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Ready for C1 Advanced 4th Edition Workbook without Key
ISBN 978-1-380-05250-6

Ready for C1 Advanced 4th Edition Workbook and Digital Workbook without Key and access to audio ISBN 978-1 380 05247-6

Text © Jeremy Day 2022

Design and illustration © Macmillan Education Limited 2022

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This edition published 2022

First edition entitled "Ready for CAE WB Without Key" published 2005 by Macmillan Education Limited

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Original design by emc design Ltd

Page make-up by Straive

Cover design by The Restless

Cover photograph by Getty Images/Westend61 (girl), Jacobs Stock Photography Ltd (background)

Picture research by Emily Taylor

Authors' acknowledgements
Jeremy Day would like to thank the Editorial team at Macmillan Education for their support.

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Data on p123: L.L. Heston, *Psychiatric disorders in foster home* Data on p123: L.L. Heston, *Psychiatric disorders in foster home reared children of schizophrenic mothers* (Aug 1966), "Br J Psychiatry", DOI: doi: 10.1192/bjp.112.489.819, The National Library of Medicine © 2021 U.S. National Library of Medicine *reared children of schizophrenic mothers* (Aug 1966), "Br J Psychiatry", DOI: doi: 10.1192/bjp.112.489.819, The National Library of Medicine © 2021 U.S. National Library of Medicine.

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Ready for conforms to the objectives set by the Common European Framework of Reference and its recommendations for the evaluation of language competence.

Printed and bound in TBC

2026 2025 2024 2023 2022
10 9 8 7 6 5 4 3 2 1

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1 AIMING HIGH

Reading and Use of English Part 5 Multiple choice

You are going to read an article about the psychology of ambition. For questions 1–6, choose the answer (A, B, C or D) which you think fits best according to the text.

1 In the first paragraph, the writer suggests that most people
- **A** are ambitious from an early age.
- **B** give up on their ambitions too easily.
- **C** have unrealistic ambitions that they will struggle to fulfil.
- **D** lack the necessary ambition to succeed.

2 What does 'this dilemma' refer to in the third paragraph?
- **A** The majority of people don't take the necessary steps to realise their ambitions.
- **B** Most people don't know what they'll need in order to achieve their ambitions.
- **C** Many ambitious people don't realise that their ambition is their greatest asset.
- **D** Many people claim to be ambitious, but they are unable to fulfil those ambitions.

3 Why, according to Dr Kladnitski, do many people lack confidence?
- **A** They are held back by members of their families.
- **B** They feel pressure to do the same as other people they know.
- **C** They don't have the necessary skills to open their own businesses.
- **D** They don't get enough support from their friends.

4 The writer mentions Thomas Edison and Steve Jobs in order to
- **A** highlight the importance of careful planning.
- **B** warn us that even the most successful people make mistakes.
- **C** encourage us to feel more positive about failure.
- **D** reassure us that we're less likely to fail than we think.

5 What point do both Sonia McDonald and David Stefanoff make?
- **A** Being risk-adverse can impede success.
- **B** The reaction of others can block us from reaching our goals.
- **C** Money is a serious barrier to achieving our ambitions.
- **D** Staying strong to get through difficult times is vital.

6 Dr Kladnitski defines self-efficacy as
- **A** the ability to predict the obstacles you might face.
- **B** a mindset that is totally focused on achieving your goals.
- **C** a set of strategies for dealing with the unexpected.
- **D** confidence that you will cope with any obstacles.

How to go about it

- Read through the whole text quickly first to get a general understanding and how the ideas are organised.
- The questions are in the same order as they're answered in the text. It's usually easy to work out which section of the text is relevant for each question.
- Don't worry about words you don't know. If you think they're important, try to work out their meaning from context. If they don't seem important, ignore them.
- If you are unsure of the answer, choose one of the options. Marks are not deducted for incorrect answers.



AMBITION IS NOT A DIRTY WORD:

THE PSYCHOLOGY OF SUCCESS

Most of us struggle to achieve our ambitions, and in many cases, it's because cultural and psychological barriers are holding us back. Building the lives we dream about may start with addressing these barriers, experts say. Few attributes unite us as powerfully as ambition. Ask a child what they'd like to be when they grow up and it's clear that a common human drive is the ability to imagine a life that reflects our talent and potential. But for every feature about a rags-to-riches start-up or Instagram-endorsed vision of a glamorous entrepreneurial lifestyle, there's the story of someone who hasn't achieved the ambition burning inside them – whether this involves starting a food business or launching the footwear line they've been designing in their bedroom.

According to recent research, although 75% of people say they're ambitious, only 6% say that ambition is their greatest asset. The study also found that 53% of people are 'dreamers' – people who aspire to their ambitions but lack the mindset and resources that could bring them to light.

Dr Natalie Kladnitski is well versed in **this dilemma**. The Sydney-based psychologist and coach has spent her career empowering clients – especially women – to achieve their deepest ambitions. Her *Healthy Business* blog is filled with musings on the confidence, resilience and mindset needed in solo business. She says a lack of confidence is often one of people's biggest obstacles. It's important to note, she adds, that this feeling doesn't emerge from nowhere. For many of us, it's part of the fear of defying cultural and social norms.

'I often find that this lack of confidence stems from trying to break away from what might be the norm in your family,' she says. 'For example, if no one in your family has started their own business, it can be quite scary to go out and do something new. It could also be about the fear of doing something different to your friends or support networks. Often, my work involves building the confidence to try something different and finding your own reasons for pursuing a particular path.'

Our culture tells us that the path to success is often lined with failure: Thomas Edison built ill-fated concrete houses before inventing the light bulb and Steve Jobs was famously ousted from Apple. Dr Kladnitski says the path to realising our ambitions often means coming up against the 'failure monster'. 'We don't necessarily think through all the different options that are available to us if things don't go according to plan,' she says.

This fear of failure is something that resonates for leadership coach Sonia McDonald. She urges people to break through their fear and have the courage to make their dreams a reality. 'I believe the birthplace of ambition is to step forward with courage. In my experience, people are often held back by a fear of stepping into the unknown or of what people think of them.'

For business analyst David Stefanoff, there's also the issue of tall poppy syndrome, a cultural phenomenon in which people try to cut down others who might be focused on achievement. 'It's sad that this persists in our culture,' he says. 'But what's worse is that it can disproportionately impact women and minority groups from pursuing their ambitions.'

Then, of course, entrepreneurial instincts can be thwarted by financial considerations. Stefanoff says entrepreneurs need a combination of resilience and grit, and that adopting a success mindset is as important as thorough planning. Thea Mendes is an entrepreneur who juggles her small business, DOMUTS (doughnuts for dogs), alongside a day job and family. Stefanoff recently helped draw up a business plan to transform DOMUTS from a business run in the family kitchen to one capable of sustainable growth. One of the most important things Stefanoff did was help Mendes map out scenarios before they unfolded. Mendes had been on the verge of giving up her fledgling business, but this act of anticipating and planning for failure and problems helped revive her ambitions. Crucially, it turned her mindset around.

For Dr Kladnitski, a success mindset comes down to a quality called self-efficacy: a deep belief in our power to deal with the challenges and failures that arise along the path towards our dreams. It's important to note that confidence isn't something that always springs from us. Often, it's built when we take the steps towards making our ambitions a reality. 'Self-efficacy is the belief in the capability you have to achieve something,' Dr Kladnitski says. 'It's not necessarily about having a particular quality; it's trust in yourself that if a challenge arises, you can deal with it. I tell my clients that confidence isn't actually an emotion – it's knowing that you can manage when fear comes up.'

Language focus Modal verbs: *Might*, *could*, *may* and *can*

1 In 1–5, one of the three alternatives is incorrect. Cross it out. There is an example at the beginning (0).

0 You ~~*might not*~~ / *may not*/ *cannot* enter the building without an employee pass.

1 You *might* / *may* / *could* have told me you weren't coming home for dinner!

2 That's not my handwriting – it *might* /*could* / *can* be Lara's, though.

3 Sam *might* / *may* / *could* not have been lying to Krysta, but she'll never know for sure.

4 William *might* / *may* / *could* at least offer to pay for the damage he caused!

5 I know parties aren't your thing, but you *might* / *may* / *could* as well try and enjoy yourself.

2 Reorder the words in italics to complete the dialogue.



A: Guess what? I've come up with a genius new business idea.

B: What happened to *Socks for Dogs*? You **(1)** *given* / *have* / *up* / *it* / *can't* / *on* / *given* already!

A: Yeah it turns out there **(2)** *demand* / *not* / *as* / *be* / *might* / *as* / *much* I thought.

B: Well, I **(3)** *have* / *told* / *that* / *could* / *you*. So, go on then. You **(4)** *as* / *me* / *may* / *tell* / *well* about this week's crazy scheme.

A: Hey **(5)** *least* / *at* / *you* / *could* pretend to be supportive!

B: Sorry. You're right, please **(6)** *me / about / you / can / tell* your wonderful idea?

A: *Hats for Cats*.

B: Hmm ....

Adverbs of degree

1 Complete each gap with an adverb from the box. Use the same adverb for both gaps in each pair.

bitterly entirely fiercely fully highly perfectly quite utterly wholly

1 Her behaviour was _____ disgraceful.
By the time I arrived, I was _____ exhausted.

2 As a child, she was _____ gifted.
You'll only succeed if you're _____ motivated.

3 I'm afraid we're _____ booked on those dates.
All our consultants are _____ qualified.

4 This service is _____ free of charge to our existing customers.
I'm not _____ sure what to do next.

5 Don't worry. It's _____ normal to be nervous.
Stop telling me what to do! I'm _____ capable of making my own decisions.

6 I _____ resented my colleague for landing the promotion that I wanted.
I was _____ disappointed by my results.

7 He's always been _____ ambitious – he won't let anything stand in his way.
They are all _____ loyal to their old boss, so it will be difficult to win them over.

8 Tom is _____ angry with Maria.
Winning a gold medal at her age is _____ remarkable.

9 That kind of behaviour at work is _____ unacceptable.
The mayor wasn't _____ to blame for the crisis.

Vocabulary Challenge and achievement

Verb + noun collocations

Complete each sentence with the correct form of a verb from the box.

enjoy face jump lack leave meet realise rise stand

1 The organisers said I could use their computer for my presentation, but I decided to _____ nothing to chance and took my laptop just in case.
2 At first, we thought you wouldn't cope with all your new responsibilities, but we're delighted with the way you've _____ to the challenge.
3 Helen decided to enter the race, even though she didn't _____ a chance of winning.
4 At one point, I was tempted to close my business because of all the formidable challenges I _____, but somehow I made it through.
5 I've fulfilled most of my ambitions, but there's one that I'll probably never _____: to become an internet influencer.
6 Bryan's attempts at humour were _____ with complete failure – he just came across as rude.
7 When I was a singer, I _____ limited success for a few years, but it didn't last long.
8 The problem with most entrepreneurs is not that they _____ motivation, but rather that they don't know how to turn that motivation into concrete results.
9 I'd always dreamt of living abroad, so when I was offered an opportunity to work in our global HQ, I _____ at the chance.

Adjective + noun collocations

Choose the most suitable adjectives to complete the text.

GRACE UNDER FIRE



Grace Spellacy always enjoyed cooking, but it wasn't enough just to cook for her friends and family. Since early childhood, she'd always had a **(1)** *burning / complete / resounding* ambition to open her own restaurant one day. Of course, Grace realised that she couldn't simply open a restaurant and expect to be **(2)** *a main / an overnight / a strong* success, but on the other hand, she thought she stood a **(3)** *fair / formidable / major* chance of success.

Grace certainly never imagined all the **(4)** *daunting / strong / total* challenges she would face, especially staff management and marketing. The problem was that her **(5)** *burning / formidable / primary* motivation had always been to cook great food rather than to make money – and, as a result, her first restaurant was an extremely **(6)** *costly / poor / strong* failure. For a while, it looked as if Grace would never fulfil her **(7)** *daunting / huge / lifelong* ambition, but then she was given a **(8)** *complete / primary / second* chance when a group of investors offered to go into business with her. Fortunately, they knew a lot more about management and marketing, allowing Grace to focus on the food. Second time round, *Grace's Place* has been a **(9)** *burning / resounding / strong* success.

Word formation Nouns

1 Cross out the word in each set that takes a different noun suffix.

1	aware	child	conscious	useful	7	accept	allow	disturb	fix
2	fail	mix	seize	survive	8	deficient	literate	modify	redundant
3	adapt	clarify	realise	settle	9	carry	owner	percent	wreck
4	knight	lively	refer	sister	10	liable	pure	ready	stable
5	cover	exist	interfere	occur	11	acquaint	reader	scholar	sponsor
6	establish	harass	replace	suitable	12	dismiss	refuse	private	withdraw

2 Complete the second sentence so that it has a similar meaning to the first sentence, using between three and six words, including the word given.

1 We made limited progress because Rebecca wasn't willing to cooperate.
DUE
_____ cooperate, we hardly made any progress.

2 Richard said he wasn't pleased with the way we had performed.
EXPRESSED
Richard _____ with the way we had performed.

3 I don't see how my age is relevant to whether I'm suitable for the job or not.
FAIL
I _____ my age to my suitability for the job.

4 Annoyingly, Fiona tends to underestimate how much work I do for her.
AN
Fiona _____ to underestimate how much work I do for her.

5 It wasn't convenient to have to go by bus, but I became accustomed to it eventually.
USED
It took me a long time to _____ of having to go by bus.

Reading and Use of English Part 3 Word formation

For questions 1–8, read the text below. 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. There is an example at the beginning (0).



THE PRICE OF SUCCESS

When you witness the incredible **(0)** *ACHIEVEMENTS* of young athletes, it's tempting to feel a pang of **(1)** _____ at their success – and their sheer luck in having been born with such amazing talents and **(2)** _____. **ACHIEVE** **JEALOUS** **ABLE**

However, it's important to realise that this success is the result of years of continuous efforts in **(3)** _____ of their goals. For many athletes, the price of success has been the sacrifice of anything resembling a normal **(4)** _____, such as time spent playing games for fun, hanging out with friends or simply relaxing for **(5)** _____. **PURSUE** **CHILD** **PLEASE**

Instead, they are likely to have spent every waking hour training **(6)** _____ for their big moment. They have probably endured years of dieting, injuries and mental and physical **(7)** _____, all for the remote chance of representing their country and even winning a medal. **RELENT** **EXHAUST**

So next time you feel jealous of a 'lucky' athlete competing for glory, remember that he or she might be feeling just as **(8)** _____ of you and the 'normal' life you have lived. **ENVY**

Listening Part 1 Multiple choice

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 two university students talking about applying for jobs.

1 How does the man feel about applying for jobs?
- **A** confident he will get the job he wants
- **B** pleased that his CV looks impressive
- **C** surprised to have received so many replies

2 The woman has delayed applying for jobs because
- **A** she may do further study.
- **B** she might take time off to travel.
- **C** she could work in the family business.

Extract 2

You hear two business colleagues discussing a conference they have just attended.

3 According to the woman, one of the best things about the conference was
- **A** the range of backgrounds of the speakers.
- **B** the chance to ask questions after each presentation.
- **C** the large number of people who attended.

4 Before the conference began, the man had felt
- **A** determined to hear one particular presentation.
- **B** regretful that some presentations had been cancelled.
- **C** concerned that the programme was too ambitious.

Extract 3

You hear part of a radio discussion in which two people are talking about plans to expand the size of their city.

5 What aspect of the plans does the man criticise?
- **A** the cost of new public transport initiatives
- **B** the types of new housing to be built
- **C** the provision of recreational facilities

6 Both speakers agree that the planned expansion
- **A** will give the city a stronger sense of identity.
- **B** will be good for the country as a whole.
- **C** will improve the international profile of the city.

What to expect in the exam

- You'll hear three short conversations. There are two questions for each conversation.
- You'll hear each conversation twice, so don't worry too much if you don't understand everything the first time you listen.
- Pay attention to whether the speakers agree with each other. Phrases like *That's true* or *Good point* signal agreement; phrases like *Up to a point* signal agreement with caveats.



Writing Part 1 Essay

1 Read the following Writing Part 1 task. Answer the questions.

1 What information from the notes must you include in your answer?
2 What information can you include if you want to?
3 What else must you include in your answer?

Your class has watched a TV discussion about how people can motivate themselves to get more things done. You have made the notes below.

Ways people can motivate themselves to get more things done.

- making daily to-do lists
- setting long-term goals
- rewarding themselves

Some opinions expressed in the discussion:

'There's nothing more satisfying than ticking things off a list!'

'It's important that you don't lose sight of the bigger picture.'

'Knowing that there's a treat when you finish (but only when you finish) will make you work harder.'

Write an **essay** discussing **two** of the ways in your notes that people can motivate themselves to get things done. You should **explain which way you think is more important for motivation, 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 following model answer and answer the questions.

1 Which two ways of motivating yourself did the writer include?
2 Find two sentences where the writer paraphrased the opinions from the notes section.

How to motivate yourself to get more things done

These days, many people seem to be constantly busy with apparently urgent obligations, without necessarily achieving very much. **(1)** How can we make better use of our precious time?

(2) The essential first step when fixing a problem is usually to measure it, which is why it is so critical to keep a record of everything we plan to achieve each day. Our memories are fallible and our attention spans are limited. **(3)** This means that lists are necessary for ensuring that vital duties are not overlooked. It can also be highly rewarding to cross out each task from the list as it is accomplished.

However, one problem with to-do lists is that there is no sense of prioritisation. How are we to decide which tasks require our urgent attention and which can wait until a less hectic time? This is where long-term goals come in. **(4)** Only if we remain totally focused on long-term goals can we organise our time effectively.

While both ways of accomplishing obligations are extremely powerful, there is a crucial difference between them. A to-do list can help us stay on top of our daily obligations, but it will not help us decide which of those obligations are worth fulfilling in the first place. **(5)** So, I would say that the key thing when trying to get more stuff done is planning long-term goals.



3 **Find words in the model answer that the writer used to avoid repeating these words/ phrases from the task.**

1 things (to be done): _____ ; _____ ; _____ ; _____

2 getting (things) done: _____ ; _____ ; _____

3 (very/most) important: _____ ; _____ ; _____ ; _____ ; _____ ; _____ ; _____

4 **Look at the underlined sentences (1–5) in the model answer. For each one, decide if the alternative below is more formal and so should be used instead.**

1 However, there are a number of ways in which people can make better use of their time.

2 If we want to fix a problem, we usually need to measure it first.

3 We need lists so we're sure that we haven't overlooked any vital duties.

4 Only by remaining totally focused on long-term goals is it possible for people to organise their time effectively.

5 For this reason, planning long-term goals is the key step in successfully achieving more.

5 **Complete the following exam task.**

Your class has attended a debate about how people can motivate others to work harder and achieve more. You have made the notes below.

Ways people can motivate others to work harder and achieve more.

- set strict deadlines
- reward them for their efforts
- make the work itself enjoyable to do

Some opinions expressed in the discussion:

'I always work harder when I know I'll get into trouble otherwise.'

'In my company, we get a pay bonus if we get good results, which I find really motivating.'

'The problem with rewards is that they can make pleasurable activities feel like work.'

Write an essay discussing **two** of the ways in your notes that people can motivate others to work harder and achieve more. You should **explain which way you think is more effective, 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.

How to go about it

- Plan your essay, including your conclusion, before you start writing.
- Plan a clear paragraph structure, so the reader knows exactly what point you're making in each paragraph.
- Avoid copying words and phrases from the task.
- Use an appropriate style – formal and impersonal. Make sure you use the same style throughout your essay.
- Use signposting phrases to show how your ideas fit together.
- Read through your answer when you finish to look for mistakes and make sure you've answered the question clearly. This is also a good time to add a little more sophisticated language to your essay.

2 TIMES CHANGE

Reading and Use of English Part 8 Multiple matching

How to go about it

- Read the whole text quickly first to get a general idea of what it's about.
- Read all the questions to see the kind of information you are looking for.
- Read section A, then look again at the questions, answering any that you can. Do the same for the other three sections.

You are going to read a newspaper article in which four people talk about their life-changing decisions. For questions 1–10, choose from the people (A–D). The people may be chosen more than once.

Which person

advises people to take responsibility for improving their own lives?	1
was initially worried about making the change?	2
found the experience confusing at times?	3
mentions the urge to spend time alone?	4
made a difficult decision as a result of an unpleasant experience?	5
emphasises the importance of new relationships?	6
kept open the option of changing their mind again?	7
based the decision on something they used to enjoy?	8
hopes to be a role model to others?	9
was reluctant at first but was persuaded to change their mind?	10

Language focus Talking about the past

1 Complete the conversation with a suitable form of the verbs in brackets. Sometimes more than one form is correct. Use contractions where possible.

A: Hey, where have you been, Dad? I **(1)** _____ (*look*) for you for ages.

B: I **(2)** _____ (*sort*) through some of the old stuff in the attic. I **(3)** _____ (*manage*) to sort about half of it so far.

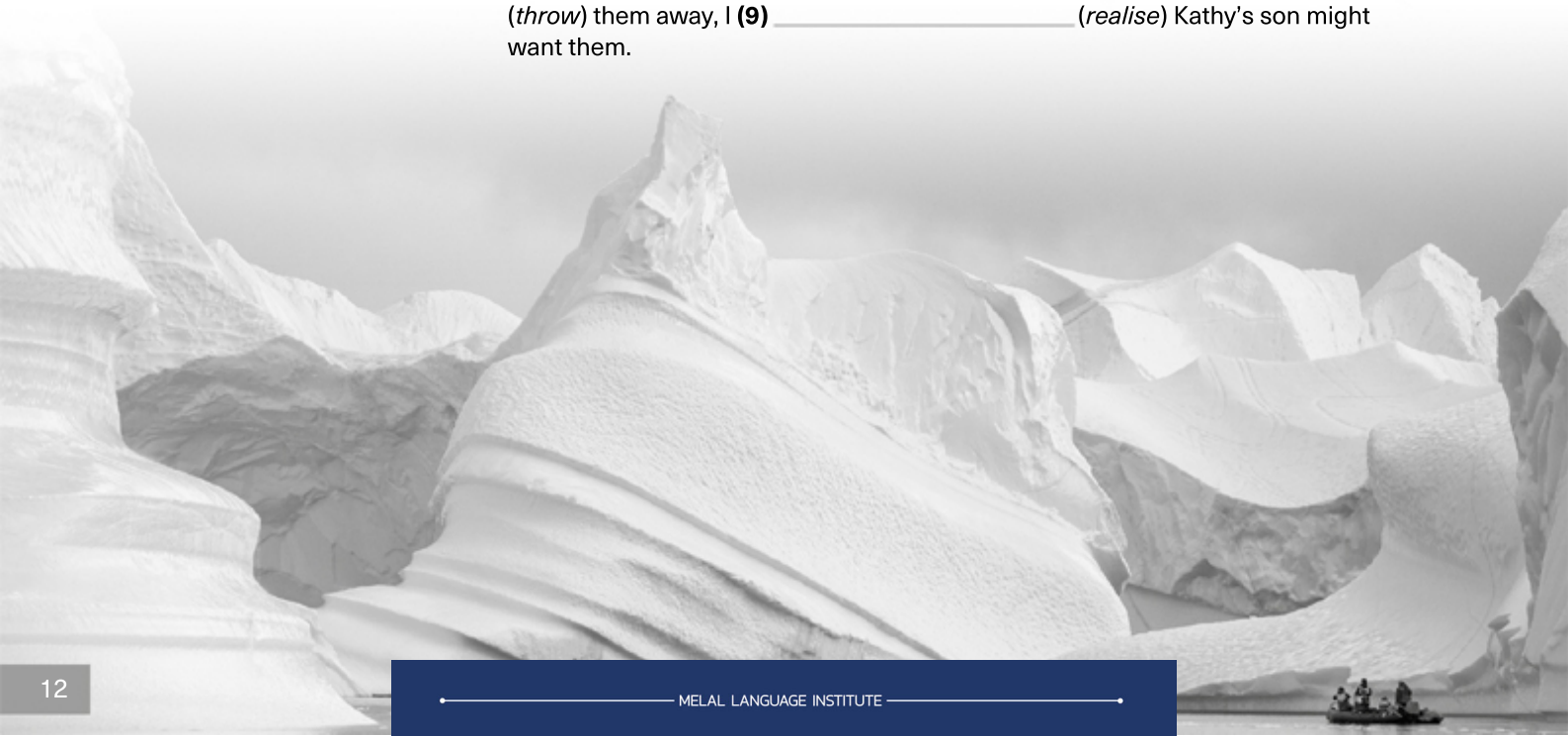
I found a box full of home-made jam, which I threw away. It **(4)** _____ (*sit*) up there for about ten years.

A: Mm, delicious.

B: Yeah! And there are also some pots of paint, which have been there since we **(5)** _____ (*move*) in. There's a huge box of your old toy cars. Remember how you **(6)** _____ (*sit*) for hours racing them?

A: Dad! Why don't you just chuck them out? It's been at least ten years since I **(7)** _____ (*play*) with cars!

B: I know. I actually put them all in a bin bag, but as I **(8)** _____ (*throw*) them away, I **(9)** _____ (*realise*) Kathy's son might want them.



HOW TO MAKE LIFE-CHANGING DECISIONS

Four people talk about taking a leap into the unknown

A Catherine Offord

'Just before the decision was the hardest bit,' says 30-year-old Catherine Offord. She quit her PhD to go to work as a teacher in Micronesia in 2016. 'Afterwards, it felt like a weight was lifted off my shoulders. I didn't regret it once.'



One thing that had been holding Offord back was a feeling of failure for not completing her PhD, even though she wasn't enjoying the course. But, over time, she realised that her happiness was more important than seeing something through for the sake of it. 'Sometimes, you have to cut your losses.'

It helped to break down the decision into manageable steps. 'It felt really overwhelming to make a decision that would potentially affect the rest of my life. It paralysed me. But when I decided that I was only going to make a decision for the next year, that was really helpful.'

B Colin Thackery

'When my wife died, it felt like my life was going into reverse. After 66 years of marriage, I wasn't sure what would happen. But after a while, a new friend and I started to entertain everyone in our social club once a month by getting up on stage and singing; Bill would do country and western numbers, I'd take the ballads. I noticed that singing raised my spirits once again.



Stepping off the stage one evening, a bloke came up to me and suggested I apply to be on *Britain's Got Talent*. I told him not to be silly – why would they want an old man like me? 'If you don't use it, you lose it,' he retorted. And then he dared me to, so I printed the form and sent it off.

By the time it got to the final – and I was announced as the winner – I simply couldn't believe what was happening. If you watch the broadcast back, you'll see me asking the presenter what was going on. It was very noisy, you see, and I'm slightly deaf. I was in a daze.

My whole life has been turned upside down again, although I'm not complaining. I'm the oldest person in the world ever to sign a record deal. Just a few years ago, I thought everything was over, and now I'm a pop sensation!'

C Victoria Bryan

The first time 38-year-old Victoria Bryan got into a cockpit, she freaked out. Formerly a journalist from the UK, she moved to the other side of the world to retrain as a pilot in New Zealand. 'It's done me a power of good to do something totally different with my life,' she says.

She has learnt that if you are unhappy with your life, you have to take a leap of faith. 'You can't just sit there and think things will improve. You're the only one who can make positive changes in your life. You have to go out and do it.'



'Talking to people is one of the best things you can do,' says Bryan. 'Don't bottle everything up. When you're overwhelmed, it's tempting to hide yourself away and have a good cry. But it's better in the long run to get out there and befriend as many people as possible. Throw yourself into whatever you're doing that's new. You can't just be longing for your old life.'

D Dwayne Fields

'Growing up on an estate in London, I learnt to cope with the constant threat of crime and violence. One time, I was attacked while walking with a friend and ended up in hospital. After that, people around me were saying we should catch up with my attackers and get them. There was pressure to get revenge. The more I heard those voices, the more I wondered if they were right.



That night, I re-evaluated everything. I thought back to the kid I was in Jamaica before I moved to London; the time spent outdoors exploring in nature. I wanted to find that person again. I applied to join a trip to the South Pole. I was too late; I was offered the North Pole instead. I wasn't bothered. I'm from Jamaica – to me they were just cold and icy. Since then, I've circumnavigated Jamaica by kayak, run ultra-marathons and trekked across the Sinai desert.

The adventures and expeditions are great experiences for me, but I also hope that by doing them I can inspire other people to live their best lives too.'

2 Six of the following sentences contain mistakes with verb forms. Find the mistakes and correct them.

1 I decided not to watch the film because I'd already been seeing it three times.
2 We were going to renovate our kitchen last summer, but we couldn't because we'd run out of money.
3 Not having eaten for hours, I was feeling pretty hungry when I'd arrived.
4 I'd love to have had more time to catch up with Gemma, but she had to leave early.
5 This is the third time I asked you to help me. I'm not going to ask again!
6 I'd rather you didn't tell everybody about my plans last night, but now everybody knows, I suppose it's not the end of the world.
7 We were meant to have gone on holiday last week, but in the end, I wasn't allowed to take any time off until I'd finished my project.
8 When I was a kid, we would often visit my grandparents and I would love listening to their stories about the good old days.
9 The party wasn't too bad, but I'd sooner stay at home instead.
10 It's been a long time since I've had such an enjoyable evening!

Nouns in formal English

1 Use the words in brackets to make suitable nouns to complete the text.

The Modern Age



Among the wide array of trends that are associated with the processes of **(1)** _____ (*modern*) and economic development, one in particular stands out: the rapid **(2)** _____ (*age*) of the population. In the days before widespread **(3)** _____ (*provide*) of pensions, the only guarantee of having a decent **(4)** _____ (*retire*) was to have plenty of grown-up children to look after you.

At the same time, infant **(5)** _____ (*mortal*) rates in the days before mass **(6)** _____ (*immune*) programmes and modern **(7)** _____ (*hygienic*) standards were considerably higher than today, so parents typically had as many children as possible. In the modern world, however, children are no longer a means of **(8)** _____ (*survive*) but rather a matter of **(9)** _____ (*choose*), leading to a sharp **(10)** _____ (*reduce*) in the number of births.

Simultaneously, dramatic **(11)** _____ (*improve*) in healthcare have caused the average **(12)** _____ (*long*) of one's lifespan to increase, with the result that over-64s will soon outnumber under-18s in many parts of the world.

2 Make the following informal sentences more formal by changing the underlined words and phrases into nouns.

1 The experiment didn't work because we didn't have enough time.
The _____ of the experiment was caused by a severe _____ of time.
2 I asked them to explain, but they didn't respond.
I received no _____ to my _____ for a/an _____.
3 I'm really disappointed that I'm not allowed to take part.
I would like to express my _____ at not receiving _____ to participate.
4 Although it's unlikely the project will be delayed, we urge you to be prepared just in case it happens.
Despite the _____ of any _____ to the project, we urge you to make suitable _____ for such a/an _____.
5 Harry quit his job because he couldn't commit to the company long-term.
Harry's _____ to make a long-term _____ led to his _____ from the company.

Vocabulary Changes

Collocations

Complete each sentence with the most suitable word from the box. Use each word once only.

dramatic gear places refreshing sides social subject sweeping tune ways

1 I'm usually the one who has to cook, so it made a _____ change to be cooked for!
2 I know you think you have a difficult life, but I'd change _____ with you any day.
3 Whenever I'm trying to talk about myself, you always change the _____ so we're talking about you again!
4 Eric was lazy as a child, and he's lazy now. I don't think he'll ever change his _____.
5 I'm making good progress with my driving lessons, but I keep forgetting to change _____ when I speed up.
6 When our new boss came in, it was a nightmare. She spent her first months making _____ changes to dozens of company policies!
7 We were losing 11–0, but after their best player changed _____ and started to play with us, it was a lot more balanced.
8 I find the pace of _____ change a little too slow at times.
9 So you're a big fan of social media now, are you? You've changed your _____! You used to say it was a ridiculous waste of time!
10 Having a newborn baby at home has brought about _____ changes in our lifestyle – we're both absolutely exhausted all the time!

Other verbs of change

Choose the correct verb to complete each sentence.

1 The building used to be a factory, but it's been *amended* / *converted* / *modified* into luxury flats.
2 When you're giving a presentation, don't use the same flat intonation all the time. It's better if you *shift* / *switch* / *vary* your voice a little.
3 The tickets were originally booked in my name, but we managed to *adapt* / *adjust* / *transfer* them to Steve's name.
4 The new park has totally *altered* / *switched* / *transformed* this area. It used to be really run-down, but now it's lovely.
5 I spelt my surname wrong on the form. Is there a way for me to *amend* / *shift* / *transform* my application?
6 Can you *adjust* / *convert* / *transfer* the air conditioning? It's a bit too cold in here.
7 It's the same old car, but I've *adjusted* / *modified* / *varied* it by installing a more powerful engine and painting it red.
8 When we're speaking at home, we often *alter* / *amend* / *switch* between our two languages – sometimes in the middle of a sentence!
9 The book has been *adapted* / *adjusted* / *transferred* into a script for a major Hollywood movie.
10 Your essay is mostly fine, but there are a few places where I think you should *alter* / *convert* / *transform* the language slightly.
11 How on earth are we going to *modify* / *shift* / *vary* public opinion so that our opponents actually start supporting our plans?

Reading and Use of English Part 1 Multiple-choice cloze

How to go about it

- Read the whole text first to get a general understanding of what it's about.
- All four options are often similar in meaning, so don't just choose the first answer that feels OK. Think about why the other options are wrong.
- Pay attention to complementation: the way that certain words are typically followed by particular structures (e.g. a preposition, an *-ing* form, a clause, etc).

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).

0 **A** eagerly **B** fondly **C** fiercely **D** keenly

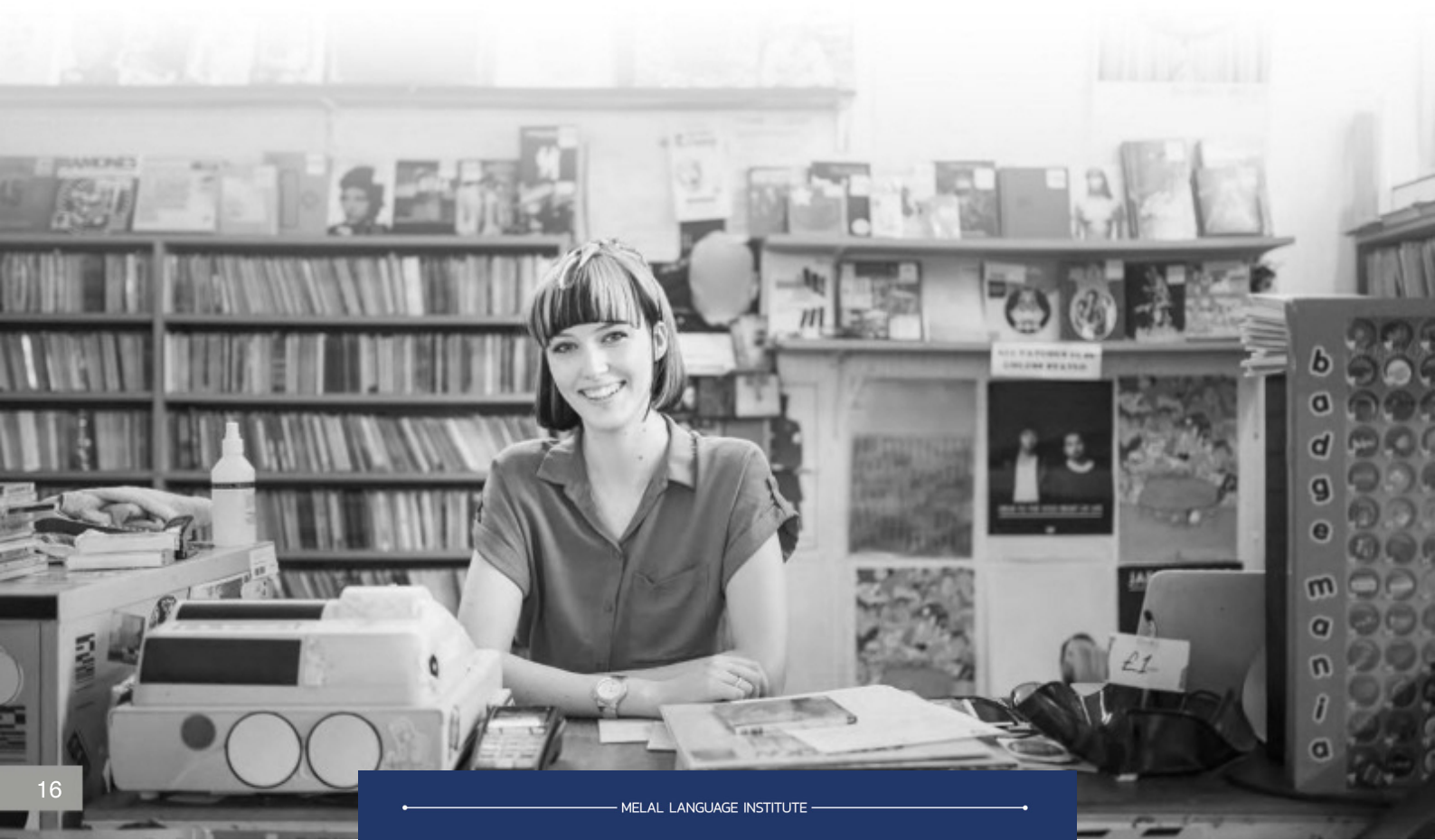
Nostalgia

Nostalgia is the feeling that things were better in the past. It's what makes us look back **(0)** *B* at our childhood and teenage years as 'the best years of our lives', while conveniently forgetting all the bad stuff that **(1)** ..... on in those days. It makes us listen endlessly to the music from our **(2)** ..... and re-watch old movies and TV shows. Nostalgia is behind the **(3)** ..... irrational revival of vinyl LPs and even cassettes – technologies that really ought to have been consigned to the dustbin of history.

In the 17th century, nostalgia was **(4)** ..... an illness, inflicting soldiers and others who spent extended periods away from home. As late as the 19th century, doctors believed nostalgia **(5)** ..... from a so-called 'pathological bone', even though they were unable to locate such a bone anywhere in the human body.

Nowadays, we have a better understanding of nostalgia, which is no longer **(6)** ..... as an infliction to be cured. In fact, it may even be good for you, in that it can make you more optimistic, inspired and creative, and it increases the desire to try new things. As long as we don't allow our memories of the past to **(7)** ..... our view of the present, a few nostalgic reminiscences from time to time can do us a **(8)** ..... of good.

1	**A** went	**B** got	**C** carried	**D** held
2	**A** generation	**B** adulthood	**C** formation	**D** youth
3	**A** substantially	**B** inevitably	**C** seemingly	**D** understandably
4	**A** considered	**B** recognised	**C** appreciated	**D** believed
5	**A** revealed	**B** arose	**C** generated	**D** acquired
6	**A** distinguished	**B** observed	**C** encountered	**D** perceived
7	**A** dispose	**B** distort	**C** differ	**D** deceive
8	**A** energy	**B** strength	**C** power	**D** force



Reading and Use of English Part 2 Open cloze

For questions 1–8, 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).

What was life like before luggage had wheels?

Like many men of his generation, my father **(0)** *WOULD* always carry our cardboard suitcase on his left shoulder. I never managed that technique, arguing that the suitcase's handles were there to be used, though the real reason may have been that I simply wasn't strong **(1)** .....

Wheeled contraptions for carrying suitcases existed in the 1960s, but it wasn't **(2)** ..... 1970 that Bernard D Sadow had his eureka moment. Struggling **(3)** ..... two heavy suitcases on his way home from a family holiday, he noticed an airport worker effortlessly moving heavy machinery on wheels. **(4)** ..... his return, he mounted four wheels on a big suitcase, with a pulling strap attached at the front.

Still, rolling luggage was slow **(5)** ..... catch on. Sadow's suitcase was rather clumsy and was eventually overwhelmed by the two-wheeler *Rollaboard*, devised in 1987. The sight of cabin staff marching them through airports established the *Rollaboard* as the suitcase that professionals used. As their popularity grew, far **(6)** ..... women began to travel alone on business trips.



Perhaps rolling luggage hasn't been an unalloyed good. It encourages people to take more than they need – more than they could ever **(7)** ..... carried in the unwheeled age. But outside the cheap flight, **(8)** ..... other modern development has made travel easier.

How to go about it

- Always read through the whole text first.
- The gapped words are usually grammatical words like auxiliary verbs, prepositions, conjunctions, quantifiers, etc. If you're not sure of the exact word, at least try to work out what sort of word is missing then guess.
- Be careful with spelling. You won't get marks for incorrectly spelt words in any Use of English tasks.

Listening Part 2 Sentence completion

2 You will hear a student giving a presentation about how photography has changed over time. For questions 1–8, complete the sentences with a word or short phrase.

HOW PHOTOGRAPHY HAS CHANGED

In the 1850s, 'wet collodion' photography showed **(1)** ..... for the first time.

'Pictorialist' photographers manipulated images, for example by giving them **(2)** ..... .

In the 1920s, photographs of California's **(3)** ..... became world-famous.

At the same time, photography was used to reject **(4)** ..... in Europe.

Between the two World Wars, the work of 'humanist' photographers appeared in **(5)** ..... .

In the 1960s, photographers wanted people to have a strong **(6)** ..... when they saw their photos. The **(7)** ..... of photographs changed dramatically around the year 2000.

Nowadays, **(8)** ..... is nearly always accompanied by photography of some kind.

How to go about it

- You will need to write down the same form of the word as you hear.
- The missing information often appears before the information in the notes. In such cases, you'll need to remember what the speaker was talking about a few seconds earlier.

Writing Part 2 Review

How to go about it

- Say if you recommend the film or not. If you recommend it, say who it is suitable for.
- If the question includes a choice (e.g. a book or film), say what you're reviewing!
- You must answer all the questions in the task, but not necessarily in the order they appear or with one paragraph for each question.
- Don't retell the whole story. Focus on what is relevant to the questions.

1 **Read the following Writing Part 2 task. Can you think of any books or films that would be suitable for this review?**

You see the following announcement on a website.

Book and Film Reviews Wanted

Send us a review of a book or film that shows how somebody made a significant change in their life. What did you learn about the person's reasons for making the change? Did the person regret changing their life?

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

2 **Read the model answer. In which paragraphs (1–4) does the writer answer the following questions? Some questions may be answered in more than one paragraph.**

a Is it a book or a film?
b Would you recommend it?
c Who would you recommend it to?
d Who is the person that made a significant change?
e What significant change did the person make?
f What did you learn about the person's reasons for making the change?
g Did the person regret changing their life?



Review: *A Breath of Fresh Air* ★★★★☆

The Biggest Little Farm is a documentary film about a young couple, Molly and John Chester, who leave their comfortable city lives to start an ecological farm in the remote countryside.

At the start of the film, Molly is a successful food blogger, specialising in organic products, so it is only natural that she should harbour the ambition to grow such ingredients on a farm of her own. However, the couple repeatedly put off their move, daunted by the prospect of such a major upheaval. It's only when they adopt a dog, who turns out to be too noisy for their neighbours to tolerate, that the decision is thrust upon them: they face a stark choice between getting rid of their dog and leaving their city home. They choose to keep the dog.

The film documents their lives over several years as they struggle to build an economically viable farm in harmony with nature. The challenges they face include an infestation of snails, coyotes repeatedly attacking their chickens and a deadly fire. The couple are racked with doubt and regret: have they made the biggest mistake of their lives? Finally, after several exhausting years, the Chesters' farm starts to flourish. It turns out that nature is just as good at solving problems as it is at generating them.

I must admit, I wasn't expecting to enjoy a documentary about a farm, but I was pleasantly surprised by this uplifting story. I highly recommend it to anybody considering making a big change in their life or feeling tempted to give up on their dreams.

3 **Read the model answer again. Answer the questions.**

1 What tense is used for almost all the verbs in the review? Why?
2 What other three tenses are used? Why?

4 Read about emotive *should*. Find an example in the model answer.

> We sometimes use *should* in a *that*-clause after *be* + an opinion:
>
> *It's funny that you **should** mention that.*
>
> *It's a pity that there **should** be so little time.*
>
> *I'm surprised that you **should** feel that way.*
>
> Emotive *should* can be omitted without changing the meaning in any way. However, if used correctly, it can make your writing sound more sophisticated.

5 The useful collocations below all come from the model answer. Use words from the box to make more collocations with the words in bold. Use each word once only.

cockroaches grudge guilt hard massive message perfectly progress surrounding warm

1 a comfortable / _____ **life**
2 the remote / _____ **countryside**
3 to **harbour** an ambition / a _____
4 a major / _____ **upheaval**
5 to **document** somebody's life / _____
6 economically / _____ **viable**
7 an **infestation** of snails / _____
8 **racked** with doubt / _____
9 **pleasantly** surprised / _____
10 an **uplifting** story / _____

6 Complete the following definitions with words from the model answer.

1 If you are _____ by the _____ of something, you are reluctant to do something because you think it will be difficult or unpleasant. (para 2)
2 If a _____ is _____ upon you, you are forced to choose although you'd have preferred not to. (para 2)
3 If you _____ a _____ choice, you have to choose between two unpleasant options. (para 2)
4 If you live in _____ with _____, you don't disturb plants and animals and they don't disturb you. (para 3)
5 If a business _____, it is extremely successful, like a healthy plant that keeps growing. (para 3)

7 Complete the following exam task.

You see the following announcement on a website.

> ## Reviews wanted
>
> Send us a review of a book or film that focuses on somebody who underwent an important change. What did you learn about the person's life before and after the change? Did the book or film offer any guidance on how others might deal with similar changes?

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

Useful language

Introducing and describing a film

... is a film about ...

The film documents their lives ... as they struggle to ...

The film, starring ..., takes us from ... to ..., although the main focus is on ...

The film depicts the main character as ...

Interpreting and recommending a film

If there is a lesson for viewers, it is that we need to ...

I highly/wholeheartedly recommend this film to anybody considering ...

I must admit, I wasn't expecting to enjoy ...

I was pleasantly surprised by ...

3 GATHERING INFORMATION

Reading and Use of English Part 7 Gapped text

You are going to read a newspaper article. 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.

Improving online **MARKET RESEARCH** *through* **GAMIFICATION**

In recent years, there has been an explosion in the use of online surveys by marketers and market research companies. The attractions are obvious – online surveys can be conducted more cost effectively than ones that are carried out face-to-face or on the telephone, or those that are printed and sent out. Another advantage is that feedback can often be delivered within much shorter time frames.

1 _____

It was this enjoyment factor that led us to look to games for inspiration. Our year-long study involved more than 30 research experiments involving more than 5,000 respondents. We believe the findings could fundamentally change the way online research is conducted.

2 _____

For example, instead of asking somebody to tell us the clothing they liked to wear, we asked them what they would wear for a first date. Instead of telling us where they liked to go on holiday, we invited them to imagine that they had to publish a magazine offering holiday recommendations. The results were instructive: there were two or even three times as much feedback to the more engaging questions and consistently more time taken in providing the answers.

3 _____

To give a simple example, a question such as 'describe yourself' yielded on average 2.4 descriptors and effectively 85% of respondents answered. But when we added the rule that they had to do it in exactly seven words, the descriptors increased to 4.5 and the response rate rose to 98%.

4 _____

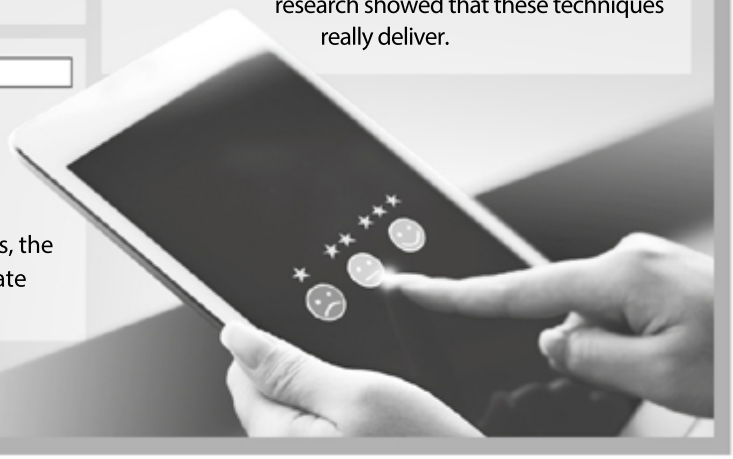
Impressive as these results were, it was when we added a more competitive framework to questions that we saw the most impressive increases in engagement. When we asked respondents to make a list of their favourite foods, we received an average of six items in response. When we gave them a two-minute time limit, not only were respondents conditioned to spend the full two minutes on the task, but it also produced an average of 35 items in reply.

5 _____

Finally, we explored how we could incorporate rewards into surveys. A typical question like 'What emotions do you think people associate with this ...' produced an average response time of eight seconds and a 50% enjoyment rate. When we told respondents that they would win a point for each one they guessed right, time spent rose to 12 seconds and 90% said they enjoyed the experience.

6 _____

The results were just as positive as in our earlier experiments. Across the board, we consistently saw high completion rates and enjoyment scores, and an increase in the quantity and quality of the responses to our gamified questions, with respondents willingly spending significantly more time answering. The research showed that these techniques really deliver.



A Encouraged by these initial successes, we went on to examine ways that rules can transform a boring task into a game. How does a ten-mile hike in the rain carrying a 15 kg rucksack sound? But what about a game of golf? We wanted to explore how rules could be adapted to turn questions into more mental puzzles.

B On the other hand, it became clear that each technique had to be adapted to suit the particular needs of different clients. When we attempted to replicate the labelling game with prospective clients of a medical equipment supplier, for example, the results were disappointing, to say the least. Engagement rates fell by 31% and several respondents complained that the approach felt unnecessarily childish.

C All of these experiments demonstrated the importance of the language we used to elicit responses, but design and visuals are also important. When we gave respondents a packet of crisps and a series of labels to describe the crisps, and asked them to drag and drop the labels over a picture of the crisps, we found both click count and enjoyment levels improved – 15% more clicks and 50% more fun on the part of the respondent.

D We began by exploring how questions could be redesigned to be more game-like in nature. We experimented with the wording of questions, to humanise them, make them more engaging and link them to potential real-world emotional experiences.

E With the theory established, the next challenge for us was to put these techniques into practice. We worked with a range of clients from different industries to see how we could apply these techniques to the types of research they typically conduct.

F The downside is that a failure to construct the survey properly risks not engaging with the respondent, which can have major implications for the quality of the insights received. But by rethinking the design of surveys, we have found in our own research that the more respondents enjoy the experience, the better the quantity and quality of feedback.

G Of course, there's more to games than questions and rules. We also looked at how video and online games are structured to provide the player with tasks that when put together become a series of quests. For example, we asked respondents which music acts they liked, yielding a list of 83 artists. However, when we asked them to imagine they owned a radio station and asked which of the artists they would put on their station's playlist, respondents seemed willing to spend longer deliberating. The average number of artists evaluated rose to 148.

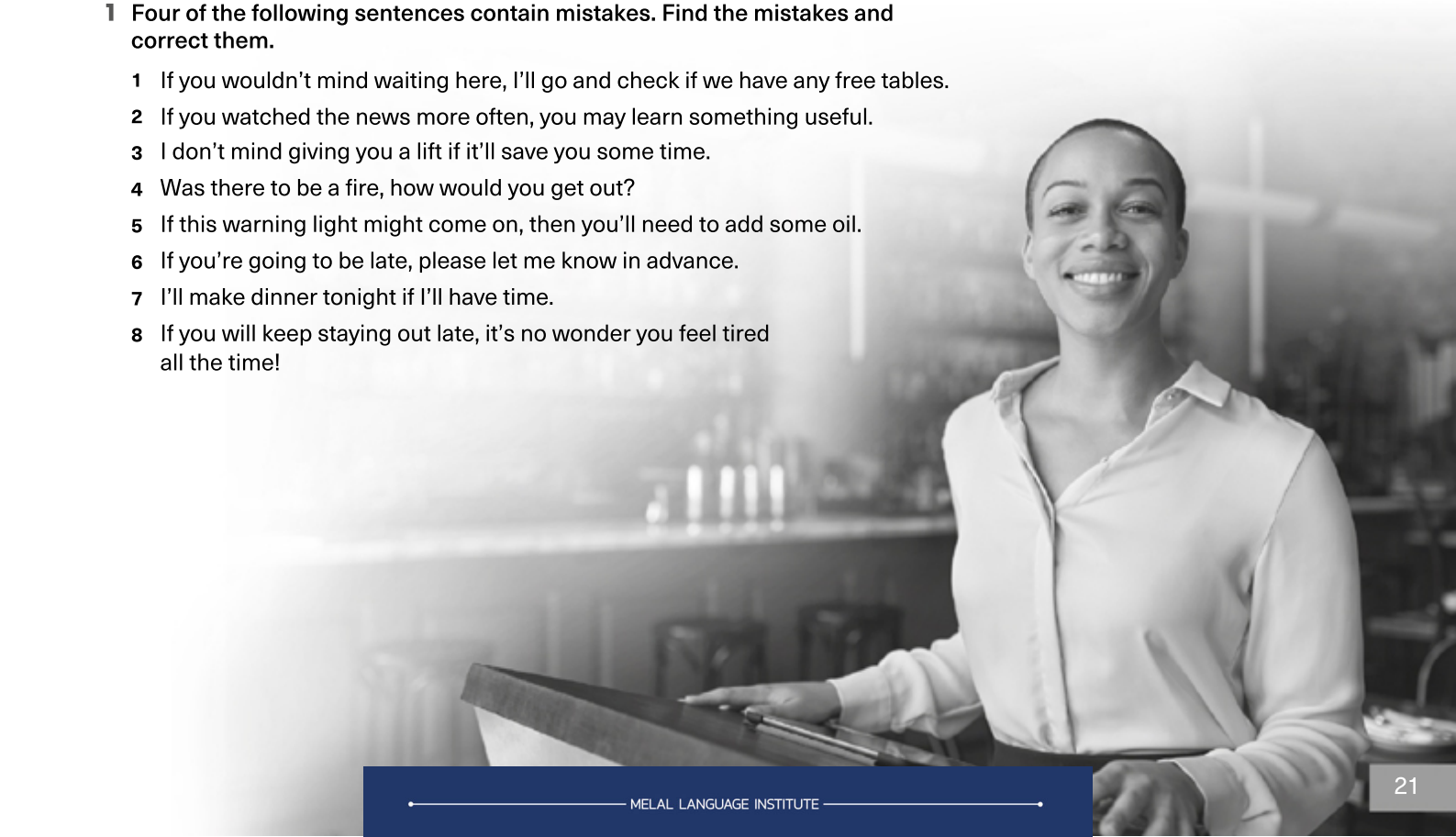
How to go about it

- Read through the whole text quickly.
- Read paragraphs A–G carefully to work out where they might fit in the text. Look out for links back to the previous paragraph and forward to the next paragraph.
- Read through the whole text from beginning to end. If you notice any sudden jumps in topics, it might mean you've put the paragraphs in the wrong order.

Language focus Present and future conditionals

1 Four of the following sentences contain mistakes. Find the mistakes and correct them.

1 If you wouldn't mind waiting here, I'll go and check if we have any free tables.
2 If you watched the news more often, you may learn something useful.
3 I don't mind giving you a lift if it'll save you some time.
4 Was there to be a fire, how would you get out?
5 If this warning light might come on, then you'll need to add some oil.
6 If you're going to be late, please let me know in advance.
7 I'll make dinner tonight if I'll have time.
8 If you will keep staying out late, it's no wonder you feel tired all the time!



2 Complete each gap with a suitable word from the box. More than one option may be possible.

for happen imagine should suppose to were weren't

1 It's so unfair the way the teacher treats him compared to the rest of us. If I _____ to speak to her like that, I'd get into serious trouble.
2 _____ the delivery be delayed, you may be entitled to compensation.
3 If you _____ to see Mark when you're at the office, please tell him to call me.
4 _____ you had the power to change the past. Would you change anything?
5 _____ it not _____ your help, we would never have finished in time.
6 I know you're busy, but if you _____ find five minutes to check my essay, I'd be really grateful.
7 _____ I were _____ tell you I'm getting married. What would you say?
8 I'd be tempted to climb that tree with you if it _____ for my bad back.

Hypothetical situations

1 Complete the second sentence in each pair so that it has a similar meaning to the first sentence. Use between three and six words, including the word given.

1 I regret that I didn't listen carefully to the instructions.
WISH
_____ more attention to the instructions.

2 Hannah wanted to stay at home, but she went to the party anyway.
SOONER
Hannah went to the party even _____ at home.

3 We couldn't organise a proper party because we didn't have enough time.
THERE
Had _____ little more time, we could have organised a proper party.

4 It's a shame that nobody told me that the meeting had been called off.
ONLY
_____ informed about the cancellation of the meeting.

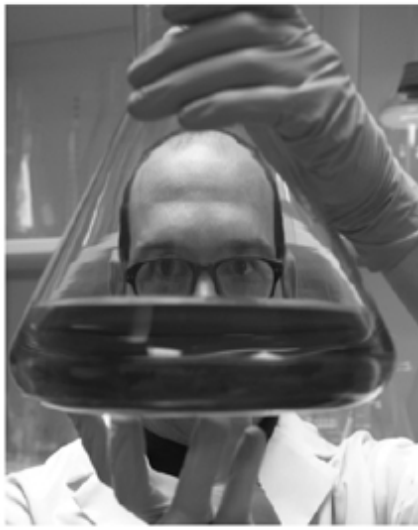
5 It was a mistake for you to leave your revision to the last minute.
SHOULD
_____ revising a lot earlier.

6 I wish I hadn't had to rush so much, but somehow I managed to finish on time.
LIKED
I met the deadline, although I _____ a bit more time on it.

2 Complete the conditionals with a suitable form of the verbs in brackets. More than one form may be correct. Use contractions where possible.

1 I'm sorry I sent you that fake news. If _____ (*know*) it wasn't real, I _____ (*not/send*) it.
2 In the days before the internet, if you _____ (*need*) to check some information, you _____ (*have*) to find a book in a library.
3 Thanks for your help last week. If you _____ (*not explain*) everything so carefully, I _____ (*still/not/understand*) now.
4 Unfortunately, you submitted your request after the deadline. _____ (*you/submit*) it earlier, you _____ (*still/be*) eligible for a rebate now.
5 I know not all of you were at last week's class. If you _____ (*miss*) that class, please come to the front to pick up your new textbooks.
6 We had to come home early when I sprained my wrist. _____ (*it/not/be*) for my accident, we _____ (*stay*) another week.
7 You're so disorganised! If you _____ (*be*) better at organising your time, you _____ (*finish*) that report ages ago.

Vocabulary Information and research



Put the lines in the correct order to form a complete paragraph.

___ **a** misleading information in previous studies, whether due to a mistake or deliberate
___ **b** proved one way or the other, they write up a comprehensive
___ **c** hypothesis, which may or may not be true. They examine a range of relevant
___ **d** useful data. If this includes personal data, they need to respect people's
___ **e** report of their findings, which they hope other researchers will consider valuable.
___ **f** the current state of knowledge. In the process, they may uncover
___ **g** privacy by anonymising that data. When they believe their hypothesis has been
___ **h** sources, such as previous studies, in order to determine
1 **i** At the beginning of the research process, researchers put forward a
___ **j** misinformation. They then conduct their own research in order to compile

Word formation Adjectives

1 Three of the words in each set can form adjectives that have the same ending. Write the adjective forms and circle the adjective in each set that has a different ending to the others.

1	chill	fat	occasion	storm
2	home	renew	rest	worth
3	conscience	courage	innovation	rebel
4	chaos	problem	specify	sport
5	benefit	consist	neglect	suffice
6	accept	profit	urge	vary
7	analyse	hero	horizon	minimum
8	administration	compare	speech	talk
9	compel	explore	mandate	prestige
10	confidence	controversy	oblige	torrent

2 Complete each gap with an adjective formed from the word in brackets. All the adjectives need prefixes as well as suffixes.

1 Thanks so much for your advice – it was absolutely _____ (*value*).
2 While his enthusiasm is _____ (*deny*), I'm not sure he's as talented as he thinks.
3 The instructions are pretty _____ (*explain*), so I'm sure you'll work out what to do.
4 How can you be so _____ (*differ*) to the suffering of those poor animals? Do you really not care at all?
5 The conference was supposed to provide technical support, but it was basically _____ (*exist*), so I had to do everything myself.
6 I just can't imagine what it was like to go through such a horrible experience – it's totally _____ (*think*).
7 Your writing is a bit too cold and _____ (*person*). Can you make it a little friendlier?
8 Don't worry about making mistakes – they're totally _____ (*avoid*) at your level.

Reading and Use of English Part 3 Word formation

How to go about it

- There is often at least one gap that requires a prefix. When you've finished writing your answers, double-check which of the words need to be negative.
- Don't throw away marks by making mistakes with basics like singular/plural and third person *s*. It's easy to forget things like this when you're focused on more sophisticated grammar and vocabulary.

For questions 1–8, read the text below. 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. There is an example at the beginning (0).



Confirmation bias

Confirmation bias is our inherent **(0)** *TENDENCY* to seek out and recall information that confirms our pre-existing opinions and beliefs. For example, when researchers are wading through mountains of data, we tend to focus on the data that is **(1)** _____ of our hypothesis, while **(2)** _____ any evidence that appears to contradict it. Similarly, when presented with ambiguous evidence, which is open to several possible **(3)** _____, we tend to perceive the one that fits our biases as much more **(4)** _____.	**TEND** **SUPPORT** **LOOK** **INTERPRET** **PERSUADE**
In order to counteract the harmful effects of confirmation bias, it is not enough simply to attempt to interpret data more **(5)** _____. Instead, we must actively seek out evidence which **(6)** _____ our prior beliefs. Of course, many of us find the idea of deliberately proving ourselves wrong deeply **(7)** _____, but it is infinitely preferable to the alternative: confidently publishing research which is later ridiculed by other researchers for its numerous **(8)** _____.	**OBJECT** **PROOF** **SETTLE** **CONSIST**

Listening Part 3 Multiple choice

3 You will hear an interview with a woman called Olivia Hadfield who has been researching how colours can be used to communicate different messages. For questions 1–6, choose the answer (A, B, C or D) which fits best according to what you hear.

1 Olivia says that she first got involved with researching colour
- A because she hoped to further her career in marketing.
- B because she desired a change of lifestyle.
- C to oppose something she thought was unfair.
- D because she felt that businesses underrated the influence of colour.

2 What point does Olivia make about colours and brands?
- A Many people form a subconscious connection between them.
- B Not all products can be successfully branded by a single colour.
- C Some nationalities are more susceptible to colour branding than others.
- D Corporations are happy to market many brands with the same colour.

3 What does Olivia say about our associations with certain colours?
- A Red has the widest range of associations.
- B People have neutral associations with black.
- C Our associations with blue are the most rational.
- D White has the most positive associations.

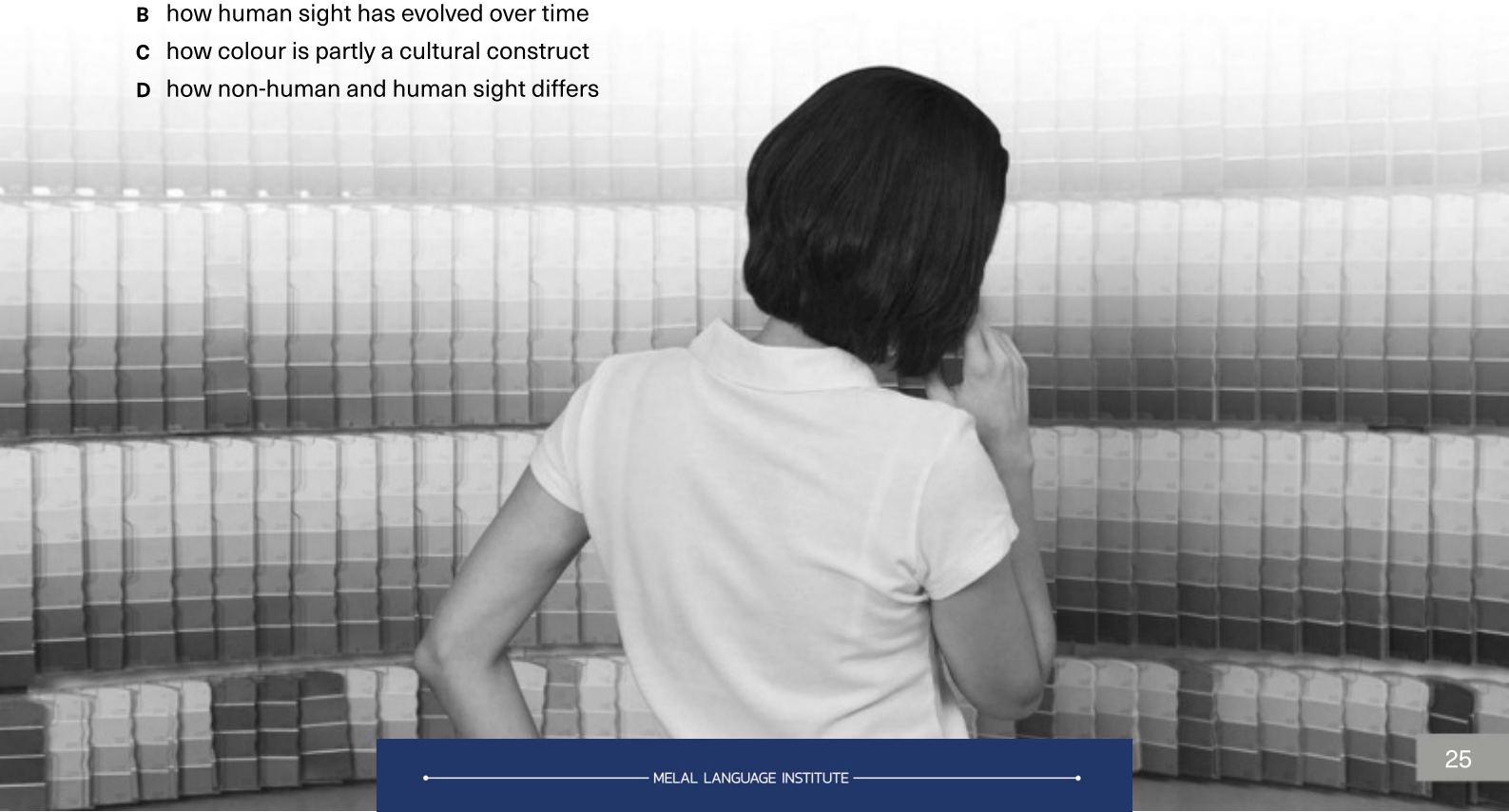
4 Olivia thinks that the link between colour and taste is
- A very well understood.
- B difficult to explain.
- C stronger for foods than drinks.
- D largely based on instinct.

5 When Olivia talks about house colours in her city, she is
- A surprised by changing trends.
- B worried about visual pollution.
- C cautious about being unconventional.
- D disappointed by the lack of variety.

6 What aspect of colour would Olivia like to study in the future?
- A how climate affects the colours we see
- B how human sight has evolved over time
- C how colour is partly a cultural construct
- D how non-human and human sight differs

What to expect in the exam

- Part 3 is the longest section of the listening test – around four minutes. Part of the challenge is to stay focused and alert for such a long time.
- Take advantage of the 70 seconds at the beginning to read all the questions carefully.
- The questions are answered in the same order as they are presented in the text, so you only need to worry about one question at a time.
- You'll hear the recording twice, so you'll have a chance to check any answers you missed and to work out why the other options are wrong in each case.



Writing Part 2 Report

1 Read the following Writing Part 2 task. Answer the questions.

> Your employer or educational institution recently sent you to attend a week-long training course on improving your information-gathering skills. You have been asked to write a report for the senior management in your organisation to identify the benefits and drawbacks of the course you attended and to explain whether you would recommend sending a large group of colleagues to attend the same course.

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

benefits content course name dates drawbacks
duration location objectives participants potential improvements
price and other costs relevance trainers

1 What information from the box do you think the target reader would be most interested in?
2 What information is already provided in the task?
3 What information from the box would you need to invent?
4 What information from the box could you include if you like, but isn't really necessary?

2 Read the model answer. Write a suitable section heading in each gap (1–5).

REPORT ON INFORMATION-GATHERING TRAINING

This report aims to ascertain whether the training course that I attended recently, 'Information gathering in the 21st century', was an effective use of time and money, and whether it would be worth sending other members of staff on the same course.

(1) _____

The five-day course took place in a luxurious hotel in the Lake District. The course cost £1,000 per participant, with additional costs, including accommodation, meals and transport, coming to £600.

(2) _____

The course provided generally useful and up-to-date guidance. The workshops were professionally organised, and the trainers were extremely knowledgeable. Despite not all content being relevant, I felt that there were many valuable takeaways that I could implement on my return to work.

(3) _____

An unexpected benefit of the course was the ability to network with other participants and to learn from their experiences. Although it is impossible to quantify the value of networking with like-minded professionals, I consider this to be a major benefit of the course.

(4) _____

The principal drawback of the course was that it entailed a week away from my regular duties, which was rather disruptive. Also, as I had to work in the evenings, I was unable to take advantage of the spectacular location.

(5) _____

I believe that this course would benefit most of our employees. It could be made significantly more cost-effective by holding it in our own office or online. However, we would lose the considerable, intangible benefits of networking. I would therefore recommend sending other employees to attend the course in the same location.



3 Underline five phrases for introducing opinions in the model answer.

4 Replace the underlined words in the following extracts with the alternatives from the box.

determine	employ	further	immeasurable	inconvenient	necessitated
practical ideas		substantial	well informed		

1 This report aims to ascertain whether.

2 The course cost £1,000 per participant, with additional costs coming to £600.

3 The trainers were extremely knowledgeable.

4 There were many valuable takeaways that I could implement on my return to work.

5 It entailed a week away from my regular duties, which was rather disruptive.

6 However, we would lose the considerable, intangible benefits of networking.

5 Complete the following exam task. Use the tip boxes below to help you.

You work at a college and were recently sent on a fact-finding mission to visit a potential partner college in another country. Your objective was to determine if the other college would be a suitable partner and to identify any areas of concern. You have been asked to write a short report on your trip to say what you learnt and what course of action you recommend as a result.

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

How to go about it

- Read the task carefully. Make sure you know what you need to include in your report.
- Think carefully about the target reader: what do they need to learn from the report? What do they already know?
- You will need to invent some information, but keep it simple. Don't waste valuable time inventing names and details.
- Use section headings to organise your report. It is often a good idea to include a heading for each key point from the task.
- Use formal language to present your opinions. Use formal phrases like *I consider* or *I believe* instead of *I think*.

Useful language

Introducing a report

The aim/purpose of this report is to ...

This report aims to ...

Presenting benefits and drawbacks

An unexpected benefit was ...

I consider this to be a major benefit.

The principal drawback was that ...

Making suggestions and recommendations

It could be made significantly more cost-effective by ...

However, this would come at the expense of ...

I would therefore recommend ...

4 ALL IN A DAY'S WORK

Reading and Use of English

Part 6 Cross-text multiple matching

You are going to read four extracts from articles in which business experts discuss positive and negative aspects of working for large corporations. For questions 1–4, choose from the experts A–D. The experts may be chosen more than once.

IS LIFE IN THE CORPORATE JUNGLE REALLY SO BAD?



A Cheong Mi-Cha

There has been a lot of negativity recently about the idea of working for a multinational conglomerate, with the stereotype of huge, airless, open-plan offices, a 24/7 culture where employees are expected to put their careers ahead of their families and their health, and a rat-race mentality where you only scramble to the top of the heap by putting your co-workers down. Of course, such unpleasant situations are regrettably far too common, but I would argue that they are no more a feature of corporate culture than any other model of employment, be it subcontractors on zero-hour contracts, fighting for scraps of work, or start-ups that demand 200% commitment without even a hint of job security or long-term career planning. In contrast to those alternative models, corporations offer employees opportunities that are unavailable elsewhere, such as rapid career development, world-class training and support, and a professional system for dealing with discipline and grievance issues.



B Richard Daniels

The whole concept of the career ladder, where employees gradually move up a corporate hierarchy as they progress through their careers, is fundamentally flawed. Corporations are organised in pyramid structures, with large numbers of entry-level jobs in open-plan offices and fewer positions as you move up through the ranks. This means that the vast majority of employees have no hope of climbing the ladder, let alone reaching the top and getting their own office. In other words, most corporate careers are almost certainly doomed to fail. Additionally, according to the so-called Peter Principle, people who are excellent at lower-level jobs, such as customer relations, tend to be promoted into higher-level positions, such as project management, where they may be less capable and therefore enjoy their work less. Unfortunately, they then tend to get stuck in those unhappy positions for the rest of their careers, too important to be fired but not good enough to be promoted.



C Oriana Delgado

If there is one aspect of corporate life that almost everyone agrees on, it is that the open-plan office seems designed to ensure nobody ever gets any work done. Even if you somehow manage to shut out other people's phone conversations, water-cooler chats, mouse-clicking and keyboard pounding – even their breathing – you still run the risk of colleagues asking for 'a quick five minutes' of help, which invariably wipes half an hour from your productive workday. However, what most people fail to appreciate is that the alternative, with everybody working behind closed doors, is far worse. Human nature is such that we will do anything to avoid knocking on a closed door to ask for help, with the result that we make needless mistakes and waste valuable time. For over-promoted managers struggling to cope in senior positions, a closed door can also serve as a protective shield to conceal their incompetence, with potentially disastrous results. So instead of cursing those constant interruptions, we should celebrate them as the lifeblood of a successful organisation.



D Malthe Kristensen

The real problem with the concept of work-life balance is that we tend to project our own priorities onto other people. For example, many corporate employees proudly clock off at 5 pm sharp, drawing a line between their professional selves and their private lives. They argue this is the only way to stay sane and healthy and to enjoy a fulfilling family and social life. This is all well and good, but there are also plenty who see their career as an integral part of their personal identity and understand the need to invest time and effort into making a go of it, even if it comes at the expense of other aspects of their lives. They also believe that life in a corporation is inherently competitive – that the only thing that can hold them back is the person at the next desk stealing their opportunities. Both types of mindset are equally valid, and in fact, the same person may experience both at different stages of their career.

Which expert

expresses a different opinion to Cheong about the rat-race mentality? 1 ☐

supports Daniels' opinion about the Peter Principle? 2 ☐

presents a different view to Delgado on the topic of open-plan offices? 3 ☐

has a different opinion from the others about whether working for a corporation is generally positive or negative? 4 ☐

How to go about it

- Read the questions first to find out what information you are looking for.
- Read the four texts and underline the sections that are relevant to the four questions. Decide if the person is generally positive, negative or neutral about the topic.
- Read the questions again to check if you are looking for opinions which are the same or different.
- Remember that opinions aren't always 100% positive or negative. *It depends* is also a valid opinion.

Language focus Gerunds and infinitives

1 Complete each sentence with the correct form of the verb in brackets.

1 We regret _____ (*inform*) you that your delivery will be delayed.

2 I find that _____ (*discuss*) problems with colleagues really helps me to make better decisions.

3 I would recommend _____ (*obtain*) some more experience before applying for a management role.

4 It's vital that we maintain confidentiality. Nobody is _____ (*mention*) the planned redundancies to any other members of staff.

5 Did you have any difficulty _____ (*find*) our office?

6 We'd better _____ (*get*) our lawyers to check the contract thoroughly.

7 I'm sure they've received the report, but they probably haven't got round to _____ (*analyse*) it yet.

8 The job interview was terrible – we were made _____ (*deliver*) a three-minute sales presentation without any preparation.

9 He's good at his job, but I can't imagine him _____ (*lead*) a team.

10 I was careful when inputting the data, but it still requires thorough _____ (*check*).



2 Complete the sentences with a suitable noun formed from the words in brackets.

1 In light of your _____ (*refuse*) to lower your rates, we must cancel our order.
2 The CEO is concerned by our seeming _____ (*capable*) to take on our rivals.
3 I didn't get the promotion because of my _____ (*willing*) to relocate.
4 I'd never have made it in this rat race without the _____ (*determine*) to succeed.
5 At the meeting, Natalia announced her _____ (*intend*) to quit her job.
6 My boss's most annoying trait is his _____ (*able*) to admit his mistakes.
7 Her presentations are interesting, but they do have a _____ (*tend*) to go on too long.

Comparisons

1 Complete each gap so that the second sentence has a similar meaning to the first sentence.

1 Jobs for life are nowhere near as common as they used to be.
Jobs for life are considerably _____.
2 We expected the project to take far less time than it did.
The project took a great _____.
3 The meeting was so boring that half the people fell asleep.
It was _____.
4 It was the most boring job I had ever done.
I had _____.
5 Your job isn't any more important than mine.
My job is just _____.
6 The deal seemed attractive at first glance.
At first glance, it _____.

2 Read the text below and think of the word which best fits each gap. Use only one word in each gap.



NETWORKING

For many people, **(1)** _____ of the most terrifying aspects of modern business life is the business networking event, where you are expected to make small talk with strangers in an effort to ascertain whether they might be useful business contacts. (Giving a presentation is often said to be people's number one fear, but networking surely comes a **(2)** _____ second.) Indeed, many people find the experience **(3)** _____ traumatic that they avoid such events altogether. However, if you pluck up the courage to start talking to people, you'll find that they're usually nothing **(4)** _____ as scary as they seem, not **(5)** _____ a long way. In fact, the people you talk to are likely to be feeling very **(6)** _____ the same fear as you – **(7)** _____ indeed are the vast majority of the other people in the room. The trick (for networking beginners, at least) is to forget about doing business and to focus instead on showing interest in the other people – and listening to what they say. This is nowhere **(8)** _____ as difficult as trying to sell yourself or your business. Also, the more often you do it, **(9)** _____ easier it becomes. If you can then start turning the conversation round to business, so much the **(10)** _____.

Vocabulary *Point*, *use*, *purpose* and *advantage*



1 Choose the most suitable word to complete each sentence.

1 Working for other people is all well and good, but there comes a *point* / *purpose* / *use* in life when you ought to be pursuing your own ambitions.
2 In business, connections are everything. You never know when one of your contacts might come in *advantageous* / *pointless* / *useful.*
3 Maybe talking to a careers advisor would give you a clearer sense of *disadvantage* / *purpose* / *usefulness*.
4 I think it's a bit *disadvantageous* / *pointless* / *useless* to apply for a job that you don't really want.
5 There's certainly a lot of luck involved in a successful career, but it's also about making good *advantage* / *point* / *use* of the opportunities you're presented with.
6 My manager was clearly wrong, but I didn't see the *advantage* / *point* / *purpose* of arguing. Sometimes, you just need to nod and pretend to agree.

2 Complete the expressions in bold with a suitable preposition in each gap.

1 A reputation for being argumentative can **put you** _____ **a disadvantage** when it comes to getting a promotion.
2 Many people find that their career gives them a **purpose** _____ **life.**
3 This software is extremely powerful, but you need a better computer if you're to **take full advantage** _____ it.
4 I spent a year as a team leader, but I was **useless** _____ managing other people, so I quit.
5 You don't have to send a follow-up letter, but it's probably _____ **your advantage** if you do.
6 Is today's meeting happening _____ **a purpose** or is it just a way of filling everybody's time?

Body and movement idioms

1 Complete each gap with the correct form of a word from the box.

back cover eye hand have head keep
kick leap lend run stomach walk

1 I'm worried about what our competitors are up to. We need to _____ a very close _____ on them.
2 It's a lot simpler than you think. You'll _____ yourself when I tell you the answer.
3 I appreciate that there's a lot of work to do, but we just need to get our _____ down and get it done before the deadline.
4 I don't mind doing it myself, but it'd be a lot quicker if you _____ a _____.
5 I was hopelessly unprepared for the negotiation, but fortunately, my boss was there to _____ my _____.
6 It must be awful to make staff members redundant. How do you _____ the _____ for it?
7 It's too soon to be talking about a global launch of our new product. We need to _____ before we can _____.
8 When my boss saw an opportunity to enter the South-East Asia market, she _____ in before any of our rivals had a chance.

2 Complete the idioms with a suitable body part. Use the same body part in both sentences in each pair.

1 a I gave up acting when I got famous – I hated being in the public _____.
b The teacher knew Joey had cheated but turned a blind _____ to it.

2 a Stop being so annoying! You can be a real pain in the _____ sometimes!
b I know you won't agree, but I'm going to stick my _____ out and say we didn't deserve to win.

3 a He always exaggerates, so don't take anything he says at _____ value.
b So far, Isabella has avoided taking responsibility for her mistakes, but soon she'll have to _____ the music.

4 a That shop has been here for years, but I've never set _____ in it.
b I had to put my _____ down and tell him to stop arriving late.

5 a We need to learn this long poem by _____ for a test on Tuesday.
b It's hard to stay enthusiastic when you know in your _____ that you're wasting your time.

6 a Sue's always been a _____ to cry on when things have gone badly for me.
b You're always so negative. Why have you got a chip on your _____?

7 a I turned my _____ on clubs and parties when I became a parent.
b I hate it when people talk about me behind my _____.

8 a I looked everywhere for my phone, but it was right here under my _____!
b It's not worth cooking exotic food for Yvonne – she'll only turn her _____ up at it and ask for something simple.

9 a I don't really have an _____ for languages; I need to see a word before I can learn it.
b We have no idea what to expect, so let's just play it by _____.

Reading and Use of English Part 4 Key word transformation

How to go about it

- If the given word isn't a grammar word, it usually means you'll need to find an idiom or fixed expression with that word. Try to think of a phrase with that word that is a synonym of something in the first sentence.
- Remember to include the word given – and not to change it in any way.

For questions 1–6, 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 Why didn't you warn me you were going to be late?
MIGHT
..... know that you'd been delayed!

2 I knew there wasn't much chance that I'd get the job, but I applied anyway.
STOOD
I applied for the job even though I knew ..... getting it.

3 I haven't written an actual business letter for about ten years.
LAST
It's been about ..... an actual business letter.

4 I felt nervous because I'd never participated in a negotiation before.
PART
Never ..... a negotiation before, I was feeling nervous.

5 I regret not making use of the opportunity to travel in my youth.
ADVANTAGE
If ..... the chance to travel when I was younger.

6 Your failure was the result of your lack of proper preparation.
IF
You wouldn't ..... properly.

Listening Part 4 Multiple matching

4 You will hear five short extracts in which students are talking about their holiday jobs.

What to expect in the exam

- For Part 4, you hear five short monologues on the same theme.
- You have to complete two tasks while you listen. Each task has eight options (A–H). As you listen, you match one option from Task 1 and one option from Task 2 to each speaker.
- In the exam, you have 45 seconds to read through the tasks before you listen.
- You hear all the monologues, then the whole recording is played again.

TASK ONE

For questions 1–5, choose from the list (A–H) the holiday job that each student did.

While you listen, you must complete both tasks.

A factory worker			
B waiter in hotel	Speaker 1	1	
C worker in tourist information office	Speaker 2	2	
D cleaner in hotel	Speaker 3	3	
E dairy farm worker	Speaker 4	4	
F tour guide	Speaker 5	5	
G supermarket checkout staff			
H fruit picker			

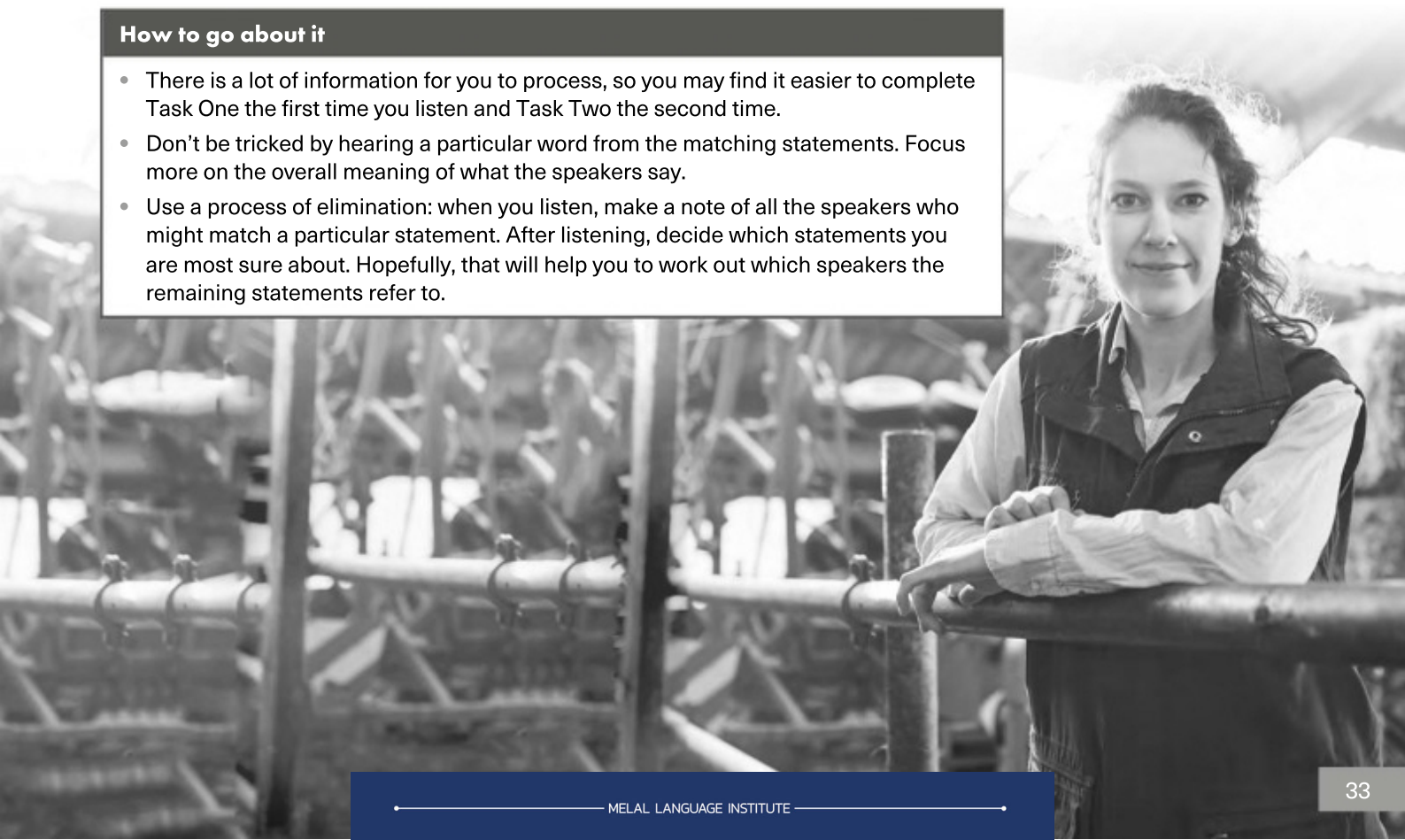
TASK TWO

For questions 6–10, choose from the list (A–H) the aspect of the job the student liked.

A receiving positive feedback		
B flexible working hours	Speaker 1	6
C supportive employer	Speaker 2	7
D friendships with workmates	Speaker 3	8
E good pay rate	Speaker 4	9
F how easily they got the job	Speaker 5	10
G good work experience for later career		
H variety of tasks		

How to go about it

- There is a lot of information for you to process, so you may find it easier to complete Task One the first time you listen and Task Two the second time.
- Don't be tricked by hearing a particular word from the matching statements. Focus more on the overall meaning of what the speakers say.
- Use a process of elimination: when you listen, make a note of all the speakers who might match a particular statement. After listening, decide which statements you are most sure about. Hopefully, that will help you to work out which speakers the remaining statements refer to.



Writing Part 2 Formal email or letter

How to go about it

- Use a formal style. However, don't make your writing too impersonal – it's fine to have *I* as the subject of many sentences.
- A simple way of making your writing more formal is to use longer sentences, for example with relative clauses.
- It's a good idea to learn the most common fixed expressions for formal letters and emails. It's much easier and safer to use these rather than translating such expressions from your own language.

1 Read the following Writing Part 2 task. Answer the questions.

You see the following announcement in your local newspaper.

CITIZENS' PANEL NEW MEMBERS NEEDED

The local council is looking for volunteers to join its citizens' panel. The panel consists of local people from all walks of life, who meet once a week to discuss local issues and explore various solutions to the challenges we face.

If you are interested in joining the panel, send us an email outlining any relevant skills and qualities you have, and explaining what you hope to gain by joining.



Write your **email** in **220–260** words in an appropriate style.

1 What does the writer mean by 'all walks of life'?
2 What might be some examples of 'local issues' and 'the challenges' this community faces?
3 What 'relevant skills and qualities' do you think they are looking for?
4 How else could a potential member demonstrate their suitability?
5 What might a potential member gain by joining the panel?

2 Read the model answer. Does the writer address all the topics mentioned in the questions in Exercise 1?

Dear Sir or Madam

(1) I am writing to apply for a position on the citizens' panel. I am a 19-year-old university student with a strong interest in local affairs. As such, I believe I would be a valuable member of the panel, as a representative of the teenagers and young adults in our society.

(2) As you will see from my attached CV, I have taken an active interest in local issues for many years, both as a member of the Cycle Path Action Group and as a volunteer in the Keep Our City Clean campaign. Both of these roles have entailed devoting considerable amounts of my free time to causes I feel passionate about, and I would look forward to making a comparable contribution to the citizens' panel.

(3) I am an excellent listener, as demonstrated during my time as a Student Liaison Officer, which involved working patiently and collaboratively with people from a diverse range of backgrounds and with widely differing viewpoints, in order to reach compromises that were acceptable to everyone. I am also good at generating creative solutions to problems and challenges, which was a vital skill in my role as a team leader in our local youth club.

(4) In addition to providing the opportunity to serve my community and to have my voice heard, I believe this role would allow me to gain invaluable experience in the field of local government, which is certain to be useful in my future career.

(5) Thank you for taking the time to consider my application.

Yours faithfully

Daniela Gordon

3 **In which paragraph(s) (1–5) does the writer do the following?**

a express enthusiasm for the position

b provide concrete examples to support her claims

c introduce herself in a way that highlights her suitability for the position

d present her skills and qualities

e end the email politely and positively

f clearly state her reason for writing

g mention previous roles that are relevant to the one she is applying for

4 **Find collocations in the model answer that mean the same as the following.**

1 to be interested and actively involved in something:
to _____ an _____ interest _____ something

2 to make an effort to spend a lot of time on something:
to _____ _____ amounts of time _____ something

3 to make a positive difference to something in a similar way:
to _____ a _____ contribution _____ something

4 to agree to a solution that works for everybody, with both people or groups accepting that they cannot have everything they want:
to _____ a _____ (that is acceptable to everyone)

5 to give (somebody) the chance to do something:
to _____ the _____ to do something

6 to work for the benefit of the people who live near you:
to _____ your _____

7 to speak and be listened to (e.g. by important/powerful people):
to _____ your _____ heard

8 to get extremely useful experience in a particular subject area:
to _____ _____ experience in a particular _____

5 **Complete the following exam task.**

You see the following announcement at your library.

Mentorship programme – volunteers needed

We are launching a mentorship programme for experienced professionals to share advice about their field of expertise with people at the beginning of their careers.

Would you like to be a mentor? If so, let us know what skills and experiences you could share and what you would hope to gain from the experience.

Write your **email** in **220–260** words in an appropriate style.

Useful language

Starting an application

I am writing to / I would like to apply for ...

Giving more information

I am a ... As such, I believe I would be a valuable member of ...

As you will see from my attached CV, I have ...

This role entailed/involved ...

I am an excellent ..., as demonstrated during my time as ...

I am also good at ..., which was a vital skill in my role as ...

In addition to ..., I believe this role would allow me to ...

Closing an application

Thank you for taking the time to consider my application.

5 GETTING ON

Reading and Use of English Part 8 Multiple matching

Don't forget!

As a general rule, the questions are relatively evenly spread through the texts/sections. If there is a paragraph that doesn't seem to match any of the questions, read it again carefully in case you've missed something.

You are going to read a newspaper article about making friends in adulthood. For questions 1–10, choose from the sections (A–E). The sections may be chosen more than once.

In which section does the writer mention

how a new approach made things easier? 1 ☐
a sudden dramatic change in her social life? 2 ☐
a social event that lasted longer than expected? 3 ☐
the value of sharing bad experiences with others? 4 ☐
an apparent success which wasn't all it seemed? 5 ☐
someone who sees a similarity between making friends as children and adults? 6 ☐
an expert who taught her a new technique? 7 ☐
the medical benefits of a healthy social life? 8 ☐
a person who was afraid of contacting people she had met? 9 ☐
a decision to do things differently the next time she was facing a similar challenge? 10 ☐

Language focus Reference, substitution and ellipsis

1 Read the conversation between two students in a lecture hall. Write a suitable reference or substitution word from the box in each gap.

done nor not (x3) ones so (x3) that (x4) them

A: Excuse me. Is anyone sitting here?

B: I don't think **(1)** _____. Take a seat.

A: Thanks. Are you new in the class? I haven't seen you here before.

B: Well, **(2)** _____'s because I was ill the first half of the semester.

A: Oh no! So will you have to repeat the whole year?

B: I hope **(3)** _____! I managed to read all the set texts for this course while I was in hospital, so hopefully **(4)** _____'ll be enough to pass the exams. If **(5)** _____, well, it's not the end of the world.

A: Yeah, I suppose **(6)** _____. But did you say you've read all the texts? Wow! That's more than I've **(7)** _____! I've read the easy **(8)** _____, and I was planning to read the others when I get a bit more time.

B: Well, I had plenty of **(9)** _____ when I was in hospital. I didn't feel like reading, but I knew I had to do **(10)** _____ if I was to stand a chance of passing the course. But I didn't really understand much from those books.

A: Hah! **(11)** _____ did I. Hey, do you want to borrow my lecture notes? If **(12)** _____, I'll bring **(13)** _____ along next time.

B: **(14)** _____ would be brilliant. I'm Ben, by the way. Good to meet you.

2 Use ellipsis to make each sentence less repetitive and more natural. Cross out the unnecessary words and make any other necessary changes.

1 I'd love to visit you sometime but I'm not sure when to visit.
2 **A:** Is David at home?
B: He must be at home. His car's in the drive.
3 I wasn't told where to go, but I should have been told where to go.
4 I was in the neighbourhood and I decided to drop in to say 'hi'.
5 She told me to apologise but I'd just apologised a few minutes earlier.

WHY MAKING FRIENDS AS A GROWN-UP IS *SCARY* – and how to do it anyway

A When I relocated from London to rural Denmark, I found myself lonely and far from home. I'd gone from having lots of friends but no time to see them, to a place where I had all the time in the world and no-one to spend it with. I realised that I was going to have to start all over again and make a whole new set of friends.

There was a woman with great hair, who I became convinced was key to cracking the social shell of my newly adopted homeland. But when I suggested meeting at a local café, she said, 'No.' I went anyway, just to get out of the house, and found her already there with other people. Three months later, I thought I'd 'arrived' when she invited me on a girls' weekend. I accepted, then found out I was only asked because there'd been a dropout and she'd have lost the deposit on the hotel room otherwise. Once the sting of rejection had subsided, I conceded defeat and turned my attentions elsewhere.

B After a year of making an effort, I formed a tight-knit gang of new friends. But then the prospect of moving again loomed and I realised I was still anxious about forming new bonds. So, this time, I sought help. I began researching techniques for becoming more resilient and adapting to change and got in touch with Irene S Levine, a psychologist and professor of psychiatry.

I asked her why making friends as a grown-up can feel so daunting. 'It's because the 'rules' of friendship are so vague,' she told me. 'It's easy making friends when we're children. Five-year-olds can just say, "Do you like swings? I like swings! Let's be friends!" For adults, it's trickier.'

But friendships are important for our health and well-being. 'Having close friends has been proven to reduce stress and anxiety, decrease your risk of depression, promote a sense of belonging and lower the heart rate, as well as reducing cholesterol and decreasing blood pressure,' says Levine.

C With more of us forced to relocate for work, as well as changes in circumstance or life stage, many of us are missing out on time with friends. And making new ones can be tough. 'I've been surprised by how hard I'm finding it,' says Kim, a mother of two. 'I've been trying to start conversations with the mums at my daughter's preschool, but it's clear that they aren't interested in 'new friends'. It makes me feel like I'm at school again.'

Christina, who recently moved out of London, agrees. 'I had a lot of failed attempts at chatting to new people, as well as panicking and swapping phone numbers with random women I never called because I was too chicken. I found the whole experience exhausting,' she says.

D Dr Steven Howell, a psychology professor, studied the science of establishing new friendships and concluded that a night out is the best place to start. Exchanging confidences and taking risks together is apparently essential. Researchers found that those who tackled a crisis together, even something small like how to get home at the end of the night, were more likely to become close than people who didn't share dramas.

I set out to road-test Dr Howell's theory. But I wanted an extra confidence boost first, so I asked Charna Halpern, an improvisation comedy expert, to give me a crash course in a technique called 'Yes, and …' 'The basic idea is about saying "yes" to each other,' Halpern explained. 'Truly listening, staying in the moment and then offering something more to progress the conversation. Great things happen when you say, "Yes, and …" If you're shy, it helps you focus on the other person. If you're naturally confident, it improves empathy – and someone who empathises makes a good friend.'

E Inspired, I resolved to put 'Yes, and …' to the test. I met a girl who was new in town and suggested going out. She agreed, then in the spirit of 'Yes, and …', we ended up making dinner plans with a third woman. Because I was following a proven technique, the encounter felt easier somehow. Practising 'Yes, and …' meant the conversation flowed effortlessly, and within half an hour, my cheeks ached with laughter. I made it home just before dawn, aware that I was going to feel terrible when the alarm (my toddler) went off. But it was worth it, I told myself.

Six months on, I'm delighted to report that my new friendships are lasting ones. The kind you can rely on for moral support after a terrible day; who'll bring over Danish pastries when you're ill; friends you want to celebrate life's highs and lows with. In other words: keepers.



Relative clauses

1 Use the relative pronoun in brackets to combine each pair of sentences. Use commas where necessary.

1 We first met in a park. Isn't this the park? (*where*)
2 I'm meeting Jacob next week. I'm still angry with him for letting me down. (*who*)
3 Somebody's car was blocking my drive this morning. I had an argument with her. (*whose*)
4 I said hello but she just ignored me. It was really rude. (*which*)
5 I had a lot of help from Alex. Without him, it would have taken much longer. (*whom*)
6 I applied for a job. I didn't get it. (*that*)

2 Decide if the underlined relative pronoun can be omitted from each sentence. Make any other necessary changes.

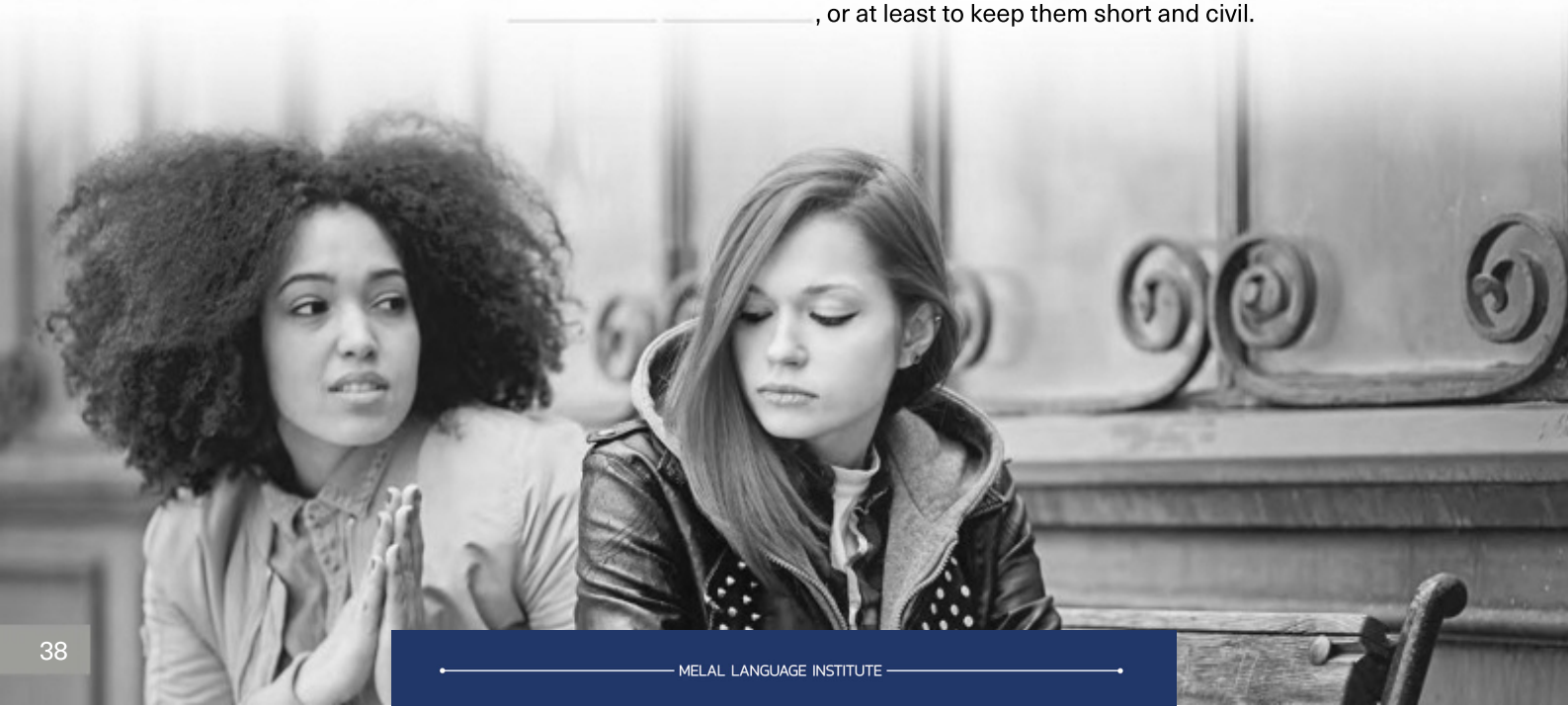
1 My eldest cousin, who I last saw when we were kids, has become a grandmother.
2 That was the moment when I realised my mistake.
3 I'd like to thank everybody who visited me when I was sick.
4 The play on which the film is based is considered a classic.
5 I received an email from one of my oldest friends, which was a lovely surprise.
6 I can't even remember the reason why we fell out all those years ago.
7 The person from whom I've learnt the most is my grandfather.
8 I found that bag that I was looking for this morning.

Vocabulary Verb + noun collocations

1 Complete each sentence with one verb and one noun from the box.

Verbs: avoid declare find make resolve
Nouns: arguments ceasefire differences ground peace

1 I know you're both angry with each other, but isn't it about time you _____ _____ with each other?
2 The two companies had been bitter rivals for years, but when a third company threatened to drive them both out of business, they at last _____ some common _____.
3 They had a terrible argument just before the match, but I persuaded them to _____ a _____ for the duration of the game. But as soon as it had finished, they started arguing again!
4 Whatever it is that's making you angry, I hope you can _____ all your _____ soon and go back to being friends.
5 Since we've started talking to each other more openly, it's really helped us to _____ _____, or at least to keep them short and civil.



2 Complete the advice with one word in each gap.

Hi Vera

Sorry to hear you've been having some problems with your parents. If it's any consolation, I remember I used to fall **(1)** _____ with my own parents all the time when I was your age. One time, it got so bad that I threatened to move **(2)** _____ and go and live by myself … but luckily, I didn't follow up on that threat.

In my experience, the key is to talk openly about your disagreements; if you let them build **(3)** _____, you'll get more and more stressed, and in the end, the slightest problem can spark **(4)** _____ a huge row. At least, it did for me!

Looking back, I'm so glad I didn't give **(5)** _____ **(6)** _____ my family. If anything, the experience of going through those tough times together has actually strengthened my relationship with them now.

Hope that helps!

Clara

Relationships

1 Match the sentence beginnings (1–7) to the endings (a–g) to make complete sentences.

1 When I saw the nasty way Helen treated her dog, I took
2 You're so negative about everyone! I wish you would stop putting
3 When you get married and have kids, you don't have time to keep
4 When I started working here as the office cleaner, everyone used to look
5 When I realised we shared the same sense of humour, I knew we'd get
6 I thought we'd be friends for life, but our relationship turned
7 It was no surprise when Erik and Lara split up last year. They had

a sour when I ended up as her manager. It was horrible!
b an instant dislike to her.
c on like a house on fire.
d had a rocky relationship for years.
e in touch with your old friends.
f people down like that.
g down on me … but now I'm their boss.

2 Choose the correct verb to complete each sentence.

1 Why do you *back* / *have* / *take* it in for Eddie? I'm sure you'd like him if you gave him a chance.
2 Can you two stop arguing all the time? It's really *getting* / *keeping* / *looking* on my nerves.
3 I'll never forgive him for *having* / *keeping* / *turning* his back on me when I most needed a friend.
4 The stress of moving house can really *have* / *put* / *take* a great strain on family relationships.
5 I *got* / *looked* / *took* to Susan instantly when I met her – it was as if we'd known each other for years.
6 I'm not very sociable. I prefer to *get* / *keep* / *put* myself to myself.
7 I really *look* / *put* / *turn* up to Gloria. She's achieved her success through hard work and a really positive attitude.
8 The teacher accused me of cheating, but luckily Lena *backed* / *looked* / *turned* me up and confirmed it was all my own work.

Reading and Use of English Part 1 Multiple-choice cloze

Don't forget!

If one of the options is a word you've never seen before, look for any prefixes and suffixes that can be removed – you might be left with a more familiar word, allowing you to work out the meaning of the new word.

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).

0 **A** circumstances **B** background **C** topic **D** context

Opposites don't attract after all

In the **(0)** *D* of interpersonal relationships, it is often claimed that opposites attract. Just as two magnets with opposite poles are **(1)** ..... together, so people are **(2)** ..... to be attracted to those who are poles apart.

However, all the evidence seems to point towards the opposite conclusion: that the more similar two people are, in **(3)** ..... of everything from their political views to the products they tend to buy, the better their relationship is likely to be. We **(4)** ..... not to be much like magnets after all.

One significant **(5)** ..... of surrounding ourselves with people who share our views, values and preferences is that we can easily end up with a distorted worldview, as we are rarely **(6)** ..... to different opinions. Comfortable as it is to spend time with people who agree with us on **(7)** ..... everything, it is also important to seek out opposing **(8)** ..... – people who will tell us, 'Actually, no, you're wrong.'

1	**A** thrown	**B** sent	**C** drawn	**D** dragged
2	**A** assumed	**B** realised	**C** concluded	**D** acknowledged
3	**A** spite	**B** sense	**C** case	**D** terms
4	**A** come across	**B** end up	**C** go on	**D** turn out
5	**A** oversight	**B** downside	**C** falsehood	**D** omission
6	**A** uncovered	**B** displayed	**C** exposed	**D** revealed
7	**A** virtually	**B** somewhat	**C** hardly	**D** relatively
8	**A** aspects	**B** impressions	**C** assumptions	**D** viewpoints

Reading and Use of English Part 2 Open cloze

Don't forget!

- There may be some gaps that test you on idioms and fixed expressions. These are usually impossible to work out using logic alone, so you need to learn a large number of idioms and expressions before the exam.
- Whenever you're reading a text in English, look out for unusual or interesting expressions that might be tested in the exam.

For questions 1–8, 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).

Does birth order affect our personalities?

According **(0)** *TO* popular wisdom, our personalities are affected by **(1)** ..... we are the eldest, youngest or a middle child in a family. First-born children are supposed to be more responsible but also rather domineering – presumably owing **(2)** ..... the fact that they spend their childhood bossing younger siblings around. This means **(3)** ..... is only natural that first-borns should end up in leadership roles in adult life.

Last-born children tend to be pampered by their parents and can **(4)** ..... away with behaviour that their older siblings would have been punished for. As a result, they grow up with a disrespect **(5)** ..... authority figures, especially their older siblings, and go on to become rebels and innovators.

As **(6)** ..... middle children, they are said to share traits with their older and younger siblings and tend to be well balanced and happier. **(7)** ..... said, with no clear role in the family, they may also feel excluded and jealous.

Appealing as this theory may be, statistical analysis does not back it up. Indeed, recent studies have shown **(8)** ..... or no effect of birth order on personality.

Listening Part 1 Multiple choice

5 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 workmates talking about their older sisters.

1 The man sees his sister regularly because
- **A** she is his best friend.
- **B** they enjoy the same activities.
- **C** her house is close to his.

2 Why does the woman wish she saw her sister more often?
- **A** She appreciates her sister's sense of humour.
- **B** She would like her sister's advice and guidance.
- **C** She enjoys seeing her sister's children.

Extract 2

You hear two neighbours discussing plans to build a wind farm near their houses.

3 What aspect of the wind farm worries the woman?
- **A** the noise it will make when operating
- **B** the disruption while it is being installed
- **C** the visual effect on the landscape

4 Both speakers agree that the wind farm
- **A** will go ahead regardless of protests.
- **B** is less desirable than another option.
- **C** should be built on another site.

Extract 3

You hear an older man and a younger woman discussing changing attitudes to manners.

5 What change in manners does the man disapprove of?
- **A** not saying thank you
- **B** not giving up seats for women
- **C** not eating in a certain way

6 Both speakers agree that queuing
- **A** is rarely done these days.
- **B** is popular with the elderly.
- **C** is a cultural convention.

Don't forget!

- At C1 level, multiple choice tasks often ask you to identify the main reason for something. The other two options may also be reasons, but only one will be the main reason.
- Similarly, you may be asked to identify the statement that both speakers agree with. The other two options may be expressed by one speaker each, but only one is expressed by both of them.







Writing Part 2 Proposal

1 **Read the following Writing Part 2 task. Answer the questions.**

At the organisation where you work, around half the members of staff work from home. Many of the homeworkers have little or no contact with the other employees, which has caused some problems. You have been asked by your manager to identify the problems and suggest ways of resolving them.

Your proposal should say what the most common problems are, explain why they are important and propose creative solutions.

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

1 How many problems do you think you should identify?
2 How many solutions do you think you should propose?

2 **Read the model answer. Suggest a suitable heading for each section.**

Proposal: Improving communication and teamwork

(1) _____

In recent years, more and more of our employees have taken advantage of the opportunity to work from home. While this has undoubted benefits, for employees and the company alike, there are also several drawbacks.

(2) _____

The most common complaint from office workers is that they perceive homeworkers as being lazy. The assumption seems to be that because homeworkers are not being monitored, they are doing the bare minimum. By the same token, there is a perception among homeworkers that office workers spend too much time chatting, rather than getting 'real work' done.

Another key issue is that there is no sense of teamwork, with the result that many employees are reluctant to ask for help from colleagues whom they may never have met face to face. There is also a tendency for employees to see their relationship as competitive rather than cooperative.

(3) _____

It is vital for our employees to feel more like a collaborative team. For this reason, I propose a team-building away-day for all members of staff. This should happen as a matter of urgency and be repeated regularly.

We must build regular communication into everybody's daily work routine. To achieve this, I recommend holding weekly virtual meetings, during which team members briefly outline their current projects and the challenges they face.

(4) _____

By restoring a sense of teamwork and collaboration through regular contact between team members, I believe we can take full advantage of distance working while avoiding its pitfalls.

3 Read about performative verbs. Then find two performatives in section 3 of the model answer. What other performatives could you use in a proposal?

We use performative verbs to perform the action that they describe. For example, when you say *I promise*, you are making a promise by saying those words. Other examples include *I admit* and *I apologise*. When we use a verb as a performative, we always use the present simple.

4 Look at the following two extracts from the model answer. Answer the questions.

A This **should** happen as a matter of urgency and be repeated regularly.

B We **must** build regular communication into everybody's daily work routine.

1 Why did the writer avoid *must* in sentence A?

2 Why is it OK to use *must* in sentence B?

5 Underline extracts in the model answer that mean the same as the following.

1 Many office workers complained that ...

2 They seem to assume that ...

3 Homeworkers think office workers spend too much time ...

4 Employees tend to see ...

5 We must make our employees feel more like ...

6 We should do this urgently ...

7 If we can restore a sense of teamwork ...

6 Compare the phrases in Exercise 5 with the ones used in the model answer. What techniques make the phrases from the model answer more formal?

7 Complete the following exam task. Use the tip boxes below to help you.

The town where you live is struggling to build a sense of community. Many local people live isolated lives, with little contact with others. Many others don't feel as if they belong to the community.

The town council has asked local people to come up with creative proposals for dealing with such issues. You have decided to send a proposal.

In your proposal, you should identify the groups of people who would most benefit from a better sense of community, explain why it is important for them and suggest ways of solving the problem.

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

How to go about it

- Make sure you know who the target reader is and what exactly they expect from you.
- It's fine to invent facts and details, but they should be simple and believable. Don't waste too much time inventing a fictional world!
- Make sure your proposed solutions are clearly signposted! They are the key to a successful proposal, so the reader needs to be in no doubt about what you are actually proposing and why.

Useful language

Describing the current situation	Proposing solutions
In recent years, more and more ...	*It is vital for ... to ...*
The most common complaint is that ...	*For this reason, I propose ...*
Another key issue is that ..., with the result that ...	*To achieve this, I recommend ...*
There is also a tendency for ... to ...	*By ..., I believe we can take full advantage of ...*

6 ALL IN THE MIND?

Reading and Use of English Part 7 Gapped text

You are going to read an extract from a newspaper article. Six paragraphs have been removed from the extract. 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.

LEARNING TO LIVE with FACE-BLINDNESS

Sunday morning. I walk down to the beach with the dog. I'm already on high alert. It's the moment in the week when people are most likely to be wandering along the seafront, feeling chatty. I should have gone to the woods today.

1 _____

'Hi!' I say, as warmly as possible. 'How are you?' This can sometimes elicit clues. Not today. The dog pulls in the direction of the sea. 'Looks like she's desperate to get going!' I say, laughing. 'So sorry! Lovely to see you!' And I'm off before this woman, whoever she is, can think about joining me.

2 _____

It's not just that faces don't stick in my mind; I seem to only be able to perceive them in fragments that won't piece together as a whole. I couldn't pick out my own son from all the other little blond boys at nursery, and still now in the playground I often have to ask other parents if they can spot him. If I know them well, I can explain. If I don't, I have an armoury of excuses. He moves too fast! He must have been hiding!

3 _____

At least I knew what it was by then. I only learnt the term in my mid-30s, when I read a tweet by somebody explaining her own face-blindness. It was a heart-stopping moment for me; a spark of grateful recognition. 'Is that an actual thing?' I replied. 'I'm not just a terrible person?'

4 _____

Take my former colleague Carolyn, for example. Her ability to recognise people seems even more limited than mine. When she sought a formal diagnosis in the hope of making her working life easier, she discovered that her disorientation extended to places and shapes too.

5 _____

However, another face-blind friend would love to find a cure. 'I'm an extrovert. I need people,' she says. 'Face-blindness is a terrible blight on that. I've offended too many people by walking past them in the street, and I've spent too many parties thinking I don't know anyone when I know plenty of people.'

6 _____

Despite my prosopagnosia, I recognise my loved ones just as intensely as a person who could bring their faces easily to mind. My sense of connection is multi-faceted, engaging all my senses, and it's full of wonder, because each time I look at them, I am seeing something new. I know them no less deeply. I just find my home in a different way.



A As for me, I've never bothered with a diagnosis. There's no treatment and no cure. Even if there were, I'm not sure I'd take it. Strange as it seems, my face-blindness feels innate to me. Carolyn agrees with me. 'I don't know if I enjoy being face-blind; I just know that I've created a way of understanding it as part of the way I navigate life,' she says. 'To change that would be like suddenly having a different name.'

B It is a shameful thing for a mother not to recognise her son, but then again I could sniff him out blindfolded in a crowd: his voice, the way he walks, the perpetual motion of his face. This is how I remember people. I also store certain people in words. There was a man at my last workplace whose moustache grew outwards. I always recognised him, while routinely blanking the members of my team.

C I cross the road and hear, 'Katherine! Hello!' I wonder if I can get away with pretending I didn't notice, but this woman is determined. She crosses the road, waving. Her face is plain, unremarkable. I have no idea who she is, but she knows me.

D I tell people about it on our first meeting, and the way they respond reveals a lot. Some are touchingly helpful – one friend always finds a way to shoe-horn her name into the first sentence while I orient myself – but I'm surprised at the number of people who don't think I'll be blind to their face, uniquely.

E Research into prosopagnosia, to give it its official name, is in its infancy, but we know that face recognition is dependent on a network of brain regions across the right and left hemispheres. There is so much that can disrupt these connections, and so it's likely that there are multiple ways of being face-blind.

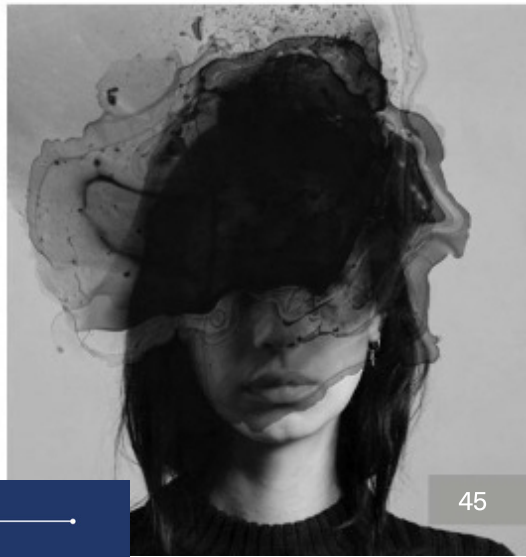
F Perhaps that's why I'm more accepting of my own face-blindness – it's the perfect complement to my introversion, to my sense that I don't really want to socialise anyway. I'm best off avoiding busy rooms, because they exhaust me, and my prosopagnosia relieves me of having to process all those different personalities.

G I didn't always know I was face-blind. I grew up thinking that I just didn't remember people. This, as a friend once told me, seems a lot like arrogance – an aloof lack of interest in others. But that's not how it feels on the inside.

Don't forget!

- Use a process of elimination: start with the easiest gaps and leave the most difficult ones till last.
- In most cases, there will be clear links between paragraphs. However, there may be one or two examples where there are no such links. In such cases, instead of finding one paragraph that fits perfectly, you should eliminate all the paragraphs that clearly don't fit. Hopefully, there'll be only one left.
- Look out for the names of people, technical names and so on, which are used several times in the text. Work out which of those examples introduces the name and which examples expect the reader to already know it. This will tell you which mention comes first in the text.
- Check the extra paragraph carefully. Think about why it doesn't fit anywhere in the text.





Language focus Passives 1

1 If possible, use the passive voice to rewrite the following sentences so the underlined word or phrase is the subject. Two of the sentences cannot be changed into the passive.

1 You should have returned these books last week.
2 My mother taught me the basics of psychology.
3 Irena lacks the right temperament to be a therapist.
4 Our teacher made us memorise hundreds of dates.
5 One of the customers yelled at me.
6 His painting resembles something drawn by a monkey.

2 Complete the second sentence in each pair so it has a similar meaning to the first sentence. Write one word in each gap.

1 I was afraid that someone might recognise me.
I was afraid of _____ _____.
2 You'd better finish your essay by tomorrow.
Your essay had better _____ _____ by tomorrow.
3 I hate it when people stare at me.
I hate _____ _____ _____.
4 After they caught him cheating, they sent Lewis home.
Having _____ _____ cheating, Lewis _____ _____ home.
5 While they were interviewing me, I suffered a panic attack.
I suffered a panic attack while _____ _____.
6 If you want us to accept you on our course, you must submit a letter of application.
_____ _____ _____ on our course, you must submit a letter of application.

Passives 2

Use the verbs in brackets to complete the sentences.

1 There was a time when the world _____ (*believe*, *be*) flat, but now it _____ (*know*, *be*) round.
2 The businesswoman _____ (*repute*, *own*) over 60 houses around the country, but she's very secretive, so it's hard to be sure she really does.
3 The scientists _____ (*allege*, *falsify*) much of the research they published last year, but they strenuously deny the allegations.
4 Freud _____ (*consider*, *pioneer*) the field of psychoanalysis in the 1890s.
5 The band _____ (*rumour*, *be*) on the verge of splitting up, but I hope they decide not to.
6 According to the latest police reports, the thieves _____ (*believe*, *have*) inside help in planning the break-in.
7 The results of the election aren't known yet, but an announcement _____ (*expect*, *make*) imminently.

Have/Get

Rewrite the underlined part of each sentence using *have* or *get*. More than one option may be possible.

1 I'm sorry I'm late – I became stuck in a traffic jam.
2 I need to arrange for somebody to change the oil in my car.
3 It was a terrible argument, but I didn't want it to involve me.
4 Somebody stole my wallet while I was on the tram.
5 How did you break this window?
6 Don't cheat in the exam. If they catch you, you'll be thrown off the course.

Vocabulary Intelligence and ability



1 Complete the sentences with words from the box.

accomplished ace flair gifted poor prodigy whizzkid

1 Jo was musically _____ as a child, but she never applied herself.
2 You seem to have a _____ for painting. Have you ever had any training?
3 Mario is an absolute _____ at soccer. He used to play professionally.
4 I'm afraid I have a really _____ memory. What did you say your name was?
5 Our son could play the piano by the age of three – he was a real child _____.
6 I was a fairly _____ dancer in my youth – I won several major competitions.
7 He's such a typical _____ – twenty-something years old, straight out of university and with loads of brains but no experience.

2 Put the expressions in order from the most negative (1) to the most positive (4).

1 a She's a competent programmer. ___ b She's hopeless at programming. ___
c She's a skilful programmer. ___ d She's an expert programmer. ___
2 a He's a terrible painter. ___ b He's a highly talented painter. ___
c He's quite a promising painter. ___ d He's weak at painting. ___
3 a He's an awesome linguist. ___ b He has a gift for languages. ___
c He's poor at languages. ___ d He's a reasonable linguist. ___

Phrases with *thought*

1 Choose the correct word to complete the sentences.

1 We've *given* / *provided* / *spent* some serious thought to your idea, but it's not for us.
2 **A:** Why not have a competition to get customers to think of a new name. All we need ...
B: *Hold* / *Keep* / *Stop* that thought! Let me get a pen and paper so I can write it down.
3 I need this by Friday. No, on *better* / *other* / *second* thoughts, send it to me on Thursday.
4 **A:** I'm thinking of quitting my job.
B: I thought as *far* / *much* / *well*! You haven't seemed to be enjoying it for months.
5 Behaviourism was the dominant *branch* / *field* / *school* of thought in the 1950s.
6 I said hello to Jo, but she was *away* / *lost* / *missing* in thought – I don't think she heard me.
7 It was only a small present, but it's the thought that *counts* / *matters* / *rules*.
8 I had a brilliant idea for a competition. But then Steve interrupted me while I was trying to explain it, and I completely lost my *line* / *track* / *train* of thought.

2 Match the sentence beginnings (1–8) to the endings (a–h) to complete the phrases.

1 To demonstrate my theory, I'd like to try a little **thought**
2 She certainly gave us plenty of **food**
3 If I didn't have bills to pay, I'd resign from my job tomorrow **without**
4 You need to plan your conclusion right at the beginning. You can't treat it as **an**
5 The TV documentary was extremely **thought-**
6 While you're on holiday, **spare**
7 You want to pay for the meal? **Perish**
8 I didn't want to interrupt you because I could see you were **deep**

a **provoking**, with lots of controversial but fascinating ideas.
b **the thought**! I told you earlier, it's my treat to say thank you.
c **experiment**: imagine you were the size of an ant, ...
d **in thought** ... or were you simply staring out of the window?
e **a second thought.**
f **for thought.**
g **afterthought** that you leave till the last minute!
h **a thought for** those of us who have to work.

Reading and Use of English Part 3 Word formation

For questions 1–8, read the text below. 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. There is an example at the beginning (0).



MUSCLE MEMORY

Although cycling is beyond the **(0)** *CAPABILITIES* of all but the most advanced robots, many humans, even small children, are able to do it **(1)** _____, thanks to a remarkable phenomenon called muscle memory. Basically you don't need to be Tommaso De Vecchis (see image) to achieve this!	**CAPABLE** **EFFORT**
Muscle memory refers to the **(2)** _____ of complicated physical skills, such as typing at high speed, playing a musical instrument or performing a gymnastic routine, through extensive **(3)** _____. While these activities initially require great conscious effort, with practice we eventually get to the point where we can do them completely **(4)** _____, freeing valuable brain processing power and **(5)** _____ space for other tasks. Recent research even suggests that the **(6)** _____ of muscle memory may take place through observation alone, without the need for physical movement.	**MASTER** **REPEAT** **CONSCIOUS** **STORE** **ACQUIRE**
One downside of muscle memory is that we have no conscious control over it. This is highly **(7)** _____ for elite sportspeople, for example, who may forget all their finely tuned motor skills under the intense pressure of international competition, reverting to **(8)** _____ incompetent beginners at what should be their moment of glory.	**PROBLEM** **HOPE**

Reading and Use of English Part 4 Key word transformation

For questions 1–6, 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 Why can't you be responsible for cooking for a change, instead of me?
THAN
_____ responsibility for cooking yet again, why can't it be you for once?

2 I didn't enjoy the festival because the weather was terrible.
FOR
If _____ terrible weather, I might have enjoyed the festival.

3 There are reports that researchers discovered something important last week.
TO
Researchers _____ an important discovery last week.

4 These flowers urgently need some water.
WATERING
These flowers _____ of urgency.

5 There's no point in keeping this old CD player, so let's throw it away.
WELL
We may _____ of this old CD player – we don't need it, after all.

6 Regrettably, we must inform you that there's been a small delay.
REGRET
_____ a small delay.

Listening Part 2 Sentence completion

6 You will hear a psychologist called David Laker talking about the link between creativity and eccentric behaviour. For questions 1–8, complete the sentences with a word or short phrase.

What to expect in the exam

- In Part 2, you hear a monologue lasting approximately three minutes. The context is usually a presentation or talk. You will hear the recording twice.
- There are eight questions testing your understanding of specific, factual information. You are usually required to complete sentences with a single noun or a noun phrase, e.g. social media, diploma course.
- For Part 2 tasks, you have 45 seconds to read the questions before you listen. Use this time to think about the kind of information you might hear.
- For some questions you will hear distractors: words which might at first seem relevant, but which do not complete the sentence correctly.




Are creative people more likely to behave in an eccentric or unusual way?

David says that **(1)** _____ were something that physicist Isaac Newton avoided.

According to David, the author Charles Dickens believed he was being pursued by **(2)** _____.

David refers to a 1966 study that showed that eccentricity was a **(3)** _____ condition.

David says that eccentric/creative people cannot **(4)** _____ information so they may behave strangely.

According to David, Anton Strue is researching why eccentric/creative people are more likely to be **(5)** _____ than other people.

Strue concluded that eccentric/creative people receive more information, especially **(6)** _____, which affects behaviour.

David believes that eccentric/creative people today have more opportunities because of the **(7)** _____ industry.

David hopes that more university degrees will include **(8)** _____ to promote 'eccentric' ways of thinking.

How to go about it

- Look out for clues that you need to write a plural noun or noun phrase. For example, you might see *these* or *some* before the gap or a present simple verb without *s* after the gap.
- The missing information appears in the same order in the notes and in the script. The speaker also usually pauses before starting a new topic, so you should always be able to work out which section of the script relates to which gap.



Writing Part 2 Informal email or letter

1 Read the following Writing Part 2 task. How many questions will you need to address in your reply?

You have received an email from an English-speaking friend.

Hey!

Big news! My university course has started, so I'm now officially a student! It's a great course, but I'm struggling a bit with all the information I need to memorise. Any tips on how to decide what's worth learning and how to go about it? Oh, and how on earth do I stay motivated despite the huge amount of stuff to learn?

I'd really appreciate any advice you could offer. Thanks a lot.

Mo

Write your **email** in **220–260** words in an appropriate style.

2 Read the model answer. Why are the underlined phrases important?

Hey Mo!

Great to hear from you. Congratulations on getting into university. I'm sure you'll have an awesome time!

You're right that there's loads of information to learn, but don't forget that higher education is about much more than memorising facts and figures – it's also about getting a deep understanding of a topic and drawing your own conclusions about why something happened the way it did, or how you could check whether it's really true. I reckon if you take that as your starting point, it'll help you decide what's important and what's just background noise!

That said, you can't get away from facts and figures, and it's always useful to be able to call to mind various names, dates and so on. For what it's worth, whenever I've got to learn loads of information, I always write each 'fact' on a separate card, which I then use to test myself later. The good thing about cards, as opposed to a single list, is that I can sort them into piles: things I already know and things I still need to memorise. It works for me!

An added bonus is that it's easy to count the number of things I've learnt – I just count the cards in my 'known' pile! And that's really motivating – I can see at a glance how much progress I've made and whether I deserve a well-earned break or still need to keep beavering away!

I hope that helps. Let me know if you try those ideas out and how you get on.

Write soon!

Sharena

3 **Look at the formal/neutral phrases below. Think of a more informal way of expressing them. Then find them in the model answer to check.**

1 being offered a place at university
2 enjoy yourself
3 there is a good deal of information
4 I think/believe
5 This may or may not be helpful, but ...
6 A further benefit is that ...
7 whether you are successful

4 **Complete these collocations and phrasal verbs from the model answer with a suitable word in each gap.**

1 If you _____ your own _____ about something, you decide for yourself what lessons to learn from it.
2 If you _____ something as your _____ point, you know how to begin, but you're free to decide what to do next.
3 If you can't _____ away _____ something, it's unavoidable.
4 If you _____ something to _____, you remember information that you learnt earlier.
5 If you can _____ something at a _____, you can get the information you need simply by looking very quickly.
6 If you _____ a well-earned _____, it's fine to stop for a while because you've already achieved a lot.
7 If you _____ _____ away at something, you continue working hard on it.
8 If you _____ something _____, you do it to find out what will happen.

5 **Complete the following exam task. Use the tip boxes below to help you.**

You have received an email from an English-speaking friend.

Hi

Hope you're well. I'm getting a bit fed up with my university course. It just doesn't seem relevant to what I want to do with the rest of my life, which is to start my own business. So I'm in two minds about whether to keep going – there's only a year left, after all – or to walk away and do my own thing.

What do you reckon? Would there be any point in continuing? What would be the risk of giving up? And are there any other options that I haven't thought of?

Thanks a lot

Toni

Write your **email** in **220–260** words in an appropriate style.

How to go about it

- Start with a brief introductory paragraph to respond to your friend's email.
- Make sure you address all the questions from the task.
- When you're writing an informal email, it's tempting to use very simple everyday language. Replace the most basic words (e.g. *think*, *good*) with more sophisticated (but informal) equivalents (e.g. *reckon*, *awesome*).
- Finish your email with a friendly ending, e.g. wish your friend good luck.

Useful language

Starting an information email	**Ending in a friendly way**
Hey/Hi/Hello!	*I hope that helps.*
Great to hear from you.	*Let me know if you ...*
Congratulations on ...	*Write soon / Take care / All the best!*

7 FEELING GOOD

Reading and Use of English Part 5 Multiple choice

You are going to read an article about the gut microbiome. For questions 1–6, choose the answer (A, B, C or D) which you think fits best according to the text.

1 The writer claims that the gut microbiome
- **A** contains organisms that we couldn't survive without.
- **B** is just as important as any other organ in the body.
- **C** can cause a range of physical and mental health problems.
- **D** has a greater impact on our well-being than our genes.

2 The writer mentions *Lactobacillus acidophilus* and *Bifidobacterium lactis* because
- **A** they have been successfully used to treat health problems.
- **B** nobody knows whether they are as good for us as the adverts claim.
- **C** they are the probiotics that the reader is most likely to have heard of.
- **D** they are at the heart of a multi-billion-dollar industry.

3 Burnet's research into prebiotics and mood suggests that certain prebiotics
- **A** might one day be used instead of conventional medication.
- **B** seem to be more effective than some antidepressants.
- **C** appear to make people think less negatively.
- **D** are naturally produced by our digestive systems.

4 Burnet suggests that
- **A** the prebiotics in some natural foods are more effective than prebiotic powder.
- **B** some people would prefer to take a supplement instead of changing their diet.
- **C** it can take up to five days to see any improvement in sleep quality.
- **D** prebiotics are the most effective treatment for insomnia.

5 Enders thinks people who want to lose weight should
- **A** take leptin supplements so they feel full up.
- **B** take supplements of bacteria from obese people.
- **C** eat more fresh vegetables and fermented foods.
- **D** avoid focusing only on gut health strategies.

6 Both Cryan and Enders make the point that the gut microbiome
- **A** is easier to change than your genes.
- **B** could be more complex than the human genome.
- **C** will definitely be fully understood within the next five years.
- **D** might be a lot less powerful in preventative medicine than people assume.

Don't forget!

- At C1, you're expected to go beyond whether facts are true or false, and to identify people's opinions or their reasons for doing something. Pay attention to reporting verbs like *claim* and *suggest*, which tell you to identify opinions rather than facts.
- Don't panic if the reading text includes a lot of technical vocabulary. Remember that you're not expected to understand every word (and you're certainly not expected to be an expert in things like science and medicine). However, you should be able to work out enough of the meaning to answer the questions. The most important words and phrases may be explained in the text itself, so make sure you read any such explanations carefully.
- If two options seem correct, read them again carefully. There may be a small detail that makes one of them incorrect.

IS YOUR **GUT MICROBIOME** THE KEY TO **HEALTH** AND **HAPPINESS?**

The gut microbiome is a vast ecosystem of organisms such as bacteria, yeasts, fungi, viruses and protozoans that live in our digestive pipes, which collectively weigh up to 2 kg (heavier than the average brain). It is increasingly treated by scientists as an organ in its own right. Each gut contains about 100 trillion bacteria, many of which are vital, breaking down food and toxins, making vitamins and training our immune systems.

Over the past decade, research has suggested the gut microbiome might potentially be as complex and influential as our genes when it comes to our health and happiness. As well as being implicated in mental health issues, it's also thought the gut microbiome may influence our athleticism, weight, immune function, inflammation, allergies, metabolism and appetite.

The hope is that it may one day be possible to diagnose some diseases and health problems by analysing gut bacteria and to treat them with specific bacteria. An understanding of the gut's importance to our well-being now fuels a global probiotic market projected to grow to $64 billion within a few years. Probiotics are bacteria associated with healthy gut flora – such as the *Lactobacillus acidophilus* and *Bifidobacterium lactis* we see advertised in 'live' yoghurt.

The challenge lies in pinpointing the cause and effect of specific bacteria and translating the results into treatments. This isn't easy. Giulia Enders, who wrote the international bestseller *Gut*, says, 'We have no idea what all the seemingly normal bugs are doing. We don't really know which bacteria does what in who, so it is a big experiment.'

Philip WJ Burnet, an associate professor at the University of Oxford, has had promising results testing the effects of prebiotics on mood. Essentially, prebiotics 'are dietary fibres that feed bacteria already in our gut,' he says. 'If you eat these fibres, you grow lots of species of good bacteria.'

His trial tested a commercially sold prebiotic and suggested it might have the potential to reduce anxiety. In his study, people without the supplement paid more attention to negative imagery, but those on the prebiotic paid more attention to the positive.

He is cautious to point out, however, that when people take antidepressants, these early changes don't necessarily lead to their symptoms improving. He also stresses, 'Prebiotics, or indeed any dietary supplements, are unlikely to replace the drugs used for the treatment of psychiatric illnesses. But they might be useful in helping medication work better in people who do not respond very well to them.'

This year, the health journalist Michael Mosley tested the sleep-enhancing effects of prebiotics for his documentary *The Truth About Sleep*, and Burnet oversaw the five-day experiment. At the start of the trial, Mosley spent 21% of his time in bed awake – by the end, that had shrunk to 8%. Of all the strategies Mosley tested to treat his insomnia, he found prebiotics the most effective.

So should we all be hitting the prebiotics? People hate hearing it, says Burnet, but supplements can't replace a healthy, varied diet. Lentils, asparagus and artichokes are examples of natural prebiotic sources. 'But who wants to eat a bowl of artichokes when you can just pour some prebiotic powder on your cornflakes?'

Enders thinks it's only a matter of time before bacteria supplements are available to support weight loss. Bacteria associated with leanness and obesity have already been identified (if you give mice bacteria from an obese human, the mice will become obese too, and if you give mice bacteria from a lean human, they will stay lean). And the common *Lactobacillus reuteri* has been shown to increase levels of leptin, a hormone that makes you feel full up, while lowering the hunger hormone ghrelin. That is not to say, she warns, that 'other aspects of weight gain should be put aside, but it could be a great additional help'.

All the gut experts are keen to point out that no matter how repetitive the advice, a varied diet rich in fresh vegetables and fermented foods, such as sauerkraut, along with exercise and stress management, is the route to sustained gut (and general) health.

John Cryan, an expert in the gut microbiome, believes we are five years off cracking the human gut microbiome, but of course, there's no way of knowing. Could it be a similar case to that of the human genome – another great hope in personalised preventative medicine, but which becomes more complex the more we learn about it? 'It could be,' he admits. 'The only difference is that, unlike your genome, which you can't do an awful lot with, your microbiome is potentially modifiable.'

Enders agrees. 'I think the belief that many or even all diseases are rooted in only the gut bacteria will have to turn out as wrong,' she says. 'Humans are wonderfully complex animals with multiple connections to mind, food, life and the environment. The cool thing is that it is far easier to change the gut compared with our genes.'

Language focus Reported speech

Direct and reported speech

Rewrite the following sentences so that they are in reported speech. Use contractions where possible.

1 'I've been feeling a lot better since I visited the doctor last week.'
A few weeks ago, George said that he _____.

2 'When can I expect to receive the goods I've ordered?'
I asked the sales assistant _____.

3 'I may be a little late tomorrow if I have to stop for petrol.'
On Monday last week, Zoe said that _____.

4 'I slammed on the brakes because I was about to crash.'
Richard told me that _____.

5 'Did Helena tell you what her presentation is going to be about tomorrow?'
Some time ago, Tom asked me _____.

6 'It must be difficult for you to get around if you can't drive.'
Fiona told Andy that _____.

7 'I don't know what I'm doing.'
Lucy has told me several times that _____.

8 'You must complete this form before we can open your account.'
The bank told me that _____.

Alternative verb patterns

Complete each gap with a suitable form of the verb in brackets. Add an object pronoun (e.g. *me*) if necessary.

1 Patrick denied _____ (*fall over*) on purpose to win a free kick.
2 Katie asked _____ (*leave*) work early so she could visit the dentist.
3 The instructor warned _____ (*not / train*) too hard on my first visit to the gym.
4 Rachael insisted that the shop assistant _____ (*give*) her a discount.
5 Tony threatened _____ (*leave*) the team if I didn't make him captain.
6 The doctor urged _____ (*take*) better care of myself.
7 Lewis agreed _____ (*drive*) me to the airport.
8 I demand that I _____ (*be*) given an apology.

Verbs and dependent prepositions

Write the correct prepositions to complete the following phrases.

1 apologise _____ (doing) something
2 congratulate somebody _____ (doing) something
3 consent _____ (doing) something
4 discourage somebody _____ (doing) something
5 protest _____ (doing) something
6 insist _____ (doing) something
7 speak _____ (doing) something
8 dissuade somebody _____ (doing) something
9 object _____ (doing) something
10 thank somebody _____ (doing) something
11 argue _____ (doing) something
12 accuse somebody _____ (doing) something

Vocabulary Risk and health

1 Complete each gap with the correct form of a word from the box.

bring death edge limb live misfortune risk scared seek thrill

Lucky escape

In my youth, I used to go rock-climbing without safety ropes because I loved **(1)** _____ life on the **(2)** _____. I knew I risked **(3)** _____ **(4)** _____ upon myself, but I decided it was worth it. Then one day, I slipped and broke my arm, with no way of getting off the cliff. I was absolutely **(5)** _____ to **(6)** _____ and had to be rescued by mountain rescuers. The experience really made me appreciate the incredibly brave people who **(7)** _____ life and **(8)** _____ to keep reckless climbers like me safe. Since that day, I've lost the urge to **(9)** _____ out new (**10**) _____ all the time. In fact, I've recently trained to become a mountain rescuer myself.



2 Match the statements (1–8) to the explanations (a–h).

1 I've got a blocked nose.
2 I had a dislocated shoulder.
3 I've got a chipped tooth.
4 I've got swollen glands.
5 I've got a bruised thigh.
6 I suffered torn ligaments.
7 I had an upset stomach.
8 I had a sprained wrist.

a There's a black mark near the top of my leg.
b When I fell off my skateboard, I landed badly and my ligaments were overstretched.
c I felt sick and needed to go to the toilet all the time.
d The fibres connecting two bones in my leg were completely broken.
e The lymph nodes in my neck are bigger than usual, which may mean I've got a cold.
f I've got a cold and it's caused inflammation in my nasal passage, making it hard to breathe.
g I bit something hard, and a small piece came off.
h The bone came out of its socket.

Word formation Verbs

1 Use prefixes or suffixes to make verbs from each set of words. Use the same prefix or suffix from the box with all the verbs in each set 1–11.

dis- en- mis- out- over- re- un-
-ate -en -ify -ise

1	behave	_____	interpret	_____	7	appoint	_____	approve	_____
	lead	_____	understand	_____		courage	_____	obey	_____
2	broad	_____	less	_____	8	critic	_____	maximum	_____
	loose	_____	weak	_____		private	_____	sympathy	_____
3	assure	_____	consider	_____	9	grow	_____	line	_____
	fund	_____	think	_____		live	_____	weigh	_____
4	clear	_____	intense	_____	10	association	_____	compensation	_____
	note	_____	quantity	_____		participant	_____	tolerance	_____
5	force	_____	rich	_____	11	do	_____	fold	_____
	title	_____	vision	_____		lock	_____	tie	_____
6	estimate	_____	flow	_____					
	lap	_____	look	_____					

2 Complete the pairs of sentences with a suitable prefix before each verb. Sometimes more than one prefix is possible.

1 Listening to music helps me ___wind when I'm feeling stressed.
Can you ___wind the film a little? I missed the last couple of minutes.

2 I need to get some rest. I've been ___doing things lately.
You always cook such lovely food, but you've really ___done yourself today. It's delicious!

3 I'm afraid I've ___placed my laptop. I can't find it anywhere.
The floods caused thousands of families to be ___placed from their homes.

4 Look! They've ___charged us for our drinks: £24 instead of £2.40!
My battery's nearly flat. Can I use your charger to ___charge it?

5 Please ___close a copy of your CV with your letter of application.
This information is highly confidential, so you mustn't ___close it to anybody.

6 A bank loan is great if you need money quickly, but it can take years to ___pay it.
I think you ___paid for your phone. Mine's the same as yours, but it was a lot cheaper.

7 I'm not sure I'd ___trust my precious car to my 18-year-old son!
I've always ___trusted digital translators – a good human translator is much more reliable.

8 I've lost all my data! Any idea if it's possible to ___cover it somehow?
Police have ___covered a huge operation to manufacture and sell illegal goods.

9 I'm terrible with faces! I once ___took my neighbour for a burglar!
You're making such fast progress with your English that you're going to ___take me soon.

Reading and Use of English Part 1 Multiple-choice cloze

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).

0 A Remarkably **B** Incidentally **C** Noticeably **D** Arguably



The hedonic TREADMILL

How much happier would you be if you won the lottery? **(0)** A, research suggests that for many people who have actually experienced big lottery wins and similar life-changing events, the answer is '**(1)** ..... at all'. It seems that while the win itself gives our levels of happiness a **(2)** ....., that heightened sense of joy is **(3)** .....-lived. Within a few days or weeks, it has completely **(4)** ..... and we're back to pretty much exactly the same level as we started with.

This **(5)** ..... is known as the hedonic treadmill. Just like a treadmill running machine in a gym, it gives us the sensation of making progress, but in reality, we're simply running on the **(6)** ...... The good news is that the treadmill also seems to work for **(7)** ..... events that might be expected to make us miserable for the rest of our lives. After the initial shock of even the most traumatic event, most people seem to be able to **(8)** ..... to their baseline level of happiness relatively quickly.

1	**A** poorly	**B** barely	**C** merely	**D** seldom
2	**A** boost	**B** knock	**C** punch	**D** thrill
3	**A** small	**B** brief	**C** short	**D** quick
4	**A** wiped out	**B** moved on	**C** passed away	**D** worn off
5	**A** circumstance	**B** implication	**C** significance	**D** phenomenon
6	**A** place	**B** spot	**C** site	**D** point
7	**A** staggering	**B** excessive	**C** devastating	**D** mundane
8	**A** revert	**B** refresh	**C** resume	**D** restore

Listening Part 3 Multiple choice

7 You will hear an interview with a man called Clyde Wilson, a solo sailor, who has crossed both the Atlantic and Pacific Oceans alone in a small sailing boat. For questions 1–6, choose the answer (A, B, C or D) which fits best according to what you hear.

1 What does Clyde say about his motivations for solo sailing?
- A He was inspired to do it by a relative.
- B He has sought different rewards over time.
- C He was challenged by the technical difficulties.
- D He has always wanted to set new sailing records.

2 Clyde tried to avoid accidents by
- A avoiding storms and bad weather.
- B wearing special protective clothing.
- C staying in the cabin during bad weather.
- D learning to move about in a certain way.

3 When Clyde talks about the biggest danger he's faced, he
- A corrects a misconception about solo sailing.
- B gives the example of one dangerous storm.
- C argues that the ocean is as dangerous as it ever was.
- D admits that ocean sailing was more dangerous than he'd expected.

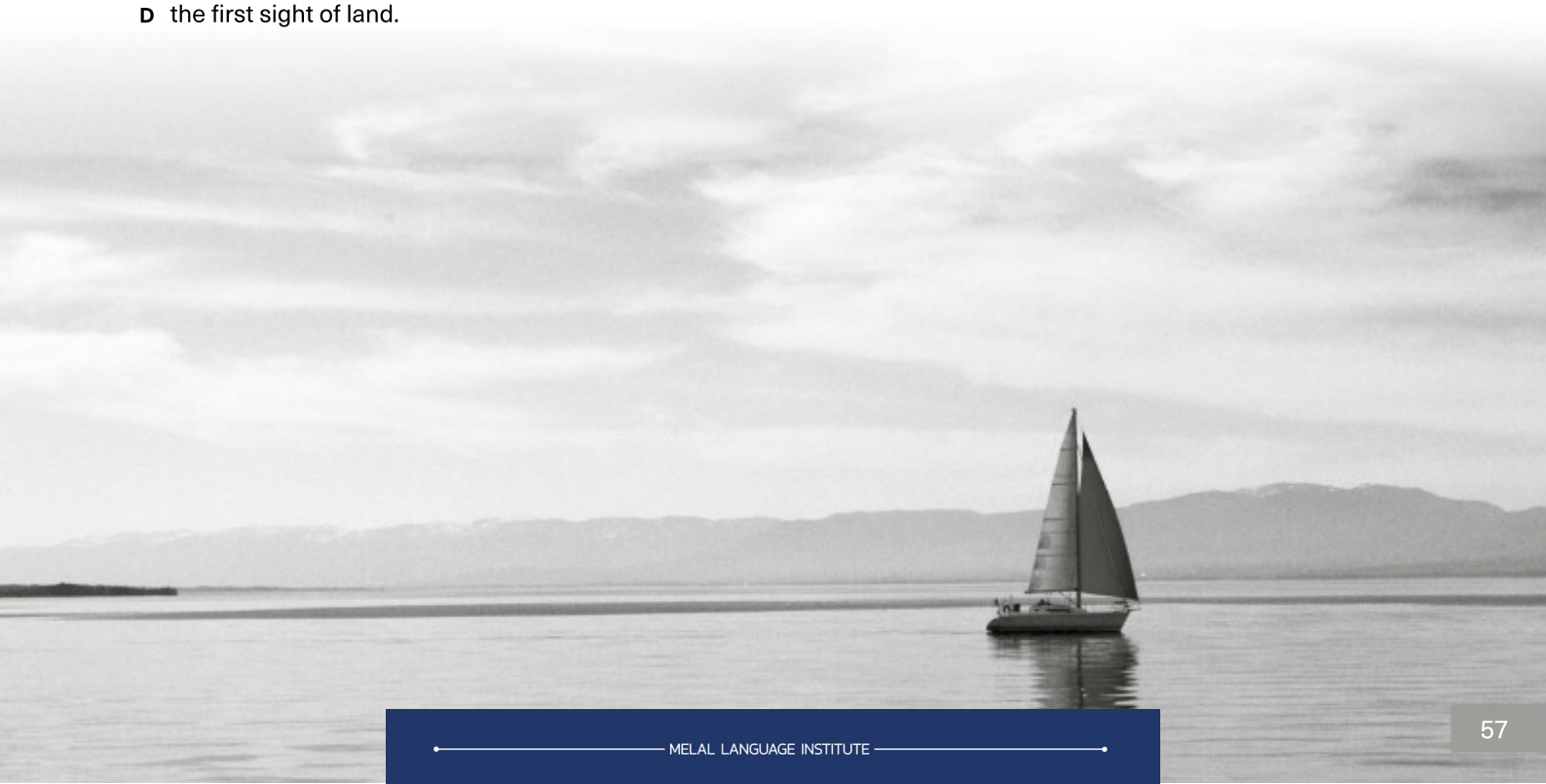
4 What has been the main cause of Clyde falling sick during his sailing experiences?
- A tropical diseases
- B contact with land
- C food poisoning
- D monotonous diet

5 How does Clyde describe the fear he's experienced at sea?
- A There have been occasional times of great terror.
- B His experiences of fear have diminished over time.
- C He experiences constant low-level anxiety at sea.
- D As he gets older, he feels afraid more often.

6 Clyde says that the most special times of a voyage are
- A losing sight of land.
- B sunrise and sunset.
- C the nighttime.
- D the first sight of land.

Don't forget!

The questions are answered in the same order as they appear on the test paper. If you miss an answer, don't worry. Move on to the next question. You'll get another chance to listen afterwards.



Writing Part 1 Essay

Don't forget!

Plan your answer carefully before you start writing. Decide what to include in each paragraph and what your conclusion will be.

1 Read the following Writing Part 1 task. Are the statements true or false?

1 The essay should be about effective and less effective techniques for becoming happier.
2 You need to include all three points from the notes.
3 You can add your own ideas of ways of making yourself happier.
4 You can use examples from your own experience to support your opinion.
5 You need to include two of the opinions from the debate.
6 Your conclusion should identify the most effective technique.

Your class has taken part in a debate about how people try to increase their levels of happiness. You have made the notes below.

Ways people try to increase their levels of happiness.

- helping others
- buying things
- taking part in 'fun' activities

Some opinions expressed in the debate:

'The more you give to others, the more you get back.'

'Shopping cheers me up for a while, but then I feel guilty.'

'If you try too hard, you spoil the fun.'

Write an essay discussing **two** of the ways in your notes that people try to increase their levels of happiness. You should **explain which way you think is more effective**, **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 following model answer. Which two points from the notes did the writer choose?

1 Which (if any) of the opinions from the debate did the writer mention?
2 Did the writer answer the main question in the conclusion?
3 Did the writer provide reasons to support his/her opinion in the conclusion?

TRYING TO BE HAPPIER



Most of us devote a considerable proportion of our time in pursuit of pleasure, but our efforts are by no means always successful. Indeed, some techniques for boosting happiness may be ineffective or even counterproductive.

Take, for example, activities designed to be fun, such as parties, games and day trips. While such events can be highly enjoyable, many people find them stressful or unpleasant. Even if we manage to enjoy ourselves, we may later regret the things we said and did. Similarly, games and trips may end in acrimonious arguments or, more likely, simmering resentment.

On the other hand, we often derive the most gratification from situations where we're not actually trying to have fun. For example, many people obtain immense satisfaction from serving others, whether it be helping an elderly neighbour with the shopping or assisting a friend's preparation for a job interview. Not only do such activities give us a warm feeling of contentment, but they also strengthen our bonds with others, one of the keys to happiness.

Ultimately, there are no guaranteed ways of lifting our spirits. Often, it comes down to our own frame of mind – whether we're already in the mood to have a good time – and the people we're with. As a general rule, the most effective ways of making ourselves happy don't involve trying at all; they just happen. But if you want to cheer yourself up, one of the most reliable methods seems to be to spend your time helping others.

3 **Underline all the synonyms and antonyms (opposites) the writer uses in the model answer to avoid over-using the following phrases from the task.**

1 (increase levels of) happiness
2 helping (others)
3 (taking part in) 'fun' (activities)
4 effective

4 **Find phrases from the model answer with the following meanings. Write one word in each space.**

1 trying to achieve (para 1): _____ _____ _____
2 less often than you might think (para 1): _____ _____ _____ _____
3 including examples *such as ... and* ... (para 3): _____ _____ _____ *... or ...*
4 what's most important is (para 4): _____ _____ _____ _____
5 mood/attitude (para 4): _____ _____ _____ _____

5 **Circle the option that doesn't collocate with the underlined words from the model answer.**

1 devote your *ambitions / attention / energy / time* to something
2 a *considerable / significant / dramatic / substantial* proportion
3 *absolutely / highly / immensely / thoroughly* enjoyable
4 acrimonious *arguments / circumstances / debates / reports*
5 simmering *anger / disappointment / resentment / tensions*
6 *derive / obtain / receive / suffer* gratification from something
7 *deep / great / immense / strong* satisfaction
8 *forge / form / produce / strengthen* bonds with somebody

6 **Complete the following exam task.**

Your class has watched a TV discussion about things that people enjoy although they may be bad for their health. You have made the notes below.

Things that people enjoy although they may be bad for their health.

- dangerous sports
- eating unhealthily
- looking at TV/computer/phone screens

Some opinions expressed in the debate:

'The fact that it's dangerous is what makes it fun.'

'Junk food always cheers me up.'

'I love watching TV before bed … but then I can't sleep.'

Write an essay discussing **two** of the things that people enjoy although they may be bad for their health. You should **explain which thing you think people should try hardest to limit**, **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.

Useful language

Making contrasts	**Giving examples**
Even if we manage to ..., we may ...	*Take, for example, ...*
On the other hand, ...	*... whether it be ... or ...*
Making additional points	**Making generalisations**
Indeed, ...	*Often, it comes down to ...*
Similarly, ...	*As a general rule, ...*
Furthermore, ...	**Drawing conclusions**
Not only do ..., but they also ...	*Ultimately, ...*

8 THIS IS THE MODERN WORLD

Reading and Use of English

Part 6 Cross-text multiple matching

You are going to read four extracts from articles in which experts discuss positive and negative aspects of cryptocurrencies. For questions 1–4, choose from the experts A–D. The experts may be chosen more than once.

CRYPTOCURRENCIES – THE MONEY OF THE FUTURE?

Four experts weigh up the pros and cons of cryptocurrencies.

A Afonso Ferreira



Cryptocurrencies have been accused of being a haven for dirty money, a speculative bubble for foolhardy investors and even a major cause of global warming. While these criticisms are all valid, what is often overlooked is their importance as an alternative to traditional currencies. To appreciate this, look beyond the big global currencies like the dollar and focus on more volatile currencies. Many countries have suffered collapses as a result of central bank policies or deliberate currency manipulation, wiping out the savings of countless people overnight. Cryptocurrencies, being free of regulatory control and influence, are immune from such forces, offering much-needed stability to people whose national currencies are unreliable. What's more, around 1.7 billion of the world's people have no access to bank accounts, which cuts them off from the global economy. With cryptocurrencies, that problem is solved: all you need is a phone with internet access, and you're free to trade with the world.

B Yelena Zhiglova



For the world's scammers, hackers, gangsters, money launderers and fraudsters, the anonymity offered by cryptocurrencies is a dream come true. Almost every other form of payment can be traced across bank accounts by police and tax authorities, but cryptocurrencies are inherently untraceable. According to researchers, 25% of all users of one popular cryptocurrency, and 44% of all transactions, were associated with illegal activity. This encouragement of criminal behaviour is bad enough, but the volatility of cryptocurrencies dramatically exacerbates the problem. Within one six-year period, the unit price of one cryptocurrency skyrocketed from around 30 cents to almost $20,000, making it one of the most extreme speculative bubbles of all time. Millions were driven crazy by this opportunity to make a fortune, driving the price higher and higher, and countless criminal organisations were all too keen to help them 'invest' their money in get-rich-quick schemes before the bubble burst and they lost everything.

C Serafima Qureshi



The tragedy of cryptocurrencies is that they are too popular for their own good. A useful currency must be stable and predictable, so users know their savings will still be worth approximately the same amount the next day and the next year, a few minor fluctuations notwithstanding. If the currency is collapsing, they'll want to spend it immediately before it becomes worthless; if it's surging, they'll want to hang on to it for as long as possible. Neither of these conditions is conducive to day-to-day earning and spending. Added to this is the inconvenience of actually spending cryptocurrencies: very few shops accept payment in them, and even in those that do, customers may have to wait ten minutes for their payment to be processed. Finally, there is the stigma of association with criminal activity, although this seems overstated. After all, cash payments are also anonymous, and therefore favoured by criminals, but that's not necessarily a reason to treat it as inherently suspicious.

D Somchai Chanthara



Proponents and opponents of cryptocurrencies endlessly debate their strengths and weaknesses, but one flaw is undeniable: their devastating impact on the environment. Cryptocurrencies are generated through a process called 'mining': huge supercomputers around the world race each other to crunch unbelievable quantities of data. Put simply, the mining team that crunches the data first wins the next batch of currency, worth fantastic sums of money, while the other teams get nothing for their efforts. These races, which take place every ten minutes, consume monstrous amounts of computer processing power, requiring ridiculous amounts of electricity. One recent analysis found that mining of the most popular cryptocurrency consumed about seven gigawatts of electricity, equivalent to 0.2% of the world's total electricity consumption – roughly the same as the whole of Switzerland. If it's that bad while cryptocurrencies are still only used by a tiny fraction of the world's population, imagine if they became the standard currency for everybody.

Which expert

doesn't mention either of the main points made by expert B? 1 ☐
is most supportive of cryptocurrencies? 2 ☐
agrees with expert D's main point? 3 ☐
agrees with expert C about the tragedy of cryptocurrencies? 4 ☐

Don't forget!

- Each section typically covers only one or two main points, supported by examples and evidence. Pay particular attention to phrases that indicate that the writer is moving on to the next main point (e.g. *Similarly, ...*; *Another issue is that ...*). Underline one or two key phrases in each section that will help you to remember the main points.
- Then decide if the writer is generally positive or negative about each point. You may find it useful to draw one or two smiley (☺), sad (☹) or neutral (😐) faces next to each section to help you remember the opinions.
- Read the questions carefully to identify the correct text for each question. Remember that the questions are more about a general opinion rather than specific words and phrases.
- Use a process of elimination to identify the options that are clearly wrong (e.g. because they don't mention a point at all). Then decide which of the remaining options fits best.

Language focus Determiners and pronouns

1 Complete the text with determiners and pronouns from the box. Use each word once only.

all another any each fewer little most much none one

Work to live

(1) _____ of the greatest ironies of modern life is that we spend **(2)** _____ of it working in order to be able to afford to buy or rent nice homes reasonably close to our place of work, but then we have too **(3)** _____ free time to actually get **(4)** _____ benefit from our homes.

(5) _____ big chunk of our income is spent on transport, so we can get to and from work **(6)** _____ day, and on **(7)** _____ the clothes we need to wear once we're there. After all, if we have **(8)** _____ than ten outfits, our colleagues will look down on us!

It makes you wonder how **(9)** _____ money we'd need if we had **(10)** _____ of the expenses of going to work!



2 Complete the sentences by adding the words in brackets.

most of *all*

1 I think ^ her films are excellent, although I admit I haven't seen them ^. (*all, most of*)
2 I've read your offers and although they sound interesting, I'm afraid is within our price range. (*both*, *both*, *neither*)
3 We invited fifty guests, but few of them responded to our invitation, and those that did turned us down. (*most*, *of*, *some*, *very*)
4 I drive to work that way days, and there's always traffic. (*every*, *few*, *little*, *very*)
5 The work is done apart from these odds and ends, but if we help one, we'll be finished in time. (*all*, *another*, *few*, *no*)
6 I'm afraid I've got time before my presentation, but I'll try to offer you tips to help you with yours. (*a*, *few*, *little*, *very*)
7 There'll be few of us: me, my flatmates and three people. (*a*, *another*, *both*, *quite*)
8 You're welcome to use our meeting rooms, which is equipped with teleconferencing equipment. (*any*, *each*, *many*, *of*, *of*)

Future forms

1 Complete each sentence about the future with a suitable form of the verb in brackets. Sometimes more than one form is possible.

1 Hurry up! The show is about _____ (*start*).
2 I'm sorry you're ill. I hope you _____ (*feel*) better soon.
3 We're thinking of _____ (*go*) camping this weekend.
4 I can't go out tonight – I _____ (*pick*) my parents up from the airport at nine.
5 I still can't find my USB, but hopefully, I _____ (*find*) it before the meeting starts.
6 I can give Yvonne her invitation. I _____ (*see*) her tomorrow as usual.
7 The project is likely _____ (*cost*) a lot more than we originally planned.
8 By the time I get to the front of the queue, I _____ (*wait*) for almost four hours.

2 Choose the correct meaning, *a* or *b*, of the underlined verb forms.

1 Don't phone now – they'll be getting the baby off to sleep.
   a This is a prediction about the future. **b** This is an assumption about the present.
2 We might well need your help later.
   a There's a strong chance. **b** There's a slight chance.
3 The event is due to start at nine.
   a This is a prediction. **b** This is the official plan.
4 We're on the point of losing this deal.
   a It's too late to stop it. **b** This is the last chance to stop it.
5 There are bound to be a few problems.
   a This is a strong prediction. **b** This is a fact.
6 We should be home at around 11.
   a It'll possibly happen. **b** It'll probably happen.
7 I'm not surprised you had an accident. You will drive too fast, won't you?
   a This is a bad habit. **b** This is what is wanted.
8 There is to be an announcement from the minister later today.
   a This is an official plan. **b** This is a strong prediction.

Vocabulary Cost and amount

1 Cross out the word that doesn't form a strong collocation.

1 *Huge* / *Significant* / *Small* / *Vast* discounts are available on larger orders.
2 You may be able to obtain a *complete* / *full* / *partial* / *slight* refund.
3 Membership is available for a *hefty* / *mild* / *modest* / *substantial* fee.
4 I was surprised at the *high* / *low* / *reasonable* / *sharp* cost of manufacturing.
5 A *big* / *growing* / *large* / *small* number of local factories have closed down recently.

2 Complete the sentences with a suitable word in each gap. The first letter has been given for you.

1 I don't have a **g** _____ deal of time, I'm afraid.
2 Software updates are available at no extra **c** _____.
3 We want to move in large **p** _____ because we hate commuting.
4 The price is per room, so there's no **l** _____ to how many people can stay.

Verbs formed with *up*, *down*, *over* and *under*

1 Complete the definitions with the correct form of verbs from the box.

download downplay downsize upgrade uphold uproot

1 If you _____ something to your computer, you move it from another computer system or the internet.
2 If you _____ something (e.g. an idea or tradition), you show that you support it by what you say or do.
3 If you _____ a problem, you claim that it's not as serious or important as it is.
4 If somebody is _____, they leave the place where they live and go to live somewhere else, especially when they do not want to leave.
5 If you _____ a piece of technology, you make it more powerful or effective.
6 If a business is _____, it is made smaller, usually by reducing the workforce.

2 Complete each sentence by adding the correct prefix, either *over-* or *under-*, to the word in bold.

1 I was keen to agree to their offer, but unfortunately, I was _____**ruled** by my manager, who told me to keep negotiating.
2 I'm not trying to _____**state** the considerable challenges we're facing, but I really think it's too soon to be talking about giving up.
3 The patient is currently _____**going** surgery.
4 When I heard the way he was speaking to me, I was _____**taken** by an intense feeling of anger.
5 Be quiet! We don't want anybody to _____**hear** us!
6 Are you sure you're happy to _____**take** this project? There's a huge amount of responsibility.
7 The king never imagined that he would be _____**thrown** until his most trusted adviser turned on him and took the throne from him.



Reading and Use of English Part 3 Word formation

Don't forget!

- Look at the words before and after each gap to work out what type of word is missing (e.g. a noun, an adverb, etc).
- Pay particular attention to whether the missing word needs a 'negative' affix.

For questions 1–8, read the text below. 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. There is an example at the beginning (0).

The power of eustress

Despite our negative **(0)** *PERCEPTIONS* of stress, research suggests that under certain circumstances, it can actually be highly **(1)** ..... . This positive form of stress is known as 'eustress' (literally, 'good stress'), and without it, our lives would be dull and **(2)**	**PERCEIVE** **BENEFIT** **MEAN**
Stress is often seen as a wholly **(3)** ..... aspect of modern life. However, in moderate amounts, it can **(4)** ..... improve our performance. Experiments on rats have shown that **(5)** ..... to a moderate stressor triggers the **(6)** ..... of new neurons in their brains, which helps the rats to cope in other stressful situations.	**DESIRE** **DRAMA** **EXPOSE** **GROW**
In humans, the same phenomenon explains why pushing ourselves beyond our comfort zones can terrify and **(7)** ..... us in equal measure. However, it is important not to **(8)** ..... things. If the balance tips from eustress to distress, the long-term benefits are lost.	**POWER** **DO**

Reading and Use of English Part 4 Key word transformation

Don't forget!

There's a good chance that you'll need to replace a multi-word phrase (e.g. an idiom, fixed expression or phrasal verb) in the original sentence with a synonym in the transformed sentence. Pay attention to small words like prepositions, which will help you decide whether you need a synonym.

For questions 1–6, 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 I hate it when strangers stare at me.
STAND
I ..... by strangers.

2 There are probably very few remaining tickets.
UNLIKELY
There ..... tickets left.

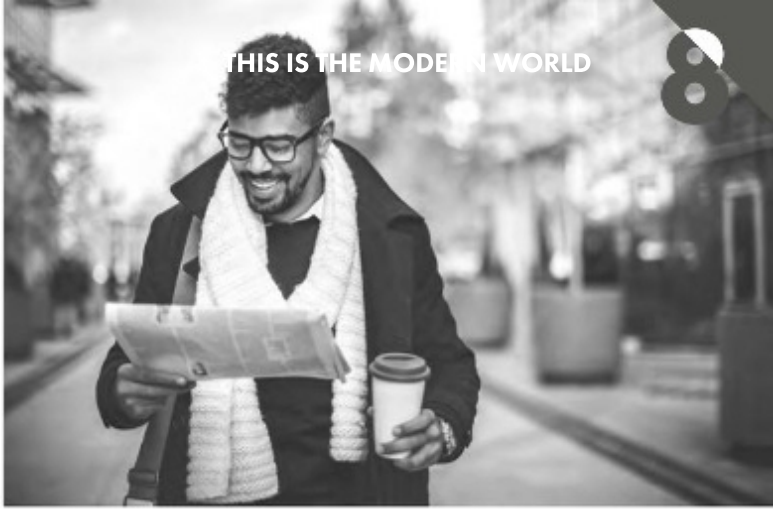
3 I didn't look after my teeth when I was a child, and now they're terrible.
BETTER
My teeth wouldn't be so bad now ..... of them as a child.

4 I can tell the car was going fast because it caused so much damage to the wall.
MUST
Judging by the damage to the wall, ... very fast.

5 According to the rumours, they have stopped speaking to each other.
RUMOURED
It ..... longer speak to one another.

6 This project has involved a huge investment of time.
DEAL
A great ..... in this project.





Listening Part 4 Multiple matching

8 You will hear five short extracts in which people talk about an experiment in which they were not allowed to use any modern technology for one week.

TASK ONE

For questions 1–5, choose from the list (A–H) the aspect of each speaker's life that was most affected by the experiment.

TASK TWO

For questions 6–10, choose from the list (A–H) how the experiment made each person feel.

While you listen, you must complete both tasks.

TASK ONE

A	taking photographs		
B	reading ebooks	Speaker 1	1
C	keeping up with current affairs	Speaker 2	2
D	playing games	Speaker 3	3
E	keeping in touch with clients	Speaker 4	4
F	doing research	Speaker 5	5
G	keeping in touch with friends		
H	making bookings		

TASK TWO

A	regretful about taking part		
B	bored while commuting	Speaker 1	6
C	jealous of workmates	Speaker 2	7
D	frustrated that others were not sympathetic	Speaker 3	8
E	angry to be so technology-dependent	Speaker 4	9
F	anxious about former colleagues	Speaker 5	10
G	stressed about family members		
H	disappointed in himself/herself		

Don't forget!

- You will hear everything twice, so don't panic if you miss some answers the first time.
- Pay close attention to the question. For example, if the question asks, *How do they feel about their experience?*, that's not the same as *How do they feel in general?* or *How did they feel earlier?*



Writing Part 2 Informal email or letter

Don't forget!

- Plan your writing before you begin. Start with a friendly introductory paragraph and end with an enthusiastic final paragraph.
- You don't need one paragraph per question, but this is the simplest way of organising your answer (and it makes it easier for the examiner to check that you've answered all the questions fully).
- Think quality, not quantity. One or two well-developed tips per question are much better than a long list of ideas.

1 Read the following Writing Part 2 task. Answer the questions.

1 How old do you think Jenny is?
2 What do you think she means by 'the terrible things you hear'?
3 How many tips should you include for each question?
4 What could you include in your first and last paragraphs?

You have received this letter from an English-speaking friend.

> Hey, guess what! I've finally decided to set up some social media accounts. As you know, when I was a kid, I was never allowed to use them, and even after I left home, I was reluctant to join because of all the terrible things you hear. But I've finally decided to go for it. It can't be so bad, as long as I'm careful, right?
>
> Any tips? How can I get the most out of social media? How can I avoid making a fool of myself? And what do I need to do to keep myself safe? I'd really appreciate any guidance you can offer.
>
> Cheers,
> Jenny

Write your **letter** in reply. You do not need to include postal addresses.

Write your answer in **220–260** words in an appropriate style.

2 Read the model answer. Underline the phrases that the writer uses to refer back to Jenny's three questions.

Hey Jenny

Congratulations on joining social media! I completely understand your reasons for not signing up sooner, but I reckon you've made the right decision. Social media is fabulous … as long as you're careful.

To get the most out of it, I'd advise you to build up gradually. Start with one or two of the most popular platforms to get the hang of them first. If you joined everything at once, it'd be totally overwhelming! Once you've signed up, connect with a handful of close friends and family members. Remember, it's not a competition to get as many friends as possible! Think quality, not quantity.

You needn't worry about making a fool of yourself, I don't think, especially if you stick with people you trust. I'd be more worried about posting things you might regret years later, which could even cost you your job. So if I were you, I'd avoid posting anything when you're tired or wound up. If in doubt, always hold off for a few hours before posting.

As for keeping safe, make sure you use really strong passwords – it can be devastating if a hacker takes over your accounts. Also, watch out for friend requests from strangers – or even from people you know. They might turn out to be hackers pretending to be normal people. Always double-check before accepting.



Anyway, it's so cool that you've decided to take the plunge! I hope I'll be one of your first contacts! I'll be happy to give you more tips once you've made a start.

Good luck
Lana

3 **Look at the formal/neutral words and phrases below. Find more informal alternatives in the model answer.**

Paragraph 2

1 increase little by little: _____

2 learn how to use: _____

3 a few: _____

Paragraph 3

4 focus only on: _____

5 stressed/angry: _____

6 wait: _____

Paragraph 4

7 be careful to avoid: _____

Paragraph 5

8 start something difficult/scary: _____

4 **Look at the following extracts from the model answer. Choose the correct option for each extract.**

1 I'd advise you to ...
This is *more* / *less* formal than 'I advise you to ...'

2 If you joined everything at once, it'd be totally overwhelming!
The writer uses the second conditional to emphasise that this is *a bad idea* / *impossible*.

3 Once you've signed up, ...
The present perfect here refers to the *future* / *past*.

4 You needn't worry about ...
This is *more* / *less* formal than 'You don't need to worry about ...'

5 ..., I don't think, ...
By putting this phrase in the middle, the writer is trying to *make it sound like a spontaneous conversation* / *emphasise that it's a bad idea*.

6 I'd be more worried about ...
You *need* / *don't always need* to add 'If I were you ...' to give advice like this.

7 If in doubt, ...
This means 'If you're in doubt ...' It's usually quite *formal* / *informal* to omit the subject and *be* (e.g. *you're*), apart from in a few fixed expressions like this.

8 They might turn out to be hackers ...
This is *more* / *less* formal than 'It might turn out that they're hackers', because it has a human subject.

5 **Complete the following exam task.**

You have received a letter from an English-speaking friend.

> Hi there
>
> Sorry for not writing for ages! A lot has happened since I last wrote: I've got a new job with loads of responsibility, we've had a baby girl … and now we're planning to get our house totally redecorated.
>
> To be honest, I'm absolutely exhausted. It's hard to manage my time when there are so many demands on it. I'm not complaining – I love my life (well, apart from spending hours travelling to and from work each day). I just wish I had more time!
>
> Any advice for me on managing my stressful 21st-century life? Should I keep going and wait for things to get easier? Should I try to eliminate some stress from my life? If so, how? Or do I just need to manage my time better?
>
> Thanks a lot and all the best
> Ben

Write your **letter** in reply. You do not need to include postal addresses.

Write your answer in **220–260** words in an appropriate style.

Useful language

Referring to what the other person said

Congratulations on ...!

I completely understand your reasons for ...

Offering advice

Remember, it's not a competition to ...!

So if I were you, I'd ...

As for ..., ...

Ending positively

I'll be happy to give you more tips once you've ...

9 GOING PLACES

Reading and Use of English Part 8 Multiple matching

Don't forget!

The questions should be fairly evenly divided between the texts/ sections. So if there are four sections, there will probably be two or three questions for each section.

You are going to read a newspaper article about experiential travel. For questions 1–10, choose from the sections (A–D). The sections may be chosen more than once.

In which section does the writer mention

a person who lived up to her expectations? 1 ☐
some less obvious examples of experiential travel? 2 ☐
a person who enjoys giving factual advice? 3 ☐
the desire to impress others with our experiences? 4 ☐
a suggestion that she's tempted to change careers? 5 ☐
her feeling that the price doesn't justify the amount of time? 6 ☐
a change in the way people display their wealth? 7 ☐
her own reasons for trying experiential travel? 8 ☐
a comparison with another way of learning? 9 ☐
how our choices tell others who we are? 10 ☐

Language focus Creating emphasis

1 Rewrite the following sentences using *what* or *all* to emphasise the underlined words and phrases. Don't include the word *only*. There is an example at the beginning (0).

0 We should have taken a taxi from the airport.

What we should have done is take a taxi from the airport .

1 When he arrived at the airport, he was only carrying a small backpack.

When he arrived at the airport, _____ .

2 I don't understand why I didn't think of this before.

3 Why is Irena so angry? I only asked her to be a little quieter!

Why is Irena so angry? _____ !

4 I've got almost all the ingredients. Now I only need some cinnamon.

I've got almost all the ingredients. _____ .

2 Complete the cleft sentences with *It* to make the information in the first sentence more emphatic.

1 I had my flash of inspiration while I was having my tooth filled.

It _____ I had my flash of inspiration.

2 They haven't gone on a beach holiday but a walking tour.

It _____ but a walking tour.

3 I didn't realise there was an indoor swimming pool until the last day.

It _____ I realised there was an indoor swimming pool.

4 You must have seen Daniel's twin brother, not Daniel.

It _____ , not Daniel.

Are you an 'experiential traveller'? How tourism became a dirty word?

A Essentially, experiential travel is tourism repackaged for people who can't stomach the word 'tourist'. The experiential traveller doesn't trot perfunctorily around Rome's museums: we attend supper clubs in hip Monti, we volunteer at Testaccio community gardens, we take life-drawing classes aboard houseboats on the Tiber. We want to be physically challenged, mentally rejuvenated, socially gratified and, increasingly, professionally inspired. And we're willing to pay for it. Experiential luxury now accounts for almost 55% of total luxury spending worldwide and, year-on-year, is growing 50% faster than sales of luxury goods.

'In the past, social status often went hand-in-hand with the ownership of material possessions – think cars or designer handbags,' says Victoria Loomes, a senior trend analyst. 'But now, there's a greater emphasis on experience, skills and personal development. And in a social media-led world, it's all about how you share these new status signifiers.' Put simply, we now show off through experiences, not things.

The word 'leisure' used to be synonymous with relaxation, but this is now a hopelessly inadequate way of understanding what we want with our holiday time. According to psychologist Catherine Sykes, 'We also use it for social stratification, to say something about us. It's an ego boost, and it denotes status. We're identifying ourselves as a "runner" or a "hiker" – something that gives us the edge over the competition.'

B Some 'holistic travel experiences' are predictable enough, like an afternoon learning to surf with a pro in Malibu. But the more intriguing invite you to step into someone else's career for a few days. Ever dreamt about the life of a Parisian perfumer? Curious about the working day (and night) of an East London music scout? Or wondered what a California celebrity stylist does all day? You can now book these bucket-list alt-career experiences for around £45 to £175, choosing one-day or multi-day 'immersion' in groups of five to eight.

As the sort of romantic, restless and fundamentally nosy traveller who gets bored after six minutes on a sun-lounger, I'm very much the target sucker for this type of thing. And so, curious to see if you really can buy your way into a new life, I book myself a smorgasbord of experiences in LA.



C This is how I find myself nervously waiting for Lily, a costume designer, at Graffiti café, much like on an awkward first date. What if we don't get along? What if she's a total phoney? Surely a truly successful designer would be too busy being a successful designer to waste her time on randoms like me? Then Lily arrives, with a portfolio and moodboards – and I realise I'm on to a good thing. As Lily's intern for the day, we visit a cult vintage store, the owner greeting Lily and me like old friends. We wander the aisles of the film industry's go-to haberdashery store.

Then we retreat to Lily's home studio at her 1930s apartment block, where we work on her current commission, a bespoke mermaid-inspired gown for a music video. Hand-stitching bits of flotsam and jetsam on to an obliging model is refreshingly different to my normal laptop-shackled working day, and while I don't plan to ditch my day job, I leave Lily with a whole new appreciation of couture gowns.

I have just one question: why is someone this successful wasting her time on tours? Lily's three-day 'immersion' cost me £159, which could earn her close to £1,000 if she manages to fill all six places, but I have a feeling she is not in it for the money alone. 'I guess I feel I'm good at inspiring people and helping people push through creative blocks,' she says.

D On the morning of internship number two, I wind my way to a bohemian yurt, where TV writer Kevin lives. I've always wondered how the life of a London journalist compares with an LA screenwriter. Perhaps Kevin's 'TV Writers' immersion will cure me of my professional FOMO. Or tell me I'm in totally the wrong job after all. (Given that the average worker now changes jobs every five years, we're in serious need of some later-life careers guidance.)

Again, what's in it for Kevin? 'When I first came to Hollywood 13 years ago, there was nowhere for me to get information on TV writing. As a rookie writer, it took me years to get access to someone like me,' Kevin laughs. 'Now I'm in a position to share the information I've learnt, to demystify the process, to make it a bit easier for someone just starting out.'

I'm aware that my experience is far from the gritty reality of a writer's existence. But by the end of day three, I know my way around a writers' room. It feels a world apart from taking a TV writing workshop in a hotel conference room. I haven't just been told how to be a TV writer; for three days, I've lived the life of one.





3 Complete the story with a suitable word in each gap.

I didn't think that I'd need to take much in the way of clothes with me on holiday. In fact, **(1)** _____ I packed were a few T-shirts and shorts. After all, **(2)** _____ was in the middle of summer that we were visiting, so sunshine was virtually guaranteed. It wasn't **(3)** _____ we'd been there for a few days **(4)** _____ I realised what a mistake I'd made. **(5)** _____ I'd forgotten was that summer is also the peak time for thunderstorms. What **(6)** _____ was we were lying on the beach when these huge black clouds appeared almost out of nowhere. **(7)** _____ we could do **(8)** _____ run as fast as we could back to the hotel … but it was too far. By the time we reached safety, we were absolutely soaking wet. But **(9)** _____ wasn't my wet clothes that I was most upset about. **(10)** _____ was most annoying was that I'd had my phone and my passport in my pocket, as well as lots of cash, all of which were completely destroyed.

Vocabulary Describing an adventure

1 Complete the sentences with adjectives from the box.

arid exquisite gruelling idyllic intrepid swirling



1 We finally arrived at our destination after our _____ 36-hour journey.
2 We were caught in a huge _____ snowstorm, which meant we couldn't descend the mountain for six hours.
3 While the beaches are indeed _____, with crystal clear water and soft white sand, it's not as _____ as it seems, because you need to watch out for venomous snakes and deadly jellyfish.
4 In the middle of the jungle, we passed another party of _____ explorers going the other way.
5 The landscape is so _____ that I can't believe any plants and animals can survive there at all.

2 Put the lines of the story in the right order. Use the phrasal verbs in bold to help you.

1 *e* 2 ..... 3 ..... 4 ..... 5 ..... 6 ..... 7 .....

a **off** on our journey before sunrise. But after about half an hour, we **ran**
b **out** across the plains. In the end, the pilot's expertise and experience **won**
c **out** to have a terrifying adventure! We got up in the middle of the night, and **set**
d **through**, as she found a current of warm air rising from the ground to carry us to safety.
e When we signed up for a balloon safari over the Serengeti, we weren't **setting**
f **in** as we descended towards a clump of trees, and the roar of a lion **rang**
g **into** trouble, and our balloon started losing height. A sense of panic **kicked**



Anger

1 Choose the correct words and phrases to complete these definitions.

1 We mainly use the adjective 'cross' (= 'angry') when talking to or about *adults / children*.
2 In a 'heated' argument, people *allow their emotions to show / keep their emotions under control*.
3 If you 'get worked up', you become angry *over a period of time / very suddenly*.
4 We mainly use the adjective 'irate' (= 'very angry') to describe *formal / informal* situations, like a customer who is angry (but still polite) after receiving bad service.
5 An 'outburst' of temper is when somebody expresses their anger *slowly and calmly / suddenly and strongly*.
6 If you're 'seething with anger', you are very angry *and make sure everyone knows it / but try not to show it*.

2 Complete the sentences with a suitable word by rearranging the letters in brackets.

1 I know you're upset, but there's no need to fly off the _____ (*anheld*) and start yelling at me. It's not my fault!
2 You're acting like a two-year-old, throwing a _____ (*nuttram*) because you can't have exactly what you want.
3 When I told him to calm down, it just made him even angrier – he went absolutely _____ (*seekbrr*)!
4 Even when I'm angry inside, I never lose my _____ (*petrem*). I always keep my emotions under control.
5 Can you stop kicking my chair all the time? It's really getting on my _____ (*sevenr*).
6 Everyone was feeling a bit grumpy, so it was good to go dancing to let off some _____ (*mates*).

Word formation Alternatives from the same prompt word

Complete each pair of sentences with two different forms of the word in capitals.

1 **VARY**
When analysing these statistics, you need to take a wide range of _____ into consideration, including the time of day and the weather.
I always use several different _____ of beans to make the chilli more colourful.

2 **ECONOMY**
It will take years to recover from the current _____ crisis.
Our new washing machine is much more _____ than our old one.

3 **CONTINUE**
The alarm sounded _____ for an hour – I stopped noticing it after a while.
William is so annoying. He's _____ asking me to lend him money.

4 **PARTICIPATE**
Thanks so much for your _____ in the debate. Your contributions were excellent.
Every _____ at the conference will receive a certificate of attendance.

5 **ANALYSE**
My first job was as a data _____ in a marketing company.
We have conducted several _____ into the feasibility of these proposals.

6 **SPECIFY**
At this stage, I don't want to get into the _____, like dates and prices, but in general, we're very interested in working together.
We created the design based on the _____ you sent us, so if there's something wrong, it's not our fault.

7 **PROCEED**
They threatened to take legal _____ against us unless we changed the name of our website.
The normal _____ when we are recruiting new candidates takes about a month.

8 **CONSUME**
We have managed to reduce our _____ of energy by 20%.
We don't sell our products directly to _____ but to other businesses.

9 **DISTINCT**
I _____ remember putting my keys here on this table, so why aren't they here now?
You'll easily spot Michael – he always dresses very _____, quite unlike anyone else.

10 **CREATE**
The local bird population has thrived since the _____ of the wildlife protection zone.
I find going for a long walk really boosts my _____ – I always come back with loads of ideas.



Reading and Use of English Part 2 Open cloze

Don't forget!

- The gapped words are usually short grammar words, but they may also be part of an idiom or fixed expression.
- Look carefully at the words before and after each gap for clues.
- Pay attention to meaning as well as grammar. Sometimes several words are grammatically correct, but that doesn't mean they all make sense in the context of the article.

For questions 1–8, 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).

Going Underground (For the First Time)

The London Underground **(0)** *HAS* its origins in the Metropolitan Railway, the world's first underground passenger railway, which opened in 1863. On its first day, it carried **(1)** ..... impressive 38,000 passengers, after which, its importance to the city was never **(2)** ..... any doubt.

The first tunnels were built using the so-called 'cut-and-cover' method, whereby shallow trenches were cut along the ground before **(3)** ..... covered with a supporting roof. It wasn't **(4)** ..... 1890 that the first deep tunnels opened, whose circular shape gave **(5)** ..... to the nickname 'the Tube', which still endures today.

The early Underground was a serious health hazard, thanks **(6)** ..... the fumes generated by steam-powered locomotives coursing through gas-lit tunnels, **(7)** ..... to mention hundreds of thousands of passengers competing for oxygen. Proposed solutions included a recommendation **(8)** ..... male passengers to grow beards to act as air filters, but conditions only improved with the advent of electricity.



Listening Part 3 Multiple choice

9 You will hear an interview with a British woman called Jenny Parker, who recently travelled to the country of Vanuatu, a group of islands in the South Pacific, as part of her gap year. For questions 1–6, choose the answer (A, B, C or D) which fits best according to what you hear.

1 Jenny decided to go to Vanuatu because she wanted to
- **A** travel in an inexpensive country.
- **B** experience something totally new.
- **C** visit someone she had met travelling.
- **D** escape from work she found dull.

2 What was Jenny's first reaction to the capital, Port Vila?
- **A** The friendliness of the people surprised her.
- **B** She was relieved by the pleasant climate.
- **C** The range of food available was limited.
- **D** She was impressed by the contrasting sights.

3 What did Jenny find unexpected about Tanna Island?
- **A** the condition of the island's roads
- **B** the difficulties of climbing the volcano
- **C** the importance of magic to the islanders
- **D** the volcanic eruptions visible at nighttime

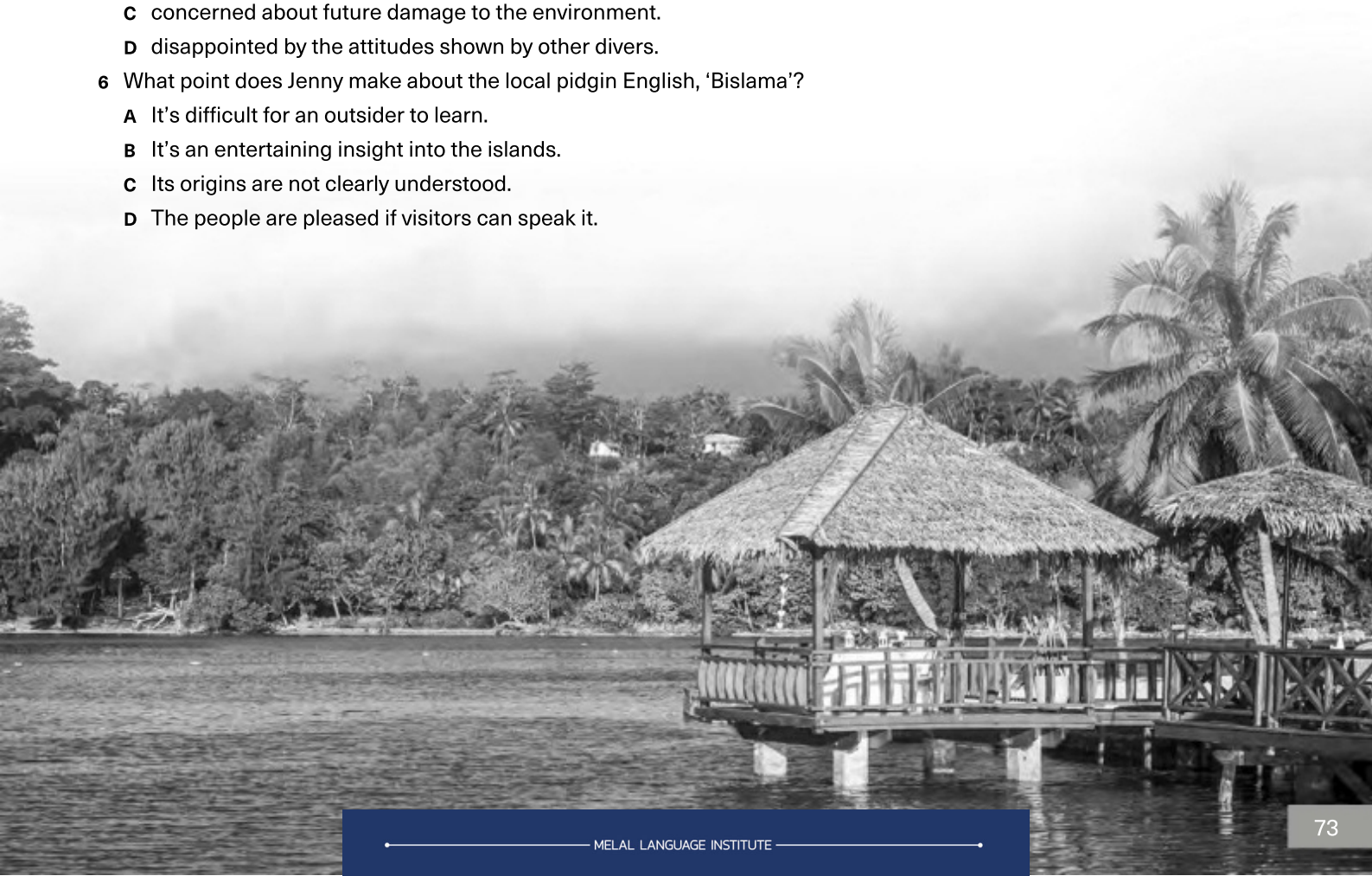
4 Jenny describes her experience at the 'Nakamal' in order to
- **A** correct a misconception about traditional cultures.
- **B** highlight an aspect of the culture she found challenging.
- **C** compare Vanuatu's culture to other neighbouring countries.
- **D** illustrate the cultural diversity of the country.

5 When Jenny talks about diving at Million Dollar Point, she is
- **A** critical of the way equipment had been wasted.
- **B** worried the site has been degraded over time.
- **C** concerned about future damage to the environment.
- **D** disappointed by the attitudes shown by other divers.

6 What point does Jenny make about the local pidgin English, 'Bislama'?
- **A** It's difficult for an outsider to learn.
- **B** It's an entertaining insight into the islands.
- **C** Its origins are not clearly understood.
- **D** The people are pleased if visitors can speak it.

Don't forget!

- You may be asked about *the main purpose, the highlight,* etc. The speakers might mention several purposes or highlights, but only one will be the main one.
- When the speakers are making a decision, they might change their minds during the conversation or come back to earlier options. Make sure you focus on their final decision.



Writing Part 2 Review

1 Read the following Writing Part 2 task. Then complete the three additional questions that you should always answer in a review like this.

You see the following announcement on a website, *Travel Tips*.

> Send us a review of a place where you've stayed on your travels. It could be a hotel, a guest house or even a short-stay apartment. Did it live up to your expectations? Did it help you to appreciate the local culture? What tips would you give to other travellers planning to stay there?

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

1 What sort of person is the place _____ _____?
2 What are the _____ and _____ of the place?
3 Would you _____ it?

2 Read the model answer and answer the questions.

1 Which parts of the review deal directly with the three questions in the task?
2 Which parts deal with the three additional questions from Exercise 1?

I recently spent a wonderful holiday at the Aegean Paradise Hotel on the Greek island of Kos. This hotel is aimed at people seeking peace and quiet rather than bustling nightlife.

Because the holiday was relatively cheap, I had very limited expectations: basic cleanliness, decent food and reasonable access to the sea. The Aegean Paradise far exceeded my expectations, delivering an excellent level of service and a holiday experience to remember.

The highlight for me was the swimming pools: there were 14 in total, most of which were empty, so we almost always had one to ourselves. In addition, the food was exquisite, with a huge range of delicious local and international cuisine. The one weakness was that our room was near the reception area, which was rather noisy in the evenings. The hotel itself, being geared towards international tourists, didn't bring us especially close to local culture, although we certainly developed an appreciation for Greek food.

We stayed there in early May, before the main tourist season, which is why we had so much space to ourselves. Although the weather was perfect, we were told it is highly unpredictable at that time of year. Other travellers to this area will need to make a difficult choice between guaranteed sunshine and escaping the crowds.

Overall, I would definitely recommend both the hotel and the island of Kos for anyone looking to unwind. If I were to go back, all I would change would be to pay slightly more for a quieter room.



3 **Find words and phrases in the model answer that mean the following.**

1 looking/hoping for (para 1)
2 busy and exciting (para 1)
3 the degree to which something is clean (para 2)
4 was much more than (para 2)
5 wonderful, delicious (para 3)
6 cooking typical of a particular place (para 3)
7 aimed at (para 3)
8 a liking and respect of (para 3)
9 unreliable (NB often used for weather) (para 4)
10 100% reliable (NB often used for weather) (para 4)
11 relax, de-stress (para 5)

4 **Label each set of adjectives according to what they can be used to describe using a word or phrase from the box.**

Atmosphere Food General opinions Prices Service/Staff
Space per customer Style/Décor Views/Surroundings

1 _____: affordable, extortionate, modest
2 _____: deserted, overcrowded, spacious
3 _____: considerate, dedicated, hospitable
4 _____: bland, inedible, tasteless
5 _____: idyllic, picturesque, scenic
6 _____: relaxed, tranquil, vibrant
7 _____: filthy, luxurious, shabby
8 _____: average, fabulous, inadequate

5 **Which words in 1 to 8 in Exercise 4 are positive? Which are (usually) negative? Mark them '+' or '-'.**

6 **Complete the following exam task. Use the tip boxes to help you.**

You see the following announcement in a travel magazine.

> We're looking for reviews of places suitable for tourists on a limited budget. Write a review of a tourist attraction near where you live, ideally something free or very cheap! When's the best time to go? What should visitors avoid doing? Do you have any insider tips to help travellers get the most out of it?

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

Don't forget!

Reviews are much more interesting (and useful) when they contain a mix of positive and negative comments. However, you should end with a clear conclusion: do you recommend it or not?

Useful language

Mentioning the target audience

This ... is aimed at people seeking ... rather than ...

It is rather ..., making it particularly suitable for people who ...

Describing positives and negatives

The highlight / low point for me is/was ...

The one/main/biggest weakness is/was that ...

Making recommendations

Travellers to this area will need to / would be advised to ...

Overall, I would definitely / definitely wouldn't recommend ... for anyone looking to ...

All I would change would be ...

10 HOME IS WHERE THE HEART IS

Reading and Use of English Part 7 Gapped text

You are going to read a newspaper article. 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.

'IT'S LIKE FAMILY': the Swedish housing experiment designed to cure loneliness

Erik Ahlsten is unequivocal. 'This is the best accommodation I've ever had.' His friend and neighbour Manfred Bacharach is equally enthusiastic. 'I really like this way of living,' he says. 'It's very much my cup of tea.'

1 _____

Sällbo consists of 51 apartments spread over four floors of a refurbished retirement home. More than half of the 72 residents are in their 70s, like Ahlsten and Bacharach; the rest are aged 18–25. All were selected after an extensive interview process to ensure a mix of personalities, backgrounds and values, and all had to sign a contract promising to spend at least two hours a week socialising with their neighbours.

2 _____

Yet a sense of isolation poses a real danger to health and remains prevalent among retirees. 'Our research showed that elderly people were feeling isolated from society and were very lonely in their everyday life,' says Dragana Curovic, the project manager at Sällbo. 'They were only mixing with others of the same age.'

At the same time, the 2015 refugee crisis meant organisations like Helsingsborgshem were under pressure to house growing numbers of people who were struggling to integrate with – and win acceptance from – Swedish society.

3 _____

Although less than a year old, the arrangement seems to be working for young and old. Ahlsten and Bacharach have been cooking communal dinners, doing repairs and odd jobs, and driving people around. In return, the younger residents help with modern technology and social media. 'It's a real community,' says Ahlsten, 'and the mix of people works very well.' Bacharach agrees. Since moving in, he's joined the gardening group, the Sunday night movie club and learnt to play canasta.

4 _____

Even the main lounge on the ground floor is a multifunctional space, with hi-fi equipment, table football and a piano, donated by one of the residents so that 'everyone can experience its joy'.

Ali Soroush, 21, an Afghan refugee, arrived in 2015. He says Sällbo reminds him of his own culture, with people – particularly different generations – living and socialising together and helping each other out. 'The whole building is like a family,' he says.

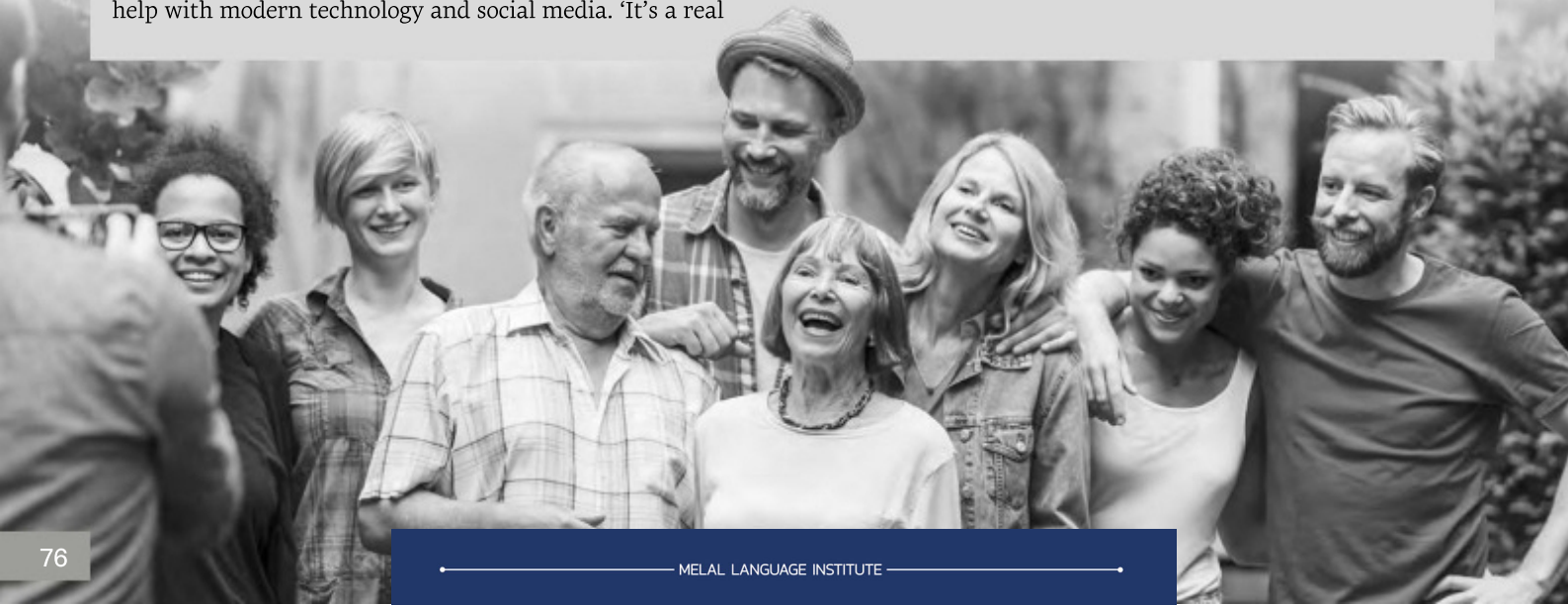
5 _____

But while all Sällbo residents feel the responsibility to moderate their behaviour and be more tolerant of others, Isabel Tomak-Eriksson, a young Swedish resident, says it's far from boring. There are parties all the time – every weekend it's someone's birthday or some celebration.

With loneliness on the rise and considered a genuine health risk, projects such as Sällbo are seen increasingly as a holistic solution to isolation – including the isolation of entire groups, such as refugees, from the rest of society.

6 _____

Soroush has seen this change first-hand. 'In my old apartment building, even after one and half years, I didn't know any of my neighbours,' he says. 'But here, from day one, you know everyone. It feels like home.'



A Just as importantly, there's plenty of space. There's a gym, yoga room, a library and a large communal kitchen on every floor. The arts-and-crafts studio is stuffed with creative paraphernalia, while the residents themselves turned one space into a workshop, complete with tools and equipment.

B 'We hope that people see that youngsters from other countries are not to be feared and that you can have totally normal relationships between youngsters, the elderly and other people,' says Curovic of Sällbo's ultimate goal. 'We want that to spread to society in general and increase the willingness to integrate. And it's starting to happen.'

C The project is administered by Helsingsborgshem, a not-for-profit housing company, and stems from an idea they had in 2016 amid concern about loneliness among older groups. Swedes are fiercely independent – young people start living alone earlier than anywhere in Europe – a trait that continues into old age, with many elderly people opting to remain in their own homes.

D The two are referring to their new home, Sällbo, a radical experiment in multigenerational living in Helsingborg, a small port city in southern Sweden. Its name combines the Swedish words for companionship (*sällskap*) and living (*bo*), and neatly encapsulates the project's goals – to combat loneliness and promote social cohesion by giving residents incentives, and the spaces, for productive interaction.

E Of course, intergenerational living carries the risk of some tensions breaking out but, so far, they have been minimal. Helsingsborgshem appointed a full-time 'host' to 'feel the atmosphere and deflate tension,' says Curovic – but they've had precious little to do. Indeed, mutual respect and understanding have flourished.

F As a result, Sällbo has attracted attention both within Sweden and internationally. Three municipalities are working on directly implementing the concept, and many more are considering similar ideas. A delegation from Canada visited in February, while others from Italy, Germany and South Korea have been in touch regarding study missions.

G So a plan was hatched to mix the two, with younger Swedish people acting 'as a bridge'. 'They are closer in age to the refugees, but closer in terms of culture and language to the older people,' says Curovic. 'We hoped they would bring them together.'

Don't forget!

- It's a good idea to underline linking words and phrases at the beginnings and ends of paragraphs, which seem to show connections with other paragraphs.
- If you find a paragraph that seems to fit in a gap, make sure it works with both the paragraph before and after it in the text.
- When you've finished, look carefully at the extra paragraph to make sure it won't fit in any of the gaps.

Language focus Participle clauses

1 Rewrite the sentences using participle clauses. There is an example at the beginning (0).

0 She didn't want to hurt his feeling, so she avoided the question.
Not wanting to hurt his feelings, she avoided the question.

1 They bought the house for £200,000 and sold it five years later for £1,000,000.
They bought the house for £200,000, _____.

2 I came home last night and found someone who was trying to break into my house.
I came home last night and found _____.

3 Because I'm quite a lazy person, I pay somebody to clean my flat.
_____, I pay somebody to clean my flat.

4 The bank has agreed to lend us the money, so we can go ahead with our purchase.
_____, we can go ahead with our purchase.

5 If you treat this garden furniture regularly with wood preserver, it should last a lifetime.
_____, this garden furniture should last a lifetime

6 Because most of my income is going on my flat, I have very little to live on.
With _____, I have very little to live on.

7 I don't know the first thing about gardening because I've never lived in a house with a garden.
Never _____, I don't know the first thing about gardening.

2 Complete the story with a suitable present or past participle form of the verbs in brackets (plus a form of *have* if necessary).



A Gift from the Past

I live in a big old house, **(1)** _____ (*build*) over 200 years ago. **(2)** _____ (*live*) there for decades, I thought we knew it inside out. However, **(3)** _____ (*eat*) dinner one day, I heard the unmistakable sound of a pigeon **(4)** _____ (*coo*) inside the living room wall. Not **(5)** _____ (*want*) to allow the poor creature to suffer, I ripped the wallpaper off the wall, behind which I found an old fireplace, **(6)** _____ (*brick up*) decades earlier, by the look of it. Not **(7)** _____ (*have*) any heavy tools in the house, I used a kitchen mallet and a broom handle to knock the bricks out, eventually **(8)** _____ (*reveal*) the soot-covered pigeon inside. **(9)** _____ (*fall*) a considerable distance from the rooftop chimney pot, the pigeon was in a sorry state, but was otherwise uninjured – and delighted to be free. **(10)** _____ (*remove*) the pigeon from the fireplace, I noticed a parcel **(11)** _____ (*wrap*) in brown paper, with a note **(12)** _____ (*write*) in old-fashioned handwriting: 'A present for the future owners of this house, from the family **(13)** _____ (*live*) here in 1874.'

Noun phrases

1 Make the most natural noun phrase from each pair of nouns. You may need to change the word order in some pairs. There is an example at the beginning (0).

0 table + kitchen: a *kitchen table*
1 hairdresser + ladies: a _____
2 meeting + tomorrow: _____
3 morning + routine: a _____
4 holiday + week: a _____
5 steak + turkey: a _____
6 cheese + goat: some _____
7 above-average intelligence + child: a _____
8 the gangster + imprisonment: _____
9 box + sandwich: _____
10 bird + wing: a _____
11 glass + ornament: _____
12 the middle + the road: _____
13 crisps + packet: a _____
14 meeting + six hours: a _____

2 Cross out the word that doesn't form a strong collocation. There is an example at the beginning (0).

0	stroke of	*genius / ~~swimming~~ / good fortune / midnight*
1	the height of	*fashion / interest / luxury / summer*
2	a/your state of	*emergency / health / humour / shock*
3	a/no sign of	*age / life / respect / security*
4	a sense of	*achievement / relief / smell / stress*
5	your chances of	*balance / promotion / success / survival*
6	a matter of	*community / concern / life and death / personal taste*
7	the depths of	*commitment / despair / recession / winter*
8	a source of	*energy / income / information / privacy*

Vocabulary Describing places

1 Complete each gap with a word from the box.

airy bright cheap cluttered cosy dingy stuffy tidy

1 It's a bit hot and _____ in here. Can I open the window to let some cool air in?
2 We don't expect a luxury hotel – something _____ and cheerful is completely fine.
3 The windows are tiny, so it feels a bit dark and _____.
4 I love the yellow walls – they make the whole flat so _____ and cheerful.
5 There's a huge log fire, so it's really warm and _____ when you come in from the cold.
6 I'm looking for somewhere light and _____, ideally with huge windows that open wide.
7 I spend a lot of time working in the garden, trying to keep it neat and _____.
8 It was a tiny room filled with furniture and ornaments, so it felt really cramped and _____.

2 Choose the best ending (*a* or *b*) for each sentence.

1 If a part of town feels laid-back,
   a it's a good place to relax and chill out.
   b it feels remote from the town centre.
2 If prices are steep,
   a they're falling quickly.
   b they're very high.
3 A dodgy part of town
   a is dull and quiet.
   b is dangerous and scary.
4 A retro shop or café
   a is old-fashioned but trendy.
   b is unfashionable.
5 If an area is handy for the city centre,
   a it's easy to get there.
   b it's probably good value for money.
6 An upmarket part of town
   a is a good place to go shopping.
   b is where the rich people live.
7 If a part of town is edgy,
   a it's right next to the surrounding countryside.
   b it's exciting but a little scary.
8 A leafy suburb
   a has lots of trees and bushes between the houses.
   b is neglected and overgrown.
9 A rowdy area
   a is noisy and people behave badly there.
   b consists mainly of offices and shops.
10 If an area is run-down,
   a it's spotlessly clean and tidy.
   b it's in a bad condition and needs repairing.

Expressions with *house* and *home*

Complete each sentence with two expressions from the box.

a home from home brought the house down close to home
eat us out of house and home hit home home comforts house speciality
like a house on fire make themselves at home on the house

1 Now that I'm living independently, it's really _____ how much I used to take for granted all the _____ I had at my parents', like a dishwasher and a washing machine.
2 The singer sang her most famous ballad, which absolutely _____, but I was in tears because the lyrics are rather _____ for me.
3 When I was growing up, I got on with my cousins _____, and their house always felt like _____ for me.
4 When we told our guests to _____, we didn't expect them to stay for a month and _____!
5 The restaurant owner gave us the _____, which was delicious, and said it was _____, so we didn't even have to pay!

Reading and Use of English Part 1 Multiple-choice cloze

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).

Don't forget!

- Pay attention to the grammar of a particular word. For example, whether a noun is countable or uncountable, or a verb is gradable or ungradable.
- This part of the exam often tests unusual or idiomatic uses of everyday words. If none of the options seem to fit, perhaps the missing word is part of an idiom.
- The best way to prepare for this part of the exam is to build your vocabulary by reading and listening as widely as possible. That way, you're much more likely to encounter the sort of idioms and expressions that are common in the exam.

Houseboats in the UK



While houseboats are still widely **(0)** *D* as a relaxing place for a holiday, a growing number of people are **(1)** ..... to live full time on the water. Although far from cheap, a houseboat can still be a lot more **(2)** ..... for cost-conscious buyers than a house or flat.

To take advantage of Britain's **(3)** ..... network of canals, however, you will need to choose a narrowboat, which, as the name suggests, is narrow enough to fit through the canals. However, their **(4)** ..... narrowness makes them feel decidedly **(5)** ..... . Wider Dutch barges tend to be more **(6)** ..... but can only be used on rivers.

You can moor your narrowboat in one spot for free for a few days, as long as you're genuinely on a journey, rather than simply shuffling **(7)** ..... and forth along the same stretch of canal. Otherwise, you'll need to rent a residential mooring, but these spots are in extremely short **(8)** ..... .

0	**A** supposed	**B** assumed	**C** believed	**D** regarded
1	**A** settling	**B** judging	**C** opting	**D** picking
2	**A** moderate	**B** achievable	**C** considerate	**D** affordable
3	**A** extensive	**B** spacious	**C** wholesale	**D** prolonged
4	**A** only	**B** such	**C** very	**D** just
5	**A** crushed	**B** cramped	**C** crowded	**D** crashed
6	**A** immense	**B** spacious	**C** ample	**D** enormous
7	**A** up	**B** here	**C** in	**D** back
8	**A** supply	**B** delivery	**C** availability	**D** offer

Reading and Use of English Part 4 Key word transformation

For questions 1–6, 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 Shaun regrets not trying harder at school.
MORE
Shaun wishes he ..... an effort at school.

2 I don't suppose you know the wi-fi password, do you?
HAPPEN
..... the wi-fi password?

3 The manager told me to wait outside, so I did.
HAVING
I waited outside, ... so by the manager.

4 We threw out that old wardrobe, but apparently it was really valuable.
RID
Apparently, that old wardrobe ..... a fortune.

5 You shouldn't have got out of the car.
OUGHT
What ..... stay in the car.

6 William behaves so appallingly – why do you tolerate it?
PUT
I don't understand ..... appalling behaviour from William.

Listening Part 4 Multiple matching

10 You will hear five short extracts in which people talk about a home they have lived in at some time in the past.

TASK ONE

For questions 1–5, choose from the list (A–H) the type of home it was.

A a top-floor apartment
B a suburban house
C a caravan
D a farmhouse
E a beach house
F a boat
G a basement apartment
H a mountain chalet

Speaker 1 ☐ 1
Speaker 2 ☐ 2
Speaker 3 ☐ 3
Speaker 4 ☐ 4
Speaker 5 ☐ 5

TASK TWO

For questions 6–10, choose from the list (A–H) the aspect of the home each speaker liked.

While you listen you must complete both tasks.

A It had a good kitchen.
B It was conveniently situated.
C It was quiet.
D It was affordable.
E It had good views.
F It gave a sense of security.
G It was spacious.
H It was private.

Speaker 1 ☐ 6
Speaker 2 ☐ 7
Speaker 3 ☐ 8
Speaker 4 ☐ 9
Speaker 5 ☐ 10



Writing Part 2 Proposal

Don't forget!

- Resist the temptation to devote too much time to descriptions of the problems you're trying to solve. Instead, focus mainly on your proposed solutions.
- Remember that a small number of well-developed ideas is much better than a long list of unconnected ideas.

1 Read the following Writing Part 2 task. Think of some ideas for the questions.

> You work for a charity that helps local families who are in great need by renovating their homes. You have received a long list of applications and have chosen one family that you would like to help. Write a proposal to the decision makers in your charity to explain your choice: why this family deserves to be helped, how to fix the problems in their home and why your proposal will make a big difference to their lives.

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

1 Why might the family be in great need?
2 How might the state of their home contribute to their problems?
3 How might the problems with their home be addressed?

2 Read the model answer and answer the questions.

1 How many challenges facing the family does the writer mention?
2 How many major changes to the house does the writer propose?
3 How many general benefits of the proposed renovation does the writer mention?

Proposed home renovation

(1) Having studied hundreds of applications for support from our charity, I have chosen one that has the potential to make a significant difference to the life of a local family.

The family

The Smith family, **(2)** consisting of two parents and three teenage children, live in two tiny rooms in a large converted barn. As both parents have long-term illnesses (possibly as a result of the severe damp problem in their home), they are unable to afford the prohibitive cost of repairs. In addition, their daughter is a wheelchair user, but the house is completely unsuitable for her needs.

Proposed changes

As a first step, the damp must be treated throughout the barn. Once that issue has been resolved, I propose converting the rest of the barn into habitable space spread over two floors. I suggest transforming the current living space into a large living room and study area, with a spacious kitchen and bathroom **(3)** created out of the currently unused space. The whole house must be designed for maximum wheelchair access, with wide doorways, special fittings in the bathroom and a lift to the upper floor, where there will be four bedrooms.

Conclusion

I am convinced that these changes will totally transform the lives of the Smith family, **(4)** finally giving them the space to live relatively normal lives in a safe environment. The damp treatment, in particular, will dramatically improve the quality of their lives, **(5)** possibly even helping Mr and Mrs Smith to recover from their illnesses. I therefore urge you to implement my proposals.





3 **Answer the questions about the model answer.**

1 Underline the four phrases used to make proposals. Which two are the strongest? Why has the writer used this structure?

2 Underline four examples of *will* in the proposal. Why has the writer used *will*, rather than (a) *would* or (b) *going to*.

4 **Rewrite the five underlined participle clauses from the model answer as full clauses.**

1 _____

2 _____

3 _____

4 _____

5 _____

5 **Find words and phrases in the model answer that mean the same as the following.**

1 adapted into a different type of building: _____

2 extremely bad: _____

3 unaffordable: _____

4 suitable for living: _____

5 handles, rails, etc: _____

6 **Complete the following exam task.**

> The area where you live has a problem with crime, including vandalism and burglaries. You have decided to organise a meeting with your neighbours to plan solutions (and how to pay for them). In preparation for this meeting, write a proposal of a range of possible solutions, together with their advantages and disadvantages, and state your own preferred solution.

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

Useful language

Proposing action

Having studied ..., I have chosen one/several that has/have the potential to ...

As a first step, ..., which will be challenging but feasible.

Once that issue has been resolved, I propose ...

Encouraging agreement

I am convinced that these changes will ...

I therefore urge you to implement my proposals.

11 CULTURAL VALUES

Reading and Use of English Part 5 Multiple choice

Don't forget!

- Although the questions are answered in the same order in the text, there may be information earlier or later in the text that helps you. To work out the correct answer, you may therefore need to bring together information from various parts of the text.
- Pay close attention to the sentence stems (i.e. the beginnings of sentences where the four options are the endings). It may be that several of the endings are correct by themselves but not when you combine them with the sentence stem.

You are going to read an article by a young woman called Blandine West about her experiences as a 'third culture kid'. For questions 1–6, choose the answer (A, B, C or D) which you think fits best according to the text.

1 What countries does Blandine consider to be her three cultures?
- **A** France, Singapore and Thailand
- **B** Spain, Germany and the UK
- **C** The UK, France and Thailand
- **D** Singapore, the UK and Germany

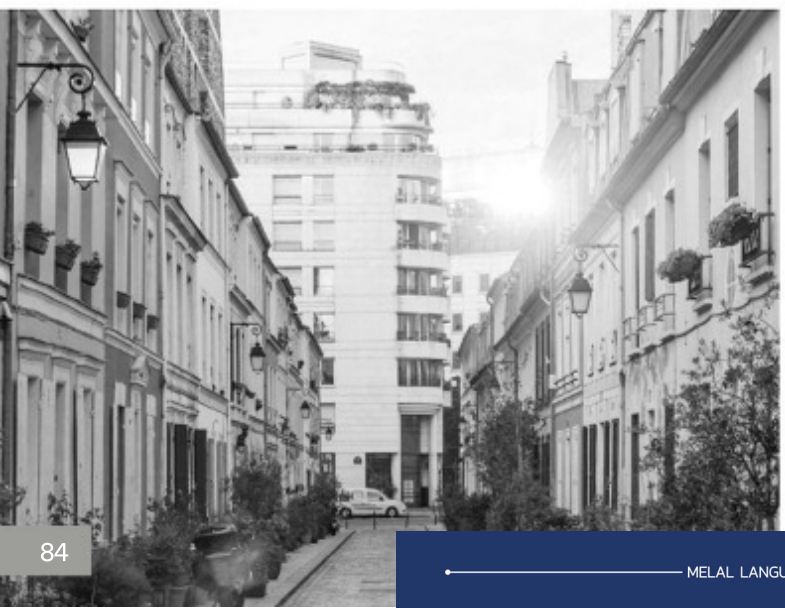
2 When people ask Blandine where she's from, she feels
- **A** annoyed that people assume she's from a single place.
- **B** stressed because she can't provide a simple answer.
- **C** uncomfortable about not belonging anywhere.
- **D** confused about the concept of 'home'.

3 What does Blandine suggest about the Thai language?
- **A** She speaks it with an American accent.
- **B** She is fluent but uses a lot of English words.
- **C** She is frustrated about not understanding all she hears.
- **D** She didn't need to use it much while growing up.

4 Blandine mentions that one benefit of being a third culture kid is
- **A** having plenty of choice of holiday destinations.
- **B** ending up with friends all over the world.
- **C** having frequent opportunities to make new friends.
- **D** being sure who your true friends are.

5 When comparing her life back in Thailand with her current life, Blandine
- **A** feels embarrassed that it sounds so luxurious.
- **B** is shocked that she can no longer afford to eat well.
- **C** is tempted to pretend she has a similar lifestyle now.
- **D** adjusts her answers to meet other people's expectations.

6 Being a third culture kid has made Blandine
- **A** more aware of the unusualness of her situation.
- **B** determined to experience life in as many places as possible.
- **C** fearful of settling down in one place for the rest of her life.
- **D** less tolerant of other people's lack of knowledge.





Being a third culture kid

As a 'third culture kid', you live a particularly interesting life growing up abroad in a culture different to that of your parents. This experience is often very difficult to explain to those who haven't been in your situation.

I'm half French and half English, and I grew up in Thailand. My father is from Kent and working in the engineering industry meant that he was assigned to various countries around the world. My mother is French, although she is of Spanish descent, and I was born in Singapore where Dad was on assignment, before moving to France for a year and then to Thailand where I lived until I finished school. My family still lives there. I'm currently studying at the University of Bath in the UK and spending a sandwich year doing a ten-month internship in Munich, Germany.

'Where are you from?' is the most nerve-wracking and anxiety-inducing question and usually requires an in-depth explanation of your life story, which is exhausting when your parents are from two different countries, you've grown up in three others and are currently living in an entirely different one. The concept of 'home' doesn't mean the same thing, and even filling out your home address on official documents makes you uneasy. Having spent many years outside of your home culture and not quite fitting into your host culture, you end up feeling that you fit in nowhere and everywhere.

Those who listen to someone's accent in order to figure out where they're from will definitely struggle after meeting a third culture kid. Labelled 'international', your accent may well resemble an American one the most, but there's bound to be a twang of another depending on the various countries you've lived in, whom you regularly speak to and which TV shows you watch.

Given that you've lived in a few countries, you probably speak at least two languages fluently and end up mixing them together without noticing. However, that does not necessarily mean you speak much of the language of the countries you've lived in. You will, of course, know a few greetings and some directions to give taxi drivers, but you've grown accustomed to living in a country where you can't understand everything that's being said around you. Most people are surprised to hear this, but between attending an international school and having other expats as family friends, for me it is understandable.

Growing up with my immediate family, far from the rest of my relations, holidays were usually spent together on trips visiting the latter. However, once you're at university or working abroad, these holidays become even more of a struggle to plan. With family spread between two or three countries and friends on almost every continent, when you have a few days off work, it is almost impossible to decide what to do and who to see.

You get used to people leaving when attending an international school where goodbyes are way too frequent. Once you leave for university, you're moving countries instead of cities, away from childhood friends and family. It's fair to say that third culture kids really know the meaning of friendship: after all, friendships that survive distance mean friends for life, right?

For those who moved from a relatively cheap country to a much more expensive one, you probably went through a period where everything seemed ridiculously expensive. It all really hits you when you realise that you can't actually buy lunch for 50p or afford to go to the cinema more than twice a year.

When you get asked about a typical day at home, you may be unsure whether you should be honest or make something up that they can relate to. Spending your days at the pool, eating out every weekend and travelling to new countries may not be the answer they're expecting. Third culture kids can be wary of sharing certain things about their life abroad for fear of coming across as a snob.

Growing up abroad, you don't realise that the concept of living in a country other than where your parents are from is actually quite peculiar. You eventually get used to the ridiculous comments and questions from those ignorant of life abroad. Here are some of my favourites: 'So you grew up in Thailand – did you ride an elephant to school?', 'Your English is really good considering you grew up in Thailand!' Yes, of course it is – I'm British.

After living abroad and being exposed to the diversity of cultures, people and history, it is nearly impossible not to continue travelling. Many third culture kids find it hard to comprehend those who choose to stay in one place; we just don't understand what it's like to grow up in your home town, continue to live there and never experience life somewhere else. Whether you choose to take a gap year, make the most of holidays or work, study or volunteer abroad – any opportunity to explore a new place is an opportunity not to be missed. We crave adventure and all have a serious case of wanderlust.

Language focus Inversion

1 Complete the sentences with a suitable word from the box in each gap.

account also circumstances ever little not only scarcely sooner than when

1 No _____ had I sat down to eat _____ the doorbell rang.
2 _____ after you have submitted payment details will you be permitted to download the software.
3 Under no _____ are you to mention this to anybody.
4 _____ only will I have to make a presentation, but I'm _____ expected to bring the necessary equipment.
5 When I landed at the airport, _____ did I know that I'd end up staying for the rest of my life.
6 _____ had I opened my mouth to speak _____ he interrupted me.
7 On no _____ must this book be removed from the library.
8 Until recently, hardly _____ had there been such severe winters.

2 Rewrite the following sentences so they start with the word given.

1 I've never felt so proud in my whole life.
Never _____.
2 I wasn't informed of the cancellation at any point.
At _____.
3 The lesson had barely started when the fire alarm went off.
Barely _____.
4 It's by no means certain that you'll get the job.
By _____.
5 You may not enter the conference unless you have a ticket.
Not _____.
6 I didn't intend to insult your culture in any way.
In _____.

Vocabulary Sight

1 Complete each sentence with two of the words in brackets.

1 Despite being in the public _____ for years, little is known about his criminal past, so we decided to take a closer _____. (*eye* / *look* / *sight* / *view*)
2 Eagles have excellent _____, which enables them to catch _____ of potential prey from great distances. (*look* / *sight* / *view* / *vision*)
3 An infrared camera offers a unique _____ at the amazing patterns on flowers that are invisible to the naked _____. (*eye* / *look* / *view* / *vision*)
4 The documentary provides an in-depth _____ at the psychology of social media and ends with an unsettling _____ of the future. (*eye* / *look* / *sight* / *vision*)
5 Bears are a pretty rare _____ in this part of the world, so it was amazing when one came into _____ while we were filming. (*eye* / *sight* / *view* / *vision*)
6 There were hundreds of paintings on _____ at the gallery, but one in particular caught my _____. (*eye* / *look* / *sight* / *view*)
7 The person next to me on the plane told me to have a _____ at the breathtaking _____ through the window, but I couldn't see much from my seat. (*look* / *sight* / *view* / *vision*)

2 Complete the text with a suitable word connected with sight in each space.

Handing over the Cash

In my culture, giving money to friends and family members is considered to be rather distasteful. Of course, people do **(1)** _____ out for each other financially and provide support when somebody is in need, but it should take place out of **(2)** _____. If you hand over money to a friend in full **(3)** _____ of other people, for example, it could be taken as an insult. That's why a familiar **(4)** _____ at weddings, for example, is for guests to hand small envelopes to the bride and groom. It's pretty obvious what's inside, even without x-ray **(5)** _____, but because the money itself is hidden from **(6)** _____, this is enough to conceal the embarrassing business of giving money.



Nouns formed with *in*, *out*, *up*, *down* and *back*

1 Cross out the word in each set that **doesn't** form a strong collocation.

1 an outburst of *anger / crime / laughter / temper*
2 a breakdown in *communication / negotiations / patience / trust*
3 a *disappointing / dramatic / large / low* turnout
4 an outbreak of *danger / disease / flu / violence*
5 a *heavy / mild / sudden / torrential* downpour
6 to *enjoy / experience / overcome / suffer* a setback
7 a *dramatic / regular / sharp / slight* upturn
8 to *gain / get / lose / offer* an insight into something

2 Complete the sentences with the correct form of a collocation from Exercise 1.

1 Sarah Koening's popular podcast _____ into true crimes.
2 It was sunny when I left home, so didn't have an umbrella with me. Luckily the _____ ended as quickly as it began.
3 There was a _____ at the local elections. Only 35% of the population voted.
4 They blamed the confusion on a _____ between departments.
5 United's title challenge _____ today after losing 3-0.

3 Complete each sentence by combining words from the boxes. You can use some words more than once.

bringing	come	draw	ground	put
	back	in	out	up

1 Although I come from a privileged _____, where money was no object, my strict _____ meant I never actually had many things to play with as a child.
2 The main _____ of being a social media influencer is that it can take years before you receive any _____ from your work.
3 An unexpected _____ of making half of our factory employees redundant was that _____ actually increased.

Reading and Use of English Part 2 Open cloze

For questions 1–8, 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).

Don't forget!

- Several of the gapped words may be prepositions. If you're not sure which preposition to use, think about other words in the same family (e.g. *rely on* ➔ *reliance on*) or words with a similar meaning (e.g. *scared of* ➔ *petrified of*). It doesn't always work, but it may help you get one or two more points.
- Pay attention to meaning. Even if a word fits in a space grammatically, it might not fit logically.
- The gapped words tend to be grammar words like conjunctions, prepositions and quantifiers. It's often possible to work out the missing word by figuring out what sort of word is missing – and what meaning it should have.

K-POP

K-pop is characterised by a combination of musical styles from around the world, along **(0)** *WITH* elements of traditional Korean music. After its emergence in the early 1990s, it quickly gained a huge following **(1)** _____ Korean teenagers and young adults. However, it **(2)** _____ only in 2003 that K-pop started to spread beyond Korea.

Inevitably, K-pop has faced criticism on **(3)** _____ of its highly manufactured output, leading to accusations **(4)** _____ being formulaic and unoriginal. Other critics have questioned its ties with traditional Korean identity, **(5)** _____ least because so many songs contain English lyrics.

At a deeper level, K-pop can be seen **(6)** _____ a reflection of the modern, transnational values of contemporary Korean culture, as evidenced **(7)** _____ the work ethic and polite social demeanour of performers like the group SF9. Their dedication to high-quality output and presentation are considered just as central **(8)** _____ their identity as the music itself.





Listening Part 1 Multiple choice

11 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 a new current affairs show on television.

1 What aspect of the show does the woman like?

A There are three presenters.
B It is longer than its predecessor.
C There is a mix of local and international stories.

2 Both speakers believe that the show is

A intended for an older audience.
B unlikely to last very long.
C based on another TV show.

Extract 2

You hear two fans of the football club City talking about tonight's match against United.

3 The man thinks that United

A will be nervous about such a big game.
B have too many injured players at present.
C will be unprepared for their opponent's tactics.

4 The woman thinks that City

A will win if the forecast rain arrives.
B have not prepared for the game in the best way.
C wants this win more than their opponent does.

Extract 3

You hear a woman and a man who run a corner shop talking about the business.

5 What concern does the woman have for the future of the business?

A the ageing population
B the effects of technology
C the competition from larger shops

6 Both speakers agree that the best thing about running a corner shop is

A having contact with regular customers.
B being at the centre of the community.
C knowing so many local children.

Don't forget!

The speakers might change their minds during the conversation – including coming back to options that they turned down earlier. Wait until you're sure they've made a final decision before choosing your answer.

Writing Part 2 Formal email or letter

Don't forget!

- Invent any necessary facts (e.g. about the organisation you work for), as long as it doesn't clash with any information in the task. However, don't waste too much time thinking up names and details.
- Avoid copying lots of words or whole phrases from the question. It's better if you can think of a synonym or paraphrase, as long as it's natural.

1 Read the following Writing Part 2 task. Answer the questions.

1 What three things do you need to do in your letter?
2 What other information should you include?
3 Why do you think the artist might not be too happy?

You work on a local community project that encourages young people to get involved in the arts. You receive the following email from the project manager.

Hi

We've decided to organise an exhibition of paintings by local artists. There's one in particular that we'd love to include, Lucy Green, who paints amazing landscapes. Could you email her to ask if we could put some of her paintings (20?) on display for a month? I've got a feeling she won't be too happy about it, so you'll need to reassure her that it's safe (security guards, cameras, etc, in our community centre). I know 20 paintings is a big ask, but maybe it's also worth mentioning that thousands of people will see the paintings, which might help her to sell them! Please be polite and respectful!

Thanks

Write your **email** in **220–260** words in an appropriate style.

2 Read the model answer. The five bold sentences are all indirect requests. Rewrite them as more direct requests.

1 Please _____?
2 Please _____?
3 Please _____?
4 If not, please _____.
5 Please _____.

Dear Ms Green

I am writing on behalf of the Art Kids community project, which helps local young people to develop an appreciation for the arts and the confidence and skills to express themselves creatively.

(1) We would like to invite you to take part in a month-long exhibition of paintings by esteemed local artists, to be hosted in our local community centre. **(2) We would be honoured to display some of your wonderful landscapes**, which we feel would serve as powerful inspiration for the young people in our community.

I realise this is a lot to ask, not least because your works must be in demand by galleries around the country. However, if you share our view of the importance of involving young people in the arts, I hope you will consider our request. **(3) Ideally, we would like to host as many as 20 of your paintings. (4) If this is problematic, we will be delighted with whatever you can offer.**

I would like to assure you that our community centre is extremely secure, with a team of security guards and a network of security cameras, so your paintings would be in totally safe hands.

I would also like to point out that we expect the exhibition to be attended by several thousand guests, including a number of prominent art collectors, so perhaps it could serve to showcase your work to potential buyers, as well as to raise awareness and appreciation of your work among the wider population.

(5) I look forward to hearing your response.

Best regards
Jean Omenuko

3 **Match the sentence beginnings (1–9) to the endings (a–i) of the following advice about formal requests.**



1 Make sure you know the recipient's surname and title (e.g. Ms, Dr);
2 Start by explaining who you represent and what you're trying to achieve,
3 A good strategy is to break your request into smaller parts
4 Frame your request indirectly, in terms of how *I* and *we* will feel;
5 Flattery is a very powerful tool,
6 Demonstrate that you realise you're asking a lot, but don't get too negative –
7 Save the most difficult part of your request until later in your letter or email –
8 Once you have made your request, focus on persuading the recipient,
9 Always end with a call to action –

a you don't want to persuade the recipient not to agree!
b by addressing their possible concerns and pointing out potential benefits.
c requests with *you* might come across as too direct.
d to make the recipient want to help you before you even make your request.
e a simple sentence that tells the recipient what to do next.
f hopefully the recipient will have already decided to help before they get to that part!
g a request that begins *Dear Sir or Madam* won't go down well.
h and start by requesting something very simple, like *taking part in a project*.
i so include plenty of positive words and phrases about the recipient and their work.

4 **Find words and phrases in the model answer that have the following definitions.**

1 highly respected
2 organised/held (somewhere)
3 happy and proud
4 difficult
5 famous, important, well-known
6 make more people know about

5 **Complete the following exam task.**

You are a volunteer at a local culture centre. You receive this email from the centre manager.

Hi

I'm trying to organise some guest speakers to come to our centre and give talks. There's a retired professor called Peter Harris who's just come back from a round-the-world trip. It'd be amazing if he could give a presentation about the cultures he encountered on his travels and any adventures he had on the way. Could you email him and ask him to help?

It'd need to be an hour-long talk (sorry!), ideally with photos and other visual elements, followed by a 30-minute Q&A session with the audience (about 100 culture fans, hopefully). You may need to reassure him about the technical issues (computer, projector, etc) – we'll deal with all that.

Thanks

Write your **email** in **220–260** words in an appropriate style.

Useful language

Introducing and ending a formal request	**Persuading and reassuring**
I am writing on behalf of ...	*I realise this is a lot to ask, not least because ...*
We would like to invite you to take part in ...	*However, if you share our view of ..., I hope you will consider our request.*
I look forward to hearing your response.	*If this is problematic, we will be delighted with whatever you can offer.*
Making specific requests	*I would like to assure you that ...*
We would be honoured to ...	*I would also like to point out that ...*
Ideally, we would like to	*... so perhaps it could ... as well as ...*

12 THE WORLD ABOUT US

Reading and Use of English

Part 6 Cross-text multiple matching

You are going to read four extracts from articles in which conservationists discuss dilemmas they face. For questions 1–4, choose from the conservationists A–D. The conservationists may be chosen more than once.

WILDLIFE CONSERVATION APPROACHES

Four wildlife conservationists outline their approaches to the dilemmas they face in their work.

A AKWASI YAKUBU

The problem with conservation is that it tends to focus on those species that humans consider important, typically because they're either useful or cute. Thus, people rightly decry the decimation of the bee population, justifying their anger by saying that bees produce honey for us, or they pollinate flowers for us, rather than because they deserve to live for their own sake. Similarly, they agonise over the best ways to protect all those lovely pandas, elephants and butterflies from harm and suffering, but they couldn't care less about less photogenic creatures: vultures, mosquitoes, slugs, bacteria, weeds and so on. They presumptuously assign rights to certain species but not others, based on arbitrary and questionable assumptions about which organisms can think and suffer and which simply exist. My view, in contrast, is that the whole of nature is of equal value and deserves equal protection. As humans, we have no right to decide which species are more worthy than others.

B HUANG FENFANG

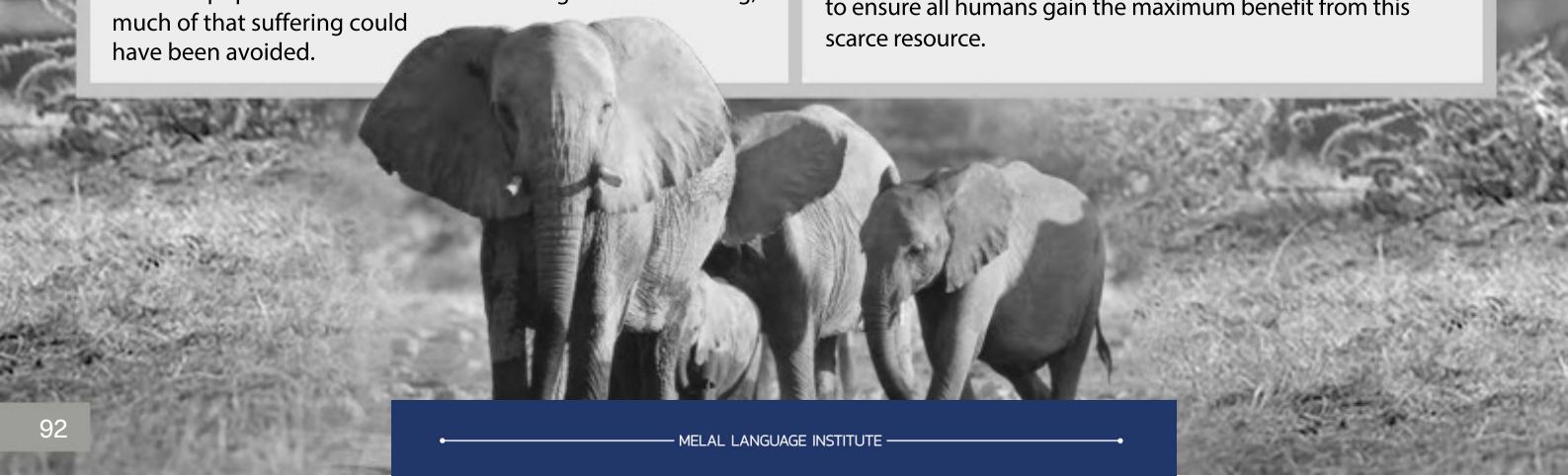
When deciding on conservation priorities, the fairest approach is to maximise the benefits and minimise the pain of all the parties involved, be they humans or animals. Animal suffering must be taken into account when making decisions, balanced against the needs of humans to make a reasonable living and enjoy life. According to this view, hunting animals for pleasure is never justifiable, as their pain far outweighs the benefit. However, culling animals is often morally right, no matter how unpleasant it seems. For example, by the late 1960s, the elephant population of Tsavo National Park in Kenya had grown far too high for the habitat to sustain. Drought struck in 1971, causing unimaginable suffering throughout the population, and around 6,000 elephants died. Had that population been controlled through humane culling, much of that suffering could have been avoided.

C BRANKO MLADENOVIĆ

I became a conservationist because I believe passionately in animal rights. As far as I'm concerned, if an animal can feel pain and has desires for the future, then it deserves the same moral rights as humans. All human activity that impinges on those rights, whether it involves killing them, encroaching on their habitats or otherwise interfering with their way of life, is morally unacceptable. That's not to say that all human activity is inherently bad, of course; I see no reason why humans and animals can't co-exist harmoniously. As humans, we have neither the right nor the obligation to 'manage' wildlife – even if that management seems superficially designed with the animals' best interests in mind. Instead, the best thing we can do for animals is leave them well alone to get on with their lives.

D SHEILA CAMPBELL

My approach to nature conservation is built on the assumption that the natural world is a resource for humans to exploit, by which I mean all of humankind, including future generations. This human-centric approach is often misunderstood as advocating a free-for-all to plunder nature, whereas in fact the reverse is true: it explains why conservation is so vital. For example, while one hunter might enjoy shooting an elephant, hundreds of people would get pleasure over a much longer period of time from seeing that same elephant in the wild, which therefore makes it imperative to eradicate or at least severely restrict hunting of these animals. Similarly, whereas one business might profit from clearing a rainforest to plant cash crops, if the rainforest contained plants that could instead have been used to make powerful medicines, the long-term loss to humankind would far outweigh that benefit. Effective management of the natural world therefore requires strongly enforced policies to ensure all humans gain the maximum benefit from this scarce resource.



Which conservationist

disagrees with the other three about whether animals have rights? 1 ☐

seems to share conservationist C's opinion about which species should have rights? 2 ☐

disagrees with the other three about whether humans should protect animals? 3 ☐

would disagree most strongly with conservationist B's conclusion about elephants? 4 ☐

Language focus Conjunctions and linking adverbials

1 Complete the sentences with a suitable word in each gap.

1 I was seriously ill a few years ago. From _____ time _____, I've never taken my health for granted.

2 Dinner will be ready in an hour. _____ _____ meantime, do you want some salad?

3 Red squirrel populations have plummeted. The grey squirrel, by _____, is thriving.

4 Please turn your phone to silent mode _____ as _____ to disturb the animals.

5 The logging company chopped down the forest, _____ spite _____ the _____ that it's a vital habitat for rare animals.

6 I see you have plenty of relevant experience. _____ account _____ this, we'd like to invite you for an interview.

7 Driving is much quicker. _____ _____ other hand, it's much healthier to walk.

8 I didn't really need yet another cookery book. _____ the same, it was nice of them to buy me a present.

2 Choose the correct conjunction or linking adverbial to complete each sentence.

1 We heard about the plans to cut down the forest a few hours before it was due to start. *Apart from this / By that time / Otherwise*, it was too late to do anything about it.

2 *In case / Once / Whilst* I wouldn't call myself an active rights campaigner, I certainly care about animal welfare.

3 Some hikers left a gate open. *By that time / Consequently / On the contrary*, several cows escaped into a neighbouring field.

4 We always put out food throughout the winter *in case / once / so that* the birds have a chance of surviving.

5 I work for a local conservation charity. *Apart from this / Consequently / Otherwise*, I also do volunteer work at an animal rescue shelter in my free time.

6 We'll be in touch *once / so that / whilst* we've checked your application carefully.

7 We need to put an end to global warming immediately. *By that time / For this reason / Otherwise*, it'll be too late.

8 We didn't receive any thanks for our support. *Consequently / For this reason / On the contrary,* we were criticised for interfering in other people's business.

9 It's always good to have a Plan B *in case / so that / whilst* your original plans don't work out.

10 That company uses raw materials from rainforests that have been cleared to make way for farmland. *Apart from this / For this reason / On the contrary*, I refuse to buy anything from them.

Modal verbs: *Must*, *need*, *should* and *ought to*

1 Rewrite the sentences using a suitable modal verb. Write one word or a contraction in each gap.

1 We forbid you from feeding the animals.
You _____ _____ the animals.

2 There's no point in waiting for me.
You _____ _____ for me.

3 I expect they'll finish soon.
They _____ _____ _____ soon.

4 What would have been a better thing for me to wear?
What _____ _____ _____ worn instead?

5 I'm sure it was a wonderful experience for you.
You _____ _____ _____ a wonderful time.

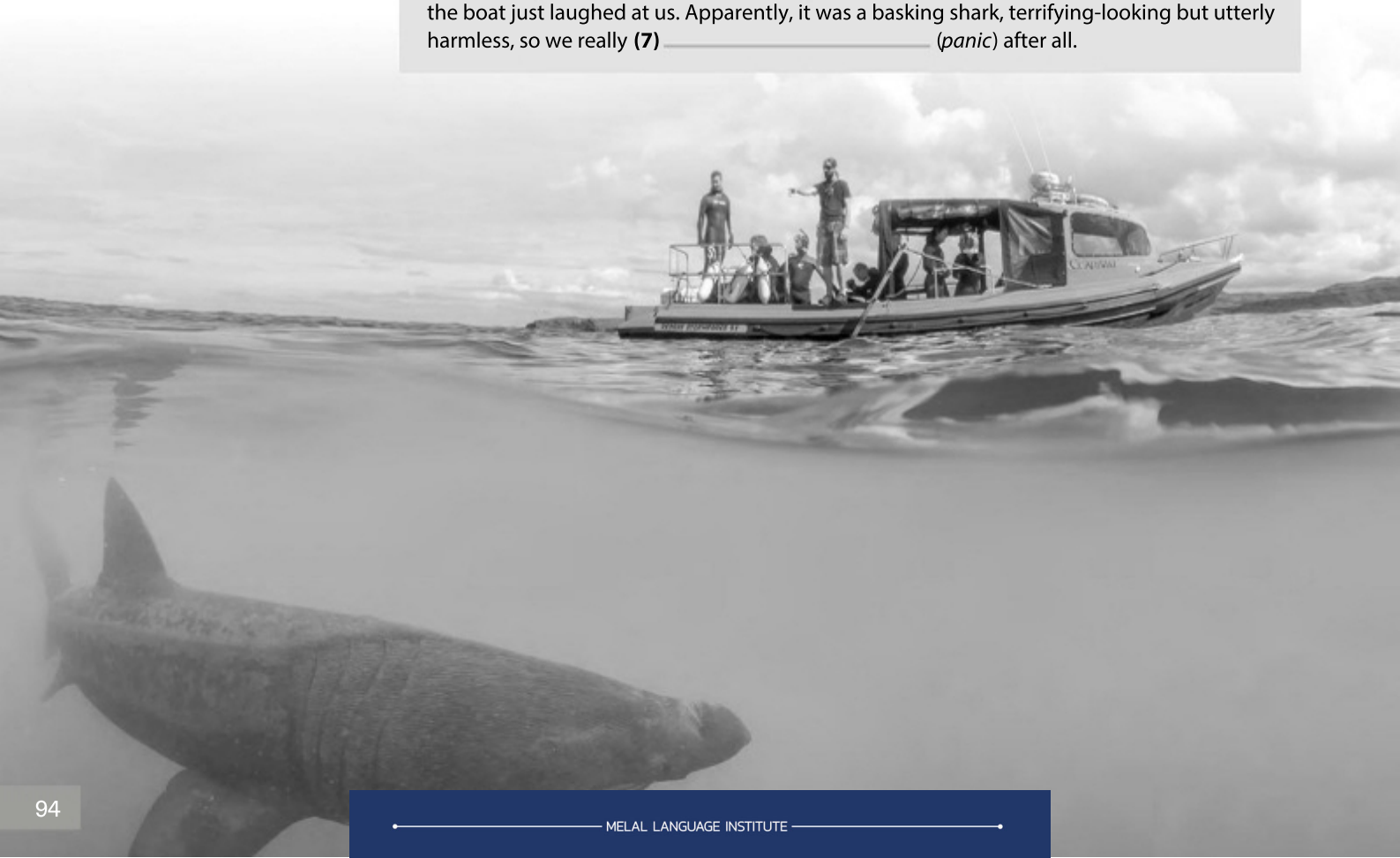
6 It wasn't necessary to pay, so we didn't.
We _____ _____ _____ _____ .

2 Complete the story with phrases from the box and a suitable form of the verbs in brackets. There may be more than one correct answer.

didn't have to had to must have needed to needn't have
ought to should have

Swimming with Dolphins (and Sharks)

A few years ago, some friends and I decided to go swimming in the sea with dolphins because, well, it's one of those things that everyone **(1)** _____ (*do*) at least once in their lives. Before setting off, we **(2)** _____ (*sign*) various forms, stating we were aware of the risks and so on. Looking back, I **(3)** _____ (*read*) the form more carefully, but I just signed without thinking. When we reached the open sea, we **(4)** _____ (*wait*) long for the dolphins to appear, so we dived into the water to join them. But then, the dolphins seemed to sense danger and vanished, leaving us alone in the water. That was when we noticed a huge shark approaching us – it **(5)** _____ (*be*) eight metres long! We **(6)** _____ (*get*) back to the boat urgently, but the captain of the boat just laughed at us. Apparently, it was a basking shark, terrifying-looking but utterly harmless, so we really **(7)** _____ (*panic*) after all.



Vocabulary Expressions and phrases with *work*

1 Match the sentence beginnings (1–10) to the endings (a–j).

1 If you want a really **vigorous**
2 You should apologise yourself, rather than expecting me to **do**
3 I'm not saying you're lazy, but your **work**
4 As an ambulance driver, I'm expected to **work**
5 I wouldn't say I'm an expert, but I have **a good**
6 Before conducting an interview, I always **do**
7 You'll make yourself ill if you keep **working around**
8 I had a Saturday job in a shop while I was **working**
9 I'm used to being yelled at by angry people – it's **all in**
10 Although my laptop's ten years old, it's still **in good**

a **a day's work** for me as a customer service assistant.
b **working knowledge of** the main issues.
c **your dirty work** for you.
d **my way through** college.
e **workout**, try washing the windows.
f **working order**, so I don't need a new one.
g **my groundwork** so I know what to expect.
h **ethic** leaves a lot to be desired.
i **all hours** – I can't ignore a call even at 3 am.
j **the clock**; you ought to take a break.

2 Complete the phrasal verbs with a suitable word from the box. Use each word only once.

around off on out through towards up

1 It's good to have a long talk to **work** _____ what is upsetting you.
2 I haven't told George the bad news yet – I'm still **working** _____ **to** it!
3 I've put on a lot of weight recently, so I need to start running to **work** it _____.
4 I used to work in sales, but it didn't **work** _____ – I was terrible at selling!
5 My laptop died in the middle of my presentation, but I managed to **work** _____ the problem by writing notes on the flipchart.
6 If you want to be a manager, you'll need to **work** _____ your people management skills.
7 I've started **working** _____ a Master's Degree, but it'll take three years.

Adverbs expressing attitude or opinion

1 Complete each sentence by making adverbs from the words in brackets.

1 The weather was terrible, so _____ (*predict*) hardly anybody came, but _____ (*hope*) we'll get a better turnout next time.
2 Although it was _____ (*doubt*) a very serious accident, _____ (*miracle*) nobody was injured.
3 At first, the animals were _____ (*understand*) cautious about approaching us, but once they'd decided to trust us, they were _____ (*astonish*) friendly.
4 The test was _____ (*surprise*) easy, _____ (*presume*) because the organisers wanted as many people as possible to pass.
5 I've just checked their website and _____ (*appear*) they're going on tour but _____ (*disappoint*), they're not planning to come to our town.

2 Complete each gap with a word from the box. Sometimes more than one answer is possible.

clearly conveniently curiously fortunately obviously rightly

1 _____ enough, the closest living relatives of the whale family are the artiodactyla, which include sheep, giraffes and hippos.
2 I was dreading the negotiation, but _____ it was much easier than expected.
3 They made me an offer I couldn't refuse, so _____ I agreed.
4 Whenever we need someone to deliver a presentation, Frank always _____ loses his voice – it's almost as if he doesn't want to help!
5 When I mentioned the theft, she was _____ uncomfortable, but I wasn't sure why.
6 When I pointed out his error, he _____ apologised.

Reading and Use of English Part 3 Word formation

For questions 1–8, read the text below. 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. There is an example at the beginning (0).



Slime moulds

The term 'slime mould' refers to a grouping of around 900 species of **(0)** *MICROSCOPIC* organisms, which can often be seen as slimy layers growing in damp environments, from forest floors to air conditioning units. Despite their biological **(1)** _____, they share one highly unusual **(2)** _____: while they spend much of their lifecycles **(3)** _____ as single-celled organisms, they can also come together into a single slimy body, typically a few centimetres long, but sometimes spreading over several metres. **(4)** _____, this body can also move around as a single creature, which comes in useful for the pursuit of food and the **(5)** _____ of danger.
Recently, scientists have demonstrated slime moulds' **(6)** _____ aptitude for solving problems. When placed on a map of Tokyo, with food sources in the place of its major population centres, one slime mould formed a network that bore a stunning **(7)** _____ to the **(8)** _____ of Tokyo's actual rail network.

MICROSCOPE
DIVERSE
CHARACTER
DEPEND
REMARK
AVOID
STAGGER
RESEMBLE
LAY

Reading and Use of English
Part 4 Key word transformation

For questions 1–6, 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 I simply mentioned that I hadn't received my money yet.
DID
All _____ out that I still hadn't been paid.

2 I cleaned all of the windows yesterday and vacuumed the whole house.
ONLY
Not _____ all of the windows yesterday, but I also vacuumed the whole house.

3 Your battery might run out, so you'd better take a charger with you.
CASE
Take a charger with you _____ flat.

4 Having arrived late, Richard also left early.
TURN
Not _____, but he also left early.

5 We took far more clothes than necessary.
TAKEN
We _____ many clothes.

6 I'd love to go back to square one, but it's not likely I'd be able to.
CHANCE
Given _____ again from scratch, I'd jump at the opportunity.

How to go about it

- The transformed sentence must contain all the relevant information from the original sentence. Don't throw away points by, for example, using *he* or *she* instead of a person's name.
- It often helps if you underline all the information from the original sentence that isn't already included in the transformed sentence. Then try to think of different ways of expressing the words you've underlined.

Listening Part 2 Sentence completion

12 You will hear a student called Jason Brown giving a talk about a day he spent as a volunteer working to restore the ecology of Franklin Island. For questions 1–8, complete the sentences with a word or short phrase.

Don't forget!

- Read the notes carefully first to work out what sort of information is missing (e.g. a noun phrase, a verb, etc).
- It might help to write a few possible phrases for each gap while you're listening the first time, and then choose which one is the correct answer when you listen a second time.
- Be careful with spelling. British and American spelling are both acceptable, but you'll lose marks for misspelt words.

Restoring the ecology of Franklin Island

Jason explains that the island used to be a **(1)** ..... belonging to the Franklins.

Jason approves of the way that large numbers of **(2)** ..... were established on the island in 2005.

In Jason's opinion, the worst threat to the island's birds were pests such as **(3)** ..... that hunted them.

Jason spent the morning helping to expand the network of **(4)** ..... on the island.

In the afternoon, Jason helped remove **(5)** ....., some of which were very old.

Working in the **(6)** ..... will appeal to people who don't want hard physical work.

Volunteers are currently counting the species of **(7)** ..... on the island.

Later in the year, there will be a day to collect **(8)** ..... to help maintain the island's ecology.



Writing Part 2 Report



1 Read the following Writing Part 2 task. Then make notes of three ...

1 actions that a local conservation group might take to try to protect an animal species.
2 challenges that such a group might face.
3 things they might need to spend money on.
4 ways of measuring their success.

> You are a member of a local conservation group, which runs a small project to protect an animal species in your area. You receive some funding from a global environmental charity. At the end of the project's first year, the charity has asked you to submit a report outlining the action you have taken and how successful you've been.

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

2 Read the model answer. In which section does the writer do the following? The writer does some of these in two sections.

1 ask for continued funding
2 report on progress towards the project's main aim
3 explain what action has been taken
4 outline the project's aims
5 mention the wider importance of the project
6 present optimistic expectations for the future
7 explain improvements as a direct result of the action taken

Report on Year 1 of Frog Conservation Project

Introduction

The Frog Conservation Project (FCP) aims to protect the local population of rare frogs, whose marshland habitat has been severely damaged by littering and pollution. Were these frogs to die out locally, it could have a catastrophic impact across the whole ecosystem.

Project work

The FCP has taken a three-pronged approach to tackling this problem:

Firstly, we have been painstakingly clearing the conservation zone of rubbish. Due to the sheer size of the zone, only around 25% has been cleared to date.

Secondly, we have been attempting to remove harmful pollutants from the water. While initial results are promising, with significant improvements in water quality, there is still a long way to go.

Finally, we have been building fences to deter people from dropping litter. This seems to be having the desired effect to some extent, although we are still a long way from eradicating the problem entirely.

Initial results

We are confident that we are moving in the right direction. However, in terms of the frog population, we have unfortunately seen a decrease of 20% over the year, which we put down to the highly disruptive work we have been carrying out. We are confident, nevertheless, that the population will recover dramatically once our work is complete.

Conclusion

We are convinced that we are making a significant difference to the frogs and the ecosystem as a whole. However, our work is far from done. We therefore urge you to continue funding this vitally important project for the next two years.

3 Answer the following questions about the model answer.

1 What are the advantages and disadvantages of these three ways of presenting a set of actions and results?
   - a Present all the actions in one section, then present all the results in the next section.
   - b Present each action, together with its result, in its own separate section.
   - c Present all the actions, together with their results, in a single section.

2 Which way did the writer choose?

3 What verb form did the writer use to present the three actions? Why?

4 The model answer contains several useful phrases for describing limited progress. Use the phrases in the box to complete the sentences below.

a long way to go due to the sheer size of initial results are promising
moving in the right direction still a long way from to date
to some extent work is far from done

1 _____, our work was made easier by the good weather, but we are _____ achieving our objectives.

2 After some delays _____ the area to be cleared, we finally seem to be _____.

3 While we are delighted that our _____, we realise that our _____.

4 We have made excellent progress _____. However, there is still _____.

5 Underline the following in the model answer.

1 a second conditional with inversion to imagine an unlikely future

2 a useful phrase for describing an action plan with three parts

3 an adverb that means 'extremely carefully, involving a lot of work'

4 a verb that means 'strongly discourage'

5 a fairly formal phrasal verb that means 'believe to be caused by'

6 a linking adverbial to avoid repeating 'however'

6 Complete the following exam task.

> The organisation where you work made a commitment a few years ago to become more environmentally friendly, by reducing the amount of waste you produce and increasing the amount of recycling. Your boss has asked you to write a report of the past year's achievements, to be published on the organisation's website. Your report should include things that have gone better or worse than expected, as well as the biggest remaining challenges.

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

Useful language

Explaining objectives

The project aims to ...

We initially set out to ...

Reporting progress and results

Firstly/Secondly/Finally, we have been ...

In terms of ..., we have unfortunately seen a decrease of ...

Interpreting results and making recommendations

We are confident, nevertheless, that ...

We are convinced that we are making a significant difference to ...

We therefore urge you to ...

PHRASAL VERBS LIST

Phrasal verbs in alphabetical order

back something up	*support an explanation*
bolt something down	*eat something very quickly*
bring someone up	*take care of a child until they become an adult*
bring something about	*cause*
carry on (doing) something	*continue*
carry out* something	*do some work or research*
catch on	*become popular or fashionable*
catch on	*begin to understand*
catch up on something	*do something that you didn't do enough of before*
cheer (someone) up	*become/make (someone) less sad*
come across something/someone	*find/meet something/someone by chance*
come over	*visit someone in the place where they are, especially their house*
come up with something	*think of*
draw something up	*prepare and write (a plan)*
fall out with someone	*stop being friendly with someone because you have had an argument*
find something out	*discover*
get about (a place)	*travel around*
get away with something	*manage to do something bad without being punished or criticised for it*
get by	*manage to survive/live*
get on with someone	*have a good relationship with someone*
get over something	*recover from*
give away* information	*tell information that should be kept secret*
give homework in	*hand homework to the teacher*
give in (to someone's requests)	*agree to something after initial resistance*
give oneself up	*allow oneself to be arrested*
give out* (books/paper)	*distribute something to several people*
give out* information	*give information to a lot of people*
give something back	*return something*
give something up	*stop doing something you do regularly*
go in for (a competition)	*enter (a competition)*
go on	*happen*
go on (with something)	*continue*
go round	*visit a person or place*
grow up	*change from being a child to becoming an adult*
gulp something down	*drink something very quickly*
head for somewhere	*go somewhere*
hit it off with someone	*like each other on the first meeting*
kick someone out (informal)	*force someone to leave a place or organisation; expel*
let someone down	*disappoint*
look forward to something	*feel happy about something that is going to happen*
look up to someone	*admire and respect*

make something up	*invent an explanation for something*
make up one's mind	*decide*
move on to something	*stop discussing something and begin discussing something different*
open up to someone	*talk more about your personal feelings*
own up to something	*admit or confess that you have done something wrong*
pick up (a bargain)	*buy something (cheap)*
push something up	*make something increase*
put clothes on	*place clothes on your body*
put on* an event	*organise an event*
put prices up	*increase prices*
put someone off	*distract someone*
put someone off something	*discourage someone*
put someone up (for the night)	*accommodate someone*
put something off	*postpone something*
put something together	*produce (by combining several different things)*
put something/music on	*get something ready to listen to*
put up with something/someone	*tolerate something/someone*
put weight on	*gain weight*
put your hand up	*raise your hand into the air*
run into (thousands of pounds)	*reach a particular number or amount*
run out of something	*use all of something so that none is left*
sell out of something	*sell all of something*
set off for somewhere	*start going somewhere*
set something up	*start (a business)*
set up home	*begin living in a place*
settle down	*live a quieter life by staying permanently in one place and perhaps getting married*
show off	*behave in a way that is intended to attract people's attention and make them admire you*
sign up for something	*agree to do; book*
sort out* a problem	*solve a problem*
split up with someone	*end a romantic relationship with someone*
stand out	*be easy to notice*
take after someone	*resemble*
take off	*start to become successful*
take over	*gain control*
take someone aside	*move someone away from other people to talk*
take someone on	*employ someone*
take something back	*return something*
take something in	*accept something as true*
take to something/someone	*start to like something*
take up* a new sport/hobby	*start doing a new sport/hobby*
tell someone off	*criticise someone angrily for doing something wrong*
try something on	*put on a piece of clothing to see how it looks and whether it fits*
turn out	*go somewhere to take part in an event*
turn out (to be a success)	*become (a success)*
turn out (well/badly)	*end (well/badly)*
turn something down	*reject something*
turn something into	*make something change into something different*
turn to someone	*go to someone for help*
turn up	*arrive*
work something out	*manage to understand*

STUDENT'S BOOK WORDLISTS

Unit 1

Challenge and achievement

achieve success	*verb phrase*
be an overnight success	*verb phrase*
costly failure	*phrase*
daunting challenge	*phrase*
dismal failure	*phrase*
end in failure	*verb phrase*
enjoy success	*verb phrase*
face the formidable challenge of	*verb phrase*
fair chance	*phrase*
fulfil an ambition	*verb phrase*
fully qualified	*phrase*
great success	*phrase*
have a burning ambition to	*verb phrase*
huge success	*phrase*
improve motivation	*verb phrase*
increase student motivation	*verb phrase*
jump at the chance	*verb phrase*
lack motivation	*verb phrase*
leave nothing to chance	*verb phrase*
lifelong ambition	*phrase*
main ambition	*phrase*
major challenge	*phrase*
meet with complete failure	*verb phrase*
new challenge	*phrase*
poor motivation	*phrase*
primary motivation	*phrase*
realise an ambition	*verb phrase*
resounding success	*phrase*
result in failure	*verb phrase*
rise to the challenge	*verb phrase*
second chance	*phrase*
secret ambition	*phrase*
slight chance	*phrase*
stand a chance	*verb phrase*
strong motivation	*phrase*
take up a challenge	*verb phrase*
total failure	*phrase*

Unit 2

Changes

adapt	*verb*
adjust	*verb*
adjust to	*verb phrase*
alter	*verb*
change a tyre	*verb phrase*
change gear	*verb phrase*
change places	*verb phrase*
change sides	*verb phrase*
change the subject	*verb phrase*
change your doctor	*verb phrase*
change your name	*verb phrase*
change your tune	*verb phrase*
change your ways	*verb phrase*
considerable change	*Phrase*
convert (currency) into (currency)	*verb phrase*
convert (something) into (something)	*verb phrase*
dramatic change	*Phrase*
economic change	*Phrase*
far-reaching change	*Phrase*
modify	*verb*
pleasant change	*phrase*
political change	*phrase*
refreshing change	*phrase*
significant change	*phrase*
social change	*phrase*
sudden change	*phrase*
sweeping change	*phrase*
switch over to (something)	*verb phrase*
switch with (somebody)	*verb phrase*
vary	*verb*
vary according to	*verb phrase*
welcome change	*phrase*

Unit 3

Information and research

accurate	*adjective*
clearer	*adjective*
compile	*verb*
comprehensive	*adjective*
determine	*verb*
finding(s)	*noun*
hypothesis	*noun*
misinformation	*noun*
misleading	*adjective*
privacy	*noun*
prove	*verb*
put forward	*verb phrase*
relevant	*adjective*
significant	*Adjective*
source	*noun*
uncover	*verb*
valuable	*adjective*

Unit 4

Point, use, purpose and *advantage*

a clear sense of purpose	*phrase*
be to your advantage to	*verb phrase*
be useless at	*verb phrase*
come in useful	*verb phrase*
for a purpose	*phrase*
make good use of	*verb phrase*
purpose in life	*phrase*
put you at a disadvantage	*verb phrase*
see the point of	*verb phrase*
seem a bit pointless	*verb phrase*
take full advantage of	*verb phrase*
there comes a point in life	*phrase*

Body and movement idioms

cover your back	*verb phrase*
get your head down	*verb phrase*
have the stomach for	*verb phrase*
keep an eye on	*verb phrase*
kick yourself	*verb phrase*
leap in	*verb phrase*
lend a hand	*verb phrase*
walk before you can run	*verb phrase*

Phrasal verbs

catch out	*verb phrase*
check out	*verb phrase*
come down to	*verb phrase*
cover up	*verb phrase*
cut out for	*verb phrase*
let up	*verb phrase*
pay off	*verb phrase*
put off	*verb phrase*
see through	*verb phrase*
start out	*verb phrase*
talk into	*verb phrase*
turn out	*verb phrase*

Unit 5

Verb + noun collocations

avoid arguments	*verb phrase*
build up	*verb phrase*
declare a ceasefire	*verb phrase*
fall out	*verb phrase*
find common ground	*verb phrase*
give up on	*verb phrase*
make peace with	*verb phrase*
move out	*verb phrase*
resolve our differences	*verb phrase*
spark it all off	*verb phrase*

Relationships

get on like a house on fire	*verb phrase*
get on my nerves	*verb phrase*
have a (fairly) rocky relationship	*verb phrase*
have it in for	*verb phrase*
keep in touch with	*verb phrase*
keep yourself to yourself	*verb phrase*
look down on	*verb phrase*
look up to	*verb phrase*
put a great strain on	*verb phrase*
put you down	*verb phrase*
take an instant dislike	*verb phrase*
take to	*verb phrase*
turn sour	*verb phrase*
turn your back on	*verb phrase*

Unit 6

Intelligence and ability

be a bad liar	*verb phrase*
be a competent skier	*verb phrase*
be a computer expert	*verb phrase*
be a skilful card player	*verb phrase*
be a strong swimmer	*verb phrase*
be a talented artist	*verb phrase*
be a terrible singer	*verb phrase*
be academically gifted	*verb phrase*
be an accomplished musician	*verb phrase*
be an ace at tennis	*verb phrase*
be an awesome illustrator	*verb phrase*
be an expert cook	*verb phrase*
be enormously talented	*verb phrase*
be exceptionally talented	*verb phrase*
be extremely promising	*verb phrase*
be highly gifted	*verb phrase*
be highly promising	*verb phrase*
be highly talented	*verb phrase*
be hopeless at cooking	*verb phrase*
be hugely talented	*verb phrase*
be musically gifted	*verb phrase*
be naturally gifted	*verb phrase*
be quite promising	*verb phrase*
be very promising	*verb phrase*
be weak at maths	*verb phrase*
brainy student	*phrase*
bright child	*phrase*
brilliant student	*phrase*
child prodigy	*phrase*
gifted student	*phrase*
have a flair for languages	*verb phrase*
have a gift for music	*verb phrase*
have a poor memory	*verb phrase*
whizz kid	*phrase*

Phrases with *thought*

be lost in thought	*verb phrase*
hold that thought	*verb phrase*
it's the thought that counts	*phrase*
lost my train of thought	*verb phrase*
on second thoughts	*phrase*
one school of thought	*phrase*
thought as much	*verb phrase*
to give it some serious thought	*verb phrase*

Unit 7

Risk and health

blocked nose	*phrase*
bring misfortune upon yourself	*verb phrase*
bruised rib	*phrase*
bruised thigh	*phrase*
chipped bone	*phrase*
chipped tooth	*phrase*
dislocated hip	*phrase*
dislocated jaw	*phrase*
dislocated shoulder	*phrase*
immune system	*phrase*
live life on the edge	*verb phrase*
risk life and limb	*verb phrase*
scared to death	*phrase*
seek out new thrills	*verb phrase*
sprained ankle	*phrase*
sprained wrist	*phrase*
swollen feet	*phrase*
swollen glands	*phrase*
torn ligament	*phrase*
torn muscle	*phrase*
upset stomach	*phrase*

Unit 8

Cost and amount

extra charge	*phrase*
full refund	*phrase*
great deal	*phrase*
high cost	*phrase*
in large part	*phrase*
large number	*phrase*
modest fee	*phrase*
no limit	*phrase*
small discount	*phrase*

Verbs formed with *up, down, over* and *under*

download	*verb*
downplay	*verb*
downsize	*verb*
overhear	*verb*
overrule	*verb*
overtake	*verb*
overthrow	*verb*
undergo	*verb*
understate	*verb*
undertake	*verb*
upgrade	*verb*
uphold	*verb*
uproot	*verb*

Unit 9

Describing an adventure

arid desert	*phrase*
arid island	*phrase*
arid landscape	*phrase*
exquisite flower	*phrase*
exquisite view	*phrase*
exquisite waterfall	*phrase*
gruelling climb	*phrase*
gruelling hike	*phrase*
gruelling race	*phrase*
idyllic conditions	*phrase*
idyllic setting	*phrase*
idyllic spot	*phrase*
intrepid group	*phrase*
intrepid traveller	*phrase*
intrepid voyage	*phrase*
kick in	*verb phrase*
ring out	*verb phrase*
run into	*verb phrase*
set off	*verb phrase*
set out	*verb phrase*
swirling mist	*phrase*
swirling water	*phrase*
swirling wind	*phrase*
turn out	*verb phrase*
win through	*verb phrase*

Anger

become irate	*verb phrase*
cross with people	*phrase*
fly off the handle	*verb phrase*
get on your nerves	*verb phrase*
get worked up	*verb phrase*
go berserk	*verb phrase*
heated argument	*phrase*
irate customer	*phrase*
let off steam	*verb phrase*
lose your temper	*verb phrase*
seethe with anger and indignation	*verb phrase*
sudden outburst of temper	*phrase*
throw a tantrum	*verb phrase*

Tourism

achieve sustainable tourism	*verb phrase*
improve living standards	*verb phrase*
preserve the environment	*verb phrase*
provide employment opportunities	*verb phrase*
regulate an industry	*verb phrase*
violate cultural taboos	*verb phrase*

Unit 10

Describing places

bright and cheerful	*phrase*
cheap and cheerful	*phrase*
cramped and cluttered	*phrase*
dark and dingy	*phrase*
dodgy	*adjective*
edgy	*adjective*
handy	*adjective*
hot and stuffy	*phrase*
laid-back	*adjective*
leafy	*adjective*
light and airy	*phrase*
neat and tidy	*phrase*
retro	*adjective*
rowdy	*adjective*
run-down	*adjective*
steep	*adjective*
upmarket	*adjective*
warm and cosy	*phrase*

Expressions with *house* and *home*

bring the house down	*verb phrase*
eat you out of house and home	*verb phrase*
get on like a house on fire	*verb phrase*
hit home	*verb phrase*
home comforts	*phrase*
home from home	*phrase*
house speciality	*phrase*
make yourself at home	*verb phrase*
on the house	*phrase*
very close to home	*phrase*

Unit 11

Sight

a breathtaking view	*phrase*
a familiar sight	*phrase*
a rare sight	*phrase*
a unique look	*phrase*
catch sight of	*verb phrase*
catch your eye	*verb phrase*
come into view	*phrase*
have a look at	*verb phrase*
hide from view	*verb phrase*
in full view of	*phrase*
in the public eye	*phrase*
in-depth look	*phrase*
keep out of sight	*verb phrase*
look out for	*verb phrase*
on view	*phrase*
poor vision	*phrase*
take a closer look at	*verb phrase*
visible to the naked eye	*phrase*
vision of the future	*phrase*
X-ray vision	*phrase*

Unit 12

Expressions and phrases with *work*

a good working knowledge of	*phrase*
a vigorous workout (at the gym)	*phrase*
do (someone's) dirty work	*verb phrase*
groundwork	*noun*
it's all in a day's work	*phrase*
keep in good working order	*verb phrase*
work all hours	*verb phrase*
work around	*verb phrase*
work around the clock	*verb phrase*
work ethic	*noun*
work off	*verb phrase*
work on	*verb phrase*
work out	*verb phrase*
work through	*verb phrase*
work towards	*verb phrase*
work up to	*verb phrase*
work your way	*verb phrase*

Adverbs expressing attitude or opinion

apparently	*adverb*
astonishingly	*adverb*
believably	*adverb*
clearly	*adverb*
conveniently	*adverb*
curiously	*adverb*
disappointingly	*adverb*
fortunately	*adverb*
hopefully	*adverb*
miraculously	*adverb*
obviously	*adverb*
predictably	*adverb*
presumably	*adverb*
rightly	*adverb*
strangely	*adverb*
surprisingly	*adverb*
understandably	*adverb*
undoubtedly	*adverb*

WORD FORMATION LIST

Nouns

-age

Verb	Noun
break	breakage
cover	coverage
pack	package
post	postage
store	storage
wreck	wreckage
Adjective	**Noun**
short	shortage

-al

Verb	Noun
(dis)approve	(dis)approval
arrive	arrival
bury	burial
deny	denial
dismiss	dismissal
propose	proposal
rehearse	rehearsal
remove	removal
renew	renewal
revive	revival
survive	survival

-ance

Verb	Noun
annoy	annoyance
(dis)appear	(dis)appearance
attend	attendance
disturb	disturbance
endure	endurance
enter	entrance
ignore	ignorance
inherit	inheritance
perform	performance
rely	reliance
resemble	resemblance
resist	resistance
signify	(in)significance
tolerate	(in)tolerance
Adjective	**Noun**
arrogant	arrogance
distant	distance
(un)important	(un)importance
(ir)relevant	(ir)relevance
reluctant	reluctance

-ence

Verb	Noun
confide	confidence
depend	(in)dependence
differ	difference
exist	existence
insist	insistence
obey	obedience
occur	occurrence
offend	offence
persist	persistence
recur	recurrence
Adjective	**Noun**
absent	absence
(in)competent	(in)competence/competency
(in)convenient	(in)convenience
evident	evidence
innocent	innocence
intelligent	intelligence
(im)patient	(im)patience
present	presence
violent	violence

-cy

Adjective	Noun
(in)accurate	(in)accuracy
(in)adequate	(in)adequacy
bankrupt	bankruptcy
(in)decent	(in)decency
(in)efficient	(in)efficiency
(in)frequent	(in)frequency
immediate	immediacy
infant	infancy
intimate	intimacy
(il)literate	(il)literacy
pregnant	pregnancy
private	privacy
proficient	proficiency
redundant	redundancy
secret	secrecy
urgent	urgency
vacant	vacancy
Noun	**Noun**
pirate	piracy

-dom

Adjective	Noun
bored	boredom
free	freedom
wise	wisdom
Person	**Abstract noun**
king	kingdom
star	stardom

-ful

Noun	Noun (Quantity)
arm	armful
cup	cupful
fist	fistful
hand	handful
house	houseful
room	roomful
spoon	spoonful

-hood

Person	Abstract noun
adult	adulthood
child	childhood
father	fatherhood
man	manhood
mother	motherhood
neighbour	neighbourhood*
parent	parenthood
woman	womanhood

***neighbourhood** part of a town or city where people live

Adjective	Noun
likely	likelihood

-iety

Adjective	Noun
anxious	anxiety
notorious	notoriety
sober	sobriety
various	variety

-ity

Adjective	Noun
(un)able	(in)ability
(in)active	(in)activity
complex	complexity
credible	credibility
curious	curiosity
(un)equal	(in)equality
(un)familiar	(un)familiarity
ferocious	ferocity
(in)flexible	(in)flexibility
(in)formal	(in)formality
generous	generosity
hostile	hostility
immune	immunity
intense	intensity
major	majority
minor	minority
(im)mobile	(im)mobility
objective	objectivity
(un)original	(un)originality
personal	personality
(un)popular	(un)popularity
prosperous	prosperity
(im)pure	(im)purity
(in)secure	(in)security
(in)sensitive	(in)sensitivity
severe	severity
similar	similarity
simple	simplicity
(in)sincere	(in)sincerity
stupid	stupidity
subjective	subjectivity
(in)valid	(in)validity

-ing

Verb	Noun
advertise	advertising
build	building
gather	gathering
like	liking
live	living
meet	meeting
record	recording
say	saying
set	setting
suffer	suffering

-ment

Verb	Noun
achieve	achievement
(dis)agree	(dis)agreement
amaze	amazement
amuse	amusement

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announce	announcement
argue	argument
arrange	arrangement
commit	commitment
content	contentment
develop	development
disappoint	disappointment
discourage	discouragement
embarrass	embarrassment
employ	(un)employment
encourage	encouragement
enjoy	enjoyment
entertain	entertainment
excite	excitement
govern	government
improve	improvement
invest	investment
involve	involvement
judge	judgement/ judgment
manage	management
measure	measurement
move	movement
(re)pay	(re)payment
punish	punishment
refresh	refreshment
replace	replacement
require	requirement
retire	retirement
settle	settlement
treat	treatment

-ness

Adjective	Noun
(un)aware	(un)awareness
careless	carelessness
close	closeness
(un)conscious	(un)consciousness
deaf	deafness
eager	eagerness
(in)effective	(in)effectiveness
(un)friendly	(un)friendliness
great	greatness
hard	hardness
hopeless	hopelessness
(un)selfish	(un)selfishness
serious	seriousness
stiff	stiffness
thorough	thoroughness
tired	tiredness
useful	usefulness
weak	weakness

-ship

Person	Abstract noun
champion	championship
companion	companionship
friend	friendship
leader	leadership
member	membership
owner	ownership
partner	partnership
scholar	scholarship*
sponsor	sponsorship**

***scholarship** money given to someone to help pay for their studies

****sponsorship** money given to someone/an organisation to help pay for something, e.g. an event

Adjective	Noun
hard	hardship

-sis

Verb	Noun
analyse	analysis
base	basis
diagnose	diagnosis
emphasise	emphasis

-sion

Verb	Noun
collide	collision
comprehend	comprehension
conclude	conclusion
confuse	confusion
convert	conversion
decide	decision
divert	diversion
divide	division
erode	erosion
evade	evasion
exclude	exclusion
expand	expansion
explode	explosion
include	inclusion
intrude	intrusion

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invade	invasion
persuade	persuasion
supervise	supervision

-son

Verb	**Noun**
compare	comparison

-ation

Verb	**Noun**
adapt	adaptation
administer	administration
apply	application
combine	combination
compile	compilation
consider	consideration
expect	expectation
explain	explanation
identify	identification
imagine	imagination
inflame	inflammation
inform	information
inspire	inspiration
interpret	interpretation
observe	observation
prepare	preparation
present	presentation
publish	publication
(dis)qualify	(dis)qualification
realise	realisation
resign	resignation
vary	variation

-tion

Verb	**Noun**
accommodate	accommodation
(re)act	(re)action
associate	association
collect	collection
complicate	complication
compose	composition
(dis)connect	(dis)connection
contaminate	contamination
demonstrate	demonstration
direct	direction
evolve	evolution
hesitate	hesitation
imitate	imitation
inhibit	inhibition
investigate	investigation
(de)motivate	(de)motivation
operate	operation
perceive	perception
predict	prediction
prescribe	prescription
receive	reception
recognise	recognition
reduce	reduction
repeat	repetition
(dis)satisfy	(dis)satisfaction
(re)solve	(re)solution
subscribe	subscription
substitute	substitution

-th

Adjective	**Noun**
broad	breadth
deep	depth
long	length
strong	strength
true	truth
warm	warmth
wide	width
young	youth
Verb	**Noun**
grow	growth

-ure

Verb	**Noun**
close	closure
compose	composure
depart	departure
expose	exposure
fail	failure
please	pleasure
proceed	procedure
sign	signature

-y

Adjective	**Noun**
difficult	difficulty
(dis)honest	(dis)honesty
poor	poverty
safe	safety
(un)certain	(un)certainty
Verb	**Noun**
discover	discovery
enter	entry

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People

-ant

Verb	Person
apply	applicant
assist	assistant
confide	confidant(e)
consult	consultant
contest	contestant
defend	defendant
inhabit	inhabitant
occupy	occupant
participate	participant

-ar

Verb	Person
lie	liar

-ative

Verb	Person
represent	representative

-er

Verb	Person
employ	employer
lecture	lecturer
manufacture	manufacturer
present	presenter
read	reader
research	researcher
win	winner

-ian

Noun	Person
comedy	comedian
electricity	electrician
history	historian
library	librarian
mathematics	mathematician
music	musician
politics	politician

-ist

Noun	Person
bicycle	cyclist
environment	environmentalist
motor (car)	motorist
nature	naturalist
novel	novelist
psychiatry	psychiatrist
science	scientist
specialism	specialist
violin	violinist

-or

Verb	Person
act	actor
collect	collector
communicate	communicator
compete	competitor
conduct	conductor
contribute	contributor
demonstrate	demonstrator
distribute	distributor
instruct	instructor
invent	inventor
spectate	spectator

Nouns formed with *up, down, in, away, out, back*

up-

upbringing
upkeep
uprising
uproar
upset
upturn

down-

downfall
downpour
downside
downturn

-down

breakdown

in-

income
input
insight
intake

-away

getaway
hideaway
runaway
takeaway

out-

outbreak
outburst
outcome
outline
outlook
output
outset

-out

breakout
checkout
handout
knockout
lookout
payout
turnout
workout

-back

comeback
drawback
feedback
setback

back-

background

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Miscellaneous

Verb	Noun
(mis)behave	(mis)behaviour
choose	choice
complain	complaint
die	death
give	gift
know	knowledge
laugh	laughter
lose	loss
prove	proof
receive	receipt
respond	response
Verb	**Noun**
sell	sale(s)
succeed	success
think	thought
try	trial
weigh	weight
Adjective	**Noun**
high	height

Adjectives

-able

Verb	Adjective
accept	(un)acceptable
advise	(in)advisable
afford	affordable
agree	(dis)agreeable
apply	(in)applicable
appreciate	appreciable
approach	(un)approachable
avoid	(un)avoidable
bear	(un)bearable
believe	(un)believable
compare	(in)comparable
consider	(in)considerable
desire	(un)desirable
dispense	(in)dispensable
forget	(un)forgettable
imagine	(un)imaginable
irritate	irritable
note	notable
notice	noticeable
pay	payable
predict	(un)predictable
prefer	preferable
prevent	preventable
regret	regrettable
rely	(un)reliable
remark	(un)remarkable
respect	respectable
understand	understandable
work	(un)workable
Noun	**Adjective**
comfort	(un)comfortable
fashion	(un)fashionable
knowledge	knowledgeable
memory	(un)memorable
profit	(un)profitable
reason	(un)reasonable
value	(in)valuable

-ible

Noun	Adjective
access	(in)accessible
flexibility	(in)flexible
sense	(in)sensible*
Verb	**Adjective**
comprehend	(in)comprehensible
defend	(in)defensible
perceive	(im)perceptible
resist	(ir)resistible
respond	(ir)responsible
reverse	(ir)reversible

***sensible:** showing or having good sense, e.g. *Cycling with a broken arm is not a very sensible thing to do.*
insensible: a unconscious
e.g. *He was found drunk and insensible.*
b not caring about or unaware of
e.g. She seemed insensible to the dangers involved.

-al

Noun	Adjective
accident	accidental
addition	additional
alphabet	alphabetical
behaviour	behavioural
centre	central
culture	cultural
detriment	detrimental
ecology	ecological
emotion	(un)emotional
environment	environmental
exception	(un)exceptional
experiment	experimental
fact	factual
globe	global
intention	intentional

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Noun	Adjective
logic	(il)logical
motivation	motivational
medicine	medicinal
method	methodical
monument	monumental
nation	national
occasion	occasional
occupation	occupational
origin	(un)original
parent	parental
person	(im)personal
practice	(im)practical
profession	(un)professional
sensation	(un)sensational
society	social
temperament	temperamental
tradition	traditional
universe	universal

-ial

Noun	Adjective
benefit	beneficial
commerce	commercial
controversy	(un)controversial
face	facial
finance	financial
industry	industrial
influence	influential
manager	managerial
matrimony	matrimonial
residence	residential
secretary	secretarial
substance	(in)substantial
territory	territorial

-ant

Verb	Adjective
ignore	ignorant
please	(un)pleasant
rely	reliant
resist	resistant
signify	(in)significant
tolerate	(in)tolerant

-ent

Verb	Adjective
appear	apparent
confide	confident
depend	(in)dependent
insist	insistent
obey	(dis)obedient
persist	persistent
recur	recurrent

Noun	Adjective
absence	absent
(in)competence/ competency	(in)competent
(in)convenience	(in)convenient
evidence	evident
(in)frequency	(in)frequent
innocence	innocent
intelligence	intelligent
(im)patience	(im)patient
presence	present

-ate

Noun	Adjective
accuracy	(in)accurate
adequacy	(in)adequate
appropriacy	(in)appropriate
consideration	(in)considerate
fortune	(un)fortunate
moderation	(im)moderate

-ative

Verb	Adjective
administer	administrative
argue	argumentative
compare	comparative
consult	consultative
imagine	(un)imaginative
inform	(un)informative
prevent	preventative
provoke	provocative
represent	(un)representative

-ive

Verb	Adjective
act	(in)active
adopt	adoptive
appreciate	(un)appreciative
assert	(un)assertive
attend	(in)attentive
attract	(un)attractive
communicate	(un)communicative
compete	(un)competitive
conclude	(in)conclusive
construct	(un)constructive

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cooperate	(un)cooperative
create	(un)creative
deceive	deceptive
decide	(in)decisive
defend	defensive
describe	descriptive
destroy	destructive
disrupt	disruptive
divide	divisive
explode	explosive
express	expressive
extend	extensive
impress	(un)impressive
include	inclusive
invent	inventive
offend	(in)offensive
persuade	persuasive
possess	possessive
produce	(un)productive
progress	progressive
protect	protective
receive	(un)receptive
respect	(ir)respective
respond	(un)responsive
speculate	speculative
support	(un)supportive
Noun	**Adjective**
aggression	(un)aggressive
effect	(in)effective
expense	(in)expensive
secret	secretive
sense	(in)sensitive

-ing/-ed

The following verbs can be used to form participle adjectives

e.g. *worrying/worried*

alarm, amaze, amuse, annoy, astonish, bore, confuse, convince, depress, disappoint, disgust, embarrass, entertain, excite, exhaust, fascinate, frighten, frustrate, increase, interest, irritate, motivate, move, refresh, relax, satisfy, shock, surprise, terrify, threaten, thrill, tire, worry

The following *-ing* adjectives are commonly used with the nouns in brackets.

Verb	**Adjective**
close	closing (date)
consult	consulting (room)
recur	recurring (illness, nightmare, problem, theme)
run	running (water)
support	supporting (actor, actress, evidence, role)

-ous

Noun	**Adjective**
(dis)advantage	(dis)advantageous
ambition	(un)ambitious
anxiety	anxious
caution	cautious
courtesy	(dis)courteous
curiosity	curious
danger	dangerous
disaster	disastrous
glamour	(un)glamorous
hazard	hazardous
humour	humorous
luxury	luxurious
monster	monstrous
mystery	mysterious
nerve	nervous
number	numerous
poison	poisonous
religion	(ir)religious
suspicion	suspicious
Verb	**Adjective**
infect	infectious
vary	various

-ly

Noun	**Adjective**
friend	(un)friendly
life	lively
time	(un)timely

-y

Noun	**Adjective**
chat	chatty
cloud	cloudy
ease	easy
fault	faulty
fog	foggy
frost	frosty

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grass	grassy	
guilt	guilty	
hair	hairy	
hill	hilly	
mist	misty	
mud	muddy	
rain	rainy	
rock	rocky	
sleep	sleepy	
sun	sunny	
wealth	wealthy	

-ful/-less

Root	***-ful***	***-less/un__ful***
beauty	beautiful	————
care	careful	careless
cheer	cheerful	cheerless*
colour	colourful	colourless
count	————	countless
deceit	deceitful	————
delight	delightful	————
effort	————	effortless
end	————	endless
event	eventful	uneventful
faith	faithful	unfaithful
fault	faulty	faultless
flight	————	flightless
gratitude	grateful	ungrateful
hair	hairy	hairless
harm	harmful	harmless
heart	————	heartless
help	helpful	helpless*/ unhelpful*
home	————	homeless
hope	hopeful	hopeless
hurt	hurtful	————
job	————	jobless
meaning	meaningful	meaningless
pain	painful	painless
peace	peaceful	————
point	————	pointless
power	powerful	powerless
price	————	priceless*
relent	————	relentless
resource	resourceful	unresourceful
respect	respectful	disrespectful
skill	skilful*/skilled*	unskilled
sleep	————	sleepless
speech	————	speechless
stress	stressful	unstressful
success	successful	unsuccessful
taste	tasty*/tasteful*	tasteless
thought	thoughtful*	thoughtless
time	————	timeless
truth	truthful	untruthful
use	useful	useless
waste	wasteful	————
wonder	wonderful	————
worth	————	worthless*
youth	youthful	————

cheerless: used mainly to describe the weather or a room which is not bright or pleasant

helpless: unable to do anything to help or protect yourself

unhelpful: not willing to help other people

priceless: used to describe an object which has a very high value; it is worth so much money that the price cannot be calculated (compare with *worthless* below)

skilful/skilled: both can be used to describe a person who has the necessary ability, experience and/or training to do something well.

e.g. *He's a skilful footballer. This work was done by skilled craftsmen.*

skilled: can also be used to describe a job or piece of work that requires special skill and training

e.g. *Nursing is a skilled job.*

tasty: used to describe food with a strong and pleasant flavour

tasteful: used to describe clothes, decoration, etc which is attractive and shows good taste

thoughtful:
a to describe a person who is quiet and serious because they are thinking about something

b to describe someone who thinks and cares about the feelings and needs of other people

worthless: used to describe an object with no value in money (compare with *priceless* above)

-ic

Noun	**Adjective**
allergy	allergic
drama	dramatic
optimism	optimistic
pessimism	pessimistic
science	scientific
strategy	strategic

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-ary

Noun	**Adjective**
caution	cautionary
literature	literary
revolution	revolutionary
Verb	**Adjective**
imagine	imaginary
volunteer	(in)voluntary

-ory

Verb	**Adjective**
advise	advisory
celebrate	celebratory
contradict	contradictory
explain	explanatory
introduce	introductory
migrate	migratory
oblige	obligatory
prepare	preparatory
satisfy	(un)satisfactory
supervise	supervisory

Verbs

-ate

Noun	**Verb**
alien	alienate
assassin	assassinate
difference	differentiate
value	evaluate
Adjective	**Verb**
active	activate
captive	captivate
dominant	dominate
valid	validate

en-

Noun	**Verb**
act	enact
circle	encircle
courage	encourage (discourage)
danger	endanger
force	enforce
list	enlist
rage	enrage
trust	entrust
Adjective	**Verb**
able	enable
large	enlarge
rich	enrich
sure	ensure

-ify

Noun	**Verb**
class	classify
example	exemplify
glory	glorify
identity	identify
note	notify
(dis)qualification	(dis)qualify
Adjective	**Verb**
clear	clarify
just	justify
pure	purify
simple	simplify
solid	solidify

-en

Adjective	**Verb**
black	blacken
bright	brighten
broad	broaden
dark	darken
dead	deaden
deaf	deafen
deep	deepen
fat	fatten
flat	flatten
fresh	freshen
hard	harden
high	heighten
light	lighten
long	lengthen
less	lessen
loose	loosen
moist	moisten
quick	quicken
red	redden
ripe	ripen
sad	sadden
sharp	sharpen
short	shorten
soft	soften
stiff	stiffen
straight	straighten
strong	strengthen
sweet	sweeten
thick	thicken

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tight	tighten
weak	weaken
wide	widen
worse	worsen
Noun	**Verb**
deafness	deafen
height	heighten
length	lengthen
sadness	sadden
strength	strengthen
threat	threaten
width	widen
Verb/Noun	**Verb**
rise	risen

-ise

Noun	**Verb**
advert	advertise
advice	advise
apology	apologise
character	characterise
climate	acclimatise
colony	colonise
computer	computerise
criticism	criticise
emphasis	emphasise
energy	energise
hypnotism	hypnotise
industry	industrialise
maximum	maximise
memory	memorise
minimum	minimise
moisture	moisturise
practice	practise
pressure	pressurise
priority	prioritise
recognition	recognise
revision	revise
revolution	revolutionise
standard	standardise
subsidy	subsidise
summary	summarise
supervision	supervise
symbol	symbolise
sympathy	sympathise
Adjective	**Verb**
commercial	commercialise
familiar	familiarise
formal	formalise
general	generalise
hypnotic	hypnotise
item	itemise
modern	modernise
social	socialise
special	specialise
stable	stabilise
visual	visualise

Verbs formed with *up, down, over, under, out*

up-

update
upgrade
uphold
uplift
uproot
upset
upstage

over-

overcome
overcook
overeat
overestimate
overexpose
overflow
overhear
overheat
overload
overlook
overrate
overrule
overrun
overshadow
oversleep
overspend
overstay
overstretch
overtake
overthrow
overuse
overwork

down-

downgrade
download
downplay
downshift
downsize

under-

underachieve
undercharge
undercut
underestimate
undergo
underline
underrate
understate
undertake
undervalue

out-

outgrow
outlast
outlive
outnumber
outplay
outrun
outstay

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IRREGULAR VERBS LIST

Infinitive	Past simple	Past participle
arise	arose	arisen
awake	awoke	awoken
be	was/were	been
bear	bore	borne
beat	beat	beaten
become	became	become
begin	began	begun
bend	bent	bent
bet	bet	bet
bind	bound	bound
bite	bit	bitten
blow	blew	blown
break	broke	broken
breed	bred	bred
bring	brought	brought
build	built	built
burn	burnt/burned	burnt/burned
burst	burst	burst
buy	bought	bought
catch	caught	caught
choose	chose	chosen
come	came	come
cost	cost	cost
creep	crept	crept
cut	cut	cut
deal	dealt	dealt
dig	dug	dug
do	did	done
draw	drew	drawn
dream	dreamt/dreamed	dreamt/dreamed
drink	drank	drunk
drive	drove	driven
eat	ate	eaten
fall	fell	fallen
feed	fed	fed
feel	felt	felt
fight	fought	fought
find	found	found
flee	fled	fled
fly	flew	flown
forbid	forbade	forbidden
forget	forgot	forgotten
forgive	forgave	forgiven
freeze	froze	frozen
get	got	got/gotten (AE)
give	gave	given
go	went	gone/been
grind	ground	ground
grow	grew	grown

Infinitive	Past simple	Past participle
hang	hung	hanged/hung
have	had	had
hear	heard	heard
hide	hid	hidden
hit	hit	hit
hold	held	held
hurt	hurt	hurt
keep	kept	kept
kneel	knelt/kneeled	knelt/kneeled
know	knew	known
lay	laid	laid
lead	led	led
lean	leant/leaned	leant/leaned
learn	learnt/learned	learnt/learned
leave	left	left
lend	lent	lent
let	let	let
lie	lay	lain
light	lit	lit
lose	lost	lost
make	made	made
mean	meant	meant
meet	met	met
pay	paid	paid
put	put	put
seek	sought	sought
show	showed	shown
shrink	shrank/shrunk	shrunk
slide	slid	slid
smell	smelt/smelled	smelt/smelled
sow	sowed	sown
speed	sped	sped
spill	spilt/spilled	spilt/spilled
spin	spun	spun
spit	spat	spat
split	split	split
spoil	spoilt/spoiled	spoilt/spoiled
spread	spread	spread
spring	sprang	sprung
sting	stung	stung
stink	stank/stunk	stunk
strike	struck	struck
swear	swore	sworn
sweep	swept	swept
swell	swelled	swollen/swelled
swing	swung	swung
take	took	taken
tread	trod	trodden
weave	wove	woven
weep	wept	wept
wind	wound	wound

AUDIOSCRIPTS

1 AIMING HIGH

Listening Part 1 Multiple choice

M = Man W = Woman

Extract 1

You hear two university students talking about applying for jobs.

M: I mean, I must have sent out loads of applications, dozens of them, I've lost count, actually. It's all been in the last few days, since we got our exam results, so it'll be interesting to see what kind of response I get. Who knows – it might be better than I expect. Maybe I'll be an overnight success! Because I have to admit, before I started applying, I was pretty apprehensive. But actually, once I got all my details and qualifications down, I reckon I come across quite well on paper. It's the interviews that really worry me. I'm sure I'll be offered something – but exactly what, that's a different matter altogether.

W: To be honest, I've put off applying for anything. I visited lots of websites and saw a few positions that I was qualified for but realised my heart just wasn't in it. What I really want to do is carry on with this, you know, take it to the next level, do a postgrad or something. I reckon if I do that, eventually it'll lead to the kind of job that allows me to work abroad. And now Dad's been bought out of the firm, I really think it's my best option.

Extract 2

You hear two business colleagues discussing a conference they have just attended.

W: I was pleasantly surprised I must say. You know, you go to some of these things and there are just hordes of people, all the best presentations are full. But the location was right this time – the rooms were all very large. And also the expertise on show was amazing – from all aspects of the industry. I just felt that it was a bit static, though, a bit passive. I'd have loved more time to probe the speakers, to draw them out on some of the ideas they'd put forward. It was a missed opportunity if you ask me.

M: Yeah, I agree up to a point. But I've never had a burning desire to hear people like Professor Walters speak. I decided long before the conference to give his presentation and several others a miss! In fact, when I first saw the schedule, I thought they might be overdoing it a bit and it'd be better to have a smaller, more select group of presenters. But now it's all over, I think they got the mix about right. And quite often with conferences, a number of speakers pull out as the event approaches, but there wasn't a single no-show this time, which was great.

Extract 3

You hear part of a radio discussion in which two people are talking about plans to expand the size of their city.

W: Well, I think the council's plans to increase the city's population by 25% over the next 30 years are bold, don't you?

M: Up to a point, yeah. The emphasis on apartment blocks is questionable, though – it's out of keeping with the city's character. But otherwise, I was encouraged. Too often these sorts of long-term plans completely ignore the things that contribute most to quality of life – parks, playgrounds, pools. But there was lots of good detail on that sort of thing.

W: And the council's decision to invest so heavily in the bus and rail systems a generation ago will be worth it if this goes ahead. And I think the changes will give the city more of a reputation with people overseas.

M: Yeah, that's true. But within the city itself I think it might water down our sense of who we are. And in the rest of the country, they'll be pretty indifferent about these plans.

2 TIMES CHANGE

Listening Part 2 Sentence completion

Hi, everyone. How many of you today have got a device with you that can take photographs? Most of you – that's what I expected. These days, photography is just a part of everyday life. So what I want to do in my talk this morning is look at how photography has changed over time. That'll give us a better idea of how we got to where we are today.

So – one early technological breakthrough came in the 1850s when a process called 'wet collodion' photography was developed. Nothing like this had been done before. The images produced by this process were printed on paper covered in albumen – which is actually egg white. What was unique about them was the fact that the images included clear details of a kind not seen before. This meant that both amateur and commercial photography experienced a massive boom in the mid-1850s.

But it's funny because fashions in photography have often changed over time. By the end of the 19th century, photographers had fallen out of love with this approach. What emerged was called the 'pictorialist' school of photography. This was a more subjective approach that involved more manipulation in the dark room. For example, photographers often changed a negative by introducing soft edges to some of the main features. They thought this made it more attractive.

American photographers also liked the idea of subjectivity. But they thought this should be achieved in the way each individual photographer actually

took their photos – not in the darkroom. In California, photographers like Edward Weston and Ansel Adams became famous for the way they took photographs of the local desert and their photos received global recognition.

In Europe, in the aftermath of the First World War, the 1920s were a period of great change and social transition. Photography played an important part in this because it was seen as a modern technology – it was all about innovation and change. Throughout the 1920s, European photographers were turning their backs on traditional values. And they expressed their hope for a better future through the images they took.

Another important development had its roots in France during the inter-war years. This became known as 'humanist' photography, and it's particularly associated with figures like Henri Cartier-Bresson. These photographers took images of human interest and then exhibited them to a mass audience because they were featured in popular magazines, such as *Life*, for example.

Now, according to some writers, photography really came of age in the 1960s and 70s. For the first time, people began to think of it as an art form, like painting or sculpture. This was because photographers tried to get a powerful emotional response to their images, which was what other kinds of artists wanted too.

The popularisation of photography continued in the last decades of the 20th century. Then, around the year 2000, there was a significant change in attitudes to photography. The most obvious illustration of this came in auction houses and galleries, where there was a massive increase in the value that was placed on photographic images.

So, we've seen that photography has long been associated with modernity, and that's what made it so popular with the public. That's just as true today as it was in the past. What's different now, though, in the digital age, is that we're shown an image, whether still or moving, almost every time information is conveyed, and that has transformed the way society thinks about photography.

3 GATHERING INFORMATION

Listening Part 3 Multiple choice

I = Interviewer O = Olivia Hadfield

I: My guest today is Olivia Hadfield. She's been doing research into colour – in particular, how people react to different colours and why colours can prompt us to behave in certain ways. Olivia, how did you first get involved in this unusual line of research?

O: Well, it was a logical progression in many ways. I'd worked in marketing for many years, so I understood very well how industry uses colour to manipulate consumers. But I was tired of the rat race. I'd worked as a researcher after leaving university and actually just wished I'd never left that academic environment. So, getting back into research, and this time looking at colour, seemed like the perfect solution – continuing with what I knew about, but coming at it from a different perspective.

I: You mentioned marketing. What has your research shown about how some brands use colours as part of their marketing campaign?

O: Well, firstly, that it's absolutely commonplace. Colour is one of the most powerful influences we know. It can create moods and affect our behaviour and emotions – it's just a universal human characteristic. Though different colours can have different associations in different parts of the world – that's something that businesses could pay more attention to when marketing their brands. However, the main finding of my research into marketing is that up to 80 per cent of consumers recognise a brand by its colour. But interestingly, less than 20 per cent of them realise they are doing this.

I: So, thinking about the associations that people have for different colours – can you give us a few examples? Black, for instance, what do people associate with that?

O: Black is the colour of luxury and wealth. My research has shown that it's by far the most popular car colour for people who are well off – but why, I couldn't say. Blue is always associated with calmness, and that's because it has a short wavelength and is easy to process, so there's some science behind that. White's interesting because it's associated with cleanliness in the West, but with death in much of the East. Then, red is associated with winning, so sports teams of almost every sort want red in their strip.

I: And I know that you've also done a lot of research into how our sense of taste is affected by colour. What can you tell us about that?

O: Well, some of it you'd expect – it's common sense. We instantly judge the ripeness of fruit and vegetables by their colour. But we also judge junk food by its colour, which you'd think could be misleading. Apart from that, the findings just get odder and odder. Hot chocolate tastes better in an orange cup. Sweet food seems sweeter on white plates. And dark-coloured soft drinks are more thirst-quenching than light ones. The list just goes on and on. There's little rhyme or reason to it.

I: And what about you yourself – what colours do you prefer?

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O: One of my pet hates is actually the colours that people paint their houses here in the city where I live. It's so different now compared to the past – just like so many other aspects of life. In my neighbourhood, there was a time when you looked out of your window and – wow – it was a riot of colour. But people these days are afraid of standing out – or at least, they're afraid of not being able to sell their house by painting it a colour that's anything other than dreary. So, there's this sort of grey/beige look that I call 'greige', which is everywhere.

I: And lastly, Olivia, what about the future? What aspect of colour would you like to research next?

O: Well, it's an endlessly fascinating topic – partly because it can be rather unpredictable. We know for example that dogs see fewer colours than people, but they see moving objects much more clearly. Birds can see some ultraviolet and infrared light that is invisible to the human eye. So, we already know there are variations between animals and humans, but what fascinates me is that this appears to be true even between different people. The ancient Greek writer Homer wrote about 'green' honey, but I've never seen any. There is evidence that in some languages the words for colours arise in the order that they can be physically produced. The Himba tribe in Namibia divide colours into categories that are quite different from those used in Europe. So, if I could secure the funding, I'd really love to investigate some of those factors more closely.

4 ALL IN A DAY'S WORK

Listening Part 4 Multiple matching

Speaker 1

My first day, I couldn't believe it. It wasn't what I was expecting at all. I thought it'd be really peaceful, you know, out in the countryside and everything. But these days, it's all mechanised. My job involved standing on a special platform on the back of a tractor which lifted you up to the tops of the trees. It was quite noisy and I had to wear ear protection so I couldn't really communicate with anyone except with hand signals. Then, there was another machine that separated out all of the leaves and twigs and stuff that they obviously don't want. That was quite noisy too, so it wasn't exactly a romantic setting! The owner was a nice guy, but I think he was under quite a lot of pressure and kept to himself. But there was a fabulous bonus system if you worked quickly, so I ended up doing really well out of it, which at the end of the day was my only reason for doing it.

Speaker 2

It could certainly be pretty stressful, you know, at busy times like the day before a public holiday, but then there were some slack periods as well, which were boring actually because we weren't allowed to chat to the others – it would have given a bad impression I suppose. Everyone was expected to work different shifts each week which suited me because I could usually fit it around my childcare, though some of the others found it really inconvenient. It was in a small town so we saw the same faces every day, usually just coming in for something to cook that evening. Certainly not something I'd consider long term, though.

Speaker 3

It wasn't what I wanted to do, but I couldn't find anything else, so I didn't have a lot of choice, did I? For the first few days, I just felt exhausted – I had no idea it was going to be such hard work physically, and my hands were quite sore from using all the chemicals and brushes and so on. And I was always on the night shift so I had to adjust to that and the impact it had on my social life! I thought I might quit for a while there and only stuck it out because I needed the money. I'm glad I did though, because after a while I started doing different stuff, in the rooms, in the kitchens, so time passed really quickly considering. They catered for people from all over the world, but of course we never got to talk to them!

Speaker 4

It was all a bit of a rush. I started the day after the interview so I didn't have much time to prepare. It was a huge place and a very complex process, but my actual job was pretty simple, just assembling one tiny component. The managers were great – you never saw them from one day to the next so you weren't being hassled all the time! It probably sounds dull and the wages weren't anything to get excited about. But they were a great bunch of guys on my line. We had a real laugh in the lunchroom and after we knocked off, so I'd be very happy to go back and do the same thing next year.

Speaker 5

I want to go into law so this wasn't exactly relevant but hey, it was only a holiday job! I thought it would be pretty straightforward to find something over summer, but actually I think I was lucky to find this one. And I was so nervous at first, but after a few weeks I knew the commentary by heart, and I had to remember to put some intonation in my voice. I was working with people from overseas mostly and a few visitors from out of town. It was really satisfying when they gave me some praise and told me how informative and interesting it had been – that made it all worthwhile.

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5 GETTING ON

Listening Part 1 Multiple choice

Extract 1

You hear two workmates talking about their older sisters.

M: To be honest, because of the age gap, we were never that close when we were kids. She was seven when I was born and they say that, you know, older children are sometimes resentful when their little siblings suddenly arrive. I don't know whether that was true or not in our case – I think it was more that she had her own things to do and I had mine. We were at different stages, so we didn't actually have much in common. But it's worked out really well now that she's just down the road because I can drop in whenever I like. And, well, it's just family, isn't it? It's different to being with your friends. We never go out and do anything – just chat.

W: Yeah, I know what you mean. I'd love to see my sister more often, really. When we were little, she was always telling me what to do. And I always did it! Well, until I was about 13 anyway, then it started to get on my nerves, and I told her so! We went our separate ways then for a few years. But now we're older, she just cracks me up like no-one else I know. We giggle for hours when we do see each other. And she's a great aunt to my kids as well.

Extract 2

You hear two neighbours discussing plans to build a wind farm near their houses.

W: I know that wind turbines produce energy without emissions, but that's not everything, is it? I mean, what about the impact on people's lives of having this thing on our doorstep? I'm not worried about spoiling the view of the hills – they're covered in cloud most of the time anyway! But there's going to be that constant low-level drone whenever they're turning. You can't escape that, night or day.

M: Hmm, maybe we can still change the council's mind if we make enough fuss? I wish they'd think more about the proposal for tidal power – you know, turbines below the surface at the harbour entrance. That looked like a promising idea.

W: I know, I'd have preferred that. But it's a done deal now – they won't back down. Still, at least the wind farm's all being assembled off-site, so we won't face weeks of hassle while it's being put up.

Extract 3

You hear an older man and a younger woman discussing changing attitudes to manners.

M: When I was a child, there was much more emphasis on good manners and polite behaviour than there is today. There were all sorts of rules about what you should and shouldn't do at the table – always break bread rolls but cut loaves of bread, never peel a boiled egg, always cut the top off, that sort of thing. I know, most of it was perfectly silly – and the deference towards ladies, standing up for them on buses and so on, that's not really relevant today. Other things, though, are still important. We were always taught to show our appreciation when someone did something for us. But I send my grandchildren presents and then, nothing, I never hear back from them!

W: Yeah, that's no good. But I do still see young people standing patiently in line, you know, for concerts or the cinema, which is nice – so much more civilised than everybody pushing in.

M: Well, we do it here, but it's not like that everywhere in the world.

W: No, you're right. I'm amazed sometimes when I go abroad on holiday.

6 ALL IN THE MIND?

Listening Part 2 Sentence completion

It's not hard to look back at history and find examples of highly creative or intelligent people whose personal behaviour seems odd, colourful or eccentric. The physicist, Isaac Newton, like many creative people, hated social functions and always chose solitary activities instead. The composer Schumann believed his musical compositions were dictated to him by Beethoven – not impossible you might think, except Beethoven was already dead! And the writer Charles Dickens is said, while walking the streets of London, to have used his umbrella to get rid of beggars that he imagined were following him – although no-one else could see them!

This is more than a coincidence. The first scientific evidence of a connection between eccentricity and creativity was established in a 1966 study by American behavioural geneticist Leonard Heston. He found that children who were adopted away from their eccentric mothers at birth were more likely to be creative in later life compared to those adopted from more conventional mothers. Heston concluded that such eccentricity was not a learned behaviour. In fact, it was a genetic inheritance that was passed on to exceptionally creative people.

Now today, of course, psychologists understand a great deal more about this kind of behaviour. We know that human beings' sensory organs – their eyes, ears and so

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on – send a vast amount of information to the brain. In fact, at any one time, there is so much of this information that it's impossible for the brain to process the majority of it. As we walk down the street or go about our daily lives, our senses are transmitting far more data about the world around us than our brains can cope with. And so what we believe happens in most people is that they are able to ignore most of this information. But for some reason, eccentric/creative types can't do this. As a result, they receive input that is not relevant to their current situation, so they may behave in ways that seem unusual or out of context.

One interesting line of research is that being conducted by Anton Strue and his group at the University of Edinburgh. Strue's been investigating why eccentric/creative people have a tendency to be introverts when compared to less creative people. He's concluded that for eccentric/creative people, not only are their brains overburdened with information about the world around them, but they are also bombarded with information created within their own minds. In particular, they have more memories from the past, which may explain why they sometimes seem more interested in themselves than the outside world.

So, are eccentric/creative-type people doomed to be outsiders who'll never fit in? Perhaps not – at least, not anymore. Society is changing quickly, the workplace especially is changing. And what we see today is that many leading corporations value eccentric/creative-type people very highly. Why is this? Well, I think that the rise of certain industries, especially the information technology sector, has given these naturally gifted personality types an outlet for their creativity which didn't exist before. In fact, at some business schools, this is openly recognised. For example, a number of MBA programmes now actually want to teach non-eccentrics to think 'outside the box' and are running training courses to help develop techniques and strategies to achieve this. I'd like to see these opportunities increasing so that more of us can learn to think like the highly creative and sometimes eccentric characters who've contributed so much to society in the past.

7 FEELING GOOD

Listening Part 3 Multiple choice

I = Interviewer C = Clyde Wilson

I: Today, I'm talking to solo sailor Clyde Wilson. Clyde, I'd like to talk about some of your experiences at sea in a minute. But can we start with your motivations? What made you want to do it?

C: Well, I'm a cruising sailor, not a racing sailor, so I've never been interested in being the first or the fastest. It was just the thrill of being alone out there on a vast sea – that was what I loved, though my family just didn't get it at all. And it's true that as you go ocean sailing more often, that feeling of excitement diminishes – it's not as intense. I guess you get used to the environment to some extent. So, then it became more about the places a boat could take me – tiny islands in the Pacific, for example – which are only accessible by sea.

I: And what about accidents? Has anything ever gone wrong? I suppose it'd be quite easy to hurt yourself out there.

C: My biggest fear was a heavy fall, perhaps a broken bone, then you'd be in quite a bit of trouble if you were by yourself far offshore. It's quite difficult to guard against that sort of thing. There are gales and storms sometimes on the ocean, you can't get around that. You'll need to go up on deck at night in heavy rain to take in the sails or whatever. But you can bring misfortune on yourself if you rush things. I taught myself to step very slowly and deliberately. At times, I crawled along the deck – to reduce the risk of a fall, because the motion of the boat in a rough sea could be quite violent.

I: You once wrote about a storm and said you wouldn't want to go through that again. Were storms the most dangerous time for you?

C: Storms are never pleasant, but if you look at the big picture, it's quite unusual for modern yachts to be wrecked in a storm. They might suffer damage, but generally the boat stays afloat. Most boats that sink do so because they hit rocks or a reef. People think that in the middle of the ocean the risks must be greater than closer to land, but it's not necessarily so. When I was sailing along the Great Barrier Reef or the coast of Patagonia, that was maybe the most risky time, especially when you're by yourself because you have to sleep, and things could go wrong.

I: You've talked about accidents and how to avoid them. But what about general health? Have you ever fallen sick on your boat?

C: Yes, I have, but not too often. I always eat a wide variety of foods, fruit, vegetables, pulses – they might be out of a tin, but they're still nutritious. It's not like the old days when sailors suffered from scurvy and other illnesses related to a poor diet. And the good thing about tinned food is it's sterile, so you don't get an upset stomach. In fact, on the ocean, it's a pristine environment, and you lose immunity, so when you do get back among people again, you immediately pick

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up any bugs that are going around. Sometimes, you regret coming ashore at all! That's happened a few times. But as long as you keep your immunisations up to date, you can avoid most of the other health problems in equatorial regions.

I: Have there been times when you've felt really afraid at sea – you know, scared to death?

C: The question of fear is interesting and it's not really how I imagined it would be. I'd supposed that most of the time, when the weather was fine, there would be nothing much to worry about. But then, just periodically, there'd be a bad gale and there would be these moments of really intense fear. But actually, I can't recall ever being terrified. Equally, though, I can't remember a time, even in fine weather, where there wasn't just a niggling sense of doubt, of feeling exposed and vulnerable, and that never really goes away, even after years of experience.

I: And lastly, Clyde, what about the good times? For you, what's the most special time on a voyage?

C: Well, that's difficult because there are so many. A starry night sky in the trade winds, that's kind of magical. And the change of light, either the dawn or dusk twilight, both of those can be very beautiful in mid-ocean. But it does pretty much depend on the weather. In driving rain, they're nothing special! But the one thing that isn't weather dependent is when you first glimpse something on the horizon after weeks at sea, maybe the outline of an island or just the blink of a lighthouse, that's always the most memorable moment.

8 THIS IS THE MODERN WORLD

Listening Part 4 Multiple matching

Speaker 1

Well, I knew it was going to have an impact. It never fails to amaze me that we're all so reliant on our gadgets these days! But I mean, I was just paralysed. I couldn't do anything. I'd get to work and not know where to begin. It wasn't just that I couldn't use my mobile, but I couldn't call other people on theirs. I'd need to speak to someone urgently about a job I was doing for them, I'd call on their landline, but not a single one of them answered – they were all in meetings or out of the office. By mid-morning on the first day, I wished I'd never got involved. At least everyone was understanding when I finally did track them down.

Speaker 2

It was an interesting experience. To begin with, it didn't make much difference – I just carried on as usual. Work seemed much the same and my home life wasn't really affected either. My kids are too young for that kind of thing. But, from about day three, I just got this increasingly intense feeling of discomfort. It was exacerbated by the fact that a destructive weather system was developing on the continent and the people I used to be in partnership with are all over there and, well, I couldn't help but worry. I could still buy a daily, of course, which I read on the train, but it wasn't the same as having instant access to what's going on.

Speaker 3

I'm a student and in lectures I take notes longhand, so it didn't make much difference there. I had several assignment deadlines looming, but everything I needed was available in hard copy in the library so my work just went on as normal. But it was outside of my academic life that I felt the greatest impact. I live with my mum and dad and they were really good about it. But it was so hard to get things done – if I wanted to go out to a show or travel somewhere, I found that I wasn't used to organising things over the phone, so quite often just ended up staying at home or going round to someone else's place. I was happy enough at the time, but in retrospect, I think I should have made more effort.

Speaker 4

I just tried to relax and remember that 20 years or so ago we all managed perfectly well without all this technology. Reading print versions of books, for example, was the norm, after all! And I thought my social group wouldn't miss me, but actually some of them accused me of being standoffish – that was hard to take because I was in an experiment after all. One habit of mine is keeping a visual record of my day and posting it on social media and I have to say, I did find it challenging to wean myself off that. You get so used to being able to instantly take a shot of something – whatever you've been doing. But overall, it was worthwhile.

Speaker 5

I'm a builder and in large part I work with my hands – hammer, saw, nail gun, you name it – so my day wasn't affected too much by the experiment. I think if I'd been on my own somewhere, I wouldn't have minded. I'd have found something to distract me easily enough. But I'd see the other guys on the construction site on their phones or whatever, in the coffee break or at lunch, texting or chatting. That's when I realised how much I missed not having my phone with me. I'd have given anything to change places with them. I just really wanted to know what everyone was up to and hear their news. Still when the other guys heard about the experiment, they were great and made an effort to be more private. And now the experiment's over, I shall appreciate my gadgets even more.

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9 GOING PLACES

Listening Part 3 Multiple choice

I = Interviewer J = Jenny Parker

I: My next guest is British traveller Jenny Parker, who's just returned from Vanuatu, a group of islands in the South Pacific. Jenny, what made you want to travel to Vanuatu?

J: Well, I was on my gap year – I'd just spent six months working in a hotel in New Zealand – and I knew I wanted to go travelling, do something adventurous. One day, I got chatting to a guy at the hotel who'd been to Vanuatu several times and really raved about it – said it would be unlike any place I'd ever seen. At first, I wasn't sure. That hotel job was a real find – I'd made a lot of friends and had a great time; it was hard to leave. But his descriptions were just irresistible in the end.

I: So when you arrived in the country, what were your first impressions?

J: I spent the first few days in the capital, Port Vila. Everyone I spoke to was very polite and willing to help – I'd been told to expect that. What caught me out, though, was in New Zealand I'd been in the mountains where it'd been cool, but in Port Vila it was sweltering. Fortunately, there was lots of lovely tropical produce in the markets so it was easy to stop for a snack and a rest. As I looked around, I was struck by the difference between some of the rather run-down and tired-looking colonial architecture and its backdrop of this stunning harbour with exquisite views across a turquoise lagoon – a remarkable combination.

I: And then you visited one of the other islands, I think?

J: That's right, I set off to an island called Tanna. I was really excited about it, firstly because the Tannese were well known for their supernatural beliefs, but also because there's an active volcano on the island called Mount Yasur, which at nighttime can often be seen erupting from miles away. Unfortunately, there'd been a storm shortly before I arrived and it was shrouded in cloud, which was a shame. And it took us all day to cross the island because the storm had created so much thick mud that the minibus kept getting stuck. It was worth it though because we could walk up one of Yasur's more dormant summits and look down into the crater.

I: Now, I understand you stayed with a family in a village. How did you find village life?

J: It was a real adventure. I helped in the gardens and in the kitchen. Late each afternoon all of the men would gather at a special meeting place they called the Nakamal. You can only attend if you're invited, and in fact, on some of the other islands in the group, it's taboo for women to go to the Nakamal at all. But in my village, I was allowed to join them one day, which was a real privilege. I guess it's indicative of the fact that, within an island country like this, there are all sorts of beliefs and practices, some more traditional and others less so.

I: Then you went diving, didn't you, on a rather unusual dive site?

J: Yes, it's a dive site called Million Dollar Point. What happened was, the Americans had a big military base there and, at the end of the Second World War, they just dumped all their equipment into the sea. It would have cost more to ship it all back to the States than the equipment was worth, so it made sense in the context of the times. There are Jeeps, guns, tanks, everything really. It seems to me that there's a real threat that explosives or fuel are going to leak out and have a terrible impact on marine life in the area. But I have to say, there's no sign of that at present. The coral and plant life has grown up over the years to create this amazing artificial reef. It attracts divers from all over the world – hardly surprising because there really isn't anything else like it.

I: And what about language? Do the local people speak English?

J: They speak a kind of pidgin English, or creole, called 'Bislama'. It's a mix of English, French and some of the local languages. It's actually a really funny and clever commentary on the country's history and culture. And because absolutely everyone knows Bislama, they come up to you and just start chatting away and are astonished to find you're not fluent. But I found it pretty straightforward to pick up the basics.

10 HOME IS WHERE THE HEART IS

Listening Part 4 Multiple matching

Speaker 1

It was an old place, in the middle of nowhere, very atmospheric – in storms the whole place used to creak in the gusts and the glass would rattle in the windows. We always half expected that one day it would get blown down by the wind that came howling across the plains, but somehow it survived. My parents bought it before I was born – don't know what they paid to be honest. They wanted to escape the city and work the land. They made an OK living, mostly growing wheat and barley. There were no hills in that part of the country, and you could see for miles out across the flat landscape. It was a terrific sight, especially at sunset.

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Speaker 2

I never thought I'd live somewhere like that and to be honest it took quite a lot of getting used to. A friend invited me to move in and I couldn't find anything else, so I gratefully accepted. It was a funny shape, you know, long and thin, which was kind of impractical in many ways. Apparently one of the previous owners had taken it along the canals all around the country and even along the coast. But now, it was permanently moored up at the city docks. There was a motorway nearby, which was pretty intrusive, but it was only really bad during the rush hour, so I got accustomed to it after a while. And in fact, that part of the city was quite a well-kept secret in those days, no-one really knew about it or went down there, so you had the place to yourself most of the time. People didn't really come along and look at us and that suited me just fine.

Speaker 3

I didn't live there for long. My company posted me to the city for six months, so it was only ever temporary, and I never became attached to the place. I can't tell you what the cooking facilities were like – I don't think I ever used them; I always ate out. I had the whole place to myself though, that was nice – up until then I'd lived in cramped flats so it certainly made a change to be somewhere so roomy. It was on the 20th storey of a 20-storey building – sounds great, doesn't it? Except all the surrounding buildings were 30 storeys or more so I couldn't see anything except other people's living rooms, and they could see right into mine, so I kept the blinds closed most of the time.

Speaker 4

I guess that most accommodation is a compromise of some sort, especially when you're young. The great thing about this place was when you opened the front door, there you were, right in the middle of everything and only a few minutes' walk to work or cafés and restaurants. That side of it was fantastic. But the landlord made you pay for it and the rent was too high for what you got if you ask me. It was pretty small, there was no garden and, being below ground level, there was no view at all and very little natural light except for skylights and some small windows high up in the walls. You could hear people walking about in the place upstairs too, which I didn't like. All in all, I wasn't sorry to move out.

Speaker 5

It was the family home that I grew up in, so it just seemed normal – I'd never lived anywhere else! It was a similar design to all the other houses in the neighbourhood. The street was lined with trees and all the houses stood back from the road in their own small garden. Being on the edge of the city, it was quite a long commute into the centre each day for my dad, but he didn't mind – he thought it was better for the family to be in a quieter area. We could catch the bus to the public pool if we wanted to swim. Otherwise, we played in the garden or at a neighbour's. I always just felt completely happy there, as if nothing could go wrong.

11 CULTURAL VALUES

Listening Part 1 Multiple choice

Extract 1

You hear two university students talking about a new current affairs show on television.

W: Well, I suppose we should give the producers credit for trying something different, but having a line-up of three doing the presenting just doesn't work for me. A shame really because the idea of having a full hour of current affairs at 7 pm is great – it's always been a 30-minute slot in the past. But trying to inject humour into current affairs ... rarely if ever has that worked unless it's full-on satire. And this isn't – it's claiming to be news.

M: Maybe we're not the target audience.

W: But I think it is aimed at people like us – students or whatever. I can't see my parents watching it! Apparently, the producer started a very similar programme when he was working abroad, and it did really well.

M: I heard that too. But I'm not sure the market's the same here. Anyway, they'll have to stick with it. They've invested too much to drop it in a hurry.

Extract 2

You hear two fans of the football club City talking about tonight's match against United.

M: We're going to win, no doubt about it. I know that United's best two players are back from injury, but both of them lack match fitness – they'll get tired. We can just play our regular game – no tricks or fancy stuff – use the wings, keep it tight at the back and we can't go wrong. They've got so many young players, when they run out and hear the roar of the crowd, they won't be up to the pressure of an occasion like this.

W: Well yeah, but actually, in terms of experience, there's not a lot of difference between them. What I do think, though, is that City are hungrier for this – it's been a long time since we won a major trophy. But it's still going to be a bit of a lottery – after all that rain last night, the pitch will still be wet, and the players will be sliding all over the place. I know we've been working towards this all season, and the build-up this last week has just been tremendous, but it's been the same for them too. We'll just have to keep our fingers crossed.

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Extract 3

You hear a woman and a man who run a corner shop talking about the business.

W: Since the first supermarket opened 50 years ago, people have been saying the corner shop is finished – and it hasn't happened, has it? We meet different needs, that's why. People come in here because it's quick and convenient. But still, there has been a downturn in business. Newspaper sales, in particular, are falling because more and more people get an online edition now. And the thing is, there's a knock-on effect – they might come in for a paper, but they end up getting a loaf of bread or some milk while they're here. So we're missing out on all those sales as well. It's getting worse all the time. I don't know what'll happen if it goes on like this.

M: Yeah, but other things are changing in our favour, aren't they? I mean, society's getting older, which is good for us.

W: That's true. Old people want a local shop – one they can walk to. But I just don't feel like we're the hub of the neighbourhood anymore. We don't know half the kids round here these days. Still, it's worthwhile because we've got people like Jack – the old-timers we see every day.

M: Yeah, that's what makes it all worthwhile.

12 THE WORLD ABOUT US

Listening Part 2 Sentence completion

Morning everyone. My name's Jason. I'm going to tell you about a brilliant day I spent working as a volunteer on Franklin Island. So first, a bit of background. In the past, for more than 100 years I think, the island was privately owned by the Franklins – it was their family farm where they grew produce to supply the many shops in the city. But it was becoming increasingly impractical to use the island in that way, so in 2005, the family sold it to the government. The idea was to turn Franklin into a nature reserve for the public. So the first thing they did was set up a programme to plant around 400,000 native trees to transform the island's fields, which was a fantastic initiative. This, like all the work on Franklin, was done by volunteers. The idea was that once the planting programme became established, lots of birds would return to the island. So they also worked to eradicate pests that might kill birds or eat their eggs. The most important thing of all was to get rid of the rats, which were numerous on Franklin, though luckily there were never any rabbits.

All that groundwork is now completed, but volunteers still regularly work on the island because there are all sorts of on-going projects. So, anyway, I'm going to tell you a little about my experiences as a volunteer in case you're interested in doing something similar yourself. We reached the island at about nine o'clock and I spent the morning with a group who were working to increase the number of walking tracks that criss-cross the island. After lunch and a swim, I felt like a change of activity so then worked with a group on a different part of Franklin. All the old farm buildings had already been taken away, but we were pulling out the wire fences, some of which dated from the island's early days.

Not surprisingly, by the time we'd finished I was pretty exhausted, but don't be put off by that. For volunteers who prefer not to do hard physical work, there are a variety of other tasks. One place there's always plenty to do is the plant nursery, looking after the young saplings so they're ready to go in the ground next season. Another thing they're doing at the moment is, you know, taking stock of where the project is at and planning for the future. So, each workday, volunteers set themselves up at one of the monitoring stations and then they literally count the species. For now, they're focusing on the birds and insects – they'll do a survey of tree and plant species later. It's painstaking but really valuable work. And it'll be fascinating when the results come out to see how many new species have already been established.

So, for me, it was a really great day in the outdoors and something I'd like to do again. Unfortunately, I couldn't go on the volunteer day last weekend to pick up litter that's washed up on the beaches. But I plan to go back later in the year when volunteers will spend a day picking up seeds which can then be raised to help the island's ongoing ecological management.

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Workbook Answer key

1 AIMING HIGH

Reading and Use of English Part 5 Multiple choice

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

Language focus

Modal verbs: *Might*, *could*, *may* and *can*

1

1 may **2** can **3** could **4** may **5** could

2

1 can't have given up on it
2 might not be as much demand as
3 could have told you that
4 may as well tell me
5 you could at least
6 can you tell me about

Adverbs of degree

1 utterly	**2** highly	**3** fully	**4** entirely
5 perfectly	**6** bitterly	**7** fiercely	**8** quite
9 wholly			

Vocabulary Challenge and achievement

Verb + noun collocations

1 leave **2** risen **3** stand **4** faced **5** realise
6 met **7** enjoyed **8** lack **9** jumped

Adjective + noun collocations

1 burning	**2** an overnight	**3** fair
4 daunting	**5** primary	**6** costly
7 lifelong	**8** second	**9** resounding

Word formation Nouns

1

1 child (awareness, childhood, consciousness, usefulness)
2 survive (failure, mixture, seizure, survival)
3 settle (adaptation, clarification, realisation, settlement)
4 refer (knighthood, livelihood, reference/referral, sisterhood)
5 cover (coverage, existence, interference, occurrence)
6 suitable (establishment, harassment, replacement, suitability)
7 fix (acceptance, allowance, disturbance, fixture)
8 modify (deficiency, literacy, modification, redundancy)
9 owner (carriage, ownership, percentage, wreckage)
10 ready (liability, purity, readiness, stability)
11 acquaint (acquaintance, readership, scholarship, sponsorship)
12 private (dismissal, refusal, privacy, withdrawal)

2

1 **Due** to Rebecca's unwillingness to
2 **expressed** his displeasure with our performance
3 **fail** to see the relevance of
4 has **an** annoying tendency to
5 get **used** to the inconvenience

Reading and Use of English Part 3 Word formation

1 jealousy **2** abilities **3** pursuit **4** childhood
5 pleasure **6** relentlessly/unrelentingly
7 exhaustion **8** envious

Listening Part 1 Multiple choice

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

Writing Part 1 Essay

1

1 two of the ways people can motivate themselves to get things done
2 the opinions expressed in the discussion
3 an explanation of which way you think is more important, with reasons to support your opinion

2

1 making daily to-do lists; setting long-term goals
2 'It can also be highly rewarding to cross out each task from the list as it is accomplished'; 'Only if we remain totally focused on long-term goals can we organise our time effectively.'

3

1 obligations; duties; tasks; goals
2 achieving; accomplishing; fulfilling
3 urgent; essential; critical; necessary; vital; crucial; key

4

1 The alternative sentence is more formal.
2 The sentence in the model answer is more formal.
3 The sentence in the model answer is more formal.
4 The alternative sentence is more formal.
5 The alternative sentence is more formal.

5

Sample answer

How to motivate others

From trying to persuade employees to work harder to attempting to convince children to tidy their rooms, the ability to persuade others is a key life skill. Several approaches have been put forward as ways to make people do things they do not want to do.

A common persuasion technique involves offering rewards for people's efforts or achievements. To give

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an obvious example, most employees are motivated by receiving a salary and may be further inspired by bonuses for exceptional results. Conversely, those employees would surely feel demotivated if their pay were cut or their efforts went unrecognised.

On the other hand, rewards have an unfortunate tendency to change the way people feel about activities. Many people have hobbies that they do for pleasure, but if those tasks had to be performed in exchange for a reward, they would start to feel more like work. This strongly suggests that convincing people that they want to do something can be an extremely powerful motivation tool. This may be achieved by, for example, giving people the autonomy to make their own decisions and flexibility in how they fulfil their obligations.

Both forms of motivation can be effective. Rewards are certainly good for persuading people to do things that they do not want to do, but at the same time, they serve as a constant reminder that the task itself must be unpleasant in order to justify the reward. For this reason, the key to motivating others is finding a way of making the task feel satisfying and rewarding.

260 words

2 TIMES CHANGE

Reading and Use of English Part 8 Multiple matching

1 C **2** A **3** A **4** C **5** D **6** C **7** A **8** D **9** D **10** A

Language focus

Talking about the past

1

1 've been looking / was looking
2 've been sorting
3 've managed
4 'd been sitting / had been sitting
5 moved
6 used to sit / would sit / sat
7 've played / played
8 was throwing / was going to throw / was about to throw
9 realised

2

1 ... because I'd already seen it ... **2** ✓
3 ... when I arrived. **4** ✓
5 ... the third time I've asked you ...
6 I'd rather you hadn't told everybody ...
7 ✓ **8** ... and I used to love / I loved listening ...
9 ... but I'd have sooner stayed at home instead. **10** ✓

Nouns in formal English

1

1 modernisation	**2** ageing/aging	**3** provision
4 retirement	**5** mortality	**6** immunisation
7 hygiene	**8** survival	**9** choice
10 reduction	**11** improvements	**12** length

2

Suggested answers

1 failure; shortage/lack **2** response; request; explanation
3 disappointment; permission
4 unlikelihood; delay(s); preparations; event/eventuality
5 inability; commitment; resignation

Vocabulary Changes

Collocations

1 refreshing **2** places **3** subject **4** ways **5** gear
6 sweeping **7** sides **8** social **9** tune **10** dramatic

Other verbs of change

1 converted **2** vary **3** transfer **4** transformed
5 amend **6** adjust **7** modified **8** switch
9 adapted **10** alter **11** shift

Reading and Use of English

Part 1 Multiple-choice cloze

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

Part 2 Open cloze

1 enough	**2** until	**3** with	**4** On/Upon/After
5 to	**6** more	**7** have	**8** no

Listening Part 2 Sentence completion

1 clear details	**2** soft edges
3 desert	**4** traditional values
5 (popular) magazines	**6** emotional response
7 value	**8** information

Writing Part 2 Review

2

a Paragraph 1 **b** Paragraph 4 **c** Paragraph 4
d Paragraph 2 (NB Although both John and Molly changed their lives, the writer has focused on Molly to fit the exam task.)
e Paragraphs 1 and 2 **f** Paragraph 2 **g** Paragraph 3

3

Suggested answers

1 The present simple because this tense is useful for summarising stories (e.g. in a review).
2 The present perfect ('have they made the biggest mistake of their lives?') is useful for looking back in time from the 'present' (i.e. this point in the film), e.g. to express a regret; the past continuous ('I wasn't expecting to enjoy a documentary about a farm') is useful for talking about expectations that didn't come true; the past simple ('I was pleasantly surprised by this uplifting story') refers to the time of watching the film.

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4

'... it is only natural that she should harbour the ambition to grow such ingredients on a farm of her own.'

5

1 hard **2** surrounding **3** grudge **4** massive
5 progress **6** perfectly **7** cockroaches
8 guilt **9** warm **10** message

6

1 daunted; prospect **2** decision; thrust **3** face; stark
4 harmony; nature **5** flourishes

7

Sample answer

Weathering with You is an animated fantasy film about a teenage boy called Hodaka, who runs away from his home on a volcanic island and travels to Tokyo. However, the real star of the film is the constant torrential rain, which creates a beautiful and highly evocative backdrop to the story.

On one level, *Weathering with You* is a coming-of-age adventure about Hodaka as he changes from a boy, arriving lost and confused in an unfamiliar city, into a streetwise young man. We follow him as he struggles to find a job, encounters unsavoury characters, starts his own business and falls in love. The endless rain seems to be a powerful metaphor for the turbulent changes he is going through.

We learn very little of Hodaka's earlier life on the island, other than that he didn't finish high school. However, towards the end of the film, Hodaka is sent back home to finish his education, which almost feels as if we are returning to his childhood, before he finally returns to Tokyo to begin a more stable adult life. If there is a lesson for viewers, it is that there is always hope, no matter how bleak things get.

The film is visually stunning and beautifully animated. The rain-soaked visions of Tokyo are simply breathtaking. The story is also deeply moving, although the plot becomes a little convoluted in places and the ending is slightly disappointing. Overall, I would wholeheartedly recommend this film to anyone looking for a thought-provoking story to lift their spirits on a rainy day.

258 words

3 GATHERING INFORMATION

Reading and Use of English Part 7 Gapped text

1 F **2** D **3** A **4** G **5** C **6** E

Language focus

Present and future conditionals

1

1 ✓ (= a polite request)
2 If you watch ... you may ... / If you watched ..., you might ...
3 ✓ (= if you predict that it'll save you time)
4 Were there to be a fire ... (NB Only 'Were' is possible in this construction.)
5 If this warning light comes on, ...
6 ✓ (= if you predict that you're going to be late)
7 ... if I have time.
8 ✓ (= if you insist on staying out late)

2

1 were **2** Should **3** happen **4** Imagine/Suppose
5 Were; for **6** should **7** Imagine/Suppose; to **8** weren't

Hypothetical situations

1

1 I **wish** (that) I'd (= I had) paid
2 though she'd (= she would) **sooner** have stayed / though she'd have **sooner** stayed
3 **there** been a
4 If **only** I'd (= I had) been
5 You **should** have started/begun
6 'd (= would) have **liked** (to spend / to have spent)

2

1 I'd known; wouldn't have sent
2 needed; had
3 hadn't explained; still wouldn't understand
4 Had you submitted / If you had submitted; would/might/could still be
5 missed
6 Had it not been / If it hadn't been; would/might/could have stayed
7 were / had been; would/might/could have finished

Vocabulary Information and research

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

Word formation Adjectives

1

1 chilly, fatty, occasional, stormy
2 homeless, renewable, restless, worthless
3 conscientious/conscious, courageous, innovative, rebellious
4 chaotic, problematic, specific, sporty
5 beneficial, consistent, negligent, sufficient
6 acceptable, profitable, urgent, variable
7 analytical, heroic, horizontal, minimal
8 administrative, comparative, speechless, talkative
9 compulsory, exploratory, mandatory, prestigious
10 confidential, controversial, obligatory, torrential

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2

1 invaluable **2** undeniable
3 self-explanatory **4** indifferent
5 non-existent **6** unthinkable
7 impersonal **8** unavoidable

Reading and Use of English Part 3 Word formation

1 supportive **2** overlooking **3** interpretations
4 persuasive **5** objectively **6** disproves
7 unsettling **8** inconsistencies

Listening Part 3 Multiple choice

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

Writing Part 2 Report

1

Suggested answers

1 benefits, drawbacks, duration (due to the need to be absent from work/studies for that period), location (how far away, for cost reasons), objectives, potential improvements, price and other costs (to determine whether it was worth it), relevance
2 duration and objectives; There is also a suggestion that the location was not your place of work/study, as you were 'sent' there.
3 benefits, drawbacks, potential improvements, price and other costs, relevance
4 content, course name, dates, location (specific details), trainers

2

Suggested answers

1 Logistics **2** Course content
3 Benefits / Additional benefits **4** Drawbacks
5 Recommendations

3

I felt that there were ... I consider this to be ...
The principal drawback of the course was that ...
I believe that ... I would therefore recommend ...

4

1 determine **2** further
3 well informed **4** practical ideas; employ
5 necessitated; inconvenient **6** substantial; immeasurable

5

Sample answer

Report on fact-finding trip to the UK

The aim of this report is to provide an overview of my recent fact-finding mission to a potential partner for our college in the UK.

The fact-finding mission

I spent five days in the UK visiting Bluetown College, a large further education institution for pupils aged 16–18, with a view to establishing whether there is potential for regular large-scale student exchanges between our institutions, as well as educational projects over the internet.

Findings

The college is well run, with excellent teachers and generally highly motivated students. I believe any of our students visiting the college would find the experience enjoyable and useful, in terms of their English skills, cultural awareness and self-confidence.

Areas of concern

One surprising finding was that very few students seemed willing to participate in an exchange programme. On further investigation, I ascertained that their main concern is their poor foreign language skills, coupled with the perception that our city is not an attractive destination. My attempts to reassure them were well received, but I believe we would need to make a considerable effort to persuade them to take part in significant numbers.

Recommendations

I believe that Bluetown College would make an excellent partner for our own college, and we should therefore launch some joint internet-based projects. However, given the challenge of persuading significant numbers of students to take part in an exchange programme, I recommend starting with a small-scale exchange, involving perhaps five to ten students, and then gradually building up to a full-scale programme over several years.

260 words

4 ALL IN A DAY'S WORK

Reading and Use of English Part 6
Cross-text multiple matching

1 D **2** C **3** A **4** B

Language focus

Gerunds and infinitives

1

1 to inform **2** discussing **3** obtaining **4** to mention
5 finding **6** get **7** analysing **8** to deliver
9 leading **10** checking

2

1 refusal **2** incapacity/incapability **3** unwillingness
4 determination **5** intention **6** inability **7** tendency

Comparisons

1

1 rarer / less common than they used to be
2 deal longer than we (had) expected
3 such a boring meeting that half the people fell asleep

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4 never done/had such a boring job / never done/had a more boring job (before / in my life)

5 as important as yours

6 seemed like / seemed to be an attractive deal

2

1 one **2** close **3** so **4** like **5** by
6 much **7** as **8** near **9** the **10** better

Vocabulary

Point*, *use*, *purpose* and *advantage

1

1 point **2** useful **3** purpose
4 pointless **5** use **6** point

2

1 at **2** in **3** of **4** at **5** to **6** for

Body and movement idioms

1

1 keep; eye **2** kick **3** heads **4** lent / would lend; hand
5 cover; back **6** have; stomach **7** walk; run **8** leapt

2

1 eye **2** neck **3** face
4 foot **5** heart **6** shoulder
7 back **8** nose **9** ear

Reading and Use of English Part 4 Key word transformation

1 You **might** have let me

2 I **stood** (very) little / hardly any / barely any chance of

3 ten years since I **last** wrote

4 having taken **part** in / having been **part** of

5 only I had taken **advantage** of

6 have failed **if** you had prepared

Listening Part 4 Multiple matching

1 H **2** G **3** D **4** A **5** F **6** E **7** B **8** H **9** D **10** A

Writing Part 2 Formal email or letter

1

Suggested answers

1 a wide range of age groups, professions (perhaps including students and retired/unemployed people), education levels, etc

2 public transport, roads and cycle paths, education, hospitals, litter, libraries, sports amenities, etc

3 good at generating innovative ideas, listening skills, patience, teamwork, reliability, etc

4 by talking about previous experience in similar roles, demonstrating an interest in local issues, etc

5 work experience, the satisfaction from helping the community, the chance to represent people of their own age/background, the chance to make a difference, the chance to meet interesting people, etc

2

Suggested answer: Yes

1 'I am a 19-year-old university student ...'; '... as a representative of the teenagers and young adults in our society.'

2 '... a member of the Cycle Path Action Group and as a volunteer in the Keep Our City Clean campaign ...'

3 'I am an excellent listener ...'; '... working patiently and collaboratively with people from a diverse range of backgrounds and with widely differing viewpoints ...'; 'I am also good at generating creative solutions to problems and challenges ...'

4 '... a strong interest in local affairs'; 'I have taken an active interest in local issues for many years ...'; 'devoting considerable amounts of my free time ...'

5 'In addition to providing the opportunity to serve my community and to have my voice heard, I believe this role would allow me to gain invaluable experience in the field of local government, which is certain to be useful in my future career.'

3

a 2, 4 **b** 2, 3 **c** 1 **d** 3 **e** 5 **f** 1 **g** 2, 3

4

1 take; active; in **2** devote; considerable; to
3 make; comparable; to **4** reach; compromise
5 provide; opportunity **6** serve; community
7 have; voice **8** gain; invaluable; field

5

Sample answer

Dear Sir or Madam

I would like to apply for a position as a mentor in your mentorship programme. As you will see from my attached CV, I am a highly experienced sales representative. As such, I believe I could offer useful guidance and insights into the most important skills and techniques for anyone embarking upon a career in sales.

During my eight years as a sales representative, I have sold a wide variety of products and services, from double glazing to pension plans and from industrial machines to used cars. These experiences have taught me a wide range of practical sales techniques to attract new customers and reach a mutually beneficial deal. I have also learnt from bitter experience what not to do.

I believe I also have a talent for guiding inexperienced colleagues, as demonstrated on a recent training course for new members of the sales team, which I designed and conducted myself. According to feedback submitted by

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participants, I explained everything clearly and patiently, and provided plenty of opportunities for practice.

I am keen to give something back to society, which is my main motivation for wishing to join the programme. However, I believe it would also be a valuable learning experience for me, to develop my skills as a mentor, which will be extremely useful in my future career.

I look forward to hearing from you.

Best regards

Beata Szymanska

236 words

5 GETTING ON

Reading and Use of English Part 8 Multiple matching

1 E **2** A **3** E **4** D **5** A **6** C **7** D **8** B **9** C **10** B

Language focus

Reference, substitution and ellipsis

1

1 so **2** that **3** not **4** that **5** not **6** not
7 done **8** ones **9** that **10** so **11** Nor **12** so
13 them **14** That

2

1 ... when ~~to visit~~.

2 He must be ~~at home~~ ...

3 ... I should have been ~~told where to go~~.

4 ... and ~~I~~ decided drop in to say 'hi'.

5 ... but I just had ~~apologised~~ a few minutes ...

Relative clauses

1

Suggested answers

1 Isn't this the park where we first met?

2 Next week, I'm meeting Jacob, who I'm still angry with for letting me down.

3 I had an argument with somebody whose car was blocking my drive this morning.

4 I said hello but she just ignored me, which was really rude.

5 I had a lot of help from Alex, without whom it would have taken much longer.

6 I didn't get the job that I applied for.

2

1 No. We can't omit the pronoun from a non-defining relative clause.

2 That was the moment ~~when~~ I realised ...

3 No. We can't omit the relative pronoun when it's the subject.

4 The play ~~on which~~ the film is based on is ...

5 No. We can't omit the pronoun from a non-defining relative clause.

6 I can't even remember the reason ~~why~~ we fell out ...

7 The person ~~from whom~~ I've learnt the most from is ...

8 I found that bag ~~that~~ I was looking for ...

Vocabulary

Verb + noun collocations

1

1 made peace **2** found; ground
3 declare; ceasefire **4** resolve; differences
5 avoid arguments

2

1 out **2** out **3** up **4** off **5** up **6** on

Relationships

1

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

2

1 have **2** getting **3** turning **4** put
5 took **6** keep **7** look **8** backed

Reading and Use of English

Part 1 Multiple-choice cloze

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

Part 2 Open cloze

1 whether **2** to **3** it **4** get
5 for **6** for **7** That **8** little

Listening Part 1 Multiple choice

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

Writing Part 2 Proposal

1

Suggested answers

1 at least two (because the task refers to the plural form, 'problems'), but probably not more than three as there won't be enough space to deal with them properly

2 probably two or three, for the same reasons as above

2

Suggested answers

1 Introduction

2 Problems / Issues to be resolved

3 Proposed / Suggested Solutions / Recommendations

4 Conclusion

3

I propose; I recommend

Suggested answers: I advise (you to do) / I encourage (you to do) / I suggest (doing) / I urge (you to do)

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4

Suggested answers

1 *Must* is extremely strong, so should only be used either when you have the power to make decisions or you have no doubt that others will agree with you. In this case, the writer is trying to persuade his/her manager to make a decision, rather than making the decision himself/herself, so *must* would be inappropriate.

2 In this sentence, the writer emphasises the need to find a solution, which the reader is likely to agree with. The writer doesn't recommend a solution in this sentence.

5

1 The most common complaint from office workers is that ...

2 The assumption seems to be that ...

3 ... there is a perception among homeworkers that ...

4 There is also a tendency for employees to see ...

5 It is vital for our employees to feel more like ...

6 This should happen as a matter of urgency ...

7 By restoring a sense of teamwork ...

6

Suggested answers

Replacing verbs (e.g. complain, assume) with nouns (e.g. complaint, assumption); using impersonal subjects (e.g. There is also ...; It is vital ...); using impersonal verb forms (e.g. This should happen ...); replacing full clauses (e.g. If we restore ...) with participle clauses (e.g. By restoring ...)

7

Sample answer

Proposal: Building a sense of community

Introduction

It is widely recognised that loneliness and isolation can have a devastating effect on people's physical and mental health. For this reason, it is vital that local people have a good network of friends and regular contacts.

Which members of society are affected?

The problem of isolation is particularly acute among older people, who may go days or even weeks without meaningful contact with others.

Another group who would benefit strongly from a better sense of community is the long-term unemployed, who may suffer from depression and a lack of purpose.

Finally, there are many teenagers who may feel isolated from society and might be in danger of getting into trouble with the law.

Proposed solutions

Above all, we must provide locations where people can meet and mix. Therefore, I urge the town to invest in its community centres, youth clubs, libraries and so on. These sites must be made as attractive and accessible as possible, to encourage a wide range of locals to make full use of them.

In addition, I propose organising events specifically designed to bring together people from different age groups and sections of society. Such activities could range from treasure-hunt competitions to music concerts, and from litter-collection projects to field trips.

Conclusion

A sense of community is vital for holding together the fabric of society. Although it will take considerable effort and significant costs to provide facilities and organise events, I believe the investment will be repaid many times over in terms of a happier, more integrated community.

260 words

6 ALL IN THE MIND?

Reading and Use of English Part 7 Gapped text

1 C **2** G **3** B **4** E **5** A **6** F

Language focus

Passives 1

1

1 These books should have been returned (by you) last week.

2 I was taught the basics of psychology by my mother.

3 (Passive is impossible with the verb 'lack'.)

4 We were made to memorise hundreds of dates (by our teacher).

5 I was yelled at by one of the customers.

6 (Passive is impossible with the verb 'resemble'.)

2

1 being recognised **2** be finished

3 being stared at **4** been caught; was sent

5 being interviewed **6** To be accepted

Passives 2: Reporting verbs

1 was believed to be; is known to be

2 is reputed to own

3 are alleged to have falsified

4 is considered to have pioneered

5 are/is rumoured to be

6 are believed to have had

7 is expected to be made

Have/Get

1 got stuck **2** have/get the oil changed

3 to get involved

4 My wallet got stolen / I had/got my wallet stolen

5 this window get broken **6** you get caught

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Vocabulary

Intelligence and ability

1

1 gifted	**2** flair	**3** ace	**4** poor
5 prodigy	**6** accomplished	**7** whizzkid	

2

1	**1** b	**2** a	**3** c	**4** d
2	**1** a	**2** d	**3** c	**4** b
3	**1** c	**2** d	**3** b	**4** a

Phrases with *thought*

1

1 given	**2** Hold	**3** second	**4** much
5 school	**6** lost	**7** counts	**8** train

2

1 c **2** f **3** e **4** g **5** a **6** h **7** b **8** d

Reading and Use of English

Part 3 Word formation

1 effortlessly	**2** mastery/mastering
3 repetition	**4** subconsciously/unconsciously
5 storage	**6** acquisition
7 problematic	**8** hopelessly

Part 4 Key word transformation

1 Rather **than** me/my taking/having
2 it hadn't been **for** the
3 are reported **to** have made
4 need **watering** as a matter
5 as **well** get rid / dispose
6 We **regret** to inform you of/about

Listening Part 2 Sentence completion

1 social functions	**2** beggars
3 genetic	**4** ignore
5 introverts	**6** memories
7 information technology/IT	**8** training courses

Writing Part 2 Informal email or letter

1

Three: how to decide what is worth learning; how to learn large amounts of information; how to stay motivated in the process.

2

Suggested answer

They refer directly to the three questions in the task, including some of the same words.

The examiner needs to be sure that you have answered each question fully. Phrases like these help the examiner to identify which question you are dealing with in each paragraph.

3

1 getting into university **2** have an awesome time
3 there's loads of information **4** I reckon
5 For what it's worth, ... **6** An added bonus is that ...
7 how you get on

4

1 draw; conclusions **2** take; starting **3** get; from
4 call; mind **5** see; glance **6** deserve; break
7 keep; beavering **8** try; out

5

Sample answer

Hi Toni

Great to hear from you! It's been a long time! Sorry to hear you're not enjoying your uni course as much as you were hoping. I remember you were really looking forward to it.

That said, I can see why you're tempted to walk away from your course. You've always been impatient and ambitious, haven't you? I'm not saying it's the wrong decision – that's your choice alone. But it does seem a bit of a shame to quit your course after devoting so many years to it. If I were you, I reckon I'd keep going till the end. You'll finish sooner than you think, and at least you'll get a degree out of it.

The danger with walking away, of course, is that you won't end up with any qualifications. That's fine if you manage to start your own business and make a go of it, but what happens if your plans don't work out? In my experience, it's always good to have a Plan B in case things go wrong!

Have you considered asking for some time out from your course? Maybe you could put your studies on hold for a year or two, while you work out what to do next, but keep open the option of coming back to finish your studies later. I have no idea if your uni would agree to such an idea, but there's no harm in asking, is there?

As I say, it's your choice, and of course I'll support you in whatever you decide. Good luck!

Oleg

259 words

7 FEELING GOOD

Reading and Use of English Part 5 Multiple choice

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

Language focus

Direct and reported speech

1 had been feeling a lot better since he'd visited the doctor the previous week/the week before

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2 when I could expect to receive the goods I'd ordered
3 she might be a little late (the next/following day/on Tuesday) if she had to stop for petrol
4 he'd slammed on the brakes because he'd been about to crash
5 if/whether Helena had told me what her presentation was going to be about the following/next day
6 it must be difficult for him to get around if he can't/couldn't drive
7 she doesn't know what she's doing
8 I had to complete a/the/this form before they could open my account

Alternative verb patterns

1 falling over / having fallen over **2** to leave
3 me not to train **4** give / should/must give
5 to leave **6** me to take
7 to drive **8** be / should/must be

Verbs and dependent prepositions

1 for	**2** on/for	**3** to	**4** from
5 against	**6** on	**7** of/about	**8** from
9 to	**10** for	**11** against/for	**12** of

Vocabulary Risk and health

1

1 living	**2** edge	**3** bringing	**4** misfortune
5 scared	**6** death	**7** risk	**8** limb
9 seek	**10** thrills		

2

1 f **2** h **3** g **4** e **5** a **6** d **7** c **8** b

Word formation Verbs

1

1 misbehave; misinterpret; mislead; misunderstand
2 broaden; lessen; loosen; weaken
3 reassure; reconsider; refund; rethink
4 clarify; intensify; notify; quantify
5 enforce; enrich; entitle; envision
6 overestimate; overflow; overlap; overlook
7 disappoint; disapprove; discourage; disobey
8 criticise; maximise; privatise; sympathise
9 outgrow; outline; outlive; outweigh
10 associate; compensate; participate; tolerate
11 undo; unfold; unlock; untie

2

1 un; re	**2** over; out	**3** mis; dis
4 over; re	**5** en; dis	**6** re; over
7 en; mis/dis	**8** re; un/dis	**9** mis; over

Reading and Use of English Part 1 Multiple-choice cloze

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

Listening Part 3 Multiple choice

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

Writing Part 1 Essay

1

1 True – it's about how people try to make themselves happy, rather than ways that actually make them happy.
2 False – you only need to include two of the points.
3 False – you should stick to the two ideas from the prompt.
4 True – this is an example of 'reasons to support your opinion'.
5 False – you don't need to include any of them.
6 True – you need to say which way you think is more effective, so this should be the main focus of the conclusion.

2

helping others; taking part in 'fun' activities

3

Suggested answers

1 pleasure / boosting happiness / enjoy ourselves / regret / derive the most gratification / obtain immense satisfaction / a warm feeling of contentment / lifting our spirits / making ourselves happy / cheer yourself up
2 serving / assisting
3 highly enjoyable / stressful / unpleasant / have fun / have a good time
4 successful / ineffective / counterproductive / guaranteed / reliable

4

1 in pursuit of **2** by no means always
3 whether it be **4** it comes down to **5** frame of mind

5

1 ambitions **2** dramatic **3** absolutely **4** reports
5 disappointment **6** suffer **7** strong **8** produce

6

Sample answer

Harmful pleasures

It often seems as if the things we enjoy most in life are all harmful, whether they be snacking on junk food or skimping on sleep in order to binge-watch the latest must-see serial.

Food is the ultimate guilty pleasure. We eat too much of it, we eat the wrong things and we eat at the wrong times. The reason is simple: our bodies are programmed to derive intense pleasure from food, especially the sugary,

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salty, fatty foods essential for our ancestors' survival. And although we all know the dangers of a poor diet, nothing can cheer us up like a bar of chocolate.

Staring at screens all day, whether for work, for education, for information or for relaxation, is much less obviously detrimental. However, it can seriously harm our eyesight and prevent us from sleeping soundly. Less directly, but just as importantly, the more time we spend on our screens, the less time we have available for healthier activities, such as walking in the fresh air, socialising and sleeping.

Ultimately, when we eat unhealthily, we generally know exactly what we're doing – and why we shouldn't be doing it. The damaging effects of excessive screen time, on the other hand, are much subtler and harder to notice. It may take years to realise that our eyesight is deteriorating, by which time it is too late. Similarly, we may be blissfully unaware that our constant tiredness derives from the supposedly relaxing activity of watching TV. For these reasons, I believe limiting our screen time should be our top priority.

260 words

8 THIS IS THE MODERN WORLD

Reading and Use of English Part 6
Cross-text multiple matching

1 D **2** A **3** A **4** B

Language focus

Determiners and pronouns

1

1 One **2** most **3** little **4** any **5** Another **6** each
7 all **8** fewer **9** much **10** none

2

1 **Most of** her films are excellent, although I admit I haven't seen them **all**.
2 I've read **both** your offers and although they **both** sound interesting, I'm afraid **neither** is within our price range.
3 We invited **some** fifty guests, but **very** few of them responded to our invitation, and **most of** those that did turned us down.
4 I drive to work that way **every few** days, and there's always **very little** traffic.
5 **All** the work is done apart from these **few** odds and ends, but if we help one **another**, we'll be finished in **no** time.
6 I'm afraid I've got **very little** time before my presentation, but I'll try to offer you **a few** tips to help you with yours.
7 There'll be **quite a** few of us: me, **both** my flatmates and **another** three people.
8 You're welcome to use **any of** our **many** meeting rooms, **each of** which is equipped with teleconferencing equipment.

Future forms

1

1 to start
2 feel (Other forms (e.g. *'ll feel*, *'re going to feel*) are possible but less natural.)
3 going
4 'm picking (Other forms (e.g. *'m going to pick*) are possible but less natural.)
5 'll have found (also possible: *'ll find*)
6 'll be seeing / 'm seeing (Also possible but less natural is *'m going to see*.)
7 to cost
8 'll have been waiting

2

1 b **2** a **3** b **4** b **5** a **6** b **7** a **8** a

Vocabulary

Cost and amount

1

1 Vast **2** slight **3** mild **4** sharp **5** big

2

1 great/good **2** charge/cost **3** part **4** limit

Verbs formed with *up*, *down*, *over* and *under*

1

1 download **2** uphold **3** downplay
4 uprooted **5** upgrade **6** downsized

2

1 over **2** under **3** under **4** over
5 over **6** under **7** over

Reading and Use of English

Part 3 Word formation

1 beneficial **2** meaningless **3** undesirable
4 dramatically **5** exposure **6** growth
7 empower **8** overdo

Part 4 Key word transformation

1 can't/cannot **stand** being stared at
2 are **unlikely** to be (very) many
3 had I / if I'd / if I had taken **better** care
4 the car **must** have been going
5 is **rumoured** (that) they no
6 **deal** of time has been invested

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Listening Part 4 Multiple matching

1 E **2** C **3** H **4** A **5** G **6** A **7** F **8** H **9** D **10** C

Writing Part 2 Informal email or letter

1

Suggested answers

1 Perhaps in her early 20s – she has lived away from home for some time but is still influenced by her parents. She is young enough that social media already existed when she was a child.

2 privacy issues (e.g. hacking, sales of personal data), fake news / extreme opinions, social media addiction, etc

3 One or two: it is better to present a small number of tips and to develop them properly (e.g. include reasons, explanations, examples, etc) rather than a long list of separate ideas.

4 In the first paragraph, you could congratulate Jenny on her decision, comment briefly on her story about why it took so long and reassure her that she'll be fine. In the last paragraph, you could reassure her again and remind her to be careful.

2

To get the most out of it, ...

You needn't worry about making a fool of yourself, ...

As for keeping safe, ...

3

1 build up gradually **2** get the hang of

3 a handful of **4** stick with

5 wound up **6** hold off (for)

7 watch out for **8** take the plunge

4

1 less **2** a bad idea **3** future **4** less

5 make it sound like a spontaneous conversation

6 don't always need **7** formal **8** less

5

Sample answer

Hi Ben

Congratulations on all those changes, especially having a baby! I can't wait to meet her! And I'm sorry to hear you're feeling snowed under.

In answer to your questions, yes, it'll probably get easier over time. You'll get used to your job, and of course, your daughter will be less and less demanding as she grows up. That said, we're talking about months or even years, and in the meantime, it sounds as if you're definitely overdoing things. I don't think a wait-and-see approach is enough.

In terms of eliminating stress, is this really the right time to be getting the house redecorated? Having a single room done can be stressful enough, but doing the whole house at once sounds like a recipe for disaster. I'd be tempted to hold off for a year or two.

The other thing is that terrible commute you mentioned. Is there any way you could work from home a couple of days a week? Most employers are open to the idea these days, and it sounds like it'd make a huge difference to your quality of life.

As for managing your time better, it sounds as if you really need some time to yourself. I know this feels like an unnecessary luxury when you're rushed off your feet, but you need to look after yourself better.

Anyway, I'm not sure if that helps, but it's what I'd do if I were in your shoes. Please stay in touch – and let me know if you try any of my ideas.

Take care

Alice

260 words

9 GOING PLACES

Reading and Use of English Part 8 Multiple matching

1 C **2** B **3** D **4** A **5** D **6** C **7** A **8** B **9** D **10** A

Language focus Creating emphasis

1

1 all he was carrying was a small backpack

2 What I don't understand is why I didn't think of this before.

3 All I did was (to) ask her to be a little quieter!

4 Now all I need is some cinnamon.

2

1 was while I was having my tooth filled that

2 isn't a beach holiday (that) they've gone on

3 wasn't until the last day that / was only on the last day that

4 must have been Daniel's twin brother that you saw

3

1 all **2** it **3** until **4** that **5** What

6 happened **7** All **8** was **9** it **10** What

Vocabulary

Describing an adventure

1

1 gruelling **2** swirling **3** exquisite; idyllic

4 intrepid **5** arid

2

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

Anger

1

1 children **2** allow their emotions to show

3 over a period of time **4** formal

5 suddenly and strongly **6** but try not to show it

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2

1 handle **2** tantrum **3** berserk
4 temper **5** nerves **6** steam

Word formation Alternatives from the same prompt word

1 variables; varieties **2** economic; economical
3 continuously; continually **4** participation; participant
5 analyst; analyses **6** specifics; specifications
7 proceedings; procedure **8** consumption; consumers
9 distinctly; distinctively **10** creation; creativity

Reading and Use of English Part 2 Open cloze

1 an **2** in **3** being **4** until **5** rise **6** to **7** not **8** for

Listening Part 3 Multiple choice

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

Writing Part 2 Review

1

Suggested answers

1 aimed at / suitable for / intended for
2 advantages; disadvantages / pluses; minuses / benefits; drawbacks / strengths; weaknesses
3 recommend

2

1

* Did it live up to your expectations? The whole second paragraph
* Did it help you to appreciate the local culture? 'The hotel itself ... didn't bring us especially close to local culture, although we certainly developed an appreciation for Greek food.'
* What tips would you give to other travellers planning to stay there? 'Other travellers to this area will need to make a difficult choice between guaranteed sunshine and escaping the crowds'; 'If I were to go back, all I would change would be to pay slightly more for a quieter room.'

2

* What sort of person is the place aimed at? 'This hotel is aimed at people seeking peace and quiet rather than bustling nightlife'; '... geared towards international tourists'; '... for anyone looking to unwind.'
* What are the strengths and weaknesses of the place? Most of the third paragraph
* Would you recommend it? 'Overall, I would definitely recommend both the hotel and the island of Kos ...'

3

1 seeking **2** bustling **3** cleanliness
4 far exceeded **5** exquisite **6** cuisine
7 geared towards **8** an appreciation for
9 unpredictable **10** guaranteed **11** unwind

4

1 Prices **2** Space per customer
3 Service/Staff **4** Food
5 Views/Surroundings **6** Atmosphere
7 Style/Décor **8** General opinions

5

Positive: affordable, considerate, dedicated, fabulous, hospitable, idyllic, luxurious, modest, picturesque, relaxed, scenic, spacious, tranquil, vibrant

Negative: average, bland, deserted, extortionate, filthy, inadequate, inedible, overcrowded, shabby, tasteless

NB 'Average' is technically neutral, but it usually suggests 'nothing special'; 'deserted' might be positive in some situations, but it usually suggests 'not enough people'.

6

Sample answer

My home town of Warsaw is not widely regarded as a tourist destination. However, if you find yourself in the area, you will be pleasantly surprised by what it has to offer, not at least if you head for the waterfront area – the perfect place for a stroll or cycle, or simply to relax in the sunshine.

The modern and stylishly designed Vistula Boulevard stretches over several kilometres, with a wealth of cafés, snack bars and restaurants both on the walkway and on boats moored by the river. Attractions include trampolines and a water playground for children, as well as live music performances and education and relaxation zones.
A little further along, you'll find a huge fountain park, with spectacular light-and-sound shows every summer evening. Best of all, everything is completely free – apart from the food, of course. However, you could follow the lead of cost-conscious locals, who often bring along their own snacks to enjoy in these splendid surroundings.

The best time to go is during the summer, although it can get crowded in the peak season. To escape the crowds, head over to the other side of the river, where gorgeous sandy beaches are ideal for a picnic or barbecue. However, visitors should resist the temptation to swim in the river as it has dangerously strong currents.

While few tourists will travel to Warsaw solely to see the waterfront area, if you're planning to be in town anyway during the long summer months, it should be right at the top of your to-do list.

255 words

10 HOME IS WHERE THE HEART IS

Reading and Use of English Part 7 Gapped text

1 D **2** C **3** G **4** A **5** E **6** B

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Language focus

Participle clauses

1

1 selling it five years later for £1,000,000
2 someone trying to break into my house
3 Being quite a lazy person
4 The bank having agreed to lend us the money
5 Treated regularly with wood preserver
6 most of my income going on my flat
7 having lived in a house with a garden

2

1 built
2 Having lived (Also possible: Having been living)
3 eating (Also possible: Having eaten)
4 cooing
5 wanting
6 bricked up
7 having
8 revealing
9 Having fallen
10 Removing / Having removed
11 wrapped
12 written
13 living

Noun phrases

1

1 ladies' hairdresser
2 tomorrow's meeting
3 morning routine
4 week's holiday
5 turkey steak
6 goat's cheese
7 child of above-average intelligence
8 the gangster's imprisonment (Also possible: the imprisonment of the gangster)
9 sandwich box
10 bird's wing
11 glass ornament
12 the middle of the road
13 packet of crisps (Or: a crisp packet, if it's empty.)
14 six-hour meeting

2

1 interest **2** humour **3** security
4 stress **5** balance **6** community
7 commitment **8** privacy

Vocabulary

Describing places

1

1 stuffy **2** cheap **3** dingy **4** bright
5 cosy **6** airy **7** tidy **8** cluttered

2

1 a **2** b **3** b **4** a **5** a **6** b **7** b **8** a **9** a **10** b

Expressions with *house* and *home*

1 hit home; home comforts
2 brought the house down; close to home
3 like a house on fire; a home from home
4 make themselves at home; eat us out of house and home
5 house speciality; on the house

Reading and Use of English

Part 1 Multiple-choice cloze

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

Part 4 Key word transformation

1 had made **more** of **2** Do you **happen** to know
3 **Having** been told to do **4** we got **rid** of is/was worth
5 you **ought** to have done is/was
6 why you **put** up with such

Listening Part 4 Multiple matching

1 D **2** F **3** A **4** G **5** B **6** E **7** H **8** G **9** B **10** F

Writing Part 2 Proposal

1

Suggested answers

1 They might have lived through a personal tragedy (e.g. a fire, flooding, unemployment) and/or they may have very specific challenges (e.g. a disabled or seriously ill member of the family).
2 It might be dangerous (e.g. because of damp, electrical problems, etc) and/or badly laid-out for their needs (e.g. no wheelchair access). They may lack basic amenities (e.g. water or electricity supply).
3 Repair anything that is dangerous, change the layout (e.g. by knocking down partition walls), provide basic amenities. It's unlikely that the home could be enlarged, but it may be possible to convert some underused space (e.g. a loft or basement).

2

Suggested answers

1 Four: it is a large family living in a tiny space; both parents have long-term illnesses; there is a severe damp problem in their home; their daughter is a wheelchair user, but the house is completely unsuitable.

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2 Four: treat the damp; convert the rest of the barn into habitable space; transform the current living space; design the whole house for maximum wheelchair access.

3 Two: they will finally have the space to live relatively normal lives in a safe environment; the damp treatment may help Mr and Mrs Smith to recover from their illnesses.

3

Suggested answers

1 'the damp must be treated ...'; 'I propose converting ...'; 'I suggest transforming ...'; 'The whole house must be designed ...'
The strongest proposals use *must* + passive, to show that these two ideas are the most essential and that this is an objective fact, rather than simply the writer's opinion. The other two proposals feel more like suggestions, which could be changed later in the process.

2 '... there will be four bedrooms'; 'these changes will totally transform ...'; 'The damp treatment in particular will dramatically improve ...'

(a) *Will* makes the writer sound a lot more confident than *would*. The writer is trying to make the proposals sound real, rather than a hypothetical possibility.

(b) *Going to* would be inappropriate here because the final decision will be made by the reader, not the writer. *Going to* would suggest that the plan is already in the process of being realised.

4

Suggested answers

1 Now that I have studied hundreds of applications

2 which consists of two parents and three teenage children

3 which will be created out of the currently unused space

4 and will finally give them the space to live relatively normal lives

5 and may even help Mr and Mrs Smith to recover from their illnesses

5

1 converted	**2** severe	**3** prohibitive
4 habitable	**5** fittings	

6

Sample answer

Proposed solutions to local crime

Introduction

There have been a growing number of crimes in our area recently. While the police have done what they can, I believe we should also take matters into our own hands as a community.

Technical solutions

The simplest solution would be better street lighting, combined with CCTV security cameras, both to serve as a deterrent and make it easier to identify and catch criminals. The cost will be modest, especially if shared between all households. The one challenge is that we may need permission from the council, but I understand this is relatively easy to obtain.

Neighbourhood watch

Another simple solution involves neighbours keeping an eye out for and reporting suspicious activities. Not only will this keep us safer, but it will also build a stronger sense of community. The downside is that unless somebody is permanently on guard, many crimes will go unnoticed.

Security guards

Another option would be to have security guards patrol our area. The disadvantage here is the cost: even if we split the guards' salaries between us, it would still be a significant outlay every month, especially with 24/7 coverage. It might therefore make more sense to limit coverage to the middle of the night.

Conclusion and recommendations

My preferred solution would be a combination of lighting and cameras, a neighbourhood watch scheme during the day and a security guard to patrol the area at night. I am convinced that such measures will be worth the inevitable costs, by keeping us safer and giving us peace of mind.

259 words

11 CULTURAL VALUES

Reading and Use of English Part 5 Multiple choice

1 C – She defines being a third culture kid as 'growing up abroad in a culture different to that of your parents'. Her parents are from the UK and France, and she mainly grew up in Thailand. Later in the text, she refers to herself as British and twice mentions that she grew up in Thailand.

2 B – She finds it stressful ('nerve-wracking and anxiety-inducing'). Later, she mentions feeling uncomfortable ('uneasy') but in a different context (filling out official documents).

3 D – She suggests that she speaks two languages fluently, which we can guess must be English (with an American accent) and French (her 'mother tongue'). So when she mentions not speaking 'much of the language of the countries you've lived in' and 'attending an international school', she's almost certainly talking about Thailand.

4 D – Options A, B and C are all features of being a third culture kid, but she presents them as disadvantages. Only D is a benefit.

5 A – She is tempted to adjust her answers, but there's no suggestion that she actually does this. She can't eat so cheaply, but there's no suggestion she can't eat well.

6 B – She has become more aware of the unusualness of her situation (and more tolerant of other people's ignorance), but not as the result of being a third culture kid.

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Language focus Inversion

1

1 sooner; than **2** Only **3** circumstances
4 Not; also **5** little **6** Scarcely; when
7 account **8** ever

2

1 have I felt so proud in my whole life / in my whole life have I felt so proud
2 no point was I informed of the cancellation
3 had the lesson started when the fire alarm went off
4 no means is it certain (that) you'll get the job
5 unless you have a ticket may you enter the conference
6 no way did I intend to insult your culture

Vocabulary

Sight

1

1 eye; look
2 vision; sight (NB *Sight* would also be possible for the first gap.)
3 look; eye
4 look; vision
5 sight; view
6 view; eye
7 look; view

2

1 look **2** sight **3** view **4** sight **5** vision **6** view

Nouns formed with *in*, *out*, *up*, *down* and *back*

1

1 crime **2** patience **3** dramatic **4** danger
5 mild **6** enjoy **7** regular **8** lose

2

1 offers an insight
2 sudden downpour
3 disappointing turnout
4 breakdown in communication
5 suffered a setback

3

1 background; upbringing **2** drawback; income
3 outcome; output

Reading and Use of English Part 2 Open cloze

1 among/amongst **2** was **3** account **4** of
5 not **6** as **7** by **8** to

Listening Part 1 Multiple choice

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

Writing Part 2 Formal email or letter

1

Suggested answers

1 ask to put some of her paintings on display; reassure her that it's safe; mention it might help her to sell the paintings
2 the purpose of the exhibition; the location (the community centre); the number of paintings (20); the length of time (one month), etc. It might also be good to show that you know something about her work (i.e. that she paints landscapes).
3 She might not have 20 paintings available (i.e. because they've been sold, or they're on display elsewhere); she may be worried about security (e.g. her paintings being stolen or damaged), etc.

2

Suggested answers

1 can you take part in a month-long exhibition
2 can we display some of your wonderful landscapes
3 can we borrow 20 paintings
4 lend us as many as possible
5 let me know your answer

3

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

4

1 esteemed **2** hosted
3 honoured **4** problematic
5 prominent **6** raise awareness of

5

Sample answer

Dear Professor Harris

I am writing on behalf of the Global Culture Centre, which aims to spread understanding of and appreciation for the world's cultures among local people.

I would like to invite you to take part in an event we are staging: a series of talks where esteemed explorers and cultural experts share their experiences with an audience of local people. We would be honoured if you would consider giving a talk about your recent round-the-world tour. Such talks typically attract an audience of around 100 culture enthusiasts, who I am sure will be delighted to hear about the various cultures you came across during your trip, as well as any other interesting stories from your travels.

The talk would need to be around 60 minutes in length, to be followed by a 30-minute question-and-answer session involving members of the audience. In our experience,

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talks that include visual elements, such as photos or even videos from your travels, are much better received.

I would like to assure you that we would, of course, provide all the necessary equipment and any technical support you might need during both the preparation and delivery of your talk.

Finally, I would like to point out that the attendees at our culture centre tend to be passionate about culture and extremely eager to learn, so I am convinced you will receive an enthusiastic reaction to your talk.

I look forward to receiving your response.

Best regards

Eva Smith

244 words

12 THE WORLD ABOUT US

Reading and Use of English Part 6
Cross-text multiple matching

1 D **2** B **3** C **4** C

Language focus

Conjunctions and linking adverbials

1

1 that; on
2 In; the
3 contrast/comparison
4 so; not
5 in; of; fact
6 On; of
7 On; the
8 All

2

1 By that time
2 Whilst
3 Consequently
4 so that
5 Apart from this
6 once
7 Otherwise
8 On the contrary
9 in case
10 For this reason

Modal verbs: *Must*, *need*, *should* and *ought to*

1

1 mustn't feed
2 needn't wait
3 ought to finish / should be finishing / will probably finish
4 should I have
5 must have had
6 didn't have/need to pay

2

1 ought to do
2 had/needed to sign
3 should have read
4 didn't have to wait
5 must have been
6 had/needed to get
7 needn't have panicked

Vocabulary

Expressions and phrases with *work*

1

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

2

1 through (Also possible: out) **2** up
3 off **4** out
5 around **6** on
7 towards (Also possible: on)

Adverbs expressing attitude or opinion

1

1 predictably; hopefully
2 undoubtedly; miraculously
3 understandably; astonishingly
4 surprisingly; presumably
5 apparently; disappointingly

2

1 Curiously
2 fortunately
3 obviously (NB: *Clearly* is often a synonym of *obviously*, but it is less likely in this sentence.)
4 conveniently
5 clearly (NB: *Obviously* is less likely in this sentence.)/strangely
6 rightly/obviously

Reading and Use of English

Part 3 Word formation

1 diversity **2** characteristic **3** independently
4 Remarkably **5** avoidance **6** staggering
7 resemblance **8** layout

Part 4 Key word transformation

1 I did was (to) **point**
2 **only** did I clean
3 (just) in **case** your battery goes
4 only did Richard **turn** up late
5 needn't/shouldn't/oughtn't have **taken** so
6 the **chance** to start/begin

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Listening Part 2 Sentence completion

1 (family) farm
2 (native) trees
3 rats
4 (walking) tracks
5 (wire) fences
6 (plant) nursery
7 birds / insects / birds and insects
8 seeds

Writing Part 2 Report

1

Suggested answers

1 preventing the destruction of the animal's habitat (e.g. to build houses); cleaning up the animal's habitat (e.g. removing litter or pollutants); guarding the area (e.g. with fences, security cameras, etc) to prevent hunting, etc
2 legal threats from businesses that want to use the land; threats of physical violence (e.g. from hunters or polluters); unexpected events (e.g. fires, floods, etc)
3 legal fees; heavy construction equipment and/or cleaning tools; security equipment (e.g. fences, cameras, etc)
4 compare the number of animals before and after the project started; compare the quality of the habitat (e.g. the amount of litter or the level of pollution) before and after; explain the outcome/progress of legal/financial/PR battles, etc

2

1 Conclusion
2 Initial results
3 Project work
4 Introduction
5 Introduction, Conclusion
6 Initial results
7 Project work

3

Suggested answers

1 a This is a good approach for a long report or an academic paper, where it is important to separate facts (the actions) from opinions/analysis. However, in a short exam writing task, there isn't really enough space to do it properly. It could be confusing for the reader to have to work out which result relates to each action.

b It is much easier for the reader to work out which results match with each action. However, the report will end up with a lot of very short sections.

c Like option b, this makes it easier for the reader to work out what's going on. The disadvantage is that the report will have one section that is much longer than the other sections.

2 approach c
3 The present perfect continuous, to highlight the fact that the work is ongoing and not yet complete.

4

1 To some extent; still a long way from
2 due to the sheer size of; moving in the right direction
3 initial results are promising; work is far from done
4 to date; a long way to go

5

1 Were these frogs to die out locally, it could have a catastrophic impact across the whole ecosystem.
2 (taken) a three-pronged approach
3 painstakingly
4 deter
5 put down to
6 nevertheless

6

Sample answer

Report on becoming more environmentally friendly

Introduction

Two years ago, our organisation set itself the target of reducing waste by 50% over five years. While there is still a long way to go, we are making excellent progress.

Waste reduction

We have taken a three-pronged approach:

Firstly, we have asked all our suppliers to reduce packaging on the raw materials we buy. Most of them have complied with our request or are in the process of complying, although this has had an adverse effect on our transport costs.

Secondly, we are reducing the packaging on our own products. Redesigning the packaging and adjusting our delivery methods has increased our costs.

Finally, we have invested heavily in upgrading our machines and equipment to make them more energy-efficient. This is an ongoing and expensive process, but we are already starting to see impressive energy savings.

Results

This is perhaps the worst time to evaluate the success of our project, as we have incurred significant costs, while reductions in waste are only likely to be felt in the coming years. We are proud to have achieved a 10% reduction in packaging and energy consumption so far, and we expect that figure to climb to 25% over the coming 12 months.

Conclusion

We set ourselves an extremely challenging target, knowing it would negatively impact our short-term costs. However, we are determined to achieve our goals, which we believe will not only reduce our long-term costs but also decrease our impact on the environment.

258 words

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