables.
6 I think you should talk to your boss – he'll have suggestions to make.
7 Have you ever considered studying psychology?
8 Would you like to be rich?

A No, it's never crossed my mind – it's not particularly interesting.
B It almost feels like brainwashing sometimes!
C That's a real brainwave – he could really get me out of a hole.
D You're out of your mind – there's no future in that!
E It seems as though there's a real brain drain right now.
F That's a no-brainer – who wouldn't?
G Not really, because I wouldn't mind having a quiet night in.

H You have to bear in mind that your decision affects others.

Grammar

review of narrative tenses ➤ CB page 90

1 Choose the correct alternative in the sentences.
1 It was just last week that I had gone/went to visit an old friend who I didn't see/hadn't seen for years.
2 He left/had left the room without saying anything and I didn’t speak/wasn't speaking to him again.
3 I've finished/finished this essay, so I will/would come to the seminar with you.
4 I had/have only just met her when she was changing/changed her job and left/was leaving the city very soon afterwards.
5 I love/am loving brain teasers like crosswords – I had been doing/did them with my grandfather when I was young, so I have/used to have happy memories of them.
6 After I was reading/had read her email, I was sending/sent her a private message to give her advice.
7 I hate it if people say I don’t pull/hadn't pulled my weight – they know I have tried/am trying to do my best at all times.
8 When I had arrived/arrived, everyone had talked/was talking at once and it was impossible to hear what they were saying/have been saying.

2 ➤ 15 Listen to a candidate doing the task and answer the questions.
1 Did the candidate choose the same pictures as you?
2 Did the candidate answer the task fully?
3 Do you know the final word the candidate has difficulty remembering?

3 Listen again and tick (✓) the phrases the candidate uses when he is unsure of a word.
1 I can't quite remember ...
2 What's it called?
3 Sorry, it's gone.
4 I can't remember the exact word.
5 It's on the tip of my tongue.
6 What's the word?
7 No, that's not the word I'm looking for.
8 I'll kick myself later.
A
But here is the really important thing. Carr writes: 'If, knowing what we
know today about the brain’s plasticity, you were to set out to invent a
medium that would rewire our mental circuits as quickly and thoroughly
as possible, you would probably end up designing something that looks
and works a lot like the internet.'

B
The Shallows is a book by Nicholas Carr. It is an elegantly written cry of
anguish about what one admirer calls 'the uneducating of Homo sapiens'
and a rewiring of neural pathways and networks that may yet deprive the
human race of the talents that, ironically enough, drove our journey from
caves to PC terminals.

C
'The point is, to play successfully, you have to pay an incredible amount
of attention to what your team-mates are doing, to the mechanics of
the game. You can set up a thesis for The Depths, just as much as The
Shallows. And it seems to me that to say that some neural pathways are
good and some are bad – well, how can you possibly say that?'

D
'It's a basic principle that the brain is very sensitive to any kind of
stimulation. If you have repeated stimuli, your neural circuits will be
excited. But if you neglect other stimuli, other neural circuits will be
weakened.' Carr argues that the online world so taxes the parts of the brain
that deal with fleeting and temporary stuff that deep thinking becomes
increasingly impossible. As he sees it: 'Our ability to learn suffers and our
understanding remains shallow.'

E
Among the people with walk-on roles in The Shallows is Scott Karp, the
editor of a renowned American digital media blog called Publish2, whose
reading habits are held up as proof of the fact that plenty of people’s brains
have long since been rewired by their enthusiastic use of the internet.

F
I get a more convincing antidote to the Carr thesis from Professor Andrew
Burn of the University of London’s Institute of Education. Equating the
internet with distraction and shallowness, he tells me, is a fundamental
mistake, possibly bound up with Carr’s age (he is fifty). ‘Is there anything
in his book about online roleplaying games?’

G
But then there is the downside. The tool I use to write can also double as
many other things. Thus, while writing this, I was entertained by no end of
distractions. I watched YouTube videos, bought something on Amazon and
at downright stupid hours of the day – 6 a.m. or almost midnight – I once
again checked my email on either my phone or computer.
Like most newspapers’ content, what you are about to read was written using a computer connected to the internet. Obviously, this had no end of benefits, mostly pertaining to the relative ease of my research and the simplicity of contacting the people whose thoughts and opinions you are about to read.

It often feels as if all this frantic activity creates a constant state of twitchy anxiety. Moreover, having read a hotly controversial book about the effect of digital media on the human mind, I may have very good reason to feel scared. Its thesis is simple enough: not only that the modern world’s relentless informational overload is killing our capacity for reflection, contemplation and patience but that our online habits are also altering the very structure of our brains.

The writer then argues that the internet’s ‘cacophony of stimuli’ and ‘crazy quilt’ of information have given rise to ‘cursory reading, hurried and distracted thinking, and superficial learning’ – in contrast to the age of the book, when intelligent humans were encouraged to be contemplative and imaginative.

Dr Small, the director of the Memory and Ageing Research Centre at the University of California, Los Angeles, is a specialist in the effects on the brain of the ageing process. ‘Even an old brain can be quite malleable and responsive to what’s going on with technology,’ he tells me.

When I ask him how I might stop the internet’s more malign effects on my own brain, he sounds slightly more optimistic than Carr: ‘Try to balance online time with offline time,’ he tells me. ‘What’s happening is, we’re losing the circadian rhythms we’re used to; you go to work, you come home, you spend time talking with your kids.’

‘His argument privileges activities of the skimming and browsing kind. But if you look at research on kids doing this, or exploring virtual worlds such as Second Life, the argument there is about immersion and engagement.’

This all sounds both comforting and convincing, until I return to The Shallows and read a particularly sobering sentence: ‘We are welcoming the frenziedness into our souls.’ There’s something chilling about those words and even twenty stupid minutes on YouTube and an impulse buy from Amazon cannot quite remove them from my brain.
Listening
Multiple matching (Part 4) ▶ CB page 94

1 16 You will hear five short extracts in which people are talking about a psychology book they have all read. While you listen, you must complete both tasks.

Task 1

For questions 1–5, choose from the list (A–H) the reason each speaker gives for reading the book.

<p>| | | | |</p>
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<thead>
<tr>
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<tbody>
<tr>
<td>A</td>
<td>It was given to them by a friend.</td>
<td>Speaker 1</td>
<td>1</td>
</tr>
<tr>
<td>B</td>
<td>It provided an extra resource for work.</td>
<td>Speaker 2</td>
<td>2</td>
</tr>
<tr>
<td>C</td>
<td>It was a chance discovery.</td>
<td>Speaker 3</td>
<td>3</td>
</tr>
<tr>
<td>D</td>
<td>It formed a compulsory part of their studies.</td>
<td>Speaker 4</td>
<td>4</td>
</tr>
<tr>
<td>E</td>
<td>It was part of a special deal from a shop.</td>
<td>Speaker 5</td>
<td>5</td>
</tr>
<tr>
<td>F</td>
<td>It was recommended by someone else.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>G</td>
<td>It appeared to be a way to improve a relationship.</td>
<td></td>
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<tr>
<td>H</td>
<td>It seemed to be relevant to their current course.</td>
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Task 2

For questions 6–10, choose from the list (A–H) the main reason why each speaker would recommend the book to others.

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</thead>
<tbody>
<tr>
<td>A</td>
<td>It gives an easy overview of psychology for students.</td>
<td>Speaker 1</td>
<td>6</td>
</tr>
<tr>
<td>B</td>
<td>It is a good starting point for new students of psychology.</td>
<td>Speaker 2</td>
<td>7</td>
</tr>
<tr>
<td>C</td>
<td>It is written in an engaging way.</td>
<td>Speaker 3</td>
<td>8</td>
</tr>
<tr>
<td>D</td>
<td>It introduces interesting ideas for non-specialists to follow.</td>
<td>Speaker 4</td>
<td>9</td>
</tr>
<tr>
<td>E</td>
<td>It describes experiments used in psychological research.</td>
<td>Speaker 5</td>
<td>10</td>
</tr>
<tr>
<td>F</td>
<td>It provides inspiration for people to start learning about psychology.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>G</td>
<td>It is useful for people to update their knowledge.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>H</td>
<td>It uses accessible non-scientific language.</td>
<td></td>
<td></td>
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</tbody>
</table>

Grammar
emphasis: cleft sentences with what ▶ CB page 95

1 Find and correct the mistakes in the sentences.

1 What I'd really like to study will be psychology instead of history.
2 I've never been to Venice, so where I'd hope to do is go there next year.
3 What really surprised me it was his decision to change his course.
4 A good rest is that would do me a lot of good.
5 What made her so angry the way was he spoke to her.

2 Add it, is, was or what in the correct place in the sentences.

1 It's disturbing news but what means is we'll just have to rethink our policy.
2 What made the journey difficult the traffic jam on the main road.
3 What I'd like to take photos of the magnificent waterfall.
4 What I've decided to do to help myself remember things keep a diary.
5 I need to get money from the ATM – you must do is remind me!

3 Rewrite the sentences using cleft structures beginning with what.

1 I'd love to go to the cinema with you.
2 We ate fish and chips on the beach.
3 I never forget to do my homework.
4 The doctor was afraid that his memory was failing.
5 It's really hard revising for an exam.
Writing
Email (Part 2) ▶ CB page 96

About the exam:
In Writing Part 2, you may have the choice of writing an informal letter or email. This will be a response to part of a letter or email you have received.

Strategy:
- Read the task carefully and note the points you need to include.
- Identify the function(s) you should use (e.g. advising, reminding, requesting).
- Plan your email/letter by grouping points into paragraphs.
- Write using an informal style throughout.
- Include interesting opening and closing sentences.

1 Look at the exam task below and the sample answer in Activity 2. Tick (√) the things the candidate has done.
1 answered all the points in the task
2 written under the limit
3 used an appropriate tone
4 given interesting opening and closing remarks
5 not sequenced the paragraphing clearly

Read part of an email from a friend who is having trouble revising for his forthcoming examinations.

The exams start next week and I’m getting really stressed out about them. I try to get in some revision whenever I can but nothing seems to stay in my head. You’re really good at remembering stuff, so I wondered if you could give me any tips?

Reply to the email offering your friend some advice. Write your email in 220–260 words in an appropriate style.

2 Complete the email in Activity 1 with the words in the box.
don’t need suggest tempted work worth

Hi Ted,

Thanks for your email – I got it this morning. It sounds as if you’re really having problems, so I’ll do my best – although I’m not the world expert, you know!

The most important thing is to try to relax. The more stressed out you get, the less information will stay in your head. And stress usually comes when you feel that you’re out of control, so what you have to do is organise yourself. Why (1) .......... you make a timetable of when you’re going to revise and stick to it? Don’t be (2) ................. to only focus on the topics you like! Then you’ll have some direction. That’s much better than trying to fit revision in at random moments.

Secondly, you (3) ................. to make sure you don’t do too much at once and take lots of breaks. It gives your brain a chance to remember things better. Everyone has their own memory techniques. What seems to (4) ................. for me is to read a whole section on a topic once to get the general picture. Then I go back and note down all the things I want to remember. For me, writing things down in note form helps me remember them. Some people like to read through their notes again just before going to sleep. They say it helps the memory. It’s (5) ................. a try!

And finally, I’d (6) ................. you get an early night before the exam. It’s better to have a fresh brain in the morning than a tired one.

I’ll be thinking of you. Do let me know how you get on.

Take care,
Kitty

3 Look at the exam task, make notes and write your email.

Read part of an email from a friend who is taking part in a college quiz competition.

You know this college quiz that I was talking about? Well, I’m on the team and we’ve got our first game next Saturday! I’m scared stiff and regretting saying I’d do it. I’m sure my mind will go blank. You’ve done this before – any tips?

Reply to the email offering your friend some advice. Write your email in 220–260 words in an appropriate style.
Vocabulary
past participles + dependent prepositions
► CB page 98

1 Complete the sentences with the prepositions in the box. You can use any of the prepositions more than once.

about  by  for  of  on  to  with

1 The boy was discouraged about the coach’s criticisms as he was dedicated about making football his career.
2 She was very concerned about her child’s future education, so she focused about getting him into a good school.
3 He was frustrated about the lack of opportunities in the company but was terrified about leaving without a job to go to.
4 She was inspired about the success of her friend and motivated about the idea of following in her footsteps.
5 He felt quite confused about all the advice he was given but respected everyone about making the time to help him.
6 I’m quite worried about the environmental future of the planet and I’m committed about doing everything I can to help.

Use of English
Multiple-choice cloze (Part 1) ► CB page 99

1 Read the article on the right. According to the writer, which one of the statements is not true?
   A Life is more stressful for musicians nowadays than in the past.
   B Musicians today will not be as famous as those of the past.
   C Musicians will tour less in future than they did in the past.

2 Read the article again. For questions 1–8, decide which answer (A, B, C or D) best fits each gap.

<table>
<thead>
<tr>
<th></th>
<th>A brand</th>
<th>B trade</th>
<th>C label</th>
<th>D tag</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>A tough</td>
<td>B strong</td>
<td>C resilient</td>
<td>D durable</td>
</tr>
<tr>
<td>1</td>
<td>A motivated</td>
<td>B dedicated</td>
<td>C approved</td>
<td>D facilitated</td>
</tr>
<tr>
<td>2</td>
<td>A whereas</td>
<td>B conversely</td>
<td>C naturally</td>
<td>D additionally</td>
</tr>
<tr>
<td>3</td>
<td>A way</td>
<td>B time</td>
<td>C route</td>
<td>D direction</td>
</tr>
<tr>
<td>4</td>
<td>A accept</td>
<td>B agree</td>
<td>C settle</td>
<td>D stay</td>
</tr>
<tr>
<td>5</td>
<td>A devote</td>
<td>B spend</td>
<td>C occupy</td>
<td>D offer</td>
</tr>
<tr>
<td>6</td>
<td>A puts</td>
<td>B makes</td>
<td>C gives</td>
<td>D does</td>
</tr>
<tr>
<td>7</td>
<td>A arrive</td>
<td>B lead</td>
<td>C reach</td>
<td>D jump</td>
</tr>
</tbody>
</table>

3 Find words in the article that match meanings 1–6.

1 frantic
2 rapid increase
3 passion
4 very big
5 musical shows
6 formal plan
Complete the second sentence so that it has a similar meaning to the first sentence, using the word given. Use between three and six words.

1 Before he put forward the proposal, I’m sure he took the comments of local residents on board.

WILL
Before he put forward the proposal, I’m sure he ____________ of local residents on board.

2 I expect I’ll leave home before I’m twenty.

TIME
I expect I will ____________ I’m twenty.

3 I know that I’ll find the right job soon.

MATTER
I know ____________ before I find the right job.

4 They confidently expect the broadcast to go ahead at 6 p.m.

SURE
They ____________ go ahead at 6 p.m.

5 I’m sure he’ll get a promotion very soon.

LONG
I’m sure it ____________ he gets a promotion.

6 I have decided to make a definite plan for my future career.

AM
What ____________ is make a definite plan for my future career.

Choose the correct alternatives to complete the sentences.

1 I’ll have stopped/will be stopping working on this project by the end of the month.

2 When they’re giving/give out the dates of the gig, I’ll book a couple of tickets.

3 With luck, in three years’ time he is/will be competing in the Olympic Games.

4 My brother is going to get/will have got a shock when he sees these results.

5 OK, I’ll give/give him a call right now.

6 Hurry up! They’ll have been/be waiting for ages by the time we get there.

Grammar
future forms ➤ CB page 100

1 Find and correct the mistakes with future forms in the sentences.

1 By the end of the week I’ll be finishing this project.

2 Hurry up – the performance is going start in two minutes!

3 I’m sure he’ll be winning the competition.

4 I can’t concentrate, so I will have stopped work now.

5 This time next week I’ll fly to the USA.

6 Hopefully, they’ll be announcing the results by lunchtime.
Speaking
Collaborative task (Part 3) ▶ CB page 101

1 Look at the exam task and complete the candidates’ discussion with the words in the box.

between disagree go honest out point rule saying with

Here are some things we are likely to do more often in the future and a question for you to discuss.

work from home  
study online  

How likely do you think it is that we will do these things more often in the future?

holiday in space  
live in high-rise buildings  
have smaller families

Now you have about a minute to decide which of these things would affect our lives the most.

A: OK, to be (1) __________________, all these things are likely to affect our lives in big ways, aren't they?
B: Absolutely. But (2) __________________, all of them, I suppose we could (3) ________________ out the holidays in space, maybe. What do you think?
A: Yeah, I'm (4) ________________ you on that one. Holidays only take up a relatively short amount of our time wherever we may be going. Of the others, both working from home and studying more online affect us in similar ways, I think. Both those things would mean less time interacting with other people because we'd be doing these things on our own.
B: Although you can study online in a classroom with a teacher, so you'd still meet up with classmates.
A: OK, so you're (5) ________________ that might not affect our lives quite so much.
B: Yes. So, for me, it would be (6) ________________ having smaller families and living in high-rise buildings.
A: That's tricky, isn't it? Personally, I'd (7) ________________ for living in high-rise buildings because I can see that would affect our lives in so many ways. No gardens, neighbours all round you, getting up and down to different floors. What do you think?
B: Yeah, I see your (8) ________________. But, I'm not too sure. Having smaller families would have a big effect, too. We'd have more money to live on, for a start!
A: OK, let's agree to (9) ________________ on that, then!

Reading
Multiple matching (Part 8) ▶ CB page 102

1 Read the article and put a cross (X) next to the items that are not mentioned.

1 television  
2 mobile phones  
3 laser surgery  
4 the internet  
5 sliding doors  
6 microwave ovens  
7 robots  
8 electronic chipping  
9 weather control  
10 touch screen technology

2 Read the article again. For questions 1–10, choose your answers from the sections A–D. You may choose any of the sections more than once.

Which science fiction work
had a purpose other than pure entertainment?  

presented a concept that is familiar today but through a different process?  

was written by an author who has more famous fictional creations?  

features machines that threaten to cause the downfall of man?  

shows us a device that would have enormous significance for us if it really existed?  

was created by a writer whose name will never be forgotten?  

was given a title that might be better understood by people today than when it was written?  

revolves around a character who uses a particular device to escape from the reality of a situation?  

delighted people over a period of many years?  

foresaw something that is controversial today?

3 Find words in the article that match meanings 1–8.

1 everyday, normal (Section A)  
2 a fan of (Section B)  
3 made to live for ever (Section B)  
4 dubious, doubtful (Section B)  
5 forerunner, that came before (Section B)  
6 very keen (Section C)  
7 fundamental (Section D)  
8 looking back (Section D)
We've seen it all before!

Just how many of the technological advances we take for granted today were actually predicted in science fiction years ago? Karen Smith checks out four influential works.

A
R.U.R
Originally a word that appeared solely in science fiction, the term robot has now become commonplace as developments in technology have allowed scientists to design ever more complex machines that can perform tasks to assist us at work or home. But how did the word originate and when? To answer this, we have to go back nearly 100 years to a play written in 1920 by a Czech playwright, Karel Capek, called R.U.R — Rossum's Universal Robots. The word is a derivation from the Czech robota, meaning 'forced labour', or rob, meaning 'slave'. Capek's robots are biological machines which are uncannily similar to what we today refer to as ‘clones’ or ‘androids’ but are assembled from various parts rather than being genetically ‘grown.’ The play eerily predicts problems that concern people today regarding machines that can think independently. Rossum’s robots plan a rebellion against their creator, a man who in his own words, wants to ‘play God’. The famous science fiction writer Isaac Asimov was unimpressed by the literary value of Capek’s play but believed it had enormous significance because it introduced the word robot to the world.

B
Ralph 124C41+
If you're a science fiction aficionado, you’ll definitely have heard of Hugo Gernsback. Considered by many to be the founding father of science fiction back in 1926 with the publication of his magazine Amazing Stories, his name has been immortalised in the annual science fiction awards, the ‘Hugos’. However, the quality of his writing is questionable and his stories are more highly regarded for their content rather than plot or character development. Gernsback was deeply interested in the world of electronics and, believing that science-fiction should inspire future scientists, he filled his stories with ideas for numerous new gadgets and electronic devices. An extraordinary number of his predictions have actually come true. Today we have television, televised phone calls, sliding doors and remote controls, to name only a few, and the precursors of many of these can be found in just one novel: Ralph 124C41+. The mystifying title is itself a prediction of language used in text talk today: ‘one to foresee for all (1+1)’! Gernsback's prophetic stories included other predictions which currently remain unfulfilled, such as complete weather control, thought records and aircabs. Watch this space!

C
From the London Town of 1904
Mark Twain is a familiar name to most of us as the author of magnificent books such as Huckleberry Finn and Tom Sawyer. He is less well-known, however, for his science fiction but to avid readers of that genre, he is considered one of the best writers of all time. It is also quite possible that he predicted one of the most influential scientific inventions the world has ever seen — something that we all use and rely on every day: the internet! It is in a little-known short story called From the London Town of 1904 that he describes a device called the ‘telectroscope’. This is a machine that uses telephone line links across the world to enable him to see and hear what is going on in any place on the globe at a given time. How familiar does that sound? The character, while on death row for a murder that he did not commit, uses his machine to ‘call up’ different places in the world and the narrator of the story comments that although in a prison cell, the man is ‘almost as free as the birds.’

D
Star Trek
These days mobile phones have become such an integral part of our daily lives that we would be lost without them but there was a time when we had to communicate using landlines or — horror of horrors — by writing letters! Viewers watching the birth of a new TV science fiction series in the 1960s would have been amazed at the thought that the ‘communicator’ used by Star Trek’s Captain Kirk would one day become an everyday form of communication available to us all. Kirk’s ‘communicator’ was a small device he used to flip open and, in retrospect, it seems surprisingly similar to a mobile phone that became popular in the late 90s. The long-running series also featured several other devices that have since moved from fiction to the real world. However, the famous Star Trek 'Transporter', through which people can immediately materialise in different places, still remains the Holy Grail for many in the world of science. Now, that really would make a difference to our lives. 'Beam us up, Scottie,' please?
Listening
Sentence completion (Part 2) ▶ CB page 104

1. You will hear a man called Doug Harris giving a presentation to students about getting a job in the music industry. For questions 1–8, complete the sentences.

So you’re going to be a musical success?

Doug regrets not being able to become a famous ________ because he wasn’t good enough.

At college Doug was surprised that learning about ________ was very beneficial for his career.

Doug recommends young hopefuls take a short ________ with a production company to learn the basics.

Doug uses the word ________ to describe the kind of person who will be successful.

Doug warns students about the importance of having a sensible ________ on their career.

Doug thinks that having an unusual ________ will give people an advantage.

In Doug’s opinion, ________ holds the key to future success.

According to Doug, getting any kind of ________ is the hardest thing for people starting out.

2. Listen again and match the phrases from the recording (1–8) to their meanings (A–H).

1. fall back on something
2. from the off
3. make ends meet
4. a rocky start
5. it taught me the ropes
6. save yourself the angst
7. set you apart from the crowd
8. the biggest stumbling block

A. manage a budget
B. I learned the basics
C. the most difficult thing
D. have an alternative
E. a difficult beginning
F. from the start
G. avoid unhappiness
H. make you stand out

Grammar
Conjunctions ▶ CB page 105

1. Complete the sentences with the conjunctions in the box. There are two conjunctions you do not need to use.

- as
- as for
- as from
- as it is
- as yet
- despite
- nor
- whereas

1. Unfortunately, ________ they haven’t managed to work out a strategy for the future.
2. Sally hasn’t decided what to do ________ I’ve already chosen my course for next year.
3. I wasn’t happy but ________ was I particularly sad either.
4. ________ time for voting runs out, people are starting to wonder what the result of the election will be.
5. The new road restriction comes into force ________ next Monday until further notice.
6. The suggestion ________ seems rather off the wall but on reflection, it could be tweaked to be useful.

2. Join the pairs of sentences using the conjunctions in brackets.

Example:
I will come next week. I will not come unless Sally comes too. (provided)
I will come next week, provided that Sally comes too.

1. They are looking for a place to live. They haven’t found it. (as yet)
2. Telling people to recycle everything doesn’t work. Making laws doesn’t work either. (nor)
3. People in the city use public transport. People in the countryside don’t. (whereas)
4. Looking after the environment has a positive effect on the future. Saving energy does too. (as)
5. The local council can’t solve the parking problem. Local people will have to do it. (as)
6. No one will agree to stop using their cars. Local transport is so unreliable. (as long as)
Dear Mr Turner,

I teach at the Wedgewood Primary School in Brighton and I am writing because we are organising a series of talks for the children by people, like yourself, who have interesting professions. If (1) I believe that the children will be able to learn more about different jobs and what they entail, and in this way increase their awareness of the job opportunities that will be available to them later on in their school lives, when they need to make career choices.

I (2) hope if you might consider coming to give a talk to the children about being a pilot. Many children have a lot of admiration for people with a job like yours and in my opinion, they would be fascinated to learn more about what you (3) do in the cockpit and how intensive your training was. I think they (4) would also value some insight into the type of lifestyle you have, how often you fly, what you do when you land in other countries and so on.

We are hoping that the series of talks will run on Tuesday afternoons over March and April this year. Each talk will last forty-five minutes, including question time for the children afterwards. Further details would be sent to you (5) later to be involved.

If you are willing to give up some of your busy time to talk to the children, it (6) would be most appreciated and I (7) hope that you would find it enjoyable, too.

I very much hope to hear from you in the near future.

Yours sincerely,

Jennifer Grant

Jennifer Grant
Multiple-choice cloze (Part 1)

For questions 1–8, read the text below and decide which answer (A, B, C or D) best fits each gap. There is an example at the beginning (0).

Technology: it'll be a drama!

Using technology affects everything: our habits, the way we work, (0) ______ A even ______ our relationships. Apps provide (1) ______ cuts to programmes and information that is permanently on (2) ______. But, surprisingly, technology is also having a physical effect on us. We may be familiar with the idea that thumbs are getting stronger due to texting but we are probably less (3) ______ on the way technology is changing our behaviour. No longer do we walk along briskly; we fiddle with our phones as we go. This changes our (4) ______ as our heads droop down, our bodies are slightly (5) ______ over and we are less likely to look around at our surroundings. Movements we make on (6) ______ screens have become second nature, like pinching and spreading our fingers to shrink or enlarge the on-screen (7) ______, but they are new gestures in our body-language vocabulary. Visual art forms like dance are (8) ______ up on these new kinds of movement, allowing fascinating theatrical possibilities for the future.

0 A even B also C on top D in spite
1 A quick B little C short D fast
2 A supply B tap C order D provision
3 A told of B clued up C hinted at D informed about
4 A posture B condition C mode D standpoint
5 A folded B creased C bent D arched
6 A handle B contact C stroke D touch
7 A display B show C exhibition D disclosure
8 A getting B picking C putting D going

Open cloze (Part 2)

For questions 9–16, read the text below and think of the word which best fits each gap. Use only one word in each gap. There is an example at the beginning (0).

Reach for the stars – or the sci-fi book?

Would scientists bother (0) ______ to ______ read science fiction? We often imagine them (9) ______ hard-headed people who would find fiction like this frivolous but, apparently, many enjoy (10) ______. They claim to love the possibilities that science fiction presents – (11) ______ aliens might look like or the development of new life forms. Science fiction (12) ______ us out of our comfort zones, our familiar and known environment, and encourages us to think (13) ______ the box. Science fiction also provides an alternative perspective, giving fresh insights into life in general. The act (14) ______ creating a new society people with strange beings enables science fiction writers to raise issues of morality in a meaningful yet unthreatening way. This, in turn, allows those of us who read their work to question (15) ______ and the values we hold dear. And the issue of whether the science in fiction is really far-fetched is debatable – who knew (16) ______ things as mobile phones were possible when Star Trek came up with them?
**Word formation (Part 3)**

For questions 17–24, read the text below. Use the word given in capitals at the end of some of the lines to form a word that fits the gap in the same line. There is an example at the beginning (0).

<table>
<thead>
<tr>
<th>Mindsets: what do they do for us?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Although we may do it (0) <strong>unconsciously</strong>, we continually assess the (17) _____________ of things that happen to us in order to decide what action we should take and how we feel. However, we are all different and our (18) _____________ mindset affects our response – it’s what steers us and suggests possible courses of action. But it can also trip us up. If our mindset is too (19) _____________, our reactions to an event are led by our need to evaluate it; we seek a (20) _____________ such as ‘I’m always wrong!’. We may over-react to the experience, expressing feelings that are (21) _____________ extreme, such as fury or terror. Analysing something with this kind of dark mindset can mean our interpretation of it becomes (22) _____________ and, obviously, this kind of (23) _____________ is unhealthy. Conversely, people with more open mindsets seek a positive spin, things they can learn from the experience. They have a (24) _____________ rather than pessimistic approach to life. It’s clear which mindset is helpful!</td>
</tr>
</tbody>
</table>

| CONSCIOUS |
| SIGNIFY |
| PERSON |
| JUDGE |
| CONCLUDE |
| APPROPRIATE |
| BALANCE |
| NEGATIVE |
| CONSTRUCT |

**Key word transformations (Part 4)**

For questions 25–30, complete the second sentence so that it has a similar meaning to the first sentence, using the word given. Do not change the word given. You must use between three and six words, including the word given. Here is an example (0).

**Example**

0 Staying another night would have meant paying more.  
    **IF**  
    I would have had to **pay more if I had stayed** another night.

25 People will always want entertainment, providing that they have the time to enjoy it.  
    **LONG**  
    There will always be a need for entertainment, _____________ the time to enjoy it.

26 Scientists have made an unexpected discovery in the treatment of cancer.  
    **BREAKTHROUGH**  
    There _____________ tin the treatment of cancer.

27 I thought very hard but couldn’t remember the answer.  
    **RACKED**  
    I _____________ to remember the answer.

28 I made the decision to go to university after all.  
    **DECIDED**  
    What _____________ to university after all.

29 However hard I look, up to now I haven’t been able to find a job.  
    **ALTHOUGH**  
    I haven’t been able to find a job _____________ looking really hard.

30 I don’t think my future job prospects are very good, which is very worrying.  
    **ABOUT**  
    I _____________ my future job prospects.
Reading

Multiple choice (Part 5) ▶ CB page 112

1 Read the article and decide if the statements are true (T) or false (F).

1 Spriggs is a fully-trained guide dog.
2 Puppy walkers keep the dogs for less than two years.
3 Gareth started working for the charity when he was a teenager.
4 The writer used to have a dog himself.

2 Read the article again. For questions 1–6, choose the answer (A, B, C or D) which you think fits best according to the text.

1 Why does the writer start to feel more relaxed in the first paragraph?
   A He knows he will shortly regain his sight.
   B He has survived a difficult experience.
   C He begins to have faith in his guide.
   D He is approaching the end of the journey.

2 Gareth believes that a successful guide dog is ultimately the result of
   A the breeding and quality of the dog.
   B the level of training the dog is given.
   C the early stages of care when they are young.
   D the interaction between owner and dog.

3 When working in rehabilitation, Gareth was
   A encouraged by the degree of independence the blind people had.
   B surprised by the value of his own contributions.
   C confident that he could learn from the experience.
   D undeterred by his physical problems.

4 The writer mentions the ‘fish and chip shop’ to
   A illustrate the talents of a good guide dog.
   B correct a common illusion.
   C explain a difficult procedure.
   D emphasise the importance of training done by owners.

5 When taking part in the experiment, the writer believes that
   A being in control of the dog is a very powerful feeling.
   B knowing how to direct the dog takes time.
   C relying on the dog takes considerable courage.
   D reacting to the dog’s affection is important.

6 What is the writer’s reaction to the experience?
   A He would like to do the same work.
   B He can identify with the satisfaction Gareth gets from his job.
   C He values the experience of being dependent on a guide dog.
   D He wishes that he could have another dog of his own.
3 Match the underlined verbs in the article with their meanings. Write the infinitive of the verbs.
1 create something very strong
2 follow and watch someone doing something
3 hold tightly to something
4 cover someone’s eyes
5 walk unsteadily
6 visit quickly

4 Find phrases in the final paragraph of the article that match meanings 1–2.
1 I begin to understand
2 I suddenly realise

5 Why does the writer finish with a direct question?
1 He wants people to send in their comments.
2 He wants to emphasise a point.
3 He wants people to apply to train with the charity.

Thursday 24

A working life: the guide dog trainer

As mobility instructor for Guide Dogs for the Blind, Gareth Evans has the rewarding job of matching dogs to their owners.

I'm blindfolded and frightened. Cars are roaring past as I stumble along busy Leamington Spa pavements, terrified I'll unwittingly stray into the path of a vehicle. But Spriggs, the black Labrador whose brown training harness I'm desperately clinging to, soon has me at ease, calmly steering me around hidden obstacles, pedestrians, workmen and parked cars with every wag of his tail. Spriggs is close to finishing his training with Guide Dogs for the Blind and will soon be partnered with a visually impaired person.

At some point Spriggs will have been tutored by Gareth Evans, a local man who has worked with the charity for close to sixteen years. 'It has to be a partnership when you take on a guide dog,' he explains. 'We can only get the dogs to a certain level and then the owners have to take over and they will get out of that partnership what they put in.' Evans grew up in nearby Warwick surrounded by puppies – his family were regular 'puppy walkers' for the charity, the name given to families that look after a puppy for its first 12–14 months before handing it back for training, as well as breeders. 'Guide dogs have always been in my life and I'd always wanted to work for the charity.'

He achieved that ambition when he was nineteen, spending five years working in the kennels before a broken wrist led him to shadow the organisation’s rehab workers, who provide training and guidance to help people live independently. 'What impressed me most was how you could give someone the smallest piece of advice, some of it not even related to dogs, that would make a huge difference to their lives, such as how to make the text on their television screen bigger,' he remembers. 'So I retrained as a rehab worker and did that for eight years.' Four years ago he became a mobility instructor for the charity, which means that as well as finishing off the dogs’ tuition with advanced training, he helps match dogs to owners, provides support while they get to know each other and makes annual aftercare visits.

Evans thinks there are many myths about the role of guide dogs. 'A lot of people think they take their owners for a walk, that the owner says, “Right, off to the fish and chip shop, please,” and the dog takes them there,' he says. 'The owners are the ones in control and who need to know where they are going. The dog is only helping them look out for roads and obstacles, it's not actually taking them anywhere – although if it learns a route, it might pop into a shop if the owner visits frequently.' He talks of the occasional embarrassment suffered by owners whose guide dogs betray their love of takeaways by padding into the kebab shop even if the owner wishes to walk past.

When I am blindfolded and partnered with Spriggs for my walk, I immediately realise how big a jump it is from trusting your own eyesight to trusting that a dog will guide you safely around town. For the first five minutes I am genuinely scared that my life is held in the paws of a canine I’ve never met but I slowly become attuned to Spriggs’s subtle movements when he pulls me to the left or right to avoid obstacles or as he prepares to stop at a kerb. I marvel as he obeys my command to turn right at one pavement edge. All the while Evans is telling me what to do, how to give the dog feedback, to pat him affectionately when he has done well, along with numerous other instructions.

By the time I take the blindfold off, I have genuinely bonded with Spriggs, to the extent that Evans jokes: 'I'd better check your bag to see you haven't stolen him,' and I get an inkling of the incredible bond that dogs and owners must share. On the train back to London I spot one of Spriggs's black hairs on my leg and it reminds me of my childhood pet Sid, a Jack Russell terrier. I still miss to this day. It then strikes me why Evans has been with Guide Dogs for the Blind for so many years: when you are a key part in forging so many beautiful relationships, partnerships that lead to vastly improved lives, why would you want to work anywhere else?
Vocabulary
expressions for describing compatibility ➤ CB page 110

1 Choose the correct alternatives to complete the conversations.

1 A: I love your new dress – the colour really fits/suits you.
   B: The assistant said it matched/fitted my eyes and skin tone.
   A: I need something new for going out – my old dress doesn’t fit/suit me any more since I lost weight.
   B: Well, that new shop in town has loads of good things – they ought to match/suit your style.

2 A: There are so many cultural possibilities in London – there aren’t many cities that can fit/match it for theatre and museums.
   B: Agreed, though there are others that can suit/match its history.
   A: The cosmopolitan lifestyle in London suits/fits me, though.

3 A: Have you found a course that matches/suits your needs?
   B: Kind of – though I’ve had to compromise. There’s nothing that’s a perfect fit/suit.
   A: That’s a shame – though often things turn out better than you expect – it might end up suiting/fitting you quite well.

Grammar
whoever, whatever, etc. ➤ CB page 111

1 Replace the underlined words in the sentences with the words in the box. Add any other words necessary.

however whatever whenever whichever (x2) whoever

1 I’ll play tennis with anyone who turns up!
2 This is the restaurant I eat in every time I come to Paris.
3 Everything I say seems to be wrong!
4 It doesn’t matter which holiday you choose, it will cost a lot.
5 You can fix it by using glue or nails, but anything you do to fix it will not last for long.
6 I can’t decide whether to eat chicken or fish. I will probably prefer the one you choose – I always do.

2 Choose the correct answers to complete the sentences. In some sentences more than one answer may be possible.

1 You can say ___________ you want. I think it’s a good idea.
   A what    B whatever C whichever D that
2 That’s all ___________. I can say on the matter.
   A whatever B that C which D what
3 You can come and stay with me ___________ you like!
   A however B whenever C wherever D whatever
4 It’s a difficult decision for her to make, ___________ you might think about it.
   A however B whatever C whichever D whoever
5 ___________ well you think you know a person, don’t lend them any money!
   A Whenever B However C Whichever D Whatever

Use of English
Open cloze (Part 2) ➤ CB page 114

1 Read the article. Which of the statements about personality tests is not true?

1 The writer thinks they are used improperly.
2 The writer would like them to be used more effectively.
3 The writer is unsure that they show a person’s true ability.
4 The writer feels that their results may be unreliable.
5 Personality tests are difficult to administer.

2 Read the article again. For questions 1–8, think of the word which best fits each gap. Use only one word for each gap.

Does your personality really fit?

When you decide to change your job, a prospective employer could ask you to take a personality test to see (0) how well you would fit into the organisation. Any company wants to employ (1) ___________ right person; in these days of financial constraints, they can’t risk (2) ___________ a mistake by selecting someone who is not up to the job or isn’t compatible (3) ___________ the culture of the company. The question (4) ___________ are these tests any good? One of their attractions lies in their apparent practicality – applicants complete the test, findings are analysed and the perfect candidate for the job is revealed. But that’s (5) ___________ leads some people to regard the tests with scepticism. It seems efficient to put people into neat pigeon holes but in reality, it can (6) ___________ counter-productive. One downside of the testing is that it stereotypes people, possibly holding them (7) ___________ from fulfilling their potential. Maybe such tests do have a part to (8) ___________ but their results should be treated with caution.
Listening

Multiple matching (Part 4) ► CB page 115

1 18 You will hear five short extracts in which parents talk about choosing the most appropriate pet for their children. While you listen, you must complete both tasks.

**TASK 1**

For questions 1–5, choose from the list (A–H) the reason each speaker gives for choosing the particular pet for their children.

A a life-long love of the animal
B a desire to preserve a lifestyle
C a hope that the children would get fitter
D a wish to help the children with schoolwork
E a dislike of the damage some pets can do
F a fear of the cost of keeping some pets
G a passion for nature
H a family decision

<table>
<thead>
<tr>
<th>Speaker</th>
<th>Reason</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>A</td>
</tr>
<tr>
<td>2</td>
<td>B</td>
</tr>
<tr>
<td>3</td>
<td>C</td>
</tr>
<tr>
<td>4</td>
<td>D</td>
</tr>
<tr>
<td>5</td>
<td>E</td>
</tr>
</tbody>
</table>

**TASK 2**

For questions 6–10, choose from the list (A–H) how each speaker feels about their decision to buy each pet.

A concerned how the children feel about having a pet
B disappointed about the result of getting the pet
C resentful about the work they have to do
D surprised about how successful it’s been
E relieved they don’t have to exercise the pet
F afraid of the reaction of other people to the pet
G guilty about their initial reaction to the idea
H worried about the long-term effect of the pet on the children’s lives

<table>
<thead>
<tr>
<th>Speaker</th>
<th>Feeling</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>A</td>
</tr>
<tr>
<td>7</td>
<td>B</td>
</tr>
<tr>
<td>8</td>
<td>C</td>
</tr>
<tr>
<td>9</td>
<td>D</td>
</tr>
<tr>
<td>10</td>
<td>E</td>
</tr>
</tbody>
</table>

2 Listen again and complete the definitions with words from the recording.

Speaker 1
1 potential problems: _______________________
2 when you cut down on something, it’s _______________________

Speaker 2
3 slightly worried about something; feeling _______________________

Speaker 3
4 something I hate is my _______________________
5 when everyone is in agreement, there is a(n) _______________________

Speaker 4
6 a sense of general stress: _______________________
7 a worry that is not real: _______________________

Speaker 5
8 give a reason for something: _______________________

![Image of fish in a bowl]
Grammar

participle clauses   CB page 116

1 Match the uses of participle clauses (1–3) with the sentences (A–F).

1 to express a reason or condition
2 to talk about something that took place just before the action in the main clause
3 to replace a relative pronoun or verb
A Having realised I had missed the bus, I decided to walk.
B Courses specialising in teaching communication skills can be very useful.
C Worrying about arguing with my boss meant I didn’t actually raise the issue at the meeting.
D Feeling nervous, I went into the interview in a bad frame of mind.
E Having lain awake all night, I was not in a good mood for work the next morning.
F People joining dating websites are keen to find a partner.

2 Rewrite the sentences in Activity 1 without using participle clauses.

3 Rewrite the sentences using participle clauses.

1 I applied early, so I was very disappointed not to get tickets.
2 The politician continued his speech once he had got the hecklers to be quiet.
3 Anyone who wants to improve their image often goes to a stylist.
4 She answered the door just after she put the phone down.
5 I understood the question, so I was able to give a good answer.
6 I work with very talented people, so it makes for a very exciting environment.

Speaking

Collaborative task and discussion (Parts 3 and 4)   CB page 117

About the exam:
After the collaborative task in Part 3, you will be asked some questions related to the same topic. These can be directed to one candidate or to both to discuss.

Strategy:
• Give as full an answer as you can with reasons and examples to support your opinion.
• You can comment on your partner’s question after he/she has given an answer; this may develop into a discussion.
• Remember that, as in Part 3, any discussion should be balanced and show interaction.

1 Look at the exam task. Then listen to different candidates doing the task and complete the phrases they use to agree or disagree.

Here are some types of partnerships and a question for you to discuss.

What do you think is important for these partnerships to succeed?

Talk to each other about what is important for these partnerships to succeed.
Now you have about a minute to decide which type of partnership is the most difficult to make succeed.

1 I agree up to a(n) _______________ but I think having different hobbies can be refreshing in a way.
2 That may _______________ be so, but don’t you think they also need to have the same outlook and ambitions?
3 I’m not _______________ convinced. Suppose you get two very strong personalities together …
4 Isn’t it sometimes the _______________ that the serious one is really the brains behind the partnership?
5 I _______________ say you’re right but then that would risk the coalition …

2 Listen to two candidates discussing the decision question and tick (✓) the phrases they use.

1 What an interesting question!
2 As we said, …
3 Which would you say …?
4 It’s not an easy choice …
5 If we’re thinking long term, …
6 I would definitely opt for …
7 I’m with you there.
8 Let’s go for …
3 Read the Part 4 questions and two responses to each. Which is the weakest response in each case?

1 Some people make prenuptial agreements before they get married. Do you think this is a good thing? Why? Why not?
   A I would never make a prenuptial agreement. I think they’re terrible things.
   B In some cases it can be a good thing – it really depends on the couple involved. I suppose it gives a sort of security but, on the other hand, surely you only marry someone you trust.

2 Do you think it’s necessary to like someone to be able to work with them well? Why? Why not?
   A That’s an interesting one! I don’t think it’s really necessary because a working relationship is different to a personal one. Two people could complement each other with their skills and abilities and produce good work together but they don’t have to get on very well.
   B Best friends don’t always make the best work colleagues. Just because you like someone doesn’t mean that you’ll work well together. In fact, it could hurt your friendship, couldn’t it? There could be competition and rivalry. No, not a good thing, in my opinion.

Writing
Formal letter (Part 2)
▷ CB page 118

1 Look at the exam task and the sample answer. Six sentences have been removed from the letter. Choose from the sentences (A–F) the one which fits each gap (1–6).

You work for a new website that helps match people and careers. You have been asked to write to the careers advisors at secondary schools and colleges to inform them about how your website can help their students. You should explain
• why the website was set up,
• what the website does,
• how successful it has been.
Write your letter in 220–260 words in an appropriate style.

Dear Sir or Madam,

(1) ________________

(2) ________________ Students often find the range of professions very confusing and many stumble into a career by chance rather than find one that really suits them. That is where we at Students’ Choice come in. We have done a great deal of research into the different career opportunities available to students today and also consulted expert educational psychologists. As a result, our website provides valuable assistance for students who are about to make those all-important choices.

(3) ________________ There is information about the range of careers open to students, interviews with prospective employers on the type of applicants they are looking for and tests that students can take to show them the type of work that suits their personalities and requirements.

(4) ________________ There is a blog section on the website where you can read about many of these students’ experiences.

(5) ________________

(6) ________________

Yours faithfully,
Paul Abbeyfield
pabbey@studentschoiceab.com

A I sincerely hope that Students’ Choice can supplement the careers advice that you give your students and help them to make the right choices.

B We have been operating the website for over eight months now and in that time have helped hundreds of students to select suitable careers.

C Should you need further information, please contact me at the email address below.

D As you know, the choice of a future career is both an important and challenging one.

E I am writing to you to give you some information about our new website, Students’ Choice, which has been set up to help match students and future careers.

F The website offers help in several ways.

2 Do the exam task.

You are a university student and you are looking for a summer job doing voluntary work. You have found a website that offers a service to find voluntary work for students. Write an email to the website to ask them to find appropriate work for you. You should explain
• the type of work you are looking for,
• how the experience could benefit your studies,
• your availability and any expenses you might have.
Write your email in 220–260 words in an appropriate style.
Reading

Multiple matching (Part 8) ► CB page 122

1 Read the article and decide if the statements are true (T) or false (F).

1 Charles Spence is a chef.
2 Red food tastes sweet.
3 Crisp packets reflect the colour of the crisps.
4 Blind people’s sense of taste is stronger than others.

2 Read the article again. For questions 1–10, choose your answers from the sections A–D. You may choose any of the sections more than once.

In which section are the following mentioned?
the influence of external factors other than the colour of food or drink
the idea that reaction to colours is not uniform
the type of people who are most susceptible to colour influence
a collaboration between people from different backgrounds
the effect of impaired vision on eating habits
something that interests people but not for its original purpose
a hypothetical situation which may disgust us
some people’s ability to be more precise than others in describing subtle taste changes
the way companies can use psychology to make us eat more
a belief that some people are naturally reluctant to taste something

3 The phrases in italics in the sentences below are from the article. Complete them, using one word for each gap.

1 My mother always says that my big brother led me ____________ when I was little and got me into lots of trouble.
2 Many people who lose their ____________ are given a new lease of life when they get a guide dog.
3 When we went for a meal at the new restaurant we ordered the chef’s ____________ dish and it was superb.
4 I used to have an ____________ appetite but these days I’m not so focused on food.
5 The band’s first album was an ____________ success but the last one didn’t do very well.
6 After the concert we were starving and ____________ down a whole plate of sandwiches my mother made.
7 What ____________ to mind if I ask you to name your three favourite records of all time?
8 I drank something really hot and burned my tongue. I think I killed off a lot of my ____________ because I couldn’t taste anything properly for days.
How we taste different colours

A
We've all heard that the first bite is taken with the eye but the link between our visual sense and our flavour perception may be stronger than you think. When I think of flavour perception, noses and taste buds primarily spring to mind. Sure, other factors such as texture, temperature and touch sensations play a part but taste and smell are the dominant senses here, right? Well, perhaps not. You only have to consider the insatiable public appetite for food pictures masquerading as cookbooks to see there is meat to the old adage we eat with our eyes. Charles Spence, the Oxford experimental psychologist who helped Heston Blumenthal develop some of his playful multisensory signature dishes, places vision right up there with smell, in flavour's 'premier league', if you will. 'Half the brain is visual in some sense,' says Spence. This is, in part, why the colour of our food and drink can not only determine whether it is appetising but its flavour, too.

B
It is often said that we have an inherent aversion to blue food because it appears so rarely in nature. Another popular theory is that we're attracted to red food because it signals ripeness, sweetness and calories. But is this an innate preference? Probably not, thinks Chris Lukehurst, head of research at the Marketing Clinic. How colour affects appetite is inconsistent and contextual. Think about green food and you might picture fresh, nutritious rocket, watercress or cucumber. Or perhaps under-ripe, sour fruits. However, 'if I talk to you about green meat,' he says, 'your stomach probably turns.' It is interesting, though, that a dyed-blue steak will have the same effect, even if you know it’s perfectly safe. If you get people to eat it in the dark, says Spence, 'so they think it’s normal, then you turn the lights up and show them the colour, some will get up and be sick straightaway.' Such is the powerfully aversive effect of food colour out of context.

C
As well as tasting the colour of what we consume, we can also taste the shade of its wrapping. Spence has tricked people into confusing salt and vinegar crisps with cheese and onion flavour merely by switching packets. 'Many of our subjects will taste the colour of the crisp packet, not the crisp itself,' he says. Our brains excel in picking up associations and using them as shortcuts. When the colour makes us expect something to taste a certain way, we'll taste what we expect unless it's shockingly different. Using multiple colours in sweets such as Smarties and M&Ms is a strategy to get you to eat lots of them. People will wolf down more from a mixed bowl than they will from a bowl full of their favourite colour. And a recent study from Cornwall University showed that you'll eat more, too, if your food colour matches the plate, while a contrast will have the opposite effect.

D
If you can't see colours, you might expect your other senses to sharpen and compensate but blind people don't taste or smell any more than anyone else. They are, however, generally better at naming smells, which most sighted people struggle with. So they may not be tasting more intensely but they can identify flavours better without visual cues. Not surprisingly, losing your sight can make eating stressful and it is thought to contribute to a diminished appetite in old age. But even losing the capacity to see colours can have adverse effects. In his book *An Anthropologist on Mars*, Oliver Sacks told the fascinating story of a man who experienced this after an accident. He found eating less pleasurable and started to choose black or white foods, or eat with his eyes closed. Following a discussion with Blumenthal, Spence and his team at Oxford did some research to discover who is the most easily influenced by the effects of colouring and found that those at the supertaster end of the spectrum rely less on their eyes. 'Whereas those with fewer taste buds,' says Spence, 'will be more easily led astray or say, "Yep, I see red therefore it's sweet".'
Use of English
Word formation (Part 3) ➤ CB page 120

1 Read the article. For questions 1–8, use the word given in capitals at the end of some of the lines to form a word that fits in the gap in the same line.

Music and sound – do filmmakers need them?

Music and sound are part of any cinematic experience; they enhance the drama and add (1) ___________ strength to the story. They manipulate the feelings of the audience in subtle ways. Music has a profound impact and is a (2) ___________ way of influencing how we feel about what's on screen. It creates images that can suggest a quality in a character, or give an (3) ___________ of the mood of a scene. But it must be used (4) ___________; too much may get on people's nerves or overwhelm the action. Sounds play an equal part in the mood of a film. A door banging or a window breaking play with the audience's feelings in (5) ___________ ways, creating sudden feelings of disgust and even terror. Such sounds are never (6) ___________; they are planned by the director. And even silence can be (7) ___________ effective, heightening the (8) ___________ of a moment. A film in which all these elements come together is successful in enabling the audience to live in the dramatic moment.

Grammar
future in the past ➤ CB page 121

1 Complete the conversations with the correct form of the verbs in brackets.

A: Are you coming out tonight?
B: I ___________ (finish) my homework but, actually, I think I can leave it until Saturday.
A: Great – let's go!

2 A: What's the matter?
B: I thought my friend ___________ (be) angry with me for turning up late but she was late herself.
A: You must have been pretty annoyed with her!

3 A: It was a very bad exercise class this morning – the teacher wasn't well.
B: I think she ___________ (cancel) the class had not we all turned up.
A: I agree.

4 A: You look very cold.
B: When I left the house, I had no idea it ___________ (snow) this afternoon.
A: I was prepared – I saw the weather forecast last night!

5 A: You've done really well.
B: Thanks – I never thought I ___________ (get) the job.
A: You deserve it.

6 A: I've been online all night.
B: Me too – I ___________ (hope) to get tickets as soon as they released them but they were all gone in the first five minutes.
A: It's so disappointing!

2 There is one word missing in each sentence. Add it in the right place.

1 I was going see the film last week but I decided against it.

2 I never thought I get the chance to meet the singer after the show.

3 I hoping to get a ticket for the gig but they were sold out.

4 When I left the office, I had no idea it going to take me five hours to get home!

5 I never thought I would working with you again!

6 It would been impossible to imagine this kind of technology even ten years ago.
**Vocabulary**
onomatopoeic words ➤ CB page 124

1 Choose the odd one out in each group of words.

1 whisper  click  mutter  murmur
2 buzz  chatter  shuffle  hum
3 splash  gurgle  creak  roar
4 rustle  sigh  crackle  crash
5 quack  hoot  whistle  crow
6 croak  whoosh  hiss  growl
7 snap  pop  crack  squeak
8 drip  patter  scream  pound

2 Complete the sentences with the correct form of words from Activity 1.

Example: The duck **quacked** loudly.

1 The children **croaked** together excitedly as they got on the bus.
2 The wind **squeaked** the leaves of the trees.
3 The tap **gurgled** all night in an irritating way and we had to get a plumber.
4 He was very annoyed about the situation and sat at the back of the room **groped** to himself.
5 The floorboards in the old house **creaked** spookily as I walked over them.
6 The dog **barked** menacingly every time anyone went near him.

**Listening**

Multiple choice (Part 1) ➤ CB page 125

1 ➤ 21 You will hear three different extracts. For questions 1–6, choose the answer (A, B or C) which fits best according to what you hear. There are two questions for each extract.

**Extract 1**

You hear two people talking about opera.

1 What is the man doing?
   A Justifying his love of opera
   B Persuading the girl to try opera
   C Explaining why opera is not popular

2 What do the speakers agree about opera?
   A It's too expensive.
   B It's out of touch with the modern world.
   C It's restricted to minority audiences.

**Extract 2**

You hear two friends talking about a new musical album they have both bought.

3 What does the man think about the album?
   A It's rather disappointing musically.
   B It's been influenced by other musical trends.
   C It's superior to similar albums around at the moment.

4 What do they both think about the musician?
   A He's past his best.
   B He has few new ideas.
   C He's a unique songwriter.

**Extract 3**

You hear two people discussing taste and food.

5 What is the woman doing?
   A putting forward a personal point of view
   B suggesting reasons for the kind of food people enjoy
   C describing how people's likes and dislikes can change

6 What do the speakers both think about scientific theories about taste?
   A They may often be difficult to understand.
   B They can be supported by objective data.
   C They must be backed up by further research.

2 Complete the collocations in the sentences below with the words in the box. Then listen to Extract 1 again and check your answers.

<table>
<thead>
<tr>
<th>backs</th>
<th>broaden</th>
<th>mind</th>
<th>open-minded</th>
<th>put off</th>
<th>think</th>
</tr>
</thead>
</table>

1 I get very **put off** by highbrow culture.
2 It's important for teenagers to **broaden** their minds.
3 Politicians need to try to **think** laterally and come up with new ideas.
4 People should be **open-minded** and give everything a go.
5 Some things annoy younger audiences and get their **mind** up.
6 It's all in the **back**... It's not real.
Speaking
Collaborative task (Part 3) ► CB page 126

1 Look at the exam task. There are six prompts in this task but in the exam there are only five. Which prompt would you choose to take out? Why?

Here are some people who have an effect on our lives and a question for you to discuss.

- painters
- comedians
- novelists
- musicians
- philosophers
- poets

What skills and abilities do these people need to become successful?

Talk to each other about what skills and abilities these people need to become successful.

Now you have about a minute to decide which group of people affect our lives the most.

Grammar
future in the past: advanced features ► CB page 127

1 Match the first half of the sentences (1–6) with the second (A–F).

1 He was about to leave
2 I was going to meet her
3 I was told the film would be good
4 He didn’t know at the time
5 The project was going to be over by Friday
6 He was to arrive at six

A but not all the data has been checked.
B but all the critics got it wrong!
C that he would make a fortune from his idea.
D but there were unforeseen traffic delays.
E when it started to rain.
F but she phoned to say she couldn’t make it.

2 Find and correct the mistakes in the sentences.

1 The film was due be released this Friday but it’s been put back until Saturday.
2 I was thinking of writing to the boss to ask for time off but I don’t think I would.
3 The shop was about to close, so we finish our shopping very quickly.
4 He were going to mention the problem to her but he didn’t want to offend her.
5 I’m really annoyed that she found out about the trip – it was supposed to a surprise!
6 He was going to leave the company but is given an unexpected promotion instead.

3 Rewrite the sentences using the words in brackets.

1 I intended to write to you but I didn’t have time. (going)
2 I might have gone to the cinema tonight if it hadn’t rained. (was)
3 The government planned an investigation into the use of surveillance devices. (planning)
4 At that time it was not going to be possible to tell her the truth. (would)

22 Replace the underlined words in the sentences with the words in the box. Then listen and check your answers. Can you think of one more word to replace each underlined word?

- a disaster
- celebrated
- greatly
- think up
- thought of
- valid
- vital
- vivid

1 It really depends on what you mean by 'successful', don’t you agree?
2 ‘Successful’ meaning ‘popular and becoming famous’.
3 I would say that to be a good novelist, for example, you need to have a good imagination.
4 Yes, to imagine different plots and events.
5 OK, yes – that’s a really good point!
6 I’ve just remembered something else.
7 One of the important things a comedian needs is good timing!
8 If the timing’s wrong, it can be terrible!

3 Find and match six pairs of words with the same meaning in the box.

- advantageous
- as
- believe
- detrimental
- fine
- harmful
- motivating
- right
- since
- stimulating
- valuable
- would argue that
Writing
Review (Part 2) ▶ CB page 128

1 Look at the exam task and tick (✓) the points that should be included in the review.

You read this notice on an entertainment website.

People either love musicals or hate them. If you’ve been to a musical recently, we want to hear from you. We post reviews – both positive and negative – every month, and your review could be read by a lot of people. Send us your review giving recommendations and reasons for your opinions.

Write your review in 220–260 words in an appropriate style.

1 detailed plot description
2 aspects of the performance that affected the writer
3 the reason the writer went to the musical
4 the past performances of some of the main stars
5 the writer’s impression
6 a recommendation

2 Read the sample answer and check your ideas from Activity 1.

3 Complete the gaps (1–3) in the review with the topic sentences (A–C).

A From the momentous lowering of the chandelier from the roof of the auditorium at the beginning to the final, astonishing disappearance of the Phantom at the end, I was completely mesmerised.

B All in all, it was a wonderful, unapologetically melodramatic and indulgent performance, and the audience were spellbound throughout.

C I’m not a huge fan of musicals.

4 Find words in the review that match meanings 1–8.

1 fascinated (x2) ........................................
2 unbelievably ........................................
3 length ........................................
4 excellent ........................................
5 loud ........................................
6 moving ........................................
7 nearby ........................................
8 just ........................................

5 Choose the correct alternative in each sentence.

1 You immediately/definitely wouldn’t want to miss this production.
2 I can’t see/look how anyone would not want to see this.
3 If you’re wanting/looking for something really spectacular, then this is it.
4 I would have no hesitation in recommending/to recommend this production to anyone.

6 Do the exam task in Activity 1.
USE OF ENGLISH 6

Multiple-choice cloze (Part 1)

For questions 1–8, read the text below and decide which answer (A, B, C or D) best fits each gap. There is an example at the beginning (0).

Does what we see match what is really there?
I suppose it’s human (0) A. nature... to try to judge someone by their appearance. The downside is that it’s then hard to alter our original judgement which was based on that first impression they (1) gave on us. At any initial encounter, we (2) take note of the person’s clothes, how they talk and what their body (3) indicates. But can this information be trusted? Does it actually reveal the truth? A talkative person may appear friendly and warm (4) as they are actually self-centred, while an introvert may (5) as arrogant when they are the sweetest person in the world once you see beneath their quiet exterior. Why do we assume we understand someone simply on what we suppose is absolute (6) derived from a short acquaintance or that their appearance accurately reflects their personality? If we (7) our initial judgements too heavily or are too ready to (8) to conclusions, we may be making a big mistake.

Open cloze (Part 2)

For questions 9–16, read the text below and think of the word which best fits each gap. Use only one word in each gap. There is an example at the beginning (0).

Sorry, I didn’t quite catch that.
The one sense all vertebrates use (0) as a means of identifying potential danger is hearing. (9) there are examples of blind vertebrates, there seem to be no instances of naturally deaf ones, and animals can hear things around them no (10) what they are doing. Hearing (11) into its own, however, with underwater creatures. Light only travels a short distance underwater before it disappears, (12) limits the value of sight for sea creatures. Conversely, sound travels faster and further than it does in the air, and any noises sea animals produce can be heard (13) miles. Ironically, this causes problems as the underwater world is generally noisy and (14) can be confusing echoes; sea creatures have to sort through these to isolate a message meant (15) them. Marine animals use sound to navigate, communicate and locate food, so (16) this sense, they would be unable to function effectively.
Word formation (Part 3)

For questions 17–24, read the text below. Use the word given in capitals at the end of some of the lines to form a word that fits the gap in the same line. There is an example at the beginning (0).

The sound of silence

Nowadays noise is (0) ______________. We are bombarded on all sides by the ringtones of personalised mobile phones and the (17) ______________ of music from a fellow traveller’s headphones. In shopping malls, background ‘muzak’ is (18) ______________. Make a business call and the moment we’re put on hold we’re ‘entertained’ by (19) ______________ music. Most of such music is bland and (20) ______________, often deliberately emotional, playing with our senses for (21) ______________ reasons. When piped music was originally introduced into hotel lobbies and lifts, it was to mask a silence that might have created a feeling of (22) ______________ among clients and to allow private conversation. Now some fear such noise pollution may be (23) ______________ to our well-being. Some people find it impossible to function without noise, yet when they are plugged into headphones, they appear detached from those around them. There’s something worrying about a society that finds silence (24) ______________ or intolerable. We must rediscover the sound of silence.

Key word transformations (Part 4)

For questions 25–30, complete the second sentence so that it has a similar meaning to the first sentence, using the word given. Do not change the word given. You must use between three and six words, including the word given. Here is an example (0).

Example

0 Originally, the course was to include music, but that changed.

HAVE

Originally, the course was to have included music, but that changed.

25 The only thing I didn’t love about the concert was the price.

FROM

I loved everything except the price.

26 Even if you think you know the person well, you must work at the relationship.

HOWEVER

You must work at the relationship but you must not know the person.

27 It was only when he started to work hard that Peter got good results.

AFTER

Peter got good results after he started to work hard.

28 I planned to visit her on Friday but I heard she’d gone on holiday.

WOULD

I was going to visit her on Friday but I heard she’d gone on holiday.

29 They were supposed to publish my book next month but it’s been delayed.

DUE

Although my book was due next month, it’s been delayed.

30 I’d planned a meeting with her at the weekend but she called it off.

GOING

I was going to meet her at the weekend but she called it off.
13

Vocabulary
words to describe emotions ➤ CB page 130

1 Complete the conversations with words formed from the verbs in the box. Use one verb for each conversation. There is one verb you do not need to use.

amuse  astonish  blame  celebrate  embarrass  exhilarate  frustrate

1 A: Well, that was ___________________! I could feel myself going red.
B: Yes, the whole thing was a complete ___________________ for everyone.

2 A: I find skiing ___________________. The speed is thrilling.
B: I don’t get that sense of ___________________ at all – it just scares me!

3 A: Did you find that stand-up comedian ___________________?
B: Not really. I prefer different types of ___________________, like reading.

4 A: What’s the best ___________________ you’ve ever been to?
B: I’d say my graduation. We had a big ___________________ party afterwards.

5 A: His resignation was ___________________. It was so unexpected.
B: Yes, I had no idea – there was such a mood of ___________________ around the office.

6 A: Apparently, ___________________ is the commonest cause of unhappiness at work.
B: Yes, it’s so ___________________ when people don’t listen to your ideas!

Use of English
Open cloze (Part 2) ➤ CB page 131

1 Read the article. For questions 1–8, think of the word which best fits each gap. Use only one word for each gap.

What’s so funny about that?

All toddlers seem to have infectious giggles which are triggered by the simplest things, (0) ___________ such ___________ as splashing around in the bath. Anything that goes (1) ___________ a recognised pattern of behaviour seems to amuse a toddler – for example, (2) ___________ you put on a red plastic nose, they will dissolve in hysterics. What’s (3) ___________, physical comedy like tripping over something also sets off gales of laughter. Laughing shows the child is developing a sense of humour and it’s (4) ___________ knowledge that this plays a role in promoting self-esteem and a healthy attitude to life in adulthood. As a child grows older, verbal humour comes to (5) ___________ forefront, firstly through rhymes, then playing with words. Children delight (6) ___________ anticipating the punch-line to a joke, and there are (7) ___________ things more satisfying than when your young child tells their own joke! It has been suggested that a sense of humour can be learned; for (8) ___________ reason, laugh with your child – it may be one of the most valuable gifts you can give them.
Listening
Multiple choice (Part 3)
➤ CB page 132

1. You will hear an interview with Karen Simpson and Jason Todd, two fashion designers. For questions 1–6, choose the answer (A, B, C or D) which fits best according to what you hear.

1. What is Karen's attitude towards consumers of fashion?
   A They are often uninterested in ethics.
   B They are only concerned with having fun.
   C They are very influenced by the media.
   D They are uninformed about many issues.

2. What does Jason think about combining different approaches to fashion design?
   A It's too complicated for many people to try.
   B It's more difficult than he'd expected.
   C It's often misunderstood by consumers.
   D It's ignored by the industry in general.

3. What do Karen and Jason both say about developing their design styles?
   A They try to produce something recognisably their own.
   B They are motivated by their own experiences.
   C They want to do things that other designers don't.
   D They understand the need to adapt to a changing market.

4. Karen thinks her priority in her clothes is that they
   A have a sensible rationale.
   B are comfortable to wear.
   C are reasonably priced.
   D have a practical use.

5. Jason regards the production process as
   A challenging due to the pressures of time.
   B satisfying because of the teamwork involved.
   C demanding due to the way things change.
   D rewarding because his designs come to life.

6. What do Karen and Jason both think about the future?
   A Finances could become a bigger problem.
   B Fashion could influence the wider business world.
   C It will be difficult to maintain their ideals.
   D They will have to sell their clothes to a wider market.

Grammar
passive forms ➤ CB page 133

1. Rewrite the sentences in the passive.
   1. They thought the antique chair was worth thousands of pounds but it wasn't.
   2. Experts have to authenticate works of art before they go on sale.
   3. I'm not keen on people I don't know selling things to me!
   4. The museum will display the new exhibits in a specially-designed area.
   5. He'll have finished the sales catalogue by the end of the day.
   6. They have reduced the price of the entrance tickets for families.

2. Find and correct the mistakes in the sentences.
   1. Some of his work is to be display in London.
   2. Thieves have been stolen irreplaceable art works from the museum.
   3. Manet is considered be a very popular artist.
   4. Sometimes old masterpieces been found in people's attics, much to their surprise.
   5. It can to be argued that great works should be on show for everyone to enjoy.
   6. The running of the museum is being take over by trustees.

3. Complete the second sentence so that it has a similar meaning to the first sentence, using the word given. Do not change the word given. You must use between three and six words, including the word given.

   1. She wants people to take her seriously as an artist.
      BE
      She ___________________________ as an artist.

   2. If people think a painting was done by a famous artist, it will be worth a lot.
      HAVE
      If a painting __________________________ by a famous artist, it will be worth a lot.

   3. The high valuation really took the art collector by surprise.
      ABACK
      The art collector __________________________, the high valuation.

   4. People think the artist made a fortune through his abstract work.
      THought
      The artist __________________________ a fortune through his abstract work.

   5. The manager of the gallery believed he was showing a genuine masterpiece.
      SHOWN
      The manager of the gallery believed that __________________________ was a genuine masterpiece.

   6. Young artists often copy famous paintings.
      ARE
      Famous paintings __________________________ young artists.
Reading
Cross-text multiple matching
(Part 6) ➤ CB page 134

1 Read four extracts from drama school blogs about the acting process. For questions 1-4, choose from the blogs (A–D). The blogs may be chosen more than once.

Which blogger
1 expresses a different view from the others about what’s important when preparing a role?  
2 has a similar view to A about an actor’s assessment of his or her own performance?  
3 has a different opinion to the others about what makes a good performance?  
4 shares B’s opinion about what is most satisfying about acting?

2 Complete the sentences with the correct form of the underlined words in the blogs.
1 Household chores can be __________________ but, unfortunately, they have to be done!
2 My cousin is a(n) __________________ lawyer and I think he’ll do very well. However, he still faces years of studying and taking exams.
3 A colleague interrupted me today with an extremely simple question and I think my expression __________________ what I thought about it.
4 When I sit down to take an exam, I have a(n) __________________ — I put my pen and pencils in a row along the top of the desk.
5 When I started studying English, our teacher made us learn new vocabulary __________________. It was pretty boring but I still remember the words.
6 I’m not a very __________________ person. I much prefer to plan well ahead rather than make last minute decisions.

Playing

Four aspiring actors comment on how drama school training helps them prepare for a new role.

A
Some actors have little rituals that they have to carry out every time they start a new part, which may be based on superstition. For them, acting involves a deep personal investment. However, there are also practical considerations when taking on any new part. Is it better to learn all the words by rote, or through some kind of emotional memory? The script itself is fixed, but there are a million ways in which an actor can imagine saying the lines. Wherever this imagination comes from, the actor must first draw on things that they have experienced and know to be true. Because of this, actors are not necessarily the best judge of their own performance since they are too close to it, but if they use the practical techniques learned in drama school they will be better equipped to take on demanding roles and face their critics knowing they have performed well.

B
It’s a strange thing that the world of the theatre is often connected with deceit and lying — after all, that’s the stuff of good drama, and actors are simply playing a part. But really it’s the opposite, as acting is essentially connected with bringing out some kind of truth. The fact is that truth is everything to do with humanity. And the best part of an actor’s job is to convey that and change the way people think about it. If an audience doesn’t believe in a character on stage, it’s not worth doing. In order to get an audience to believe, there has to be a shared understanding of what truth means, that involves the actor in thinking, evaluating and planning every move beforehand. That’s when acting is at its most demanding, and learning the lines is actually quite mundane. When a performance is a revelation, and completely truthful in what it says about life, it lifts both audience and the actors on to a different level. So much of what is done in drama schools is based on achieving that.
Grammar
linking adverbials ➤ CB page 136

1 Choose the correct alternative in each sentence.

1. In contrast/in view of his appearance, I don’t think we can offer him the job.
2. In spite of/Given her poor fashion sense, I’d love to employ her.
3. Despite/As well as his lack of qualifications, he even dresses really badly.
4. I think she interviewed well. Alternatively/Even so, we can’t give her the job.
5. He doesn’t fit our company image. Consequently/On the contrary, we won’t be taking him on.
6. She’s worked really hard at college. Furthermore/In contrast, she’s got great qualifications.
7. In addition to/Apart from his poor dress sense, he seems to fit the bill as far as the job itself is concerned.
8. She looks very smart. In contrast/Alternatively, he looks rather scruffy.

2 Complete the texts below with the words in the box.

apart from as a result clearly consequently despite given nor whereas

(1) ________________ what many people do almost instinctively, it seems wrong to judge someone purely on the clothes they wear.
(2) ________________, these can’t reflect the real person. (3) ________________ possibly sending mixed messages, clothes can’t show a person’s abilities (4) ________________ the skills they have, and (5) ________________, no one should judge a person by their appearance!

People change their facial expressions according to their mood, but if an expression is used often, it can change a person physically. (6) ________________ of facial movements, someone who smiles a lot may have lines around the eyes, (7) ________________ someone person who frowns a lot could develop wrinkles on their forehead or above the eyes. (8) ________________ these physical signs, why shouldn’t we judge someone’s personality by their appearance?

C Most acting workshops teach actors to be flexible and loose in their approach to a role, to use their imagination and be as open as possible. This is key to the success of actors when establishing a new character. When it comes to fixing the emotions of a character, there is no point in trying to create unrealistic emotions because what people in real life do is react to other people around them; they don’t walk around summoning up states of anger or fear at a moment’s notice. Actors have to do the same thing night after night, and may lose the ability to see how well it is being done or even engage emotionally. The irony is that actors must appear to be spontaneous, yet they know what the other characters on stage are going to say. The audience must believe in their characters and understand a greater truth. Yet clearly, the actor is simply playing a part, and how well he or she does that is for others to judge.

D Drama schools teach aspiring young actors that there is no one right way to do things — there are different approaches to developing a character, although the practical techniques of voice projection and so on are clearly the same. Some actors totally immerse themselves in the character they’re playing, even staying in character when off-stage. Others consider this self-indulgent, and rely on imagination and spontaneity to carry them through. After all, imagination is not something concrete that can be manipulated and the aim of the actor is to convey his or her version of the truth of the play to the audience. Every actor wants to achieve a performance that really reaches an audience and helps them look at something in a new way.
Speaking
Long turn (Part 2)  CB page 137

1 Look at the exam task and the pictures. Then complete the sentences with the words in the box.

confident convinced denying doubt doubtful hard question suppose

Look at the pictures. They show people using different gestures to show their emotions. Compare two of the pictures and say how the people are feeling and what might have made them feel this way.
Follow-up question: Which people do you think have the strongest feelings?

1 There's no __________________ the fact that the woman is pretty angry!
2 It's __________________ that he's going to calm down any time soon.
3 I'm __________________ that the angry lady has very strong feelings.
4 I think I can say with __________________ that the guy in the office has absolutely no idea about what's gone on.
5 There's no __________________ about it. Those people have just experienced something extra special.
6 There's no __________________ at all that they are feeling exhilarated.
7 It's __________________ to say who has the strongest feelings.
8 I __________________ the man in the office has had a bit of a shock.

2 Listen to a candidate doing the task and complete his answer.

Right, I'd like to discuss these pictures – the one with the man in the office and the people at the ceremony. Obviously, in both the pictures the people are feeling strongly about something but they are in very different situations. The people in the first picture are enjoying something in their leisure time whereas the man in this picture is probably doing what he does every day. In the case of the people at the ceremony, they're (1) __________________ enthusiastically. Clapping, or (2) __________________, I think you can say ... are a standard way of showing your (3) __________________. In some situations people might (4) __________________ or (5) __________________ their feet too. They're very excited to see this person and happy, maybe, that she's won something? The man, on the other hand, is showing an altogether different emotion. He looks totally (6) __________________ or surprised by something. He's probably at work and there's complete (7) __________________ on his face. I don't know ... there's no denying the fact that he's had a shock but what it is ... it could be that someone's sent him an email with bad news or maybe something's gone wrong on his computer? Perhaps it's crashed! That would make me (8) __________________ my hands over my mouth too – with (9) __________________!
Writing
Essay (Part 1) ➤ CB page 138

1 Look at the exam task. Do you agree with the opinions expressed?

Your class has watched an online discussion programme about the importance of honesty today. You have made the notes below.

The importance of honesty today
• to our friends and family
• to ourselves
• to those in authority

Some opinions expressed in the discussion
‘It’s impossible to be honest to our friends all the time. It can be hurtful.’
‘It’s quite normal to pretend things to ourselves. But sometimes we need to be straight.’
‘I’m pretty sure most people have lied at some time or another to authorities about minor matters but for important things you should tell the truth.’

Write an essay for your tutor discussing two of the points in your notes. You should discuss why you think honesty is or isn’t important, giving reasons to support your opinion.

You may, if you wish, make use of the opinions expressed in the discussion but you should use your own words as far as possible.

Write your essay in 220–260 words in an appropriate style.

2 Read two introductory paragraphs for the essay.
Find examples of the following:
1 a phrase giving the writer’s opinion
2 a contraction
3 impersonal language
4 a general factual statement
5 an indication of what is going to follow
6 a reflective question

3 Which of the two introductory paragraphs in Activity 2 is more appropriate to begin the essay? Which items from Activity 2 (1–6) should be avoided in an introduction to an essay? What other reasons are there for your choice?

4 Choose the two points from the essay prompts that you would like to focus on and make notes for the rest of the essay. Then write your essay.
Brilliant ideas

Listening
Sentence completion (Part 2) ▶ CB page 140

1 » 25 You will hear a man called Tony Hopkins giving a presentation to students about his work as a toy designer. For questions 1–8, complete the sentences.

Tony thinks that writing (1) ........................................ when he was at school was the strongest thing he did.
Tony uses the word (2) ........................................ to describe how he thinks of designing toys.
To play Tony’s first game people used a(n) (3) ........................................ to move a shuttlecock.
Tony’s first game didn’t fit in with the (4) ........................................ of the first company he applied to.
Tony is surprised when getting a(n) (5) ........................................ stops people designing toys.
Tony is sure that people must be (6) ........................................ with aspiring toy designers if they want to help them.
According to Tony, asking for (7) ........................................ from companies is important.
Tony feels it’s vital for new designers to be (8) ........................................ with companies if they want to work with them.

Vocabulary
multi-part verbs: science and research ▶ CB page 141

1 Rewrite the sentences, replacing the multi-part verbs with the correct form of the verbs in the box. There is one verb you do not need to use.

clarify conduct consider contest intend propose

1 A study was carried out into different ways of learning.
2 It’s rather hard to make the difference between some words clear.
3 A new project has been put forward to develop space travel further.
4 I have always taken issue with the conclusions drawn by the head of department.
5 The project set out to prove the statistics were flawed but it was unsuccessful.

2 Find and correct the four mistakes with word order in the sentences.

1 The students looked the possibility into of developing the project.
2 The results took account into any demographic differences.
3 Scientists carried intensive checks out on all the equipment.
4 They put several useful suggestions forward but were ignored.
5 The findings were noted in detail down, for further analysis.
Grammar

cohesion  ► CB page 142

1 Choose the correct alternative in each sentence.

1  The scientists conducted various experiments so/in order to confirm the data.
2  The lecturers, like/as the students, were unhappy with the proposed changes to the syllabus.
3  They worked on the design until/while they felt it was perfect.
4  The project went ahead as planned but/ despite not for long—it was scrapped after two months.
5  In all the projects I was involved with I had no problems except/apart with one man who was very difficult to work with.
6  Even/Although I agree in principle with the findings, I have some issues with the details.

Use of English

Key word transformations (Part 4)  ► CB page 143

1 Choose the correct alternative to complete the second sentence so that it has a similar meaning to the first sentence. Ensure the second sentence uses the word given and that the answer is between three and six words long, including the word given.

1 Allegedly, students remember things with less difficulty when they see them than when they hear them. Allegedly, it is supposed to be easier for students to/students find it easier to remember things when they see them than when they hear them.

2 Children find it more interesting to visit museums than read about history.
   Children prefer visiting museums to reading/prefer to be able to visit museums than read about history because it is more interesting.

3 The museum guidebook didn't give enough information for tourists.
   The museum guidebook was not as informative enough as/was less informative than tourists wanted.

5 It's rare that I speak to my friend nowadays.
   I hardly ever speak to my friend/hardly do I speak to my friend nowadays.

6 There is a rumour of a change in the management structure next year.
   The management structure is rumoured to be changing/is going to be changing next year.

Speaking

all parts  ► CB page 144

1 Look at the Part 2 task and pictures. What mistake(s) has the candidate made?
   The candidate:
   1 isn't addressing the question.
   2 is giving too much description.
   3 isn't speculating.

Compare two of the pictures and say what the people might be discussing and how they might be feeling.

In the first picture there are three men standing round some scientific equipment. They look as if they're talking about an experiment or something they've been doing. I don't think they're students—they're a bit too old, so they probably work as scientists. They're in a well-equipped laboratory. They're all wearing white, protective coats and special glasses. In the second picture there is a group of youngish people sitting round a table. They're in some sort of meeting, I think. They may be discussing a project at work. They're all wearing casual clothes and in front of them on the table is a notepad and a phone. One of the men is holding a pen. There's some water on the table too, in case they feel thirsty.
2 Look at the Part 3 task and the two extracts from candidates' discussions. Answer the questions.

1. Which comments relate to Extract 1 and which to Extract 2?
   A. The candidates interact with each other.
   B. The candidates develop one idea before moving on.
   C. The candidates take turns to give their ideas on different topics.
   D. The candidates address the task.
   E. The candidates concentrate on personal responses to the question.

2. Which extract is a better response to the task?

   Here are some aspects of our lives that have been affected by recent developments in technology and a question for you to discuss.

   ![Diagram showing aspects affected by technology: education, communication, transport, food and drink, entertainment.]

   Talk to each other about how these aspects of our lives have been affected by recent developments in technology.

   Now you have about a minute to decide which of these aspects has benefited most from the developments.

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Extract 1

A: Communication is a lot different today than it was in the past. People don't have much time, so they talk to friends on the phone or by email rather than meeting up. It isn't a good thing. It's really important for people to meet face-to-face.

B: I don't use public transport much. I like to walk everywhere or cycle. It's better for your health. I really believe that travelling by bus or underground is also unhealthy. You can pick up all sorts of colds and things.

A: I enjoy watching soap operas on TV. They're great. I also go to gigs quite a lot. I like it when they use lots of special lighting and effects. I also like the atmosphere when there is a big crowd.

Extract 2

A: Education is changing a lot, I think. It's down to the equipment teachers have got in the classrooms.

B: I completely agree with you. They can use these wonderful electronic whiteboards and the students have tablets and laptops. They don't have to spend a lot of time looking things up in books - they can browse online.

A: True! Also, students don't have to write everything down in notebooks. They can type their notes or work on screens.

B: I think technology has allowed teachers to develop new teaching methods to help their students. It makes learning much more interesting and fun too.

A: You're right. OK, so what do you think about food and drink?

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Grammar

grammar quiz ➔ CB page 145

1. Choose the correct alternative in each sentence.
   1. We all made recommendations/recommendations for the future of the project.
   2. I believe/beileive the results are being published next week.
   3. We had a big argument/argument about the possible use of the data.
   4. I practise/practice speaking English every day.
   5. I was disappointed/disappointed by my exam results - I'll have to pull my socks up!
   6. It's useful/usful to have studied psychology/psychology in today's world.

2. Find and correct the grammatical mistakes in the sentences.
   1. I regret informing you that we will not be offering you a place at this university next year.
   2. You would hear by now if you had got the job.
   3. Never I have heard such an impressive speaker!
   4. Let's try to catch the next bus, otherwise we'd have to get a taxi, which will be expensive.
   5. I hope so that she will pass her exam.
   6. I really enjoy my teacher's lessons, but I don't feel I am understanding the subject fully.

3. Find and correct the punctuation mistakes in the sentences.
   1. I love reading books about new scientific inventions.
   2. Is this book your's? I found it down stair's.
   3. I understand that you're going to join our class next term - that's great!
   4. The course isn't as good as last term's module was.
   5. I love working with the other students in my class - they're really helpful.
   6. I can't stand other people not pulling their weight - it gets on my nerves.
Writing

Essay (Part 1) ➤ CB page 148

1. Look at the exam task and tick (✓) the things you should include in your answer.

1. a reference to how science is taught at university
2. a discussion of why adults dislike science subjects
3. an outline of why science at school can be boring
4. the importance of students developing a competitive streak
5. detailed examples of experiments
6. reasons why we need students to follow scientific careers
7. the pros and cons of two of the ideas
8. your own opinion

Your class has attended a panel discussion on how to make science more interesting for young people at school. You have made the notes below.

Idea for making science more interesting for young people at school

• organising visits to science shows and exhibitions
• providing better training for science teachers
• setting up local and national science competitions

Some opinions expressed in the discussion

‘Some science shows have fun experiments that the kids can get involved in.’

‘It’s not really the training; it’s the type of people who become science teachers.’

‘I think competitions might make the subject too serious, particularly if the students feel pressurised by the school.’

2. Complete these extracts from a candidate’s answer with the words in the box.

also  apart  hear  nevertheless  one
only  other  see  such  while

1. ______________ watching a teacher doing an experiment in class can be relatively unexciting, participating in fun experiments at a science show is far more likely to interest young people.

2. Not ______________ can competition give a focus to what the kids are doing in class but it can ______________ promote teamwork and healthy rivalry.

3. ______________ from bringing science to life, visits to shows can be really informative too.

4. On the ______________ hand, we need to invest in better training for teachers but on the ______________ hand, we need suitable people to apply for the training!

5. We often ______________ that the country needs more scientists and engineers.

6. As I ______________ it, in the end it is down to the quality of the teacher and the teaching methods he or she uses in the classroom.

7. Making science lessons interesting for young children is a difficult challenge. ______________, it is something we definitely need to address.

8. Some TV science shows ______________ as The Big Bang Theory have become very popular with children and teenagers.

3. Do the exam task in Activity 1.
Reading
Gapped text (Part 7) ▶ CB page 146

1 Look at the title of the article on page 101. What do you think it means? Read the article and check your ideas. Then choose the correct answer (A, B or C).

A Lehrer is a clever young inventor.
B Lehrer helps us understand more about the brain.
C Lehrer has made some startling scientific discoveries.

2 Read the article again. Six paragraphs have been removed from the article. Choose from the paragraphs A–G the one which fits each gap (1–6). There is one extra paragraph which you do not need to use.

3 Match the words from the article (1–6) with their meanings (A–F).

1 insight A a large book
2 aisle B a difficult decision
3 dilemma C a small piece, often valuable
4 nugget D an understanding
5 foible E a passage way
6 tome F a weakness

4 Complete the sentences with the underlined words in the text.

1 I didn’t listen when my friend ________________ about the various things she’d done.
2 I find it ________________ why so few students go into science these days.
3 The kids attacked the task of digging up the garden with ________________ enthusiasm.
4 I tend to ________________ a lot of time playing games on my smart phone.
5 Dickens was a(n) ________________ writer and wrote an enormous amount of novels and short stories.
6 Brian Cox is a(n) ________________ astrophysicist and popular science presenter.
7 This is definitely a(n) ________________ I’m not helping out again.
8 Ada Byron’s work on computers ________________ the great developments in the following century.
Jonah Lehrer: the prodigy who lights up the brain

There is a moment familiar to anyone who has ever frittered away innocent hours watching old cartoons. It occurs when Wile E. Coyote, Elmer Fudd, Popeye or any one of dozens of animated characters gets a sudden moment of insight. With a flash, a light bulb appears above their heads, shining brightly to illuminate the darkness of whatever dilemma they faced. Aha! Problem solved!

1. That little nugget of information — blending culture and science — is the essence of the remarkable rise of Jonah Lehrer. He is a contributing editor at Wired, has published three books, is a prolific blogger and counts publications from the Wall Street Journal to the Washington Post as home. The New York Times has called him a ‘popular science prodigy’ and the Los Angeles Times once hailed him ‘an important new thinker’.

2. Lehrer’s own ‘aha moment’ came while he worked in the laboratory of acclaimed neuropsychiatrist Eric Kandel. As Lehrer helped in Kandel’s lab on a project to study the molecular links between smell and memory, he was well on his way to one important discovery. ‘What I discovered was that I was a terrible scientist,’ he later told one interviewer.

3. That was the end of Lehrer’s prospects as a scientist but the beginning of a writing career acting as an interpreter between two worlds: the sciences and the humanities. After he graduated from Columbia in 2003, he became a Rhodes scholar, travelling to Oxford. He arrived with a plan to study science but rapidly changed it to literature and theology.

4. There is no doubt Lehrer is very smart. He was born on 25 June 1981 in the Los Angeles neighbourhood of Los Feliz. His father, David, is a civil rights lawyer and his mother, Ariella, developed educational software. It was a happy, middle-class home under sunny Californian skies with parents that encouraged their son’s manic curiosity.

5. Prompted by a baffling moment trying to pick out a box of Cheerios on an aisle crowded with scores of different cereal brands, Lehrer looked at human decision-making. He took dramatic individual decisions — a pilot landing a stricken plane, a Superbowl pass, a playing physicist — and looked at the smog behind them. He examined how different parts of the brain took on different decisions and how that made an impact on the world.

6. Art and human emotions — all our failures, foibles and triumphs — may just be chemicals and firing neurons but Lehrer’s words make them sing all the same.

Vocabulary
expressions with matter

1. Choose one word from each pair of words in the box to complete the sentences. There is one pair you do not need to use.

   dark/black fact/data interest/question opinion/ideas pride/honour principle/principal time/pressure

   1. I know nothing about it — as a matter of _______________, I’ve never even seen that report before.
   2. Whether he was right or not is a matter of _______________ — people take very different positions on it.
   3. I’m not really involved but just as a matter of _______________, what did he say?
   4. Surely, they’ll find out the truth soon — it can only be a matter of _______________.
   5. I can’t change my stance on the situation now — it’s become a matter of _______________.
   6. I’m going to do well this time — it’s a matter of _______________, as I don’t want to fail again.

101
Multiple-choice cloze (Part 1)

For questions 1–8, read the text below and decide which answer (A, B, C or D) best fits each gap. There is an example at the beginning (0).

It's the same, isn't it?

It's (0) A. common knowledge that the correct answer to 'Which weighs more, a pound of lead or a pound of feathers?' is 'They're the same.' Anyone who says 'lead' is going (1) B. contrary the facts. But is this actually the (2) C. same? Psychologists suggest it's possible for two objects with identical mass to feel unequally heavy and this is to (3) B. contrary the distribution of the weight. One experiment (4) D. contradicted some way to supporting this theory. Scientists placed a lump of lead in a cardboard box, then filled an identical box with a bag containing the same weight of feathers. Volunteers were blindfolded, given each box (5) C. random and asked which was heavier. The majority (6) D. agreed the box with lead in it. The apparent explanation for their choice is the lead sitting in the bottom of the box (7) D. contrary it difficult to control and it therefore felt heavier. (8) A. consequently, the feathers were equally distributed making the box easier to manage. Whatever the answer, it's a fun quiz question!

0 A. common  B. usual  C. normal  D. everyday
1 A. opposed  B. opposite  C. against  D. counter
2 A. way  B. case  C. idea  D. proof
3 A. bring up  B. come to  C. keep on  D. do with
4 A. goes  B. moves  C. gets  D. takes
5 A. by row  B. by rote  C. in time  D. in turn
6 A. took up  B. went for  C. got on  D. kept with
7 A. made  B. caused  C. created  D. formed
8 A. At least  B. Consequently  C. In contrast  D. Comparatively

Open cloze (Part 2)

For questions 9–16, read the text below and think of the word which best fits each gap. Use only one word in each gap. There is an example at the beginning (0).

Looking below the surface

It's impossible to look into other people's relationships and understand what two people see in each other. People come up (0) A. with different suggestions for why people get together. Facial attraction is high on the list – luckily, we all have our own concept of (9) B. attractive makes someone good-looking, (10) D. attractive we'd all fall for the same person! They might not be handsome (11) C. to everyone's eyes but for the right person, the face fits. Some say it's empathy, (12) C. may be a good starting point, though I wonder whether it's enough to sustain a long-term relationship. Others think a good (13) D. of humour is vital and that those who laugh together establish a happy basis on which to build. (14) C. opposites attract, this could just be a short-term attraction based (15) D. on idle curiosity. Whatever the secret, it clearly lies deeper than surface attraction. As (16) A. me, I'm still looking for the face that fits!
Word formation (Part 3)

For questions 17–24, read the text below. Use the word given in capitals at the end of some of the lines to form a word that fits the gap in the same line. There is an example at the beginning (0).

The disappearing actor

Why are some actors singled out as being great while others are not; what determines this (0) **categorization**? Actors who make regular (17) **appear** in blockbuster films are often popular but they may remain (18) **recognise** themselves whatever role they play. Other lesser-known but well-regarded actors manage to lose themselves completely in every on-screen persona they take on. It’s not just a question of their (19) **versatile** – it’s whether the audience accepts their character as totally (20) **believe**. But there’s an inherent paradox in this. (21) **suppose** ‘great’ actors who pull this off may not (22) **necessary** be big box office draws and their films may not make money. Why is this? Possibly audiences don’t warm to them when they are off-screen because, unlike their celebrity counterparts, they could seem rather bland or (23) **interest**. Maybe great actors need the kind of personality that makes them (24) **like** when they are off-screen, while retaining the ability to disappear into someone else once the camera starts rolling.

Key word transformations (Part 4)

For questions 25–30, complete the second sentence so that it has a similar meaning to the first sentence, using the word given. Do not change the word given. You must use between three and six words, including the word given. Here is an example (0).

**Example**

0 It’s true that the company might go into liquidation if it’s not careful.

DANGER

It’s true that the company **is in danger of going** into liquidation if it’s not careful.

25 The moment I shouted he ran away.

SOONER

No (0) he ran away.

26 I’m sure that it was the sound of the rain that disturbed me.

MUST

It (0) of the rain that disturbed me.

27 I managed to finish all the homework before the deadline.

SUCCEEDED

I (0) the homework before the deadline!

28 I took the only course open to me and changed my job.

DID

What I (0), which was the only course open to me.

29 They don’t allow people who arrive late at the opera house in until the interval.

ARE

People who arrive late at the opera house (0), until the interval.

30 My application for the job was turned down because I didn’t have the right qualifications.

GROUNDS

My application for the job was turned down (0) I didn’t have the right qualifications.
Common errors at CAE: Writing and Speaking

Grammar

Agreement: nouns and pronouns
My father loves to cook. He often makes meals for her his friends and they ask her him for recipes.

Agreement: subject and verb
Information on the new system are is hard to find.
The company's two Directors, who had originally set up the firm, were caught embezzling funds.

Articles
To me, the music is the purest art form there is.
The bold painting at the very end of the exhibition is a perfect example of modernism.

Verb tense
First she had researched the market and then she planned the product.
The course is has been running for three years now.

Verb formation
The course would have interested me if it would have had included more practical work.
I have been thinking about this idea for some time now.
To help Helping my local community is really important to me.
I recommend you seeing see the new play at the National Theatre.

Irregular verbs
The group's new album has caught caught the public’s imagination.

Word order
We have rarely had rarely a student drop out.

Questions
I wonder what will such companies will produce in the next five years.
What do you think did happen happened next?

Linking words and phrases
She thinks it's a good idea. Similarly, Conversely, he hates it.
Clothes made of natural materials namely such as cotton are popular in hot weather.
It was a tough project but we got there at the end in the end.
Contrary Compared with my first job, the second one was simple.
The company was great, and at any rate what's more even the food was good.

Punctuation

Commas
What I like best, is the sense of atmosphere. (X)
What I like best is the sense of atmosphere. (√)
The man in the corner who is from France is very nice. (X)
The man in the corner, who is from France, is very nice. (√)
There are many things I'd love to do such as, climb a mountain. (X)
There are many things I'd love to do, such as climb a mountain. (√)

Question marks
How many exams per term should pupils have.
Research suggests that three is too many. (X)
How many exams per term should pupils have?
Research suggests that three is too many. (√)
I wanted to ask how you came to that view? (X)
I wanted to ask how you came to that view. (√)

Apostrophes
The school's headmaster has resigned. (X)
The school's headmaster has resigned. (√)
It is expected that students' results will improve. (X)
It is expected that students' results will improve. (√)
I love eating fish and chips. (X)
I love eating fish and chips. (√)

Quotation marks
The future is in wind power, said the director. (X)
"The future is in wind power," said the director. (√)

Hyphens
His eighty year old widow spoke movingly of his life. (X)
His eighty-year-old widow spoke movingly of his life. (√)
They had a five minute wait for the train. (X)
They had a five-minute wait for the train. (√)
Spelling
Omission of silent letters

Iam (x)
Lamb (v)
Psychiatry (x)
Psychiatry (v)

Suffixes and prefixes

Comprehensible (x)
Comprehensible (v)
Impossible (x)
Impossible (v)

Homophones

Right/write/rite
Whole/hole
Accept/except
There/their/they're
Weak/week
too/two/to

Letter doubling

Appologise (x)
Apologise (v)
Recommend (x)
Recommend (v)

Letter order

Peice (x)
Piece (v)
Calander (x)
Calendar (v)

Some interactive spoken language

I am agree with you. (v)
That's my feeling. (v)
Let's consider this idea. (v)
Why don't we discuss about this? (x)
You make a good point. (v)
You give a good point. (x)
What's your view? (v)
What're you view? (x)
I can't go along with that. (v)
I can't take that. (x)
I hadn't thought of that. (v)
I hadn't thinking about that. (x)

Activities

1. Find and correct the grammatical mistakes in the sentences. What grammatical area is each mistake in? Use the notes on common errors to help you.

1. Hardly he had finished the work than the boss arrived.
2. She lent him the book she had borrowed from library the previous week.
3. I wonder what might Sue be doing on Saturday evening.
4. The boss proposed we working overtime, but we refused.
5. People often finds it difficult to accept criticism.
6. She finished the work he starts the previous day.
7. He's never been teached to behave politely!
8. It was a difficult task but at the end we completed it.

2. Find and correct the mistakes with spelling and punctuation in the sentences. Use the notes on common errors to help you.

1. I wanted to ask you where you buy your clothes?
2. The local schools' results were excellent – it's the best school in the area.
3. Our three week holiday turned out to be very expensive.
4. I think it's a shame that more girls' don't play football.
5. Young people should take a more responsible attitude towards their studies.
6. Although it was an unfortunate occurrence, the punishment was necessary.
7. I received an email yesterday asking me a purely rhetorical question – pointless!
8. The man who's car is parked outside is my boss.
9. It's a pretty difficult situation said my sister.
10. Can you tell me how often you get the chance to go to the cinema?

3. Find and correct the mistakes in the conversations. Use the notes on common errors to help you.

1. A: The weather is strange for this time of year – what are your view?
   B: Yes, I am agree with you. It seems to be raining all the time.
   A: Let's hope it improves soon!

2. A: I think that of should accept the new contract after all.
   B: No, sorry, I can't take that. I think it's a terrible idea.
   A: Well, we may not have much choice.

3. A: We could always change the appointment – it probably wouldn't be too difficult to rearrange my diary.
   B: I hadn't thought of that. You're good at thinking outside the box!
   A: It's called lateral thinking!

4. A: We need to talk about these ideas on the task sheet – what do we start with?
   B: Let's consider about this idea first. I think it's an important issue.
   A: Sorry, I'd rather discuss about this one first.

5. A: It's important to study hard before an exam.
   B: You give a good point. I'll do my best!
   A: Me too!
Exam strategies: Writing and Speaking

Writing

General advice

- Read the question carefully and make sure you do everything that you are asked.
- Keep as close to the word limit as you can, otherwise you risk missing information out or going off the point.
- Make sure you plan carefully and divide your points into paragraphs.
- Use a range of linking words and discourse markers to create interesting sentences and guide the reader through your answer.
- Use an appropriate style, depending on the question type and the reader.
- Use a range of vocabulary and structures throughout.
- Check your work for grammar, spelling and punctuation mistakes.

Part 1: Compulsory question

1 Match the advice (1–3) with the reasons (A–C).

1 Do not copy words and phrases directly from the opinions given in the essay task.
2 Do not address all three points given in the task.
3 Use an appropriate semi-formal and impersonal style.

A You will not have time or space to do this.
B You need to show your own range of vocabulary and structures.
C An essay needs to be balanced and objective.

2 Look at a short extract from a candidate's answer to an essay question. Which piece of advice from Activity 1 above has the candidate forgotten?

I think there is far too much advertising on television. When I’m watching a film, I get fed up when there are adverts every fifteen minutes or so. I never watch them anyway, so they don’t encourage me to go out and buy things. What’s the point? I particularly dislike adverts that are aimed at children. Get rid of them all!

Part 2

3 Match the advice (1–3) with the reasons (A–C).

1 Choose the question which you are most interested in and have some ideas about.
2 Remember to write in an appropriate style.
3 Make sure you organise your answer well, according to the task type.

A If your style is too formal or informal, you could offend the envisaged audience.
B Your answer is more likely to interest the reader and show your best language.
C This makes it clearer for the reader to follow your arguments or main points.

4 Look at a short extract from a candidate’s answer to the exam task on page 17. Which piece of advice from Activity 3 above has the candidate forgotten?

This is a proposal to show why we need up-to-date technology here at the college and what sort of equipment the college should invest in. Firstly, I think it would be a good idea to have interactive whiteboards in every classroom as it makes it possible for teachers to communicate more easily. In addition to this, I believe that the college should provide tablets and laptops for all the students who can’t afford them themselves. These days it is essential for students to have access to the internet. I would recommend that the college also looks into the possibility of ...

Speaking

General advice

- Listen carefully to the instructions given by the interlocutor throughout the test.
- In Parts 2 and 3, you can refer to written questions on the paper you are given with the pictures or discussion task.
- Ask the interlocutor to repeat any instructions you are not sure about.
- Speak clearly so that both the assessor and interlocutor can hear you.
- Remember that there are no right or wrong answers to the questions you are asked.
Part 1: Interview

1 Match the advice (1–3) with the reasons (A–C).
1 Don't give an answer that is too long and detailed.
2 Don't answer a question with one word.
3 Don't ask your partner for a reaction.
A These questions are directed at individual candidates.
B This doesn't allow you to show your English ability.
C This could take up too much time. It may also indicate that a candidate has prepared or rehearsed an answer. Your answers should be spontaneous.

2 Look at the question and a candidate's answer. Which piece of advice from Activity 1 above has the candidate forgotten?

Q: What's your favourite way of spending your free time?
A: I'm really keen on reading - detective fiction in particular. So every spare moment I have, you'll see me with my nose in a book. I've never been especially sporty - the most exercise I get is the occasional walk in the countryside - but even there I take a book to sit and read! How about you, Kim?

Part 2: Long turn

3 Match the advice (1–3) with the reasons (A–C).
1 Remember to talk about only two of the pictures.
2 Listen carefully, refer to the question above the pictures and answer all parts of the task.
3 Don't describe the pictures in detail.
A By doing this you show a range of language for different functions.
B You won't have time to do the task well if you don't do this.
C This is not part of the task and only shows a limited use of structure.

4 Look at the extract from a candidate's answer. Which piece of advice from Activity 3 above has the candidate forgotten?

These two pictures show people competing in different kinds of sports outside - two guys are playing golf and in this one a group of kids are playing some sort of ball game in teams. The third picture is a bit different in that it's an indoor sporting event - two teams are playing ice hockey and they're being cheered on by a big crowd.

Part 3: Collaborative task

5 Match the advice (1–3) with the reasons (A–C).
1 Make sure you interact with your partner and ask for and comment on opinions.
2 Do not rush through all the points.
3 Refer to the question in the centre of the mind map.
A This helps to focus you on the task and make sure you stay on the point.
B This encourages a good discussion and shows your communication skills in English.
C This may not give you time for a good discussion. It's better to deal with a few points well.

6 Look at the extract from a Part 3 discussion between two candidates. Which piece of advice from Activity 5 above have the candidates forgotten?

A: OK, we need to talk about why people choose to go into these different careers. The first one: teaching. Well, that's because they want to help others, isn't it?
B: Yes, I agree. The next one: a police officer. They probably want to make people's lives safer. What about a politician?
A: I think people do that because they want to help society. The next one is...

Part 4: Discussion

7 Match the advice (1–3) with the reasons (A–C).
1 Develop your answer by giving reasons and examples.
2 Listen to your partner's answer and think about whether you agree or not.
3 Remember you can ask the interlocutor to repeat the question.
A You may not hear or understand the question well the first time. It's better to check rather than misinterpret the question.
B The interlocutor may ask for your opinion or you may want to add your ideas when your partner has finished.
C This gives you the chance to give a full answer and show a range of language.

8 Look at the question and a candidate's answer. Which piece of advice from Activity 7 above has the candidate forgotten?

Q: How far do you think people's opinions are influenced by their parents' beliefs?
A: Quite a lot. Parents' views are important.
Part 1

For questions 1–8, read the text below and decide which answer (A, B, C or D) best fits each gap. There is an example at the beginning (0).

Mark your answers on the separate answer sheet.

Example:

0  A  in other words  B  in addition  C  in fact  D  in truth

---

Exceptionally talented or just over-confident?

According to a study on what lies at the heart of success, it seems that the key is not what might be expected, (0) in other words talent, hard work or a good education, but instead it’s total, unadulterated confidence. Confident people tend not to be (1) by their own shortcomings and often have (2) than life personalities. This means they make themselves more visible in the workplace, pushing themselves forward at every opportunity and so (3), promotion over those who may well be more competent but appear on the (4) to be less talented. Confident people are often admired and their opinions valued; (5), they are able to influence decisions made within a group. This could have implications for the recruitment procedures of many companies, as a typical job interview often involves a group task which unfairly (6) the over-confident. Such a display of confidence may carry too much (7) with interviewers, and better, quieter candidates may be (8) down, leading to a less efficient workforce.

1  A  put back  B  put off  C  put under  D  put across
2  A  bigger  B  wider  C  greater  D  larger
3  A  being  B  making  C  reaching  D  getting
4  A  top  B  head  C  surface  D  front
5  A  consequently  B  so  C  shows  D  as
6  A  supports  B  favours  C  force  D  demonstrates
7  A  consideration  B  power  C  turned  D  weight
8  A  moved  B  sent  C  turned  D  passed
Part 2

For questions 9–16, read the text below and think of the word which best fits each gap. Use only one word in each gap. There is an example at the beginning (0).

Write your answers IN CAPITAL LETTERS on the separate answer sheet.

Example: 0 BETWEEN

Dancers or athletes?

Are dancers really just athletes? There are similarities (0) BETWEEN them and it has long been acknowledged that their level of fitness is remarkably similar. In fact, experiments where footballers took (9) IN training sessions with dancers showed that (10) was the players who got tired first!

Many people already view dancers as elite athletes. Unfortunately, (11) is also apparent is that while dancers possess an enviable range of flexibility, (12) to mention amazing muscular strength, they are also highly susceptible to injury. And (13) from those who are lucky enough to dance at the highest level, they may have little real support when something serious occurs, so careers can be cut short.

To return to the original question, many would argue that dancers are more than athletes. (14) training equally hard, they have the added pressure of looking beautiful and (15) everything appear effortless. So it is not only the physical capabilities of the dancers that is admirable but the grace and artistry with (16) they perform.
Sleeping: not as simple as it seems

It seems our (0) personality is affected by many things, including the position we sleep in! This is because our sleeping position partly determines how we feel when we wake up. To (17) __________________________, people who sleep on their backs with their arms stretched out typically awake feeling (18) __________________________ and eager for the day ahead. Conversely, those who sleep face down with arms outstretched awake feeling fatigued, as this position seems to generate a sense of losing control. (19) __________________________, those who sleep lying straight tend to show signs of (20) __________________________, although whether this is simply because they feel stiff in the morning is (21) __________________________! Most people appear to sleep on their side with their knees drawn up, often described as ‘the foetal position’. Actually, this is (22) __________________________ because although the position is often said to denote stress, people who sleep like this awake feeling (23) __________________________, having somehow worked through their problems. It’s unclear what it means if you are a (24) __________________________ sleeper and change your position frequently!
Part 4

For questions 25–30, complete the second sentence so that it has a similar meaning to the first sentence, using the word given. **Do not change the word given.** You must use between **three** and six words, including the word given. Here is an example (0).

**Example:**

0 The irate customer refused to speak to anyone other than the store manager.

ON
The irate customer ______________ to the store manager and no one else.

The gap can be filled with the words ‘insisted on speaking’, so you write:

**Example:** [ ] INSISTED ON SPEAKING

Write only the missing words **IN CAPITAL LETTERS** on the separate answer sheet.

---

25 I was just about to call you to tell you about the rearranged meeting.

POINT
I was ______________ you to tell you about the rearranged meeting.

26 My sister was totally shocked when she won the lottery.

CAME
Winning the lottery ______________ my sister.

27 Joe originally intended to drive but the bad weather caused him to change his mind.

WAS
Joe’s ______________ drive but the bad weather caused him to change his mind.

28 It was heavy snow on the line that delayed the train.

HELD
The train would have arrived on time if it ______________ heavy snow on the line.

29 She realised she’d lost her keys the moment she arrived home.

SOONER
No ______________ she realised she’d lost her keys.

30 He clearly felt very strongly about the situation, which took me by surprise.

STRENGTH
It ______________ about the situation that took me by surprise.
Part 5

You are going to read a magazine article. For questions 31–36, choose the answer (A, B, C or D) which you think fits best according to the text.

Mark your answers on the separate answer sheet.

The man who wants to teach the world

Helena de Bertodano meets Salman Khan.

What Salman Khan, the founder of the non-profit online school Khan Academy has to say to the parent of an eleven-year-old in the USA is frankly terrifying: ‘If your child is not placed in the fast track for math in sixth grade, his chances of becoming a doctor or an engineer are probably zero. And it’s decided when he’s eleven years old.’

This is exactly what happened to his cousin Nadia. Usually a straight-A student, she had done poorly in a maths streaming test in sixth grade because she had failed to understand one concept. This one test result, Khan says, might have harmed her academic destiny. Nadia’s distraught mother turned to Khan for help. Khan tutored her remotely over the phone and Nadia passed her retake with flying colours. Soon, many more relations and friends wanted Khan’s help. Unable to handle the volume of requests, at the suggestion of a friend, he started to record his lessons on video and post them on YouTube. ‘At first I was dismissive,’ Khan says. ‘I thought YouTube was for dogs on skateboards.’

Now Khan has more than 3,000 videos to his name, which are watched by nearly three million unique users a month, via YouTube and his own website. His friendly, avuncular style, coupled with his knack for making difficult concepts seem simple, has helped children – and adults – all over the world move into the fast track. He says his aim is to create ‘the world’s first free, world-class, virtual school where anyone can learn anything’. Some teachers are wary of him, thinking that he is trying to supplant them, but many more embrace his approach and have started ‘flipping’ the classroom, encouraging students to watch Khan’s videos at home and then tackling maths problems together in class.

You might expect a man with such influence to have state-of-the-art headquarters but Khan’s premises are unprepossessing. Arriving at an unmarked red door, sandwiched between a clothes shop and a Chinese restaurant, I decide I have the wrong address – especially after ringing the bell for ten minutes with no response. Eventually, I rouse someone on the telephone and the door is opened. When his assistant shows me in, Khan appears at first to be slightly annoyed at this interruption. Sitting on a leather swivel chair behind a heavy oak desk surrounded by pictures of his wife – a doctor – and their two young children, he continues to work for a few minutes. But once he warms up, it becomes clear that the initial awkwardness is down to shyness, not rudeness. ‘I’m not very good when people want to meet me,’ he says. ‘I want to hide a little bit.’

Khan believes that the rigidity of the school system is outdated and deadens a child’s natural curiosity. ‘Aged one to four, kids are excited by anything new, they want to figure it out, then all of a sudden, when they turn five, you start seeing fewer curious kids, by nine or ten you see very few with any curiosity, and by eighteen it’s very much the exception. Curiosity is just stamped out of them. I’m convinced it’s indoctrination, not a genetic thing. Kids are herded together, the bell rings, you’re rewarded for passivity, you’re rewarded for compliance, that’s what keeps you moving through the system.’

Private school education makes little difference, he says. Nor does he believe that student-teacher ratio is an issue. ‘The idea that smaller classes will magically solve the problem of students being left behind is a fallacy.’ As he points out, if a teacher’s main job is lecturing to the students, it doesn’t really matter how many students are in the classroom. What matters is the ‘student-to-valuable-human-time-with-teacher’ ratio. What his videos do, Khan says, is free teachers up for more personal interaction.

He thinks bigger classes with more teachers would provide a more creative learning ground. In his ideal classroom there would be 75–100 students of widely varying ages, with three or four teachers. Some students would be working at computers; others would be learning economics through board games; others would be building robots or designing mobile apps; others would be working on art or creative writing. His dream is nothing short of revolutionary. ‘In 500 years I hope people look back and say, “Imagine, kids had to learn in classrooms that were like factories and it was unheard of for an eight-year-old to truly, deeply understand quantum physics. Isn’t that strange?”.’
31 Why did Khan initially start to record videos?
   A It was easier to explain concepts in a video than on the phone.
   B It enabled him to advertise his services worldwide.
   C It was impossible for him to respond personally to each request for assistance.
   D It was a more popular medium for young people to use.

32 One value of the videos is that they can
   A be used as an additional tool for teachers in class.
   B be shown to students as a reward for hard work.
   C act as a substitute for formal learning.
   D help students prepare for a topic they will study.

33 When visiting Khan the writer is
   A annoyed by Khan’s lateness.
   B surprised by Khan’s choice of location.
   C embarrassed by the way Khan addresses him.
   D impressed by the style of furnishings in Kahn’s home.

34 The writer mentions different children’s ages to illustrate his idea that
   A it is quite natural for children to grow disillusioned with formal education.
   B the older a child is, the less able they are to assimilate new information.
   C a child’s growing lack of interest in learning is a result of experience at school.
   D younger children need more motivation to remain interested in education.

35 In Khan’s opinion, the suggestion that a lower student-teacher ratio solves the problem of ineffective learning is
   A illogical.
   B unproven.
   C unworkable.
   D counterproductive.

36 When Khan compares classrooms to factories in the final paragraph, he is implying that
   A classrooms produced what industry demanded.
   B children were part of an inflexible system.
   C teaching methodology produced student clones.
   D small numbers of teachers dealt with large numbers of students.
An art exhibition by Lowry

Part 6

You are going to read four reviews of an exhibition of paintings by Lowry, an English artist who was famous for painting scenes of northern industrial cities. For questions 37–40, choose from the reviews A–D. The reviews may be chosen more than once.

An art exhibition by Lowry

Four reviewers comment on an exhibition of paintings by Lowry.

A
There is a painting at the start of this riveting exhibition that stays in mind and it typifies the effect Lowry's work has had on our sense of what he called 'the northern industrial scene'. No other artist has painted factories and chimneys stretching far into the distance like stage sets so insistently and so recognisably. However, what belongs to Lowry's imagination and what belongs to the actual world he observed is a question that runs through this exhibition. The pictures are a combination of observation and memory, patched together with elements taken from different cities, but this is part of their strength. They are not narrowly specific, limited to one place, yet they are deeply familiar to people who grew up in these places. Their sameness is their greatest attribute.

B
A good exhibition may enhance or deepen our understanding of an artist, but very few transform our perception of an already well-known name. However, this is the most radical and exciting re-evaluation of a British artist I have ever encountered, and a thrilling display of how paint conveys ideas, time and place; the paintings show a self-contained world at once fascinating and convincing in its relation to the artist's own experiences. The initial impression as you walk into a room of his paintings is sameness; you have to look for difference, which is there. The curators of this exhibition have produced a display that demonstrates both why such repetition was important and how Lowry developed beyond it. The exhibition traces the evolution of Lowry's work, which he described as 'to put the industrial scene on the map, because no one had done it'. This is a modest aim for such an achievement. In these unique paintings there is darkness and light, while fictional scenes and true representation can be found side by side.

C
This is an interesting exhibition, although it has several flaws; paintings are not hung chronologically and visitors must work hard to see stylistic and technical developments over the artist's working life of more than sixty years. Because most of his work has the same focus, there are too many similar paintings hanging close together; his last works drew heavily on both habit and memory. Ironically these are weaker than some of those produced by his many imitators, and his lesser-known but equally worthy portraits and late seascapes are unrepresented. Because of this it seems to reinforce the mistaken idea that Lowry was the only artist painting industrial scenes. There were many examples of industrial and urban subjects in the nineteenth century and Lowry was aware of his near contemporaries in London and their interest in modern life. Their influence cannot be ignored.

D
This noteworthy exhibition is guaranteed to polarise opinions, which is why it is so important to see it for yourself. It is extraordinarily hard to catch the tone of Lowry's paintings in the gallery, however well they are shown. My sense is that this comes directly from the curious absence of feeling at the heart of Lowry's art. He painted his own small world and once he established his style, it never really changed. He repeated himself, shuffling the scenery in picture after picture just as life repeats itself, the crowds he painted going to and fro among the same dark buildings day after day. His people were faceless, with sticks for limbs, small in stature and generally remote. Movement was implied, though never achieved. Strangely, for me it is his deserted scenes - haunting seascapes, the hillsides with houses piercing the sky like broken teeth - that are considered his best work. Yet it is his figures that most ordinary people will recognise instantly and which are a central feature of this exhibition.
Which reviewer

has a different opinion from the others about whether the paintings in the exhibition are all the same?

has the same view as reviewer C about the value of Lowry’s less famous works?

has a different opinion from the others about the value of the exhibition?

has the same opinion as reviewer B about the importance of Lowry as an artist?
Part 7

You are going to read an article about the making of a popular television detective series. Six paragraphs have been removed from the article. Choose from the paragraphs A–G the one which fits each gap (41–46). There is one extra paragraph which you do not need to use.

Mark your answers on the separate answer sheet.

Scott and Bailey

On Silver Street in Bury, Manchester, an old Barclays Bank building has been turned into the headquarters of the Major Incident Team of the Manchester Metropolitan Police. They don't actually exist, the Manchester Metropolitan Police, but you would never know that if you looked around the building.

This rigorous authenticity is one of the things that makes Scott and Bailey different from other police dramas and extends further than office ephemera. This is largely down to the involvement of Di Taylor, a retired CID detective inspector and co-creator of the series. And it helped it attract an audience of 9.4 viewers last year.

It's clever and it's funny: Wainwright has a remarkable way of creating sprightly dialogue. The plots are convincing and the characters are credible: it's particularly good on the way women relate to each other. There is the friendship between two female detectives and the more complicated friendship between Scott and Murray, who is her contemporary and long-standing friend but also her boss.

The original idea belonged to Suranne Jones and actress friend Sally Lindsay. It was given to Wainwright to write. Wainwright had met Di Taylor through a mutual friend and wanted to take the female heroes out of the regular police and put them onto the major incident team (MIT), 'which is much more interesting than burglaries and car theft'.

'I find them very masculine and there's little that entertains me.' Wainwright is particularly bored with the stereotype of the lone male detective who is brilliant but troubled. 'I like to take people into dark areas but I also like to make them laugh. Di is a born detective but she has a robust personality and she's deeply human as well. And very funny. I wanted to reflect that in the series.'

'When I got talking to her, the penny began to drop,' the actress says. 'The Detective Chief Inspector I play is a brilliantly shifting character, which is really good going on TV. She's imperious, funny, larky, annoying, beady, entertaining – it's very unusual to get so many flavours.'

This is indicative of the feedback Scott and Bailey has received. Taylor says, 'I've had people phoning me whom I haven't spoken to for years – people who've been really high up on murder cases, who absolutely love it. The police all talk about it on their shifts the next day, which to me is the biggest compliment anyone could pay.'
A

Why is it so popular? Well, the thing that resonates most strongly with its actors, creators and critics is the script. Written by the acclaimed Sally Wainwright, the series concerns two female detective constables, Janet Scott (Lesley Sharp) and Rachel Bailey (Suranne Jones), their DCI, Gill Murray (Amelia Bullmore), their intriguing personal lives and quite a lot of gruesome murder.

B

The director of this episode is Morag Fullarton. He is aware of striking a balance between what is authentic and interesting and what is authentic and dull. ‘Are we going to do what is procedurally correct and will be boring, or are we going to dispense with that and make it more interesting for the viewer?’

C

As well as creating very believable people, authenticity is achieved in others ways, too. For one episode they were allowed to shoot in a real prison. ‘I’ve been refused access there before, for another programme,’ the locations manager says, ‘but the lady from the prison service loves Scott and Bailey because it’s very true to life.’

D

Rachel Bailey is bright but rather chaotic, an instinctive detective who takes risks, both personally and professionally; Janet Scott is her older colleague, with two daughters, a husband she’s bored with and a colleague who’s in love with her. There’s a lot of chat and some very serious issues discussed in the cafeteria. Alongside that are the crimes. This is television drama at its best: fresh and intriguing and very compelling.

E

Posters urging the report of domestic abuse adorn the walls of the reception area and in the detectives’ office there is a scruffy, studenty atmosphere – jars of Coffee-mate on top of the fridge, Pot Noodles and a notice urging ‘Brew fund due. You know who you are – pay up!’ The desks are strewn with cold and flu medicine; the walls of the DCI’s office are hung with framed certificates.

F

So Wainwright created Gill Murray. When Amanda Bullmore was cast in the role, she had no idea that her character was based on a real person. She read the script and then went up to Manchester to meet Wainwright, who said, ‘We’re taking you out to dinner to meet Di who’s been very instrumental in all this – just sit next to her and soak it all up.’

G

Talking to Taylor made Wainwright realise that she could write a cop show that was exciting and different. Wainwright is not a fan of most police dramas. She doesn’t even like The Wire.
Part 8

You are going to read about four independent jewellery designers. For questions 47–56, choose from the designers (A–D). The designers may be chosen more than once.

Mark your answers on the separate answer sheet.

### Which designer

<table>
<thead>
<tr>
<th>Question</th>
<th>Designer</th>
</tr>
</thead>
<tbody>
<tr>
<td>47</td>
<td>is concerned about the sourcing of her materials?</td>
</tr>
<tr>
<td>48</td>
<td>is claimed to have the wrong attitude to business?</td>
</tr>
<tr>
<td>49</td>
<td>uses the same combination of metals and precious stones in each piece of jewellery?</td>
</tr>
<tr>
<td>50</td>
<td>creates designs that feature different versions of the same symbol?</td>
</tr>
<tr>
<td>51</td>
<td>intends her jewellery to stand the test of time?</td>
</tr>
<tr>
<td>52</td>
<td>designs pieces to reflect her beliefs that everything is linked by patterns?</td>
</tr>
<tr>
<td>53</td>
<td>uses inspirations from experiences when she was young?</td>
</tr>
<tr>
<td>54</td>
<td>makes jewellery that is easily attributable to her?</td>
</tr>
<tr>
<td>55</td>
<td>does not work exclusively on making jewellery?</td>
</tr>
<tr>
<td>56</td>
<td>was originally inspired by a social connection?</td>
</tr>
</tbody>
</table>
Shining lights

A Emma Franklin

'It has always been about animals,' Emma Franklin says. 'My friend's grandmother had an amazing stag brooch with huge antlers and that's where it started. Everyone has a relationship with an animal in my collection.' Franklin has focused on jewellery design since her teens and graduated from Central Saint Martins in 2005, setting up her own business immediately. Based in east London, Franklin, twenty-nine, hand-makes each necklace, bangle, ring, cufflink and pin, featuring any of fourteen animal heads, from a pig to a triceratops, as well as a shotgun. All her pieces are made in solid silver, plated in twenty-two-carat yellow gold or black rhodium, with black diamonds and freshwater pearls. Bespoke commissions, predominantly engagement rings, not all animal-related, are becoming more frequent. Franklin's robust designs are instantly recognisable, as she has discovered. 'Recently in a pub this girl was wearing one of my rings at the bar, so I introduced myself. She was completely star-struck and fetched over her dad, who had bought it for her. I had to explain that it was really me who was excited.'

B Alexandra Jefford

'My design style constantly evolves,' Alexandra Jefford says. 'But even though I try new things, I can't kick my art background. I'm really inspired by art, architecture, design, furniture design.' Jefford, forty-two, graduated in 1992 with a degree in fine art, began designing jewellery in 2003 and sold her first piece, a gold ring, on its first outing, at dinner with a friend. Her designs, produced on a project-by-project basis rather than as collections, include her signature Alphabet series for which she designed a slim font. Her recent O project interprets that letter in various typefaces. She combines jewellery design with other artistic pursuits such as sculptural welding and life drawing. Fans range from her daughter's friends to her mother's friends, although she doesn't always want to sell. 'I become emotionally involved with all my pieces, so I find it really hard to let go. There are still some pieces that I hide "for the family museum". My husband says that I work as a shopper rather than a seller.'

C Hattie Rickards

Hattie Rickards' first collection of twelve rings, entitled Revealed, was launched last November and was an instant success. Her second, Geo, came out last month to even greater acclaim. 'The ethos behind Geo is connection and relationships, bringing tessellating or geometrical shapes together making one, for example, the Kindred ring, where two puzzle pieces fit neatly together.' Hampshire-born Rickards, set up on her own last year. 'I wanted to create a high-end, luxury jewellery brand with an ethical backbone, which coincided with a gap in the market.' All Hattie Rickards' jewellery is made using Fairtrade precious stones from Thailand and India and eighteen-carat Fairtrade, fair-mined gold from Colombia. HRJ is one of the first twenty companies to become a certified user of this type of gold, many of its pieces having the premium 'ecological' label. There are no plans for e-commerce, as Rickards believes this detracts from the meaning behind the piece. 'I am passionate that people understand the symbolism behind my work. I don't want it to just be a ring on a website. The story is so important.'

D Mawi Keivom

Mawi Keivom, thirty-nine, is known for her architectural statement jewellery: chunky box chains with coloured pearls, spiked gold rings and brightly-coloured gems. Born in the north-east of India, forty miles from the Burmese border, into the Mahr tribe, Keivom draws her influences from a peripatetic childhood with her diplomat parents that took them to Africa, the Middle East, south-east Asia and Europe. Keivom studied fashion design in New Zealand, then, after a stint in New York, moved to London in 1993, where she met her husband, Tim Awan, and together they set up Mawi in 2001 – she as the jewellery designer, he as the business brain. 'My style of jewellery is very individual and not for the faint-hearted. I have a very strong vision that translates into an industrial, graphic aesthetic offset with crystals and pearls that are a little bit feminine. I don't try to do something that is for the moment. My pieces are classics in their own right, not trend-specific.'
You must answer this question. Write your answer in **220–260** words in an appropriate style on the separate answer sheet.

1. Your class has had a presentation from several visiting speakers about how people should be encouraged to improve their general health and fitness. You have made the notes below.

   **Ways of encouraging people's general health and fitness**
   - government regulation
   - media campaigns
   - increased sports facilities

   **Some opinions expressed during the presentation by the speaker**
   "People should take responsibility for their own health and fitness."
   "People take more notice of what they see on television than what they are told by teachers or politicians."
   "People don't do sport because the facilities are few and far between."

Write an essay for your tutor discussing two of the ideas in your notes. You should explain which way you think is most effective for encouraging people in general, giving reasons to support your opinion.

You may, if you wish, make use of the opinions expressed during the presentation but you should use your own words as far as possible.
Part 2

Write an answer to one of the questions 2–4 in this part. Write your answer in 220–260 words in an appropriate style on the separate answer sheet.

2 You read this notice at your local sports and leisure centre.

The council is planning to close the centre for several months to carry out repairs. It also intends to make improvements to the facilities and services it offers. The director of the centre would like you to send a proposal outlining where you think improvements can be made to the facilities and the services.

Write your proposal.

3 Your company has sent you on a six-month exchange to work in a branch in a different country. You have been asked to write a report on the exchange for your manager. You should say what differences there were in the work routine and work place, what you learned from the experience and whether you would recommend the exchange for other employees.

Write your report.

4 You see the announcement below on an international student website.

A good read

Have you read anything recently that you simply couldn’t put down but that also taught you things you didn’t know before? Don’t keep it to yourself! Send us a review which describes a book you’ve read that is both exciting and educational, and we’ll put it on the recommendations page of the website.

Write your review.
Part 1

26 You will hear three different extracts. For questions 1–6, choose the answer (A, B or C) which fits best according to what you hear. There are two questions for each extract.

Extract 1
You hear two university students talking about stories.

1 How does the man feel about stories in today’s world?
   A He is afraid people find them confusing if they can’t concentrate.
   B He is concerned that people don’t concentrate enough nowadays to read them.
   C He worries about the effect on people’s concentration of not reading them.

2 What do they both think about stories?
   A Longer stories are better for developing characters.
   B People find longer stories more interesting than shorter ones.
   C It’s a pity that people are not interested in complex stories.

Extract 2
You hear part of a radio programme in which two people are talking about computer games.

3 What is the woman’s attitude towards computer games?
   A She dislikes their lack of social interaction.
   B She is concerned about their complexity.
   C She regrets their increasing popularity.

4 What do the speakers agree about?
   A There is a nostalgia for board games of the past.
   B Computer games reflect the demands of modern society.
   C It is important for people to play games they can learn from.

Extract 3
You hear two archaeologists talking about the role of technology in preserving the past.

5 What is the woman doing?
   A explaining how technology has developed over time
   B complaining about the complexities of current technology
   C correcting a widely held view about technology

6 What do both speakers think about preserving the past?
   A It is harder to pass on information about the present than the past.
   B The effect of history on the future is hard to determine.
   C Facts about the past are becoming harder to identify.
A NEW LIFE

When Carol chose her first job, it was the feeling (7) ______________________ that she wanted most.

Carol's main dislike was becoming (8) ______________________ in her first job.

Carol thinks that the birthday present that changed her life was given to her as a (9) ______________________ by a friend.

Carol uses the word (10) ______________________ to describe how she first felt about the job of a zoo-keeper.

Carol thinks that it was her (11) ______________________ that got her the job as a zoo-keeper.

What upsets Carol in her new job is being accused of having (12) ______________________ animals.

Carol gets a sense of security from understanding the changing (13) ______________________ of the animals.

In her job, Carol is careful not to be too kind to the (14) ______________________, even though she’d like to.
Part 3

28 You will hear an interview with a man called Jim Horton and a woman called Jenny Simmons, who both work as voice actors. For questions 15–20, choose the answer (A, B, C or D) which fits best according to what you hear.

15 What does Jim say about working as a voice actor?
   A He resents the time it takes from his private life.
   B He gets bored by some of the work.
   C He finds the range of work too demanding.
   D He dislikes the commercial side of the work.

16 Jenny says that the hardest thing for her about becoming a voice actor was
   A dealing with technology.
   B reading a script clearly.
   C having a short rehearsal time.
   D working in the recording studio.

17 When he's working on a new project, Jim finds it
   A helpful to work with the director.
   B stressful to find the right tone of voice.
   C easy when he has performed a similar role before.
   D exciting when the role is something new for him.

18 What do both Jenny and Jim agree about portraying a character?
   A It involves a different approach each time.
   B It should be as real as possible.
   C It requires a team of people to help.
   D It can be upsetting sometimes.

19 What does Jim say about working on video games compared with films?
   A The pay is higher.
   B They're harder because of the schedule.
   C The scripts are more difficult to read.
   D They're more demanding on the actor's voice.

20 What advice would both Jenny and Jim give to would-be voice actors?
   A Develop good acting techniques.
   B Go to as many auditions as possible.
   C Employ a good agent.
   D Keep trying even when it's hard.
Part 4

29 You will hear five short extracts in which people are talking about an adventure competition they took part in. **While you listen, you must complete both tasks.**

Task 1

For questions 21–25, choose from the list (A–H) the reason why each speaker chose to take part in the competition.

<table>
<thead>
<tr>
<th></th>
<th>Reason</th>
<th>Speaker 1</th>
<th>Speaker 2</th>
<th>Speaker 3</th>
<th>Speaker 4</th>
<th>Speaker 5</th>
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<tbody>
<tr>
<td>A</td>
<td>a long held ambition</td>
<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>B</td>
<td>a friend's recommendation</td>
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<tr>
<td>C</td>
<td>the location of the competition</td>
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<td>D</td>
<td>the desire to overcome a fear</td>
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<td></td>
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<tr>
<td>E</td>
<td>the need to get fitter</td>
<td></td>
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<tr>
<td>F</td>
<td>the extension of a hobby</td>
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<td>G</td>
<td>the prize on offer</td>
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<td>H</td>
<td>a dissatisfaction with life</td>
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Task 2

For questions 26–30, choose from the list (A–H) what each speaker enjoyed most about the taking part in the competition.

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<th>Speaker 3</th>
<th>Speaker 4</th>
<th>Speaker 5</th>
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<tbody>
<tr>
<td>A</td>
<td>establishing new friendships</td>
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<tr>
<td>B</td>
<td>having time away from work</td>
<td></td>
<td></td>
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<td></td>
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<tr>
<td>C</td>
<td>discovering an aspect of their personality</td>
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<tr>
<td>D</td>
<td>developing a new skill</td>
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<td></td>
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<tr>
<td>E</td>
<td>spending time with old friends</td>
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<tr>
<td>F</td>
<td>being able to accept their limitations</td>
<td></td>
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<tr>
<td>G</td>
<td>finding a new interest</td>
<td></td>
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<td></td>
<td></td>
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<tr>
<td>H</td>
<td>making family feel proud</td>
<td></td>
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<td></td>
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</table>
Speaking

Part 1

The Interlocutor will ask you and the other candidate some questions about yourselves.

30 Listen to the recording and answer the questions. Pause the recording after each bleep and give your answer.

Part 2

The Interlocutor will give you and the other candidate three different photographs and ask you to talk on your own about two of your photographs for about a minute. You will also have to answer a question about your partner’s pictures.

31 Listen to the recording and answer the questions. When you hear two bleeps, pause the recording for a minute and answer the question. Then start the recording again. When you hear one bleep, pause the recording for thirty seconds and answer the question.
Candidate A

- Why might the people have chosen to study in these places?
- What difficulties might they have?

Candidate B

- Why might the people have chosen to enter these competitions?
- How difficult might it be to prepare for them?
Part 3

The interlocutor will ask you and the other candidate to discuss something together.

32 Look at the task and listen to the interlocutor's instructions. When you hear the bleep, pause the recording for two minutes and discuss the task.

After two minutes start the recording again and listen to the interlocutor's instructions. When you hear the bleep, pause the recording for one minute and complete the task.

Part 4

The interlocutor will ask you and the other candidate questions related to the topic of Part 3.

33 Listen to the recording and answer the interlocutor's questions. Pause the recording when you hear each bleep and discuss the question with the other candidate.
UNIT 1

Listening
1 1 D 2 C 3 A 4 F 5 B 6 E
2 1 B 2 H 3 A 4 C 5 F 6 D 7 B
   8 H 9 G 10 C

Grammar
1 1 did she tell
2 2 did he move into
3 3 have I known
4 4 must/should you buy
5 5 had she chosen
6 6 had I/we finished
2 1 1 had she woken up when the builders arrived.
2 2 Never before have I seen such a beautiful house.
3 3 At no time have they told anyone why they decided to move.
4 4 Rarely do I see people living in conditions.
5 5 No sooner had he closed the front door than he
6 6 Under no circumstances must you open the door to

Writing
1 1 Plan
2 2 increasing 3 issue 4 otherwise
5 5 answer/option 6 currently 7 relatively
8 8 obstacle 9 encroach

UNIT 2

Speaking
1 1 pretty sure
2 2 my opinion
3 3 guess
4 4 think it goes without
5 5 mean to imply
6 6 far as I'm concerned

Use of English
1 1 unresponsive 2 contributions 3 fabrications
4 4 popularity 5 unappealing 6 desirable
7 7 illegal 8 unethical

Use of English
1 1 baggage 2 profoundly 3 enthrall 4 for good
5 5 ambiguity 6 mere fact

Listening
Grammar

1. I love talking to my friends; we often meet just to chat.
2. Good conversation involves listening to other people's ideas and responding to them with the ideas of your own.
3. My favourite holiday destination is the United States – it's such a diverse country.
4. I often listen to a radio discussion – people have such interesting opinions and it's often worth downloading the podcast to listen to the discussion again.
5. Being sensitive to others when taking part in a general discussion is a useful quality to have.
6. I work from the home and I find I miss the company and companionship of the office.
7. When I work, I often listen to music – it helps me to concentrate on the work in hand.
8. I'm thinking of getting a new job – the one I'm doing now is really getting me down!
9. It seems as though whatever happens, the rich get richer and the poor get poorer.
10. People often complain about the behaviour of the young but they're not all bad!

Reading

1. F
2. D 2 A 3 G 4 B 5 F 6 C
3. 1 C 2 D 3 A 4 E 5 F 6 B
4. deliberate involuntary subsequent accomplished solid fleeting

Vocabulary

1. 1 F 2 E 3 B 4 A 5 C 6 D
2. 1 A 2 C 3 B 4 C 5 A 6 C
3. 1 soft 2 squeaky 3 deep 4 husky

Writing

1. 1
2. 1–5 Yes to all
3. A 4 B 2 C 3 D 1 E 5
USE OF ENGLISH I

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

Part 2
9 is 10 what 11 less 12 instead 13 pay 14 taken 15 by 16 like

Part 3
17 grandeur 18 eruption 19 Towering 20 strength 21 sheltered 22 atmospheric 23 unpleasant 24 inescapable

Part 4
25 have been living here for 26 no room for anything else 27 before have I seen 28 was dismissive of 29 no circumstances must/can/should you 30 I take your point

UNIT 3

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

Vocabulary
1 1 innocence 2 maturity 3 infantile 4 senility 5 youthful 6 boyish
2 1 outweigh 2 outplayed 3 outlived 4 outshone 5 outsmart 6 outgrown

Grammar
1 1 difficulty 2 a good understanding 3 excellent Spanish 4 the situation 5 confidence 6 The attraction 7 luck, a great success 8 the freedom
2 1 F I get pretty mad when you leave it all up to me to make up after a fight! 2 B The politician made it clear that it was important to look after older people. 3 A Most teenagers think it is the older generation that doesn't understand them! 4 E I can't stand it when families have big arguments. 5 D I find it exciting when I meet new friends. 6 C Don't worry if you don't get on at first; it will be better later.

3 1 He made it obvious to everyone that he didn't like her. 2 I cannot bear it to see children unhappy. 3 Children owe it to their parents to look after them in their old age. 4 It was great to meet his sister last week. 5 One day it may be you who needs help from other people. 6 It is amazing how many relationships break up these days. 7 I think it is important for all generations to get along with each other. 8 To have a good relationship with your grandparents it is important.

4 1 It is heartwarming to think how different generations could help each other. 2 It is so important in life to experience good relationships. 3 It can be very difficult to understand another person. 4 It can sometimes be tough to get on with siblings. 5 It is important for teenagers to have a role model. 6 It can be emotional to make up with a friend after a quarrel.

Speaking
1 1 their studies 2 friendships 3 money
2 2 Oh yes. When you're ..., That is so true. We're under ..., I agree but I think ..., You mean, like, ...; Exactly. For support, ..., You've got a point but ...
3 1 money and friendships
4 1 say 2 got 3 that 4 still 5 differ 6 Let's

Use of English
1 1 B 2 D 3 B 4 A 5 D 6 A 7 B 8 B

Listening
1 B 2 A 3 D 4 C 5 A 6 D
Writing
1 Plan B
2 2, 3, 5
3 1, 2, 5

UNIT 4
Listening
1 1 history 2 creativity 3 book 4 enthusiasm
   5 honesty 6 decisions 7 unique 8 feedback
2 1 in a rut
   2 have it all
   3 I was taken aback
   4 (their) mindset
   5 cut out for
   6 from scratch

Grammar
1 1 doing
   2 to act
   3 to put
   4 to get over
   5 to make
   6 fulfilling
   7 to become
   8 to polish
   9 feeling
10 to understand
11 to overcome
12 breaking
13 trying
14 to produce
2 1 ✓
   2 It was the idea of getting a high-powered job that
   made me go to university.
   3 Many people have tried to explain the secret of
   success but they fail to pin it down.
   4 My parents helped me to overcome financial
   difficulties when I was trying to get my foot on
   the ladder.
   5 I really feel that there is nothing to prevent me from
   fulfilling my potential.
   6 I have to force myself to get up in the mornings but
   once I'm up, there's no stopping me!
   7 ✓
   8 It's people who dare to try new things that inspire
   others to do the same.

Vocabulary
1 1 obtain 2 aim 3 beat 4 grasping 5 get
   6 accept 7 bring 8 break
2 1 C 2 B 3 E 4 D 5 F 6 A

Use of English
1 1 of/about his chances of success
   2 should make you (feel) calmer
   3 have a really/very bad memory for
   4 on the grounds of
   5 regret not helping
   6 prevented from going away

Reading
1 2
2 1 B 2 A 3 C 4 C 5 A 6 A
3 1 = fixed mindset
   2 = growth mindset
4 1 ramifications 2 potential 3 ethos
   4 anecdotes 5 insight 6 attainment

Speaking
1 relationships, education
2 1 true
   2 all about
   3 My feeling is
   4 What about
   5 can mean
   6 case in point
3 A 6 B 4 C 3 D 5 E 2 F 1

Writing
1 B
2 2, 8
USE OF ENGLISH 2

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

Part 2
9 on
10 although/though/while
11 something
12 not
13 have
14 under
15 making
16 too

Part 3
17 indisputable 18 rigorous 19 dedication
20 endurance 21 musicality 22 dissimilar
23 explosive 24 repetitive

Part 4
25 had not/never faced a bigger/such a big
26 regret not trying harder
27 gets on my nerves when
28 to make his mark
29 to make dreams come true
30 would rather not take

UNIT 5

Use of English
1 1 how 2 into 3 can 4 their 5 in
   6 not 7 way 8 make
2 A 6 B 3 C 4 D 8 E 1 F 5
3 3

Speaking
2 No, she doesn't address the last part of the task.
3 1 if 2 must 3 imagine 4 probably
   5 say 6 guess 7 might 8 looks
   9 suppose 10 sure
4 Question 1 (Question 2 asks for a personal preference -
   this is not usually asked in the exam.)

Listening
1 1 D 2 D 3 B 4 C 5 B 6 A
2 1 my thing
   2 had a ball
   3 get under your
   4 fell on story
   5 rough with the smooth
   6 grab them with both hands

Grammar
1 1 owned
   2 gave/would give
   3 started
   4 had gone
   5 hadn't got
   6 could improve
   7 didn't play
   8 left
2 1 I wish I worked in London – there's not much to
   enjoy here in the evenings.
   2 ✔
   3 I wish I didn't have to work so hard – I'm getting
   really tired.
   4 It's high time someone took action to improve the
   broadband service round here!
   5 I'd rather he didn't keep talking while I'm watching
   TV!
   6 ✔
   7 Would you rather we postponed our get-together
   until tomorrow?
   8 I wish my sister wouldn't keep borrowing my
   clothes!

Reading
1 1 C 2 A 3 B 4 D
2 1 C 2 D 3 B 4 B 5 A 6 B 7 A 8 C
   9 B 10 D

Vocabulary
1 1 distinguished
   2 crank up
   3 hold its own
   4 yearns
   5 drudgery
   6 dumb
   7 leavening
   8 anarchic
   9 tapp'd up
   10 tinkering
Grammar

1. doing that
2. They
3. them
4. one
5. that
6. that
7. it
8. they

2. I can't afford it
2. I expect so
3. Do you think so?
4. So am I!
5. Of course I will.
6. It means

Vocabulary

1. misbehaving
2. misfortune
3. misunderstood
4. mistrust
5. misleads
6. misinterpret

2. Happily
2. Oddly enough
3. Hopefully
4. Understandably
5. Unfortunately
6. Sadly

Writing

1. C 2 E 3 B 4 A 5 D
2. 1. He starts with an interesting short sentence to make us read further.
2. He mentions 'slapstick' humour, which he doesn't usually like, but implies that in spite of this, it's good – thereby emphasising the quality of the series.
3. the writer, the date, the situation, the actors, the channel and viewing time
4. depressed, fed up, unlikely, different, glad, aristocratic, eccentric, wonderful, minor, forgetful, lovable, talented, sharp-voiced, witty, superb, amusing, mild, bygone, best, worst, excellent, refreshing, innocent, funny, gloomy
5. By citing his own example and suggesting it will raise a smile. He also uses strong recommendations (I can thoroughly recommend ... ; You won't regret it.)

UNIT 6

Use of English

1. accuracy 2. portrayal 3. discovery 4. exhibit
5. injuries 6. descendants

2. controversial 2. immortalised 3. debatable
4. indisputable 5. remains 6. Analysis
7. identification 8. conclusive

Listening

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

Grammar

1. far more
2. like
3. as
4. By far
5. far, much
6. quite
7. much less
8. most

Speaking

1. 1, 2, 4, 5, 6
2. 3, 7

Reading

1. 3
2. 1 D 2 C 3 A 4 D 5 C 6 B
3. mouldy
2. benign
3. impassable
4. dispiriting
5. unperturbed
6. ephemeral
7. incensed
8. potty

4. mouldy
2. impassable
3. incensed
4. ephemeral
5. unperturbed
6. potty

5. 1 B 2 A 3 A

Vocabulary

1. trip
2. tree
3. sector
4. runaway
5. social
6. roots

2. incredible
2. impractical
3. irresponsible
4. unrealistic

3. are forgivable
2. has been productive
3. is very imaginative
4. is very changeable
5. is variable
6. very accessible
Grammar

1 would've have bought
2 will help
3 are
4 wanted
5 hadn't met
6 go
7 are
8 would be

USE OF ENGLISH 3

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

Part 2
9 it
10 If/When/Whenever
11 is
12 not
13 which/that
14 as
15 myself
16 to

Part 3
17 unwilling
18 insignificant
19 emotionally
20 numerous
21 behaviour
22 perfectionists
23 complications
24 inconvenience

Part 4
25 has gone off
26 discovery (that/which) the archaeologists made
27 would/might expect people to be less
28 quite impossible to imagine
29 to turn it into a profitable
30 was bitterly disappointed by

Vocabulary

1 sour
2 mouldy
3 bald
4 viral
5 bankrupt
6 downhill
7 mad
8 deaf

Reading

1 F 2 T 3 T 4 F 5 F
2 F 2 C 3 A 4 G 5 B 6 D
3 B
4 1 rage
5 driving
6 infancy
7 unearthed
8 sporting
9 thread
10 mundane
11 aestheticise
12 flamboyant
13 trawl

Speaking

1 3, 4, 6
2 1 more (poor self-image)
2 argue (unhealthy eating habits)
3 afraid, agree (increased materialistic attitudes in children)
4 Surely, Indeed (people getting into debt)
### Grammar

**1** Unless
2 Had I known
3 otherwise
4 provided that
5 Should
6 Were I to
7 even if
8 Supposing

### Writing

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<td>C</td>
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<td>D</td>
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<td>F</td>
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2 1 While 2 expressed 3 seem 4 apparent
5 Notwithstanding 6 reflected

### UNIT 8

### Listening

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<td>10</td>
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2 1 Australia 2 narrow-minded 3 naïve
4 articles 5 salary 6 insight 7 communication
8 feedback

### Vocabulary

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<tbody>
<tr>
<td>1</td>
<td>C</td>
<td>2</td>
<td>E</td>
<td>3</td>
<td>A</td>
<td>4</td>
<td>F</td>
<td>5</td>
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1 reached a peak
2 has grown substantially
3 has been a steep fall in
4 has remained stable
5 was a brief dip in
6 this/the trend has been reversed

### Grammar

1 1 not going to/not having gone to
2 (that) he wanted
3 (that) it was
4 buying
5 (that) he was giving
6 to people smoking
7 to meet
8 to attend

2 1 Charlie's father encouraged him to travel to Australia.
2 John accused Sue of taking his pen.
3 Jan's mother warned her not to forget (to take) her passport.
4 She persuaded me to take the trip - so I did.
5 The teacher permitted us to leave the room.
6 She claimed (that) Norway was the most beautiful country in the world.

### Writing

1 3

2 1 aim 2 outline 3 While 4 overall 5 well
6 addition 7 also 8 confident
USE OF ENGLISH 4

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

Part 2
9 which 10 sense 11 what 12 otherwise/or 13 in
14 While/Although/Though 15 on 16 for

Part 3
17 Unsurprisingly 18 unlikely 19 magically
20 unexpectedly 21 approval 22 stability
23 uprooting 24 enlightening

Part 4
25 is likely/expected to remain stable
26 recommended (that) Joe should seriously reconsider
27 however well you think
28 after having told everyone (that)
29 doesn’t matter how hard
30 don’t mind seeing whatever

UNIT 9

Use of English
1 1 whether/if 2 going 3 make 4 is
5 There 6 that/which 7 the 8 away
2 3

Vocabulary
1 1 mind 2 brain 3 brain 4 mind 5 brain
6 brain
2 1 H 2 E 3 G 4 B 5 D 6 C 7 A 8 F

Grammar
1 1 went, hadn’t seen
2 left, didn’t speak
3 I’ve finished, will
4 had, changed, left
5 love, did, have
6 had read, sent
7 don’t pull, am trying
8 arrived, was talking, were saying

Speaking
2 2 yes 3 simulator
3 2, 3, 4, 6, 7

Reading
1 1 a book about the internet and the mind
2 the author of ‘The Shallows’
3 a doctor who specialises in ageing and the brain
4 It retracts our neural pathways – we don’t think so
deepli/we don’t communicate face to face well now
5 can teach us to pay greater attention to things
2 1 G 2 B 3 A 4 D 5 F 6 C
3 1 malign 2 pertaining 3 malleable
4 antidote 5 relentless 6 fleeting
7 cursory
4 1 relentless 2 fleeting 3 malign
4 antidote 5 pertaining 6 cursory

Listening
1 1 B 2 D 3 C 4 F 5 G 6 D 7 C 8 F
9 G 10 H

Grammar
1 1 What I’d really like to study is psychology instead
of history.
2 I’ve never been to Venice, so what I’d hope to do is
go there next year.
3 What really surprised me is his decision to
change his course.
4 A good rest is what would do me a lot of good.
5 What made her so angry was the way he spoke
to her.
2 1 It’s disturbing news but what it means is we’ll just
have to rethink our policy.
2 What made the journey difficult was the traffic jam
on the main road.
3 What I’d like to take photos of is the magnificent
waterfall. What I’d like is to take photos of the
magnificent waterfall.
4 What I’ve decided to do to help myself remember
things is keep a diary.
5 I need to get money from the ATM – what you must
do is remind me!
3 1 What I’d love to do is go to the cinema with you.
2 What we ate on the beach was fish and chips./What
we ate was fish and chips on the beach.
3 What I never forget to do is my homework.
4 What the doctor was afraid of was that his memory
was failing.
5 What is really hard is revising for an exam.
Writing

1. 1, 3, 4
2. 1 don't 2 tempted 3 need 4 work 5 worth 6 suggest

UNIT 10

Vocabulary

1. 1 by, to 2 about, on 3 with/by, of 4 by, by 5 by, for 6 about, to

Use of English

1. C
2. 1 B 2 D 3 C 4 A 5 C 6 A 7 A 8 D
3. 1 fevered 2 proliferation 3 fervour 4 mega 5 gigs 6 agenda

Grammar

1. 1 By the end of the week I will have finished this project.
   2 Hurry up – the performance is going to start/starts in two minutes!
   3 I'm sure he'll win the competition.
   4 I can't concentrate, so I'll stop work now.
   5 This time next week I'll be flying to the USA.
   6 Hopefully, they will have announced the results by lunchtime.
2. 1 They are looking for a place to live but as yet they haven't found it.
   2 Telling people to recycle everything doesn't work and nor does making laws.
   3 People in the city use public transport whereas people in the countryside don't.
   4 Looking after the environment has a positive effect on the future, as does saving energy.
   5 As the local council can't solve the parking problem, local people will have to do it.
   6 As long as public transport is so unreliable, no one will agree to stop using their cars.

Writing

1. yes
2. 1 B 2 F 3 D 4 G 5 C 6 A 7 E

USE OF ENGLISH 5

Part 1

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

Part 2

9 as 10 it 11 what 12 takes 13 outside 14 of 15 themselves 16 such

Part 3

17 significance 18 personal 19 judgemental/judgmental 20 conclusion 21 inappropriately 22 unbalanced 23 negativity 24 constructive
Part 4
25 as long as people have
26 has been an unexpected breakthrough
27 racked my brains
28 decided to do was go
29 although I have been
30 am (very) worried about

UNIT 11
Reading
1 1 F 2 T 3 T 4 T
2 1 C 2 D 3 B 4 B 5 C 6 B
3 1 forge 2 shadow 3 cling 4 blindfold
5 stumble 6 pop into
4 1 I get an inkling
2 it … strikes me
5 2

Vocabulary
1 1 suits, matched, fit, suit
2 match, match, suits
3 suits, fit, sitting

Grammar
1 1 whoever
2 whenever
3 Whatever
4 Whichever
5 however you
6 whichever
2 1 A/B 2 B 3 B 4 B 5 B

Use of English
1 1
2 1 the 2 making 3 with 4 is 5 what 6 be
7 back 8 play

Listening
1 1 B 2 F 3 H 4 D 5 G 6 C 7 D 8 E
9 G 10 B
2 1 pitfalls 2 curtailed 3 wary 4 bugbear
5 consensus 6 hassle 7 unfounded 8 justify

Grammar
1 A 2 B 3 C 1 D 1 E 2 F 3
2 A When I realised I had missed the bus, I decided
to walk.
B Courses which/that specialise in teaching
communication skills can be very useful.
C I was worried about arguing with my boss, which
meant I didn’t actually raise the issue at the meeting.
D I was feeling nervous, so I went into the interview in
a bad frame of mind.
E I lay awake all night, so I was not in a good mood for
work the next morning.
F People who join dating websites are keen to find a
partner.
3 1 Having applied early, I was very disappointed not to
get tickets.
2 Having got the hecklers to be quiet, the politician
continued his speech.
3 Anyone wanting to improve their image often goes
to a stylist.
4 She answered the door having (just) put the phone
down.
5 Having understood the question, I was able to give a
good answer.
6 Working with very talented people makes for a very
exciting environment.

Speaking
1 1 point 2 well 3 entirely 4 case 5 dare
2 2, 3, 4, 5, 7, 8
3 1 A (too short/abrupt)
2 B (misunderstanding of question)

Writing
1 1 E 2 D 3 F 4 B 5 A 6 C

UNIT 12
Reading
1 All statements are false.
2 1 C 2 B 3 D 4 A 5 D 6 A 7 B 8 D
9 C 10 B
3 1 astray 2 sight 3 signature 4 insatiable
5 roaring 6 wolfed 7 springs 8 buds
Use of English
1 emotional 2 powerful 3 indication 4 cautiously 5 unexpected 6 accidental 7 similarly 8 intensity

Grammar
1 was going to finish 2 would be/was going to be 3 would have cancelled 4 was going to snow 5 would get 6 was hoping
2 I was going to see the film last week but I decided against it.
I never thought I would get the chance to meet the singer after the show.
3 I was hoping to get a ticket for the gig but they were sold out.
4 When I left the office, I had no idea it was going to take me five hours to get home!
5 I never thought I would be working with you again.
6 It would have been impossible to imagine this kind of technology even ten years ago.

Vocabulary
1 click 2 shuffle 3 creak 4 crash 5 whistle 6 whoosh 7 squeak 8 scream
2 chattered 3 rustled 4 dripped 5 muttering 6 creaked 7 growled

Listening
1 B 2 C 3 A 4 C 5 B 6 C
2 put off 3 broaden 4 think 5 open-minded 6 backs 7 mind

Speaking
2 greatly 3 celebrated 4 vivid 4 think up 5 valid 6 thought of 7 vital 8 a disaster
3 as, since
believe, would argue that stimulating, motivating
harmful, detrimental
advantageous, valuable
fine, right

Grammar
1 E F 2 B 3 A 4 C 5 A 6 D
2 The film was due to be released this Friday but it's been put back until Saturday.
I was thinking of writing to the boss to ask for time off but I don't think I will.
The shop was about to close, so we finished our shopping very quickly.
He was going to mention the problem to her but he didn't want to offend her.
I'm really annoyed that she found out about the trip - it was supposed to be a surprise!
He was going to leave the company but was given an unexpected promotion instead.

Writing
1 2, 4, 5, 6
3 C 2 A 3 B
4 spellbound, mesmerised 2 incredibly 3 duration 4 superb 5 thunderous 6 stirring 7 in the locality 8 quite simply
5 definitely 2 see 3 looking 4 in recommending
USE OF ENGLISH 6

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

Part 2
9 Although/While/Though
10 matter
11 comes
12 which
13 for
14 there
15 for
16 without

Part 3
17 leakage 18 unavoidable 19 unwanted
20 mindless 21 commercial 22 discomfort
23 harmful 24 threatening

Part 4
25 about the concert apart from
26 however well you think you
27 only after starting to/having started to/he had started to
28 would have visited her
29 was due to be published
30 was going to meet her

UNIT 13

Vocabulary
1 1 embarrassing, embarrassment
2 exhilarating, exhalation
3 amusing, amusement
4 celebration, celebratory
5 astonishing, astonishment
6 frustration, frustrating

Use of English
1 1 against 2 if 3 more 4 common 5 the
6 in 7 few 8 this

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

Grammar
1 1 The antique chair was thought to be worth thousands of pounds but it wasn’t.
2 Works of art have to be authenticated by experts before they go on sale.
3 I’m not keen on being sold things by people I don’t know/I’m not keen on things being sold to me by people I don’t know
4 The new exhibits will be displayed in a specially-designed area.
5 The new sales catalogue will be finished/will have been finished by the end of the day.
6 The price of entrance tickets has been reduced for families/The price of entrance tickets for families has been reduced.

2 1 Some of his work is to be displayed in London.
2 Thieves have been stolen irreplaceable art works from the museum.
3 Manet is considered to be a very popular artist.
4 Sometimes old masterpieces have been found in people’s attics, much to their surprise.
5 It can be argued that great works should be on show for everyone to enjoy.
6 The running of the museum is being taken over by trustees.

3 1 wants to be taken seriously
2 is thought to have been done
3 was (really) taken aback by
4 is thought to have made
5 what was being shown
6 are often copied by

Reading
1 1 A 2 C 3 A 4 D
2 1 mundane 2 aspiring 3 conveyed
4 ritual 5 by rote 6 spontaneous

Grammar
1 1 In view of
2 In spite of
3 As well as
4 Even so
5 Consequently
6 Furthermore
7 Apart from
8 In contrast

2 1 Despite
2 Clearly
3 Apart from
4 nor
5 consequently
6 As a result
7 whereas
8 Given
Speaking

1 denying 2 doubtful 3 convinced 4 confidence 5 question 6 doubt 7 hard 8 suppose
9 clapping 10 applauding 11 appreciation 12 cheer 13 stamp 14 shocked 15 disbelief 16 clap 17 frustration

Writing

2 I think it's important 3 it's 4 children are taught 5 From an early age 6 I'd like to give you some examples 7 So, how honest should we be?
8 The essay is not about giving examples but discussing the points. Direct reference to 'you' is inappropriate. The introduction should not summarise the writer's opinion.

UNIT 14

Listening

1 jokes (for radio) 2 puzzle 3 glove 4 brand image 5 rejection 6 honest 7 feedback 8 patient

Vocabulary

1 A study was conducted into different ways of learning.
2 It's rather hard to clarify the difference between some words.
3 A new project has been proposed to develop space travel further.
4 I have always contested the conclusions drawn by the head of department.
5 The project intended to prove the statistics were flawed but it was unsuccessful.
6 The students looked into the possibility of developing the project.
7 The results took into account any demographic differences.
8 Scientists carried out intensive checks on all the equipment.
9 The findings were noted down in detail, for further analysis.

Grammar

1 in order to 2 like 3 until 4 but 5 except 6 Although

Use of English

1 students find it easier to 2 prefer visiting museums to reading 3 was less informative than 4 never take back anything 5 hardly ever speak to my friend 6 is rumoured to be changing

Speaking

1 1, 2
2 Extract 1: C, E; Extract 2: A, B, D
3 Extract 2
Grammar

1 1 recommendations
2 believe
3 argument
4 practise
5 disappointed
6 useful, psychology

2 1 I regret to inform you that we will not be offering you a place at this university next year.
2 You would have heard by now if you had got the job.
3 Never have I heard such an impressive speaker!
4 Let’s try to catch the next bus; otherwise we’ll have to get a taxi, which will be expensive.
5 I hope so that she will pass her exam.
6 I really enjoy my teacher’s lessons but I don’t feel I understand the subject fully.

3 1 I love reading books about new scientific inventions.
2 Is this book yours? I found it downstairs.
3 I understand that you’re going to join our class next term – that’s great!
4 The course isn’t as good as last term’s module was.
5 I love working with the other students in my class – they’re really helpful.
6 I can’t stand other people not pulling their weight – it gets on my nerves.

Vocabulary

1 1 fact 2 opinion 3 interest 4 time 5 principle
6 pride

USE OF ENGLISH 7

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

Part 2
9 what 10 otherwise/or 11 in 12 which
13 sense 14 While/Although/Though 15 on 16 for

Part 3
17 appearances 18 recognisably 19 versatility
20 believable 21 Supposedly 22 necessarily
23 uninteresting 24 likable/likeable

Part 4
25 sooner had I shouted than
26 must have been the sound
27 succeeded in finishing all
28 did was change my job
29 are not allowed in
30 on the grounds that

Writing

1 3, 6, 7, 8

2 1 While 2 only, also 3 Apart 4 one, other
5 hear 6 see 7 Nevertheless 8 such

Reading

1 B

2 1 G 2 E 3 B 4 F 5 C 6 A

3 1 D 2 E 3 B 4 C 5 F 6 A

4 1 prattled on
2 baffling
3 manic
4 fritter away
5 prolific
6 acclaimed
7 one-off
8 foreshadowed
COMMON LANGUAGE ERRORS AT CAE: WRITING AND SPEAKING

1 1 Hardly had he finished the work than the boss arrived. (word order)
2 She lent him the book she had borrowed from the library the previous week. (article)
3 I wonder what Sue might be doing on Saturday evening. (question)
4 The boss proposed we work overtime but we refused. (verb form)
5 People often find it difficult to accept criticism. (verb agreement)
6 She finished the work he had started the previous day. (tense)
7 He's never been taught to behave politely! (irregular verb)
8 It was a difficult task but in the end we completed it. (linking phrase/preposition)

2 1 I wanted to ask you where you buy your clothes.
2 The local school's results were excellent - it's the best school in the area.
3 Our three-week holiday turned out to be very expensive.
4 I think it's a shame that more girls don't play football.
5 Young people should take a more responsible attitude towards their studies.
6 Although it was an unfortunate occurrence, the punishment was a necessary one.
7 I received an email yesterday asking me a purely rhetorical question - pointless!
8 The man whose car is parked outside is my boss.
9 'It's a pretty difficult situation,' said my sister.
10 Can you tell me how often you get the chance to go to the cinema.

3 1 A: The weather is strange for this time of year - what's your view?
   B: Yes, I am agree with you. It seems to be raining all the time.
   A: Let's hope it improves soon!
2 A: I think that we should accept the new contract after all.
   B: No, sorry, I can't go along with that. I think it's a terrible idea.
   A: Well, we may not have much choice.
3 A: We could always change the appointment - it probably wouldn't be too difficult to rearrange my diary.
   B: I hadn't thought of that. You're good at thinking outside the box!
   A: It's called lateral thinking!
4 A: We need to talk about these ideas on the task sheet - what do we start with?
   B: Let's consider about this idea first. I think it's an important issue.
   A: Sorry, I'd rather discuss about this one first.
5 A: It's important to study hard before an exam.
   B: You make a good point. I'll do my best!
   A: Me too!
EXAM STRATEGIES: WRITING AND SPEAKING

Writing
1 1 B 2 A 3 C 4
2 The candidate has forgotten 3.
3 1 B 2 A 3 C 4
4 The candidate has forgotten 3.

Speaking
1 1 C 2 B 3 A 4
2 The candidate has forgotten 3.
3 1 B 2 A 3 C 4
4 The candidate has forgotten 1.
5 1 B 2 C 3 A 4
6 The candidates have forgotten 2.
7 1 C 2 B 3 A 4
8 The candidate has forgotten 1.

PRACTICE TEST
Reading and Use of English

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

Part 2
9 part 10 it 11 what 12 not 13 apart 14 While/Besides 15 making 16 which

Part 3
17 clarify 18 revitalised 19 Apparently 20 stubbornness 21 debatable 22 unsurprising 23 refreshed 24 restless

Part 4
25 on the point of calling 26 came as a total/complete shock to 27 original intention was to 28 had not been held up by 29 sooner had she arrived home than 30 was the strength of his feeling/feelings

Part 5
31 C 32 D 33 B 34 C 35 A 36 B

Part 6
37 B 38 D 39 C 40 A

Part 7
41 E 42 A 43 D 44 G 45 F 46 C

Part 8
47 C 48 B 49 A 50 B 51 D 52 C 53 D 54 A 55 B 56 A

Listening

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

Part 2
7 achievement 8 commuter 9 joke 10 worthwhile 11 enthusiasm 12 smelly 13 moods 14 cubs

Part 3
15 B 16 C 17 D 18 B 19 D 20 A

Part 4
21 C 22 B 23 F 24 G 25 H 26 A 27 D 28 C 29 F 30 G
Audio scripts

Unit 1, Speaking Activity 1
Track 01
1. How are you planning to spend next weekend?
2. How do you like to keep in touch with your friends?
3. Could you tell us about an interesting show or exhibition you've seen recently?
4. Is there a sport or hobby you did when you were younger that you've stopped doing?
5. Where do you like to spend your holidays?
6. What do you see yourself doing in four years' time?

Unit 1, Listening Activity 2
Track 02
1. When I was young, I never imagined living alone. But at weekends I can lie in bed all day if I want to, read a book...no one tells me what to do. My fridge is empty because I don't need to cook. I've never bothered because the nearest takeaway is at the end of a phone - though I'm sure that's not good for me physically or financially. I don't have to apologise for anything I do - that's the best. It's up to me. I can leave my stuff all over the place and it's still there when I want it - no one asks me to move it.
2. I come from a large family, so privacy was at a premium in my early years. Now I love the large number of people I count as friends but I see who I like when I choose. It's completely in my hands and that's the best thing. Of course, although there are countless options open to me, it can be a bit mundane at times and then I do have to do something about it - go out, see a film - I do have to make the effort to find entertainment. It's true that I can cook what I enjoy and although it may be selfish, the ability to make my own food choices is an unexpected bonus.
3. I don't see it as selfishness, though I know others do - it's probably more knowing what I like and doing it without thinking about the impact on anyone else. I'm not anti-social; in fact, I'd say the opposite - I have loads of mates I care about. But living alone means I can recharge my batteries, chill out, get myself ready for work - and I do have quite a stressful job. Of course, there can be downsides - paying all the bills on my own isn't always easy but at least I can play my music as loud as I like without getting told off.
4. Up to now I've always been surrounded by people and living on my own has been a bit of an eye-opener - though not in a bad way. At uni I shared a flat with six others - that was a real challenge! It was tough to cope with the constant untidiness and chatter. Now I love coming home and being greeted by silence - I can always fill it with music or radio programmes if I need to. I guess I do miss having someone to chat over problems with, suggest what to do, but I can always pick up the phone. I've quite enjoy doing the cleaning myself.
5. I actually like my own company - it gives me time to sort out my thoughts, get things into perspective. It's easier to do that when you're alone. That doesn't mean I don't like people - far from it - but it's like having small children: it's great when they go to bed and you can take it easy! I know I can rely on friends or family if I need help. There are loads of different forms of technology that enable me to keep in constant contact with others, though it'd be good to have someone to sort it out for me when it goes wrong! I'm no good at that sort of thing!

Unit 2, Speaking Activity 1
Track 03
OK, I'm going to look at these two pictures - the one of the doctor and the one of the politician; at least I'm pretty sure he's a politician because he looks as if he's trying to get over some important point or other! Both pictures show, as you say, people who need to communicate well in their jobs. In my opinion, both of them have to get across important information but for different reasons. The doctor is trying to explain something to just two people, a mum and child in his surgery, whereas the politician is talking to a whole group of people; I'd guess it's probably just before an election and he's trying to persuade them to vote for him. The doctor has to make sure that the mum understands what's wrong with her child and also I think it goes without saying that the doctor has to be careful not to communicate any anxiety to the child. The politician, on the other hand, has to appear confident, convincing and persuasive, and he needs to be a bit creative with the truth sometimes! I don't mean to imply that all politicians are liars but as far as I'm concerned, they need at least to be very good actors!

Unit 2, Listening Activity 1
Track 04
A: I'd never been to anything quite like this before. Sure, there'd been lots of conferences at uni, some excellent, but they were academic. This one was different. I'd not had high expectations - I'd heard speakers could be anything from top-rate to mediocre but, in fact, I wasn't disappointed.
B: I thought the presentations generally were slick but the content was average - I'd heard it all before. I'd hoped it'd break new ground but it didn't happen. I got the impression they wanted to push their own products on us and I wasn't ready to be cajoled. And as for the exhibition stands, there were loads of them.
Unit 3, Speaking Activities 3 and 4

Track 05
A: Well, I don’t like to say it but I think it’s got to be money. When you leave school or college and start work, you can’t do anything without money.
B: Yes, there’s that, but maybe you’re being a bit too harsh? Yes, I agree money is important but friendships are, too. Who do you go to when you haven’t got a job or anywhere to live? Your friends.
A: I still think it’s money. Money gives you the means to do everything; get a flat, go out with your friends, buy new clothes to keep up your image, even fund more education if you want to.
B: OK. We’ll have to differ here, then. Let’s say both money and friendships!

Unit 3, Listening Activity 1

Track 06
Interviewer: Today we’re talking to Jon Simmons and Clare Harries, who both work as life coaches. Jon, tell us what a life coach actually does.
Jon: It’s actually quite complex but, basically, people come to a life coach when they want to work on aspects of their life that are unsatisfying or when they feel their general quality of life isn’t what they want. There may be different things bothering them — weight, relationships, work and so on. My clients decide what they want to achieve and it’s my job to make that happen — like a catalyst bringing about change. I don’t regard my role as like that of a therapist, who goes into issues from the past in depth. Life coaching works on action in the present in order to facilitate a specific future outcome. I provide support and encouragement so people can take control themselves.
Interviewer: Clare, what made you decide to become a life coach?
Clare: I’m fascinated by human potential — not just in terms of accomplishments, but happiness. I’ve always helped people and have been through negative experiences myself — this job is all about both. I think sometimes people get stuck in a rut and if they have no one to talk to, they go round in circles. Friends and family may try to help but their advice is often based on their own insecurities and fears. What I particularly like is that coaching is about listening. People often know what the answer is deep down. I listen, ask questions and suggest practical action steps. It’s underlining things like bad habits and limiting thoughts and behaviour that stop people achieving.
Interviewer: Are you ever surprised about why people come to a life coach?
Clare: People want positive change and growth. I know informal mentoring used to go on in the workplace and it often led to promotion. That was efficient but now people change jobs and careers very quickly. The knock-on effect is they’ve lost consistent and constructive feedback from people who know them well. Generally,
society's quite fragmented — traditional means of support are breaking down, so people need to re-evaluate their aims themselves. Some big companies realise this, though I didn't expect to be working within one, which I actually often do.

**Interviewer:** Jon, how can a life coach help people understand their relationships?

**Jon:** Relationships are complex and affect every aspect of life. The basic principle of building robust and lasting relationships starts with how you feel about yourself. Self-esteem creates success and failure in everything. I've seen loads of people trying to live up to some sort of unrealistic self-image so they can fulfill the expectations of those around them. This creates emotional turmoil, stress and anxiety. The values you live by define who you are, what you do, so if you don't understand your own core values, you don't know yourself. A life coach helps people set goals and increases progress — just like a physical personal trainer.

**Interviewer:** What do you both think should be the core message of a life coach?

**Jon:** I wouldn't define happiness as being rich, having material possessions or being in love. I'd say it's more being able to use your unique talents, feel you're making a positive contribution to something larger than yourself while not thinking about what you can't do; that's pretty crucial and puts people on the road to feeling a high degree of happiness and fulfillment.

**Clare:** It's true that people are rarely able to stop unhelpful thoughts but a life coach can show them how. Such thoughts can become addictive and that means there's no progress or good use of people's unique talents. That's what I make them focus on; without it, they won't make progress.

**Interviewer:** What's the most rewarding part of your job?

**Jon:** I love working with individuals and small groups but I also get satisfaction from running larger seminars — that's when I feel I touch lots of lives. It's a given that things you appreciate in life contribute to your happiness. I feel very fortunate when I help people appreciate themselves and realize their own worth.

**Clare:** I love what I do and I've met loads of interesting people, but seeing clients build up their own self-assurance is probably the greatest feeling; and it's an unexpected bonus that I also get to see things in myself that I hadn't fully realised.

**Interviewer:** Thank you both.

### Unit 4, Listening Activities 1 and 2

**Track 07**

Hi, I'm Sally and I'm here to talk to you about my job as a motivational speaker, why I started and how I feel about it. I never intended to make this my career. At university I didn't study anything like business or psychology — I did history just because I enjoyed it, not because of where it might lead. I did a few dead-end jobs afterwards and seemed to be in a bit of a rut. But then a friend suggested we start our own online business designing websites; he would put in the technical know-how and I would bring the creativity. And it worked like a dream. We made a lot of money and seemed to have it all. But I knew too many people who hadn't made it and once I was set up for life, I wanted to help others. So I decided to write some self-help articles for magazines. I was pretty amazed when these were brought out last year in a book and that was what gave me the idea of becoming a motivational speaker. It's amazing how many people appreciate this kind of help.

I advertise on my website and companies ask me to run seminars for employees. I don't try to change people's jobs but I do want to alter their mindset — to try to lift them out of any sense of frustration and inspire them with enthusiasm for what they do. We're not all cut out for individual success but I can make people feel happier in whatever career they have chosen.

What qualities make a good motivational speaker? Having a charismatic personality helps and you must like people. But first and foremost you must project a sense of honesty. I genuinely feel too many people settle for second best and we all have the potential to improve our lives both at work and at home — it's just a case of unlocking it. Sometimes what I suggest means they may have to face hard decisions, which can get to me sometimes, and people may not always agree with what I say. But those who take my advice on board say it's made a huge difference.

On the practical side, some things will make you more successful as a speaker. Of course, you must be inspiring but I think you must have a message that I call unique — this is your selling point. You should identify something about yourself that can inspire others. In my case it was starting from scratch with no previous experience or financial back-up. Always research the background of those you are speaking to — every talk must be tailor-made for your audience. Once you become known and people respond positively to you, others will clamour for your skills. I always ask for feedback so that I do better for the next session — this is really important for me, personally and professionally. Finally, I'd say you never know what you can do until you try. So, are there any questions?

### Unit 4, Speaking Activities 1 and 2

**Task 08**

A: OK, shall we start by looking at relationships?
B: Yeah, we know a bit about that one, don't we?
A: It's something everyone is looking for, isn't it? The perfect relationship. But it can be so hard.
B: That's very true. It's all about compatibility, really, and how prepared you are to work hard at the relationship.
A: My feeling is that a lot of relationships fail because people don't give and take. You need to accept the other person's faults as well as their good points.
B: Absolutely. What about succeeding in education? That's about hard work, too. You have to be disciplined and focus on your exams and stuff. Sometimes people don't balance their academic studies and social life very well, and that can mean you don't concentrate enough on your work.

A: You mean, like too many parties? Also, you have to have the right approach and the right abilities. Some people want to get a degree but they're just not cut out for that type of studying.

B: I completely agree with you. A case in point is my brother; he thought he'd like to be a teacher but when it came to writing the assignments and developing lesson plans and so on, he realised it was beyond him. He's a successful businessman now!

**Unit 5, Speaking Activities 1 and 3**

**Track 09**

I'd like to talk about these two pictures. In my opinion the people in both pictures are experiencing a feel-good moment. It's special for all of them but, obviously, for different reasons. The people are in contrasting locations, too. One looks as if it's inside, perhaps in a school hall, whereas the other is outdoors, in a lovely mountainous area. For the people in the first picture, the place must be very noisy but in the second I imagine the girl can hear nothing but the birds. Beautiful! The kids in the first picture are probably on a stage and from the way they look, I'd say it's the end of a show and they've done really well. They certainly look pretty pleased with themselves. And this is just a guess but this might be the first time they've ever done anything on stage, so it would be very special for them. I imagine everyone's applauding them very loudly. In the second picture the girl looks very content. I suppose she's just climbed up the mountain. I can't be sure but I imagine this is a special moment for her because she's never seen such a glorious view before.

**Unit 5, Listening Activities 1 and 2**

**Track 10**

**Interviewer:** Today I'm talking to Janet Wilson, a young comedian specialising in stand-up comedy. Janet, what is a stand-up comedian and how did you start?

**Janet:** I go into theatres and stand on stage and tell jokes! I'm completely alone – no actors. Pretty scary, but that's part of the appeal. I write my own material, which can be demanding, though I love the creativity side more than the actual writing process. I realised it was going to be my thing early on. I'd always known I wanted to perform somehow. At school I had a ball acting in school plays – I even joined a local drama club. I preferred comedy roles, though I only found out about stand-up itself when I was taken to a show for a birthday treat. It seemed a logical extension of my acting and I got hooked pretty quickly.

**Interviewer:** How did your parents react when you told them what you wanted to do?

**Janet:** My dad's into technology – he's a genius with computers. I'm a bit of a geek myself but I'm not particularly talented, though I write tech jokes in my material. I guess they hoped that I'd do something safe, like computing or medicine, but my academic record put paid to that hope! My brother's a lawyer and my parents are really proud of him. They've never been unsupportive of me but they'd just like to see a more clearly defined career structure – and the entertainment sector doesn't give that at all. Even people who make it big aren't necessarily working all the time.

**Interviewer:** How do you feel when you're actually performing?

**Janet:** It can be hard remembering all my material so that I can be flexible and respond to the audience. They can be very demanding – they've paid money to be entertained and if I don't make them laugh, I've failed. You have to understand that and not let it get under your skin. It's happened to me: what I thought were good jokes fell on stony ground. It's when there's silence instead of laughter that's disconcerting. Performing can be exhausting, even when everything's going well. I want to spread happiness, take people out of themselves, and that's pretty special – to be able to have that kind of effect on others.

**Interviewer:** What do you think is most important for a successful comedian?

**Janet:** I'm happy when I have a good experience on stage. I'd love to win trophies, get recognised for my work, but there's probably more to it than that. As a creative person, I want to have a sense of progress. It's not just about comedy, it's about where you are in your life. You have to evolve all of yourself on stage, so you're very exposed – that has the potential to be hurtful. The bottom line is you need to be thick-skinned and confident in what you're doing but taking constructive comments on board. Take the rough with the smooth, in other words.

**Interviewer:** How do you feel about your own future?

**Janet:** People often think comedians are misfits but I reckon that's an idea put about by comedians themselves, to make themselves sound interesting and boost audiences! I'm enjoying writing at the moment and I'd like to do more gigs. When you're on stage you do what you want to do, you risk setting yourself up for a fall if it doesn't happen. I don't make enough as a stand-up, which is something I have to address – be realistic and earn a regular wage for a while. I've got movies in my sights. I've been looking at scripts, though I don't know how likely they are to materialise.

**Interviewer:** What about stand-up comedy in general? Is that in a good place?

**Janet:** It's definitely higher-profile than ever and there are more shows around. I wouldn't say it was easy because there are more comedians trying to get work. It's a more viable career choice though – there are even new courses specialising in stand-up. Though there are more opportunities, you have to grab them with both hands.
because if you don’t, there’s always someone who will. It’s high stakes, though it’s all usually done in good humour. If you don’t get a show and someone else does, you can’t get annoyed – that would be pointless.

**Interviewer:** Janet, thanks for sharing those insights with us and good luck with your career!

### Unit 6, Listening Activity 1

**Track 11**

1

**A:** People keep things that mean something to them. It may be a reminder of a special moment, a keepsake from a deceased relative, a picture of a place where something significant took place. It may be we feel these things somehow define us. I’ve no idea how it works for other people, though – or even if it does.

**B:** I remember my aged aunt asking me if there was anything I wanted from her house. She had loads of things that meant a great deal to her. Embarrassingly, it was all stuff I’d think of as junk. But it was hard not to hurt her feelings, so I did choose something in the end.

**A:** Maybe they make us feel part of our heritage. Certainly, that’s the case with royalty, who have stuff going back hundreds of years – because it’s part of their history – and feel they have a responsibility to store it for future generations. And we all go to marvel at it in museums and galleries, so maybe there’s a point to it.

**B:** I reckon that each generation has its own priorities and they just don’t fancy being coerced into keeping things that mean nothing to them.

2

**A:** Some people seem to have forgotten the key role museums play in preserving and cataloguing everything that’s fundamental to our past and present – and they even provide pointers for the future. They give students a practical slant on subjects that otherwise they’d only read about – and the kinaesthetic advantage of museums shouldn’t be underestimated or undervalued.

**B:** Be that as it may, it all comes at a cost and priorities are different nowadays. Museums may be important for those keen on history or anyone with a particular interest in a particular thing – like railways or dolls houses. Of course, society would lose something if they weren’t available but to be honest, they’re a minority interest and therefore a luxury we can ill afford.

**A:** Museums are a highlight for tourists, who bring in revenue. They can enhance people’s experiences of seeing new places and add to our understanding of how and why things have happened. We all have a responsibility to learn from the past. Obviously, not everything will appeal to everyone but that doesn’t mean museums shouldn’t be there.

**B:** People need to be trained to set them up and the payback isn’t sufficient. If you think about it, technology’s taken over – and it’s more fun than trailing round a stuffy old building!

3

**A:** Well, that was a bit of a slog! The story was so slow it almost stopped – it seemed to go on forever! I know that period of history was a bit complex and they had to get the facts across but even so, it dragged. And after all the hype, I expected better.

**B:** Facts? Is that what they were? I reckon most of it was fabricated; certainly, there were characters invented just to up the tension. That seems a cop-out – and worse than that, it’s feeding false information to people who see it without knowing anything about what actually happened.

**A:** It’s a film, not a history lesson – that seems a valid thing to do. Reading texts can be dry and kill interest in history. Making films at least brings it to life, though maybe not in this particular case! I’d rather see children in cinemas watching history unfold in front of them than not know anything about it. And the costumes and sense of the period were certainly on target.

**B:** What people see on screen is filtered through the consciousness of the director and the interpretation of the actors – it’s not unbiased or objective. It’s misleading.

**A:** It’s sold as entertainment, not education – though in this case, it wasn’t even that!

### Unit 6, Speaking Activity 2

**Track 12**

I’d like to look at these two pictures. The first one shows a camera crew filming an event. It could be a political rally or a protest march, I’m not sure, but whatever it is, it’s probably being filmed for the news and the footage will be kept somewhere safe so people can refer to it in the future. In the second picture it looks as if a teenager is writing in a diary – she’s most likely putting her thoughts about her day down on paper. One significant difference between the two pictures is that, I imagine the girl tries to write in her diary regularly, every day or so, whilst the news event is a one-off. Both pictures show different events being recorded but whereas the first will be for the public to see, in the second I imagine it’s personal and in the future the girl will look back and read it to see how she has changed or see what influenced her at that time. Regarding the accuracy of the recording, the filming and reporting of news events really needs to be spot-on because they are recording facts that future people need to know about – it’s the same with all news reporting. Also, maybe the police will need to check the film and report for information that can help them. However, it’s not that vital for the girl’s diary to be accurate as it is her interpretation of facts or her reaction to events that is more important than the events themselves.

### Unit 7, Listening Activity 1

**Track 13**

**Interviewer:** Elena, you started your own marketing business when you were only twenty-one. What made you do that?

**Elena:** I didn’t set out to be an entrepreneur; I kind of stumbled into it. I’d studied graphic design because I
Elena: Being a good communicator is up there – you have to sell yourself and your business. Of course, education influences who you are but it’s just a grounding – experience in the business world is ultimately what counts. I did several internships for free when I was job hunting, and that type of experience is really helpful – it gears you up for the real world. It builds confidence, helps you see what the possibilities are. And I was pretty focused on making it work.

Interviewer: How did it feel when you actually started your business?

Elena: You put yourself on the line and it’s not easy to give up on security. I wasn’t nervous about not cutting it, though that’s the hurdle for most wannabe entrepreneurs. The way I came to terms with it was to take things one step at a time. I kind of knew there’d be ups and downs but you can’t plan for how it feels when you’re going through a low patch. When you’re in a tight corner, you’ve only got yourself to fall back on and, surprisingly, I find that thrilling. I do have to steel myself to learn from my mistakes, though.

Interviewer: How is it for young entrepreneurs in a tough business environment?

Elena: Positive and negative – people admire your courage while having this stereotypical image of young people, which can work against you. The more you put yourself out there and people see what you can do, how determined you are, the more your name gets bandied about. Then age becomes a non-issue – people realise you’ve got recognition because of your ability. That’s crucial; we get clients through word of mouth and that can grow a business exponentially.

Interviewer: What do you enjoy most about running your own business?

Elena: You have to show the value of your business and how it benefits your client. My business is based on ideas, which makes running it more difficult than those with something concrete to sell. How do you evaluate an idea, know whether it’s any good? But that’s the buzz I get – seeing my ideas on a station wall, on TV. The best feeling, though, is when my work has helped a client achieve what they want. When they do well, so do I. I did think the hardest thing would be having the discipline because I needed to work nineteen-hour days. I had to get through it by myself but it was surprisingly easy because I loved every minute and I was doing it for myself.

Interviewer: What advice would you give any aspiring young entrepreneurs?

Elena: I wish I’d known how it could affect friendships – I did know I’d be giving up a social life but I hadn’t bargained on the way it affected my relationships. You’d expect me to say, keep at it! There’s a world out there and conquering it is in your hands, so make yourself into something special – don’t accept mediocrity. But your aim has to be something more than simply getting rich – you have to believe in what you’re doing, make it mean something. Then your business will give you more satisfaction than you can ever imagine.

Unit 8, Listening Activity 2

Track 14

Hi, I’m Peter and I’m here to talk about my work as a travel writer. I didn’t intend to follow it as a career. I’d gone on several short holidays with the family to Europe, America, even Africa, but after college I took any job I could to save up money for a few days in Singapore first, and then a six-month trek around Australia – just for fun, but it got me hooked. I couldn’t afford to do it in style but being on my own gave me options. I could make my own choices about where I stayed or how I travelled. I quickly discovered that the bonus of travelling alone was getting a feeling for the local culture – I hate being what package travellers describe as ‘protected’ but I call narrow-minded.’

That was when I checked out the possibilities of travelling for a living and a friend suggested becoming a travel writer. I found courses offering incentives like a life of leisure, free travel and permanent holidays after qualifying. It sounded exciting but I was probably naive – I soon discovered that like anything in life, you have to work hard and have a bit of luck.

Rather than diving in at the dead end by writing books, I decided articles would be the simplest way in. Being a rookie writer is hard; you must learn everything about a city or resort but only spend a short time there. You fill every minute rushing from restaurant to hotel, attraction to scenic landmark and making copious notes to expand into something coherent. Even after I got into what I call real travel writing, it’s an uncertain way to earn a living. The biggest downside is there’s no salary, although you usually have to pay for expenses up front and it can be months before a book’s published.

It’s competitive and every traveller thinks they have something to say. Editors are swamped with stuff sent on spec by people who think they have an insight into an unusual place. Going to an out-of-the-way destination and writing about it is no guarantee of publication – it’s surprising how many have been there before you! So many people turn to blogs instead.

It offends me how travel blogs on websites are often just a way for people to vent their frustrations about an unpleasant journey or experience. A real travel writer filters out personal details – readers want to know your reactions to a place, not whether you were ill! They have to like and trust you, and through you engage with the
place itself. That’s where expertise comes in – ultimately, communication far outweighs your enthusiasm for travel or anything else.

If you’re wondering about being a travel writer, think about why you want to do it, see if you have what it takes and be prepared for hardships. Sure, you need to be curious and perceptive, with an eye for the quirky and unusual, but that’s not enough. Develop your own style and, primarily, take feedback on board wherever it comes from. Meet deadlines – never get a reputation for tardiness. Any questions?

**Unit 9, Speaking Activities 2 and 3**

**Track 15**

These two pictures are quite different, although they both rely on an illusion to be successful. The first one shows a person performing on a ... sorry, it’s gone – you know – the thing actors perform on? Anyway, it looks as if they’re in a Shakespearean play or something set a long time ago. Whatever it is, the audience are being entertained and they look absolutely enthralled. A performance like this depends completely on the actors managing to convince the audience that they are different people in a real situation. They aren’t members of a ... what’s the word – people in a play? Oh yes, cast. That’s it, cast. They aren’t members of a cast walking around in silly costumes but they are real people in a real situation. If they’re successful, the audience enter the illusion and escape into a different world. The second picture looks like a sort of machine where people can practise things before they do them in real life. I can’t remember the exact word but it’s, like, when people are learning how to drive. The benefit they get is from practising in a safe situation so that they can do it well later. The machine – oh, what’s it called? Never mind. The machine is probably quite easy to create when you’ve got the right technology but the performance is quite difficult, I imagine, because the actors have to have a lot of skill ... no, that’s not the word I’m looking for; it’s ... yes, talent – they have to have talent and imagination to pretend to be another person.

**Unit 9, Listening Activity 1**

**Track 16**

1. I’ve always been an avid reader of psychology books and own many which have given me real insights and access to ideas that I often refer to. I work in management training and I had a feeling that this would supplement my reading in that area and enhance my professional life. As I have no real psychology background and haven’t studied it formally, it’s inappropriate for me to comment on it technically but I’d imagine it would be rather simplistic for anyone wanting an in-depth specialist overview. It opens your eyes to different ways of looking at things, which can’t be bad for people like me.

2. I haven’t finished it yet but that’s not because it’s boring – rather the opposite, as I have to think carefully about each chapter and digest it. I probably wouldn’t bother if it weren’t part of my psychology module, though. I hadn’t expected it but it’s actually pretty accessible. There’s a balance of technical information and fascinating details, and it’s fairly readable. The examples given to support various facts are real – like, a baby’s eyes have a fixed focus length that’s exactly right for seeing its mother’s face while it’s feeding. That kind of thing’s unusual in a science book but it brings it all to life.

3. Even for a complete novice, it’s possible to understand and learn from this book. It wasn’t on my university reading list nor had my tutor mentioned it but I came across a second-hand copy when I was browsing with a friend in a shop – it was cheap and on the flip test it looked worth reading, so I thought I’d give it a go. It gave me the impetus to track down other psychology books, which is why I reckon other people should try it. It isn’t a text-book, so it’s unsuitable for anyone wanting in-depth analysis. It’s been written by someone who’s knowledgeable and enthusiastic about his subject, which is great.

4. I studied psychology many years ago and when I saw a positive review about this book saying it was worth reading, I decided to buy it. I didn’t find it at all dry or long-winded, and the lively style captivated me. I was surprised to discover just how far the field has changed and progressed in recent years and this should guarantee its appeal to ex students like me, perhaps less to the uninformed reader with only a superficial interest. It’s a field which has many facets to explore, and this brought back many memories and provided a few surprises.

5. I actually bought this for my student girlfriend but we’d been going through a bad patch and I wanted to share some of her interests to build bridges. As soon as I started reading, I was hooked. For anyone studying seriously, there are notes, suggestions for further reading and details about informative websites, which would probably be better for them than the book itself – it’s more for anyone with a passing interest in expanding their knowledge easily. Its main selling point is there’s not too much jargon, which can be mind-bending and put people off. It’s also related to everyday life. It’s made me think about the way I deal with people!

**Unit 10, Listening Activities 1 and 2**

**Track 17**

Hi, I’m Doug Harris and I’m going to give you advice on how to get your foot in the door of the music industry – and I have to tell you right now that it’s not going to be easy and there are no guarantees! I settled for being a producer, though, honestly, if I’d had the talent, I’d have loved to be a singer. But from the off, I can’t emphasise enough how important it is to have something to fall back on if all else
fails, so getting some kind of qualification is crucial even if you have to work part-time to fund your course. That’s what lots of people do to make ends meet.

I started with a business management course at college because I thought it might be useful later but changed to music technology so I could learn to read music, understand all aspects of audio equipment and learn all the other jobs involved in music production. I was not expecting to study sounds and how they enhance each other, but that proved to be invaluable. I still had a rocky start in the industry, though – I was turned down for loads of jobs, which was pretty dispiriting. In the end I really benefited from joining a production company on a six-month internship – I wasn’t paid but it taught me the ropes. Once you have a working knowledge of the business, you can aim higher up the ladder. That’s the best way to go, even if you’re working for nothing – it’s experience that counts.

Irrespective of whether you’re hoping to perform, produce or DJ, it goes without saying you have to be good. Young people are often misled by biased support from friends and family, who tell them they’re amazing. So check whether you do actually have something special and are what I think of as outstanding. If you’re only average, give up now and save yourself the angst.

Even if you’re really enthusiastic, you’ll have to learn to keep everything in perspective – I mean, keeping a practical outlook on the future job – because you’re going to get knocked back frequently. After all, the competition you’re going to face will be incredibly fierce. Create a website and design an image that will set you apart from the crowd.

So, many rookies assume their music will have such appeal it’ll just sell itself. That’s self-deception – we can all think of music we reckon deserves greater accolades and, conversely, music with seemingly inexplicable success. These successes and failures are entirely down to marketing and that’s really the bottom line. Many start with social networking – it’s free and it’s not hard to bring people together who’ll get into your music and help you spread the word. Getting your foot in the door of a company for an interview can often be the biggest stumbling block, so network for all you’re worth – you never know what doors might open to you.

So, if I haven’t put you off, are there any questions?

Unit II, Listening Activities 1 and 2

Track 18

1 I grew up with animals – in fact, I lived on a farm – but choosing a pet for our children was a different ballgame. We did loads of research: books, internet, contacted pet owners to identify the pitfalls. It was a concern about taking care of the animal when we were away – we’re inveterate travellers and I’d hate that to be curtailed – so it had to be something small. My kids are pretty thoughtless and I wondered whether it might encourage a sense of responsibility in them. Predictably, though, it’s me who’s ended up cleaning out the hamster’s cage and making sure it’s fed – it’s really backfired on me. Now I’m stuck with it.

2 I wanted my kids to get the kind of pleasure I got from having a dog – though, actually, that wasn’t an option as we live in a flat. They did some research into what they could have, then presented me with a choice. We’re not that well-off, so I was wary of anything that might run up bills by ruining furniture or needed the vet, so tropical fish were just the thing. They’re fun to watch and though it’s hard to believe, up to now I haven’t had any problems with the kids forgetting to clean out the tank – they seem to love it.

3 I really struggle with doing exercise – it’s my greatest bugbear – and as I get older, the weight seems to creep on. So when a friend suggested we got a dog so I’d have to take it for walks, it seemed worth considering but the kids weren’t keen – I think they realised they’d have the responsibility of doing the walking! It had to be a consensus, so we came to the conclusion together that we’d find an animal that would be pretty easy-care. My daughter wanted a cat and although there were costs involved, that wasn’t an issue for me. And at least it walks itself, though the neighbours don’t always like it!

4 The impetus came from the children – they’d been on about having a pet for ages, then when their closest friends got one, well, that caused huge arguments in our house. I didn’t want the hassle some pets would cause, so I was strongly against it. But the final push stemmed from some classwork they had on birds and I felt I should support them. I am prepared to admit now that my fears were unfounded. I feel bad about what I said because it’s worked out for us. The parrot’s pretty and the kids enjoy stuff like clearing the cage – I don’t have to do anything.

5 The great outdoors has always been my big thing. I’ve tried to instil it in the kids – not easy! They’re more the ‘read-about-it-on-the-table’ types. I thought it would encourage them to get out into the countryside – a dog needs that – but it was me that ended up doing it. Not that I mind – I work from home and it gives me an excuse to get out without having to justify it. It was a failure as far as my initial plan was concerned, though. Sure, the kids love the dog and on some level they’re glad he’s there but they’re still attached to their tablets!

Unit II, Speaking Activity 1

Track 19

1 A: For a marriage to succeed, I’d say you need to have a lot of common interests.

B: I agree up to a point, but I think having different hobbies can be refreshing in a way.

2 A: I think in a successful business partnership, both partners need to have different roles.

B: That may well be so but don’t you think they also need to have the same outlook and ambitions?
A: In an oral test, I think it’s important to have a partner who has the same sort of personality as you do.
B: I’m not entirely convinced. Suppose you get two very strong personalities together, who just keep interrupting each other all the time?
A: If you look at successful, famous comedy acts from the past, there’s usually one partner who seems quite serious while the other one is the real funny man.
B: Isn’t it sometimes the case that the serious one is really the brains behind the partnership?
A: To work together in a successful coalition, surely, the politicians have to have a mutual respect for each other and at least support each other in public.
B: But that is unlikely to hold true in all cases. If one member of the coalition disagrees really strongly with something, then it would be hard to stay quiet!
A: I dare say you’re right but then that would risk the coalition and be against his best interests, don’t you think?

**Unit 11, Speaking Activity 2**

**Track 20**

A: Well, that’s a tricky one, isn’t it? As we said, I think all of them present difficulties. Which would you say is the most difficult to make succeed?
B: Yes, it’s not an easy choice. There are challenges in all the types of partnerships. I imagine in the short term a coalition could well be the hardest to make succeed because usually the politicians have different principles and politics from each other. Working together must be very hard!
A: You’re so right! They have to swallow their pride a bit and make compromises. But if we’re thinking long term, I guess the most difficult of these has got to be a marriage!
B: Yes, there are so many pressures when two people get married, it’s very easy for the marriage to fail. It’s all a matter of give and take, isn’t it?
A: Yes! That’s the same for all partnerships, of course, but in the long run, I think it’s hardest to make a marriage work well.
B: I’m with you there. Let’s go for that.

**Unit 12, Listening Activity 1**

**Track 21**

1. When I think about opera, I just want to yawn. It’s not like I’m culturally incurious or uninterested; I’m not put off or intimidated by so-called high-brow stuff. I go to museums and art galleries. I’ve never been to an opera, so you’ll say I can’t judge, but it just doesn’t appeal.
B: Then it’s the job of society and the arts to encourage people like you to broaden their minds and think laterally. You should be open-minded enough to give everything a go, even if you think it’s only for a few.
A: The thing is, opera doesn’t relate to modern issues. The themes get the backs up of younger audiences. It turns me off and, quite frankly, if opera buffs want to open their doors to new blood, they could try social media campaigns and producing newer stuff instead of the old classics. Topmost though should be cheaper tickets.
B: But you’d spend loads on a pair of trainers – it’s all in the mind. And you’re just reinforcing stereotypes. If people get excited by experiences, they think there’s going to feel alienated by that, gives them a unique opportunity to develop themselves, and that’s relevant.
A: Well, we should all make up our own minds.

2. This album felt like a summing up of songs that have been around for ages. It’s kind of what I expected from an established star but the problem with the new songs is it’s a rehash of what went before, even though he himself is clearly one of a kind.
B: Those old songs are etched on my brain – they go round and round. The odd ones on this album I hadn’t heard before still had those undertones – the tunes seem familiar. A bit of a let-down, in a way.
A: It’s nostalgic, I guess, though it doesn’t stand up to *Thoughts and Dreams*. I realise that was a concert performance, which I guess adds a certain something – a buzz this one lacks.
B: I reckon the fact that he tries to challenge people with his lyrics and some of his revolutionary harmonies should be applauded, not criticised – there’s no one else like him.
A: It does have some turgid and unmelodious parts. Quite honestly, it seemed to be a retrograde step, though I’m sure he’s still good on stage.

3. What we like eating or drinking is purely personal. Some of us drink coffee first thing every morning, others find it unpalatable. Some of us like green vegetables, others hate them. It’s all subjective – just one of those things.
B: Scientists have proved that it’s physical – it’s to do with how many taste buds we have on our tongues; if we have a lot, we’re more susceptible to bitter tastes. Apparently, there are also people with taste buds that react more to the temperature of things on their tongue – anything cold tastes salty or sour, anything hot tastes sweet; that needs a bit more investigation, I think.
A: I get that we use all our senses when we taste food, and smell is particularly powerful, but when people claim the lighting and ambience of where we eat changes how we perceive the taste of food, it sounds pretty far-fetched.
B: Not so much when experiments show colour’s important – red food increases our perception of sweetness and would you believe the colour of the plate can alter the way we taste something?
A: You’ll be telling me next sound has an effect, too!
B: Well, a crunching sound of a crisp affects our opinion of how fresh it is.
A: They’ll need to prove it!
Unit 12, Speaking Activity 2

Track 22
A: I think it greatly depends on what you mean by 'successful', don't you agree?
B: Absolutely. It could mean 'successful' – as in 'being good at what they do', or 'successful' meaning 'popular and becoming celebrated'.
A: Because they're not always the same thing, right?
B: Very true. If we take the meaning as 'good at what they do', I would say that to be a good novelist, for example, you need to have a vivid imagination.
A: Yes, to think up different plots and events that you've never experienced yourself. It's also a question of empathy.
B: Sorry, empathy?
A: You know, when you can understand how another person is feeling. A novelist, like an actor, has to be able to get inside another person's skin, if you like, and look at life through their eyes.
B: OK, yes – that's a really valid point. The same goes, in a way, for the comedian, don't you think? He has to know what touches people and what makes them laugh. And people laugh at lots of different things.
A: And a comedian has to be able to lift people out of their lives from a moment.
B: Yes, both novelists and comedians help people escape from real life.
A: I've just thought of something else. One of the vital things a comedian needs is good timing! Anyone can tell a joke but if the timing's wrong, it can be a disaster!

Unit 13, Listening Activity I

Track 23
Interviewer: We're talking to Karen Simpson and Jason Todd, fashion designers promoting handmade eco-fashion. Karen, a controversial question: fashion's often said to be for people obsessed with their appearance. What's your take on that?
Karen: Well, there are many things involved in fashion and that's why people love it – self-esteem and image, certainly, but also fun. I got into it after reading my sister's fashion magazines and yes, I was knocked out by those beautiful pictures. But I grew up in the country; my family drummed environmental responsibility into me but I realised that isn't the case for many people. After I went into fashion design, I wanted to promote those values. It is possible to blend a beautiful appearance with an underlying responsible approach.

Interviewer: Jason, is it easy combining an ethical approach with fashion design?
Jason: There's a lot to consider. I aim to design clothes from materials that won't run down any non-renewable resources but it's important to also make sure the process of producing them doesn't cause pollution in itself. Then there's what happens when clothes are finished with – whether they harm the environment. It's not how everyone in the industry thinks and I'm not sure I got it at first. I want to make people look good but didn't realise how much of an uphill struggle trying to provoke their consciences can be.

Interviewer: How did you both go about developing your own style? Jason?
Jason: I'm pretty hard-boiled as a person and I've had my fair share of setbacks. I've tried to turn those to my advantage – I expect a lot of myself and what I can achieve, and really push myself creatively. My designs embody where I'm at in terms of the look I want and the materials I use. So my style's constantly changing, but it's always true to what I believe.

Interviewer: Karen, what's the priority in your designs?
Karen: I design for someone who stands out from the crowd and isn't frightened of expressing themselves or standing up for their principles. My clothes give confidence. For some designers, the bottom line's financial and so they kowtow to the mass market – their designs don't push the envelope, they avoid risks. I show it's not impossible to be the height of fashion but retain core values. And it's not just eyewash – I hate waste, so when I use recycled materials, it's plain common sense, not just ecologically responsible.

Interviewer: Jason, as a creative designer, how do you feel about the practical side of production?
Jason: When I start designing, I get my head into colours, fabrics, the look I want. That's creative and takes ages. The final designs are often nothing like my first ideas 'cos I chop and change and get input from other people. I stick to my requirements of low impact clothing but it's an evolving process. I'm pretty driven, which means I'm heavily involved in it all and I get a real kick from seeing my abstract concepts take shape.

Interviewer: Finally, how do you both see the future?
Karen: I guess it's obvious – people seeing through our throwaway society and realising that there is a way of getting what you want without destroying anything. That probably sounds totally idealistic but it's where I am right now. It's not plain sailing – affordability is clearly an issue – but this is not just in fashion, it's across the board.

Jason: People sometimes describe so-called green fashion as unattractive but that perception needs addressing. I'd love to sell huge numbers of clothes but not at the expense of what I believe in. Clearly, anything handmade denotes values like quality, tradition and attention to detail, though, of course, people need to accept that it's costly, which they don't want to do.

Interviewer: Karen and Jason, thanks for your time!
Unit 13, Speaking Activity 2
Track 24
Right, I'd like to discuss these pictures – the one with the man in the office and the people at the ceremony. Obviously, in both the pictures the people are feeling strongly about something but they are in very different situations. The people in the first picture are enjoying something in their leisure time, whereas the man in this picture is probably doing what he does every day. In the case of the people at the ceremony, they’re clapping enthusiastically. Clapping, or applauding, I think you can say ... are a standard way of showing your appreciation. In some situations people might cheer or stamp their feet, too. They're very excited to see this person and happy, maybe, that she's won something? The man, on the other hand, is showing an altogether different emotion. He looks totally shocked or surprised by something. He's probably at work and there's complete disbelief on his face. I don't know ... there's no denying the fact that he's had a shock but what it is ... it could be that someone's sent him an email with bad news or maybe something's gone wrong on his computer? Perhaps it's crashed! That would make me clap my hands over my mouth, too – with frustration!

Unit 14, Listening Activity 1
Track 25
Hi, I'm Tony and I'm here to talk about being a toy inventor. Although I never studied design or technology, I've always come up with out-of-the-box ideas. Like, while I was still at school, I wrote stories for comics, cartoon captions and, most bizarrely, jokes for radio. I think I've got the knack of seeing the funny side!
Toys have always been my thing – how they're designed and put together and what's actually enjoyable about them. I get a buzz from trying to work something out – other people call it problem-solving but I think of it as doing a puzzle. My breakthrough came about by chance, though. I was watching a game of badminton when I started thinking about different ways a shuttlecock moves. Then I thought of this table-top game where you punch it forward with a glove. I wanted to make loads of money, so I looked on the net for big companies I thought might take it up.

The first one was friendly and made positive comments but my idea didn't really suit their brand image. They recommended a different one, who were keen to adopt my prototype and it all kicked off from there. I'm now a freelance inventor but I still send my ideas to different manufacturers and there are no guarantees they'll be accepted. It's not what I'd call a secure existence! You're all looking for unusual careers like mine, so here are some things I've learned. Don't give up. I know some incredibly creative people but they throw in the towel at the first rejection – I don't get that at all. If I get turned down, I always revisit it immediately – come at it from a different perspective. You need people to bounce ideas off who will be supportive and understanding but honest – that's vital. Friends or family don't want to be negative but telling white lies isn't helpful.

Check out what companies specialise in. It may seem obvious but people often don't – they just go for a name they know, which could mean you start off on the wrong foot. Companies don't want you to submit the same idea several times, however much you might have amended it. They won't necessarily give advice but should provide feedback on why they've turned you down; if not, request it – although sometimes you may have to accept that an apparently good idea isn't going to work.

Any company will take time to assess an idea – whether it's practicable, functional or saleable. You must be determined but first and foremost you need to be patient. There's a huge difference between being persistent and making a nuisance of yourself. If they get annoyed, they'll think it's easier to work with someone else.

It's a fascinating job and in the modern world of digital games it may seem old-fashioned, but there is a market out there and it's a creative and exciting job to do. So ... any questions?

Practice test, Listening Part 1
Track 26
1
A: People say we don't need much of an attention span these days but if you look at something like, say, a TV series, and there are different branches of the story to keep up with over a long period, only being able to concentrate for a short time is going to be pretty useless! Think about the number of characters you have to remember – and that's without the complexities of the plot.
B: But longer series are great for character development – and writers seem to be moving towards longer books, too. They can really explore a character.
A: It's interesting that short stories are not that popular. Going back to attention spans, you'd think if people really had difficulty concentrating, they would choose to read those, not longer books, which is not actually the case.
B: It's a pity they don't. I think sometimes one page can say what a whole novel takes about 400 to do! There's irrelevant detail in a novel, too, which really irritates me.
A: Ironically, something short needs even more attention because it isn't all spelled out for us, so we need to think about it more.

2
A: We're all using digital technology more these days but it can be isolating in spite of the fact that we use it for social networking. So, when it comes to playing games, it's understandable that digital multiplayer games are featuring more and more. I feel strongly that even this can't replace the personal connection.
B: The point is we're living in an age where digital information networks seem to get into every aspect of
our lives. In a way, games are a cultural reflection of this. Playing against another person lets you try something out, play with cause and effect in a safe environment – no personal contact. In that sense, digital games are kind of helpful.

A: People want leisure activities that let them do something; they want to actively interact with the media they use. I think board games fulfill our need for the face-to-face contact of the past. With board games we’re doing something but also connecting with each other on a personal level.

B: But you have to look at this surge in the popularity of board games in context. There’s a big retro-trend going on now – you know, like, with clothes and even vinyl records! It’s nice, but significant. And it’s true that most modern board game enthusiasts are also keen digital games players.

3

A: Technology is generally used for archiving information and we have this idea about it that it’s part of a kind of movement of progress which began with the first written records on stone tablets and continued developing without a hitch to the present day’s sophisticated level of technological expertise.

B: Whereas, in fact, it can be compared to the science of biology, where many species along the way simply died off and never made it.

A: Archivists joke about how digital information either lasts forever or five years, whichever comes first. What they mean is, it’s ridiculously intricate because formats change, operating systems get updated and the hardware running those systems becomes outdated. So over the long term, things we’d like to pass on from now might actually be more difficult to access than, for example, finding out about a dead civilization.

B: It might be painstaking work but we can learn a lot of amazing things about how people in the past lived simply by digging up clay tablets.

A: Whereas there’s the possibility that there will be an enormous gap in history covering the period from the rise of the internet to whenever we reach a point where methods of archiving settle down.

**Practice test, Listening Part 2**

**Track 27**

Hi, everyone! I’m Carol, and I’m here to talk about making lifestyle changes and how I turned my life around. After university, I’d hoped to do something intellectually challenging that would also get me into the high life. Working in finance seemed ideal. My friends defined success as owning possessions but though I kind of went along with that, it was the sense of achievement that did it for me. But then the ethical side bothered me. I turned into a clock-watcher – because the job wasn’t really demanding – and a commuter; that was the biggest downside! But I loved the buzz of living in the fast lane.

One day, a friend bought me a birthday present that changed everything. It was an experience – a day out or unusual activity instead of a physical present. Mine was to be a zoo-keeper for a day. I suspect that far from being thoughtful, my friend imagined it would be a joke, but I got to see what went on behind the scenes and the complexities of looking after exotic animals. Far from boring, or mundane, it looked so worthwhile and, suddenly, my own job seemed pointless. I kept my feelings to myself – people might have thought I was crazy! But when I saw a vacancy for a zoo-keeper, I went for it. I had zero qualifications, no experience but loads of enthusiasm, which may have swung it for me at the interview.

The full training took two years and now I’m in charge of the lions, tigers and wolves. It’s definitely not glamorous – you have to muck in, get dirty, work all hours in all weathers. A typical day starts with cleaning cages and checking on the welfare of the animals. It gets to me if I hear visitors say the animals are cute but it’s a shame they’re smelly – I take pride in making sure that’s not the case!

There are strict safety standards – crucial, given the animals I work with! They’re shut away while I’m in their cages but I check the lock on the door many times while I’m in there – I still get shivers when I first go inside. There are no pets and although they know me, they could still attack. I can identify a shift in their moods from their behaviour. That protects me.

People ask about the morality of zoos. Well, keeping animals in compounds isn’t ideal, but we’re protecting endangered species – a zoo could be their last refuge. We try to make their lives as natural as possible – even though it’s tempting, I never mollycoddle cubs or meddle with the way family groups interact among themselves. I’m very emotionally involved, which makes this more rewarding than anything I’ve done before.

I do miss city life, banter with colleagues and the salary but I’m healthier doing a physical job, though I never get the chance to dress up in smart clothes – my hands and nails are a real mess!

Making this kind of change is tough but once you’ve made the jump, everything slots into place.

**Practice test, Listening Part 3**

**Track 28**

**Interviewer:** Today we’re talking to two voice actors, Jim Horton and Jenny Simmons. Jim, tell us what you do and how you feel about it.

**Jim:** Hi! I provide voices for animated characters in films and video games. I also work in radio dramas and commercials.

**Jenny:** Me too.
Jim: Sometimes it's just speaking but there can also be singing. I'm a workaholic, which means I accept pretty much everything I'm offered — my personal life takes a back seat, though I don't mind. I'm very creative and I love variety. Of course, some of it's just to pay bills — like recording samples for automated announcements in stations. That's very mundane, even though I don't actually have to record millions of different things! Each announcement is assembled from fragments, thank goodness.

Interviewer: Jenny, you trained as a regular actor. What was hardest for you about changing to voice-overs?

Jenny: I was at drama school when a director of an animated film invited me to do some stuff with him. I had to work on the technical aspects of dubbing, like synchronising, but I used my overall acting skills and followed my instincts. It's about having a clear voice in the recording studio; getting your feelings across through that alone. But the greatest challenge is adjusting to the fact that there isn't an extended rehearsal process which lets you create a character. It's demanding even though it's just another aspect of theatre work.

Interviewer: How do you start working on a new project, Jim?

Jim: Generally, I get the picture of my character with a description and synopsis of the plot. I establish something I can work with and the director knows that, suggests things, maybe gets me to try something different, which can be annoying. There are only a certain number of voices anyone has and the skill is to portray a different character even though the voice may be similar. I often get offered the kind of work I've done before, which is fun, but stuff I don't normally get to do is most exciting because it's scary! I guess any acting's like that.

Interviewer: How do you both go about portraying a character?

Jenny: When I first started, I had to work at it — establish my limitations — but as I go along, I find different nuances in my voice that I can use to create different characters. Sometimes when I go into the recording studio, it just happens; but even then it has to have the ring of truth. The process can be quite organic.

Jim: There's a lot of experimenting, trying different things out, and everyone joins in with this but as long as you're coming from your own experience and it's believable, you'll get your character across. I love coming up with something surprising, though if it's rejected, I don't take it personally.

Interviewer: Jim, how does working on video games compare with animated films?

Jim: They pay quite well but in many ways they're harder — there's so much crammed into a short time. There are different issues — like, if it's a fighting game, you can't fake anything, you have to really yell. The script looks completely different, too — it's more like a spreadsheet with cues. You don't get to see any animation and it's timed, so you might have to scream for exactly three seconds. That might not seem much, but you try it! Then you have to do it in different ways and it might be followed by shouting. You certainly need throat sweets afterwards!

Interviewer: What's your advice for anyone hoping to become a voice actor?

Jenny: The most popular route is going to drama school, studying improvisation, like me, and I can't fault that. You could find someone to help you apply for auditions. I might recommend getting an agent quite early on, to provide support, though that's a matter of preference.

Jim: You must have a natural quality in your voice that directors identify and people respond to — though you can't learn that. Voiceovers require sophisticated skills, so getting the right kind of training is really the bottom line. And, of course, don't give up — but that goes without saying.

Interviewer: Thanks, both of you!

Practice test, Listening Part 4

Track 29

1 This was a multi-sport race — running, kayaking, swimming and cycling, in some of Australia's most spectacular places. I'd wanted to do something similar for a while — although I'm very fit, I wanted a challenge, though I wasn't sure what. This wasn't on my radar initially, though I subsequently looked it up on the website when a friend mentioned it in passing. The pictures got me hooked. It wasn't all easy, especially as I'm not a strong swimmer and the water there's famous for sharks and rip tides — pretty scary and certainly challenging! The upside was the people who I'll stay in touch with for a long time to come.

2 I've always been scared of heights, though I've never chosen to confront it head-on — I haven't felt the need. When I got the chance to go climbing in the Dolomites, it seemed like something too good to miss — at least that's what my friend said! The system of paths, cables and ladders in this place gave novice climbers like me the chance to get to the top of some of the peaks, and it was good being part of a group, even though there was a prize for the fastest climber. Unexpectedly, I revelled in honing the technique of climbing and I want to progress with that — a bit of a surprise, really.

3 I took part in a car rally across the desert — madness, you might say! We raced across the red sands at high speeds in searing heat — I actually lost a lot of weight, which hadn't been my intention! It was frightening at times but I found an inner determination I didn't know was there. I'm never happier than mucking around with engines — I've done that in my spare time all my life — so that was probably why I agreed; oh, and I suppose, the reward — though that didn't lead anywhere — shame we came twenty-fourth!
4 I cycle to work every day, mostly because it keeps me fit, though I do enjoy it. I went in for this twenty-four-hour bike race in America. It was in a beautiful desert region that to describe as tough would be an understatement, and I have no real idea how I got involved other than the winner got a large cheque, which was most appealing! Sleep deprivation was the main difficulty and there were some highly technical and scary ascents and descents, which I hadn't fully realised, so I dismounted for the parts where I lost my nerve. I actually found that a salutary life lesson!

5 My mate had this small light plane and offered me the chance to learn to fly it – for a financial interest, of course! I decided something was missing in my life – that it was too run of the mill, and others seemed to have so much more. I opted in, even though I was scared of heights and, at first, this was an issue. I soon got used to it and we competed in this long distance flying race. We didn't win, but one thing I had to do was become proficient in weather forecasting – it's fascinating and has opened up a whole new aspect of life.

Practice test, Speaking
Part 1

Track 30
First of all we'd like to know something about you. Where are you from?
What do you do there?
How long have you been learning English?
What do you use the internet for most?
Who are you most like in your family?
What has been your most interesting holiday so far?
What kind of career would you really like to follow?
Where do you see yourself in ten years' time?

Practice test, Speaking
Part 2

Track 31
In this part of the test I'm going to give each of you three pictures. I'd like you to talk about two of them on your own for about a minute and a half, and also to answer a question briefly about your partner's pictures.
Candidate A, it's your turn first. Here are your pictures. They show people studying in different places. I'd like you to compare two of the pictures and say why the people might have chosen to study in these different places and what difficulties they might have. All right?
Thank you. Candidate B, which place do you think presents the greatest challenge to the people studying?
Thank you. Now, Candidate B, here are your pictures. They show people taking part in different competitions. I'd like you to compare two of the pictures and say why the people might have chosen to enter these competitions and how difficult it might be to prepare for them. All right?
Thank you. Candidate A, which competition do you think would be most satisfying to win?
Thank you.
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