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READY FOR

JEREMY DAY

C2 PROFICIENCY

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MELAL LANGUAGE INSTITUTE

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1 THIS IS US

Reading and Use of English Part 6 Gapped text

You are going to read an extract from a newspaper article. Seven paragraphs have been removed from the extract. Choose from the paragraphs A – H the one which fits each gap (1–7). There is one extra paragraph which you do not need to use.

My children don't speak my mother tongue
– as a second-generation migrant, it fills me with sadness

As a second-generation British Pakistani growing up in Bradford, I was surrounded by Urdu and smatterings of Punjabi. English came later, and I can remember not being able to understand my teacher on the first day of nursery.

1 _____

There have been countless debates over the years about which language immigrant parents should speak to their children, and the impact of that on their studies. I've never been convinced of the benefit of dropping one language in favour of the other. Because of my parents' decision, I'm able to speak both languages fluently.

2 _____

Whether it's ordering cuts of meat in the butcher's, placing an order in a restaurant or discussing designs in a clothing shop, it adds joy to my life, allows me to weave in and out of communities, and frees me from the constraints of any one group. And yet, despite my love for my mother tongue, my children don't yet speak Urdu. It wasn't intentional – 13 years ago, when I got married and moved to London, it just took a back seat.



3 _____

The nine-year-old recently announced that he'd like to learn, so that he can converse with his Nani and Nana Abu (my parents). They live 200 miles away in Yorkshire, and on a phone screen is where he sees them most. While they do speak English, age-related hearing loss means it's tricky for them to maintain the patience it takes to have a meaningful conversation with my high-energy sons in a language that they learnt as adults.

4 _____

In these moments, I mourn the loss of my mother tongue for my children. I wonder how they will connect with their heritage, and what it will mean to them as adults. They have the features and skin tone of Pakistanis but their sensibilities, their tongue and their body language are of English children.

5 _____

'Do you understand that?' my son asks, as he catches me on my phone watching the trailer for a new Bollywood epic. He stares at me in wonder, as if I have magical powers. My husband and I have taken to speaking in Urdu to hide our conversations from the boys, using 'chota vala', 'beech vala' and 'bara vala' – which roughly translate as 'little one', 'the middle one' and 'the older one' – instead of their names.

6 _____

They may still pick it up yet. Even if they don't, my sister reminds us that our nani used to say that despite being of Kashmiri heritage, none of us spoke the language, and that this was a natural part of the passing of time.

7 _____

On hearing of the passing of a cousin last year, I took myself off for a long walk and ended up in a curry house. Sitting on the brown leather seats, waiting for my order, hearing the waiters speak the language of my parents soothed me. I wanted to curl up on the sofa the way I used to at family dinner parties, falling asleep and being carried to my room, the sound of laughter still ringing in my ears.

A She was right, of course, but still I teach my sons the things I can. I fill them with a love of their heritage, a respect for the future and a hope they will find a way to learn the things they will need to sustain them in their lives. Urdu will always be the sound of my childhood. It is songs playing on Sunrise Radio on a summer's day. It's gossip at weddings, stories over dinner, theological tales on Eid.

B Every conversation is the same: 'Salaam. How are you, beta?' 'Salaam, I'm good.' Then they look at each longingly through the screen of my phone, nodding and smiling, desperate to connect to their grandchildren somehow. Until finally, my mum says: 'I love you, baita.' My son nods.

C This wasn't an easy decision. Indeed, we did attempt to teach the boys the basics of Urdu when they were little. But it was clear at the time that their hearts weren't in it – and, if we were brutally honest with ourselves, neither were ours. Gradually, the Urdu lessons became less frequent as we followed the line of least resistance and stuck increasingly to English.

D This was all part of my parents' plan: to speak in Urdu to my siblings and me because they knew we would learn English at school. They were right.

E They may never understand Urdu poetry – the words of Faiz, Ghalib and Mir are lost to them, at least in their original texts. They don't have a secret language to use with each other the way my siblings and I do, and they'll have to watch Indian cinema with subtitles.

F My husband, like me, was born in England, and although we came from similar households, he wasn't as fluent as I was in our shared mother tongue. Urdu has brought me so much, but I worry that it is closed off to my three children.

G They think it's hilarious and have cottoned on to which one is which, the middle one having renamed himself as the 'beach bum vala', which feels apt.

H I write for a living and worked as a journalist for the BBC, and this multilingualism has only enhanced my life. It gives me access to other worlds, stories, film and poetry.

How to go about it

- Read the gapped text first, without worrying about the missing paragraphs at this stage. Try to get a general impression of what it's about.
- When you're matching the missing paragraphs, pay close attention to pronouns (e.g. *she*), demonstratives (e.g. *this*) and other words that refer back to things or people mentioned earlier.
- Check that the paragraphs fit in terms of both meaning and grammar.
- When you're left with just one paragraph, check again that it doesn't fit anywhere.

Language focus The present

1 **Read the sentences and answer the questions.**

1 Lucy is such a messy eater! *I always find / I'm always finding* bits of food under her chair!

Which version suggests the speaker is annoyed?

2 The views were stunning, but the photos don't do it justice. You *must have seen / have to have seen* it in real life.

Which version suggests it's a shame that the listener hasn't seen the view?

3 *I understand / I'm understanding* a lot more idiomatic language than before.

Which version suggests a process or trend in the speaker's level of understanding?

4 There'll be a charity raffle and *we hope / we're hoping* you'll be generous enough to donate a prize.

Which version is more indirect/polite?

2 **Complete each gap with the most suitable present form of the verb in brackets.**

1 Richardson _____ (*step*) onto the high diving board. She _____ (*watch*) by millions of people around the world live on TV, but she needs to put that out of her mind. The medal is within her grasp if she can just pull off this final dive. I _____ (*wonder*) what _____ (*go*) through her mind as she _____ (*stand*) up there and _____ (*focus*) on the task ahead of her. She _____ (*take*) a deep breath and _____ (*leap*). She _____ (*twist*) once, twice, three times and ... _____ (*mess*) up sher landing completely. She knows she's blown it.



2 You _____ (*wait*) until the engine is completely cool. Then you _____ (*open*) the bonnet and _____ (*pull*) out the oil dipstick. You _____ (*take*) a clean tissue and you _____ (*wipe*) all the oil off it. Then you _____ (*put*) it back into the hole – all the way to the bottom. Now you _____ (*remove*) it again and you _____ (*check*) the oil level against the gauge. If it's too low, you _____ (*add*) some more oil and then you _____ (*check*) the level again. If you find you _____ (*top*) up the oil all the time, it _____ (*mean*) too much oil _____ (*use*) and you need to get the car serviced.

3 So the other day I _____ (*go*) to the doctor, run into her surgery and say, 'Hey, Doc, I _____ (*shrink*)! You gotta help me!' 'Not right now,' she _____ (*say*). She _____ (*examine*) another patient at the time, you see. 'But I _____ (*get*) smaller and smaller! Hurry up!' I _____ (*yell*). I _____ (*get*) really stressed by now, as you can imagine. 'Well,' she _____ (*say*), 'you'll just have to be a little patient.'

3 **For each pair of sentences, match the beginnings to the correct endings.**

1 I imagine ...

2 I'm imagining ...

- **a** you'll want to stay the night, won't you?
- **b** a sunny beach on a hot summer's day.

3 Denise realises ...

4 Denise is realising ...

- **a** her dream to become an engineer.
- **b** she made a mistake, and she's sorry.

5 They appreciate ...

6 They are appreciating ...

- **a** in value every year, and are now worth twice the original price.
- **b** all of your efforts, and promise to return the favour soon.

7 The dog smells ...

8 The dog is smelling ...

- **a** awful. Has she rolled in something?
- **b** the tree stump to identify which other dogs have passed this way.

4 **Complete the sentences with a suitable performative verb from the box in each gap.**

acknowledge authorise bet challenge declare forgive guarantee quit refuse second warn

1 I know it was just a foolish mistake, so I _____ you this time. But I _____ you: if it happens again, you'll be in serious trouble!

2 To whom it may concern: I hereby _____ Dan Hart to access my financial records and to act on my behalf in financial matters.

3 Ladies and gentlemen. With great pleasure, I _____ this supermarket open.

4 I've had enough of this job and the horrible people who work here. I _____!

5 A: I _____ that you will get your money back.
B: And I _____ that. You can count on us to do the right thing.

6 We _____ that our instructions could have been somewhat clearer, but we _____ to accept liability for your misunderstanding.

7 I _____ you to name, within one minute, 50 words that don't contain the letters A, B, C, D, J, K, M, P, Q or Z. I _____ you can't do it!

Vocabulary Feelings and emotions

1 **Rewrite the sentences to make them more powerful. Use words and phrases from the boxes. You can use words from the left-hand box more than once. Add prepositions where necessary.**

a bit absolutely completely hopelessly literally utterly visibly wholly	besotted despondent dumbfounded elated engrossed flabbergasted glued grossed out petrified repulsed

1 They looked very happy. → They were _____.
2 The filthy kitchen made me lose my appetite. → I was _____ the filthy kitchen.
3 I couldn't believe it! → I was _____.
4 I couldn't stop reading the article. → I was _____ the article.
5 We were very scared. → We were _____.
6 I was shocked and unable to speak. → I was _____.
7 They were deeply in love. → They were _____ one another.
8 Ruby was 100% focused on the film. → Ruby was _____ the film.
9 Joseph was feeling rather sad. → Joseph was feeling _____.
10 It was so disgusting it made me feel sick. → I was _____.

2 **Complete the story with one word in each space. What do you notice about the middle paragraph?**

A JOKE TOO FAR

Me and my mates are always playing pranks on each other. I guess it's a kind of male-bonding thing – it makes us feel like a close-knit group. A few weeks ago, we noticed that one of the guys, Adam, seemed a bit **(1)** _____ in the dumps, so we decided to cheer him up with a prank. We considered sending him a message from an attractive stranger claiming to have fallen head over **(2)** _____ in love with him, but figured he'd see through that in no time. We wanted something more dramatic.

So, when we spot him sitting alone in the park, deeply engrossed **(3)** _____ something on his phone, we spring into action. We sneak up behind him, throw a blanket over his head and start carrying him away. He's scared **(4)** _____ of his wits – he genuinely believes he's being kidnapped. And of course, we're chuffed to **(5)** _____, because our plan's worked. We've even caught it on camera.

When he heard us all laughing, he quickly twigged what had happened, but instead of seeing the funny side, he actually **(6)** _____ ballistic. I mean, he wasn't just a bit angry; he was absolutely apoplectic with **(7)** _____. Our prank had backfired and we all felt deeply embarrassed. I was convinced our pranking days were over … until last week, when Adam got his revenge on us …



Adjectives and nouns with *self*

1 **Match the definition beginnings (1–8) to the endings (a–h).**

1 If somebody wallows in self-pity,
2 Self-righteousness
3 If somebody acts out of self-interest,
4 If somebody uses self-deprecating humour,
5 If somebody has low self-esteem,
6 If somebody is guilty of self-aggrandisement,
7 Self-preservation
8 If somebody is self-possessed,

a they do things to make themself more powerful or important.
b they do what's best for themself (regardless of the impact on others).
c they don't take themself too seriously.
d they stay calm in stressful situations.
e they feel very sorry for themself.
f involves thinking (and acting as if) you're morally superior to others.
g they don't have a good opinion of themself.
h involves keeping yourself safe, even at the expense of others.

2 **Mark the words in the box with + or -, depending on whether they have a generally positive or negative connotation.**

self-actualisation self-assurance self-deception self-delusion self-indulgent self-made self-reliance self-respecting self-sacrificing self-worth

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** mundane **B** compelling **C** uncanny **D** quirky

Don't forget!

- This part of the exam focuses on vocabulary, including phrasal verbs, idioms, linking expressions. The best way to prepare for it is to learn thousands of words and phrases!
- Read the whole text quickly first to get a general idea of what it's about.
- When you're choosing from the four options, pay attention to the words before and after the gap to identify collocations and grammatical structures that can only go with certain words.

ME AND MY DOPPELGANGER

As I took my seat on the plane, I was struck by a rather **(0)** *C* feeling about the stranger next to me. Hoping not to draw attention to my curiosity, I sneaked a **(1)** ..... glance at his face while **(2)** ..... in my bag for my phone. Immediately, I realised what was so unsettling about him: he had my nose, my eyes, even my bone structure. To all intents and purposes, he was me, **(3)** ..... a slightly scruffier version, like a vision of what I might become should I **(4)** ..... to a greater extent than I already do.

Doppelgangers – people who look **(5)** ..... similar to others – have long been a source of fascination and terror, as if representing a peek into parallel universes, the big 'What if …?' Historically, they were seen as **(6)** ..... of doom, as if meeting yourself might bring about a terrible catastrophe. Of course, cold logic tells us that there are finite variations of a human face, so occasionally we're bound to stumble across others with more than a **(7)** ..... resemblance to ourselves. But try as we might to put a rational **(8)** ..... on things, coming face to face with your own doppelganger can still challenge your sense of self-identity to the very core.

1	**A** sheepish	**B** stealthy	**C** furtive	**D** covert
2	**A** clutching	**B** fumbling	**C** snatching	**D** grappling
3	**A** albeit	**B** notwithstanding	**C** nevertheless	**D** hitherto
4	**A** give myself up	**B** set myself apart	**C** put myself down	**D** let myself go
5	**A** eerily	**B** inscrutably	**C** cryptically	**D** notoriously
6	**A** harbingers	**B** portents	**C** precursors	**D** heralds
7	**A** hinting	**B** spotting	**C** passing	**D** bearing
8	**A** twist	**B** spin	**C** curl	**D** roll



Listening Part 1 Three-option 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.

Don't forget!

- At C2 level, comprehension questions tend to focus on things like gist, feeling, function, purpose, specific detail, topic, agreement and the speakers' attitudes or opinions. That means you'll often need to 'get into the speakers' heads', rather than simply pick out key words and facts.
- Read the questions and options carefully before you listen.
- You will hear the recording twice. Use the second time to check your answers.

Extract 1

You hear a talk by a toy designer.

1 What is her main point about her collection of dolls?

- **A** Their outfits reflected outdated stereotypes of women's clothing.
- **B** Despite superficial differences, they were far from representative.
- **C** They were inappropriate because their body shapes were inauthentic.

2 How does she feel about her childhood experiences today?

- **A** aggrieved at the injustice
- **B** impassioned to drive changes
- **C** reassured by recent improvements

Extract 2

You hear a conversation between two friends.

3 Paolo is concerned that he was promoted

- **A** in spite of his lack of appropriate skills.
- **B** solely because he deceived his employer.
- **C** as a result of a misunderstanding.

4 Helena implies that imposter syndrome

- **A** can be overcome by asking for others' opinions.
- **B** makes sufferers insufficiently self-critical.
- **C** is considerably less prevalent than Paolo imagines.

Extract 3

You hear part of a radio news report.

5 What first alerted hospital employees to the woman's fraud?

- **A** spurious references from previous employers
- **B** forged documents from a higher education institution
- **C** variability in the vocabulary she employed

6 What does the presenter suggest was a matter of luck?

- **A** finding documentary proof of her prior fraudulent activity
- **B** the hospital's decision not to terminate the woman's contract
- **C** the woman's ability to escape justice for so long



Writing Part 2 Article

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

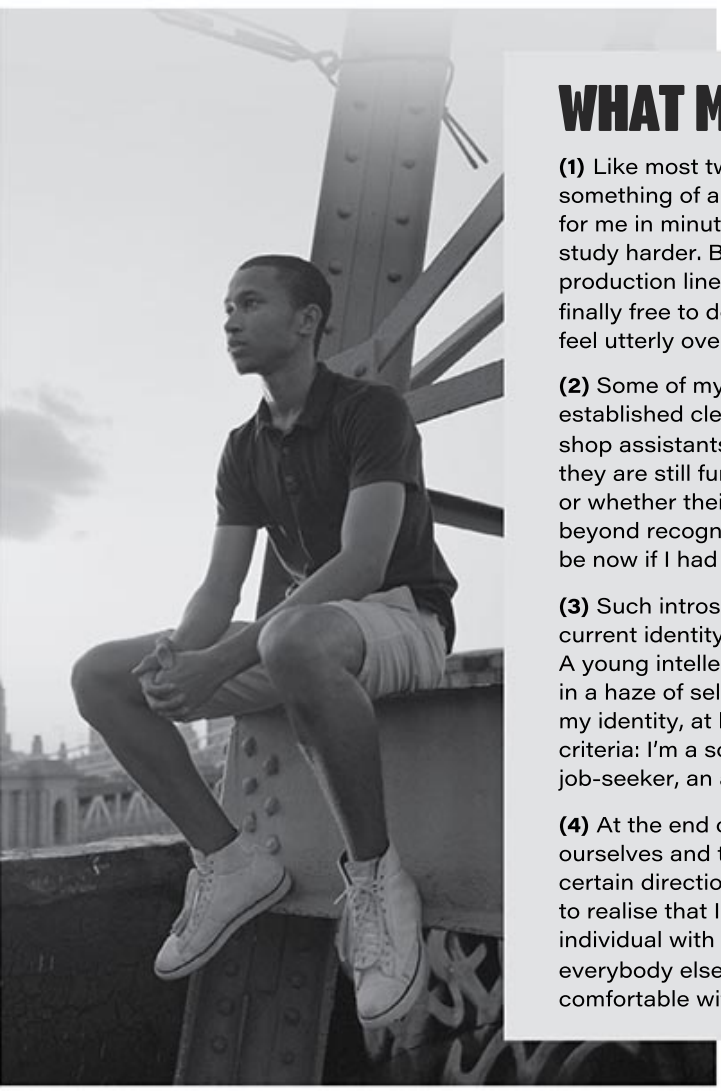
> A popular online magazine has asked readers to submit articles about the multiple identities that we have in our lives. The article should compare the writer's personal experiences with those of others of a similar age to make general points about what makes us who we are.

Write your **article** in **280–320** words in an appropriate style.

1 What sort of language should your article use (e.g. formal, academic)?
2 Whose experiences should you include in your article?
3 What balance between personal experiences and general points should you achieve?

Read the model answer and answer the questions.

1 In which paragraph(s) does the writer focus on his own personal experiences?
2 In which paragraph(s) does the writer focus on other people of his age?
3 In which paragraph(s) does the writer make general points about having multiple identities?



WHAT MAKES US *WHO WE ARE*?

(1) Like most twenty-somethings, I'm currently undergoing something of an identity crisis. Until recently, life was mapped out for me in minute detail: go to school, study for exams, get into uni, study harder. But what happens when you reach the end of that production line? When the world is suddenly your oyster and you're finally free to decide what happens next, the lack of constraints can feel utterly overwhelming. Who exactly am I? Who do I want to be?

(2) Some of my former classmates from school have already established clear-cut identities for themselves: as police officers, shop assistants, home-owners, parents. I often wonder whether they are still fundamentally the same people that I knew growing up, or whether their new responsibilities have shaped their identities beyond recognition. This also leads me to contemplate who I might be now if I had made different life choices in my teens.

(3) Such introspection inevitably makes me question my own current identity. What do strangers see when they look at me? A young intellectual on the cusp of a glittering career, or a drifter lost in a haze of self-doubt? Possibly neither, but the chances are that my identity, at least in other people's eyes, is built on more objective criteria: I'm a son, a brother, a reliable friend, a recent graduate, a job-seeker, an avid gamer, a language-lover, an introvert.

(4) At the end of the day, these are mere labels that we attach to ourselves and to others. Our identities can help to nudge us in certain directions, but they do not define who we are. I've come to realise that I don't need a single label for myself. I'm a complex individual with multiple and even conflicting identities – just like everybody else – and that's something I'm only now becoming comfortable with.

How to go about it

- If you're writing an article that is philosophical in nature, including questions can make a strong impression. These could be rhetorical questions (i.e. questions for the reader to consider) or questions that you ask yourself (e.g. to express your own doubts). However, don't forget to answer the questions, because you must also present your opinions.
- Another powerful technique is to use metaphors to make your writing more vivid. E.g. *We all wear a mask from time to time to cover up how we really feel.*

3 **Find examples of the following techniques and structures in the model answer. Why do you think the writer has used them?**

1 Two lists with no conjunction (e.g. and/or/but) before the last item
2 A rhetorical question for the reader to consider
3 Four questions that the writer is asking himself
4 Two metaphors in paragraph 1 connected with knowing where to go next
5 A mixed conditional

4 **Complete the *Useful language* box with phrases from the model answer.**

Useful language

Relating personal experiences to general points	**Self-reflection**
I believe I am fairly typical of ... in terms of ...	*I occasionally find myself doubting whether ...*
(1) _____ (para 1)	**(3)** _____ (para 2)
I'm sure I'm far from alone in having experienced ...	*I often think about/consider ...*
(2) _____ (para 4)	**(4)** _____ (para 2)
	(5) _____ (para 3)
	I now understand/appreciate ...
	(6) _____ (para 4)
	... and this I find significantly harder to accept.
	(7) _____ (para 4)

5 **Complete the idioms and collocations from the model answer. Try to do it from memory first.**

1 to _____ an identity _____
2 the world is your _____
3 (to have) a _____ identity (for yourself)
4 to _____ somebody's identity beyond _____
5 on the _____ of a _____ career
6 to be lost in a _____ of _____
7 in other people's _____
8 an _____ gamer
9 at the _____ of the _____
10 _____ labels that we _____ to ourselves
11 to _____ somebody in a certain _____

6 **Complete the following exam task.**

A magazine for English-language learners has invited readers to write articles about how the different languages we speak may affect our personal identities. Writers are encouraged to reflect on their own experiences as speakers of more than one language, and to make general points about the relationship between our languages and our identities.

Write your **article** in **280–320** words in an appropriate style.

2 WANDERLUST

Reading and Use of English Part 5 Multiple choice

You are going to read a newspaper article about life at sea. For questions 1–6, choose the answer (A, B, C or D) which you think fits best according to the text.

1 Why does the writer give the example of a knot in her hair?
- **A** to lament the lack of facilities on board
- **B** to illustrate her lethargy during a tedious journey
- **C** to highlight her parents' unconventional approach to child-rearing
- **D** to refute a misunderstanding about the glamour of seafaring

2 During her first three-week voyage, the writer suggests she felt
- **A** liberated by having so much time to think.
- **B** frustrated with the monotony of the journey.
- **C** impatient to reach her destination.
- **D** weakened by the sea's constant motion.

3 Which aspect of the open ocean does she suggest had the most profound impact on her?
- **A** Her inability to fit in with the norms and standards of the rest of society.
- **B** The awareness that few others had experienced such isolation.
- **C** Her awe at the vastness of the ocean in contrast to her own irrelevance.
- **D** Her experience of seeking significance in seemingly meaningless emptiness.

4 What point does she make about the dangers of life at sea?
- **A** Most people are irrationally obsessed with the exaggerated risks.
- **B** The sea is safer than some places that provoke less terror.
- **C** Her parents' recklessness put the whole family in great danger.
- **D** Sea travel can be relatively safe with meticulous preparation.

5 The writer attributes her own fascination with the sea to
- **A** her need to spend time far from land.
- **B** the insufficient maritime skills she acquired as a child.
- **C** her deep-seated desire to explore remote destinations.
- **D** her likely possession of the DRD 4-7R gene.

6 What seems to be the writer's current attitude to her childhood experiences?
- **A** She longs to return to her former nomadic lifestyle.
- **B** She regrets her lack of enthusiasm during her family's voyages.
- **C** She accepts that the monotony shaped her character.
- **D** She feels bitter about the psychological dependence they created.

How to go about it

- Read the whole text quickly first, without looking at the questions. Try to get a sense of what it's about and why the writer has written it.
- Identify which part of the text corresponds to each question. They are answered in the same order (although you'll often need to understand the whole text). The final question is often about the whole text.

WHAT FOUR YEARS AT SEA TAUGHT ME ABOUT OUR RELATIONSHIP TO THE OCEAN

It was on day 11, I think, that I stopped getting out of bed at all. I had already let my hygiene standards slip to the point that a large knot was starting to form in my hair. Later my mother would have to cut it out with scissors. She didn't mind. We were all in the same boat.

I was nine years old, and nearly two weeks into sailing across the Atlantic with my family. Including my little sister, there were four of us aboard a 52 ft yacht – our home for four years, in which time we got from Dorset to New Zealand.

The longest period we spent entirely at sea was 21 days, and we did so twice: from the Canary Islands to Barbados, and then from the Galápagos Islands to French Polynesia. The first trip I remember spending mostly in bed, below deck in the dark, forging a new relationship to time.

I grew used to observing the ebb and flow of my thoughts with a languor that today would probably be praised as meditative. The days slid by, mostly unbroken except for meals and milestones: quarter-way, halfway, crossing the equator, which we marked with little parties. Not long after the sun had gone down, you'd go to sleep – partly because artificial light drained the boat's battery, and partly because the sooner you went to sleep, the sooner another day would pass, and the sooner you would arrive. When we finally reached Barbados, and set foot on land for the first time in three weeks, my knees wobbled, bracing for the next wave that didn't come.

Most people have no more personal connection to the sea than the odd trip to the seaside. A more intimate relationship can be incompatible with conventional ways of life and maybe – the knot in my hair might attest – its quality. At the same time, it changes you in a very profound way. It was only relatively recently, I'm embarrassed to say, that I realised that my experience was not universally shared – that not everyone has known the open ocean, with no land in sight in any direction for many miles. Just endless sea, sometimes even indistinguishable from sky; an expanse of grey or blue, entirely uninterrupted, except by you.

It is hard to convey what that feels like, the effect that it can have. You feel dwarfed and insignificant, of course – but the mind cannot hold on to reverence for long. I remember it more often playing tricks on me, registering patterns and shapes in the movements of the wave – my brain determinedly generating interest, overlaying meaning, as though it could not make sense of there being only water everywhere.

Yet, in imagining a life at sea, most people seem less inclined to think of tedium than terror. Many have told me that the thought of being stranded in the open ocean is one of their greatest fears; I'm not sure that they would single out being lost in a forest, for example, or on a snowy mountain in the same way, though all three landscapes are alien and potentially dangerous.

In fact, the first question I am most often asked about my childhood is, 'Were there any storms?' or, more to the point, 'Were you scared?' The answers are yes, only one, a freak occurrence overnight; and no – I slept through it. My parents were highly risk-averse, setting out for sea only when the weather forecast was favourable and they had supplies – food, medical, electrical – in order to be ready for every eventuality.

There could be a genetic predisposition towards how we feel about travelling the seas: DRD 4-7R, the so-called 'wanderlust' gene, is thought to be present in about 20% of the population. Even if my parents have wanderlust in their DNA, I'm not sure it was handed down to me. Though I spent the first half of my life sailing, I acquired none of the skills – I couldn't even manage a bowline knot. I have blamed it on my being a child, but the truth is I have never had any interest in boats beyond as a means of accessing the open ocean.

I still feel a strong connection to the sea. When I am struggling to get to sleep I play ocean sounds through my phone: a crude attempt to simulate the limitlessness, even transcendence, I remember feeling out in open water. You can be claimed by the sea without drowning. I feel its absence on a bodily level like a mineral deficiency.

Language focus Talking about the past

1 Complete the sentences with a suitable past form of the words in brackets. Sometimes more than one answer is possible.

1 That budget airline used to be terrible – they _____ (*always* / *lose*) my bags when I flew with them – but now they're much better.
2 The boat trip _____ (*mean* / *depart*) at dawn, but due to the rain, it didn't leave till mid-morning.
3 Do you have five minutes? I _____ (*hope* / *speak*) to you about the possibility of some financial support.
4 There's no time like the present, as my mother _____ (*say*) whenever she had an important job to do.
5 We _____ (*be* / *give*) a free in-flight meal, but they seem to have forgotten us.
6 Everybody screamed because the boat _____ (*about* / *crash*), but somehow the captain managed to avoid a collision.

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

A JOURNEY TO REMEMBER

When I was younger, I was **(1)** _____ travelling around Europe on coaches and trains to visit friends and acquaintances in other countries. And **(2)** _____ always leave everything till the last minute: planning my route, buying tickets, packing. I used **(3)** _____ to worry about getting lost or stuck anywhere – 'coping with the unexpected' was part of the thrill of travelling. My parents **(4)** _____ always telling me to plan more carefully, but I **(5)** _____ listen.

On one occasion, I'd decided to travel by train to Belgrade and **(6)** _____ packed my rucksack with a few clothes just in time to catch a bus to the train station. But then, just as I was **(7)** _____ to leave the house, I realised I **(8)** _____ packed my passport. I then spent an hour hunting for it, and by the **(9)** _____ I'd found it, **(10)** _____ missed my train. I was to **(11)** _____ met up with some friends in Belgrade and gone to a concert, but arrived 24 hours late – long after the concert **(12)** _____ finished. I was so annoyed – I'd **(13)** _____ **(14)** _____ forward to it for ages.

Adverbs and adverbial phrases

1 How many possible positions are there for the adverbs or adverbial phrases in brackets?

1 After such a near miss, the captain of the ship was visibly shaken. (even)
2 Although flying makes me nervous, it's the only alternative. (every now and then)
3 I don't understand why the tickets aren't a lot cheaper. (really)
4 I spotted a ship. (far away on the horizon)
5 I believe they were acting. (honestly)

2 Complete each sentence with a pair of adverbs from the box.

deep/deeply fine/finely high/highly short/shortly wide/widely

1 We climbed so _____ up the mountain that it was hard to breathe, but the views from the top were amazing, so I'd _____ recommend the expedition.
2 We're receiving news that a plane has landed just _____ of the runway at City Airport. We'll bring you more details on that story _____.
3 I was _____ impressed by the train tunnel, which took us _____ under the mountains.
4 The tickets were supposed to be _____ available, but after searching far and _____, I've been unable to get my hands on any.
5 Earlier, the food processor wasn't chopping the vegetables _____ enough, but it seems to be working _____ now.

Vocabulary Travel

1 Complete each text with three adjectives from the box that collocate with the nouns in bold.

alternative arduous bumpy circuitous fleeting flying impromptu long-haul perilous scenic smooth unacceptable unavoidable uneventful unforeseen

1 I am writing to complain about the _____ **delay** to the start of our holiday. The tour operator claimed that it was _____ because of the weather. However, it can't have been completely _____, because everyone knew a huge storm was on its way.

2 When we saw the city centre was jammed, we asked our taxi driver if there was an _____ **route** to the hostel. She then took us on a _____ **ride** through the industrial district, which, while not exactly _____, eventually got us to our destination.

3 While we were having dinner, we received an _____ **visit** from my old flatmate Jose. He said it was just a _____ **visit**, as he was passing our house on his way to a meeting, but he promised his next **visit** would be a little less _____.

4 We were apprehensive about the _____ **journey** through the rainforest, but fortunately it turned out to be pretty _____ – apart from nearly being bitten by a venomous snake! That said, we were exhausted after the _____ three-day **journey**.

5 I was dreading my _____ **flight**, with its late-night departure. Luckily, it was a very _____ **flight**, so I managed to sleep for most of it, although I was woken up when we hit turbulence and it got a bit _____ over the ocean.

2 Complete the sentences with a suitable noun. The first letter has been given for you.

1 The city centre has a lively atmosphere with bustling **c**_____ everywhere.

2 After I'd got over the initial culture **s**_____, I started to feel more at home.

3 The VIP lounge offers a welcome respite for the discerning **t**_____.

4 The journey to the hotel took us through dozens of backwater **v**_____.

5 Although the locals hated the statue when it was first built, it has since become an iconic **l**_____ of the whole city.

6 I've stopped eating at that restaurant because of the shoddy **s**_____.

Word formation Adverbs

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

1 It's easy to make the car go left. Just turn the wheel _____. (*clock*)

2 Even if a guest turns up uninvited, you should still treat them _____. (*consider*)

3 Unfortunately, you tried to fix the laptop yourself, _____ breaking the terms of your guarantee. (*there*)

4 The trail leads _____ through the forest. Shall we follow it? (*on*)

5 My work for charity allows me to live my life more _____. (*purpose*)

6 The holiday cabins are _____ arranged around a central swimming pool. (*space*)

7 The weather was terrible, but we went camping _____. (*regard*)

8 She's very well-read and can talk _____ about a huge range of topics. (*know*)

9 I'm sure we'll bump into each other on our travels again one day, _____ that might be. (*where*)

10 The food was awful, the service _____. (*like*)

11 The crowd listened _____ as the speaker eloquently voiced their concerns. (*admire*)

12 I've been told this _____, so don't mention it to anyone else. (*confide*)

13 _____ they'll say I'm mistaken, but I'm sure I was told service was included. (*doubt*)

14 The resort is famed for its _____ pristine beach, but the sand looks pretty grubby to me. (*suppose*)



Reading and Use of English Part 3 Word formation

How to go about it

- Read the whole text first to get a sense of what it's about.
- Don't simply write a form of the word that fits grammatically – it must also make logical sense too. Be especially careful where more than one form would be grammatically correct.
- Remember that you may need to make two, three or more changes to the root word (e.g. deny → deniable → undeniable → undeniably).

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).



Virtual tourism

Virtual tourism offers you the opportunity to explore the world's most **(0)** *PICTURESQUE* and exhilarating locations from the comfort of your own home, thanks to **(1)** _____ virtual reality technology. Simply don your headset and explore to your heart's content. — PICTURE / IMMERSE

(2) _____ to say, the main benefit is cost: there's obviously no need to shell out for an **(3)** _____ plane ticket or hotel room. Virtual tourism is also **(4)** _____ less harmful to the environment: not only do you avoid greenhouse gas emissions during your journey, but you also steer clear of delicate landscapes that might **(5)** _____ be harmed by your presence. — NEED / PRICE / QUESTION / OTHER

Of course, unlike real tourism, the **(6)** _____ of relaxing on a virtual sunny beach will wear off quickly, and 3D technology is still far from enabling you to experience the tastes, smells and emotions of being there in person. So the **(7)** _____ of virtual tourism replacing the real thing any time soon remains low. In fact, many tourist boards are hoping it may even entice more visitors: having experienced the location virtually, you'll have the **(8)** _____ urge to visit again in real life. — NOVEL / LIKE / RESIST

Listening Part 2 Sentence completion

2 You will hear part of a podcast about sleep tourism. For questions 1–9, complete the sentences with a word or short phrase.

Don't forget!

- Each space needs to be filled with a word or short phrase. You are not expected to change the form of the words (e.g. to make a plural or change the tense) – the gapped words will appear in the correct form in the script.
- The answers are given in the same order in the script. However, you'll often hear a word or phrase **before** it's clear that it's the missing information. So you'll need to remember things that you heard a few seconds earlier.
- Before you listen, read the sentences carefully to predict what is missing (e.g. a noun phrase).
- You'll hear the recording twice. Use the second listening to check your answers.

Sleep Hotels

The priority for sleep hotels is to give their guests a **(1)** _____.

Recently, increased awareness of the health benefits of sleep has meant many ambitious and successful people no longer deem it to be a **(2)** _____.

In a traditional hotel, sounds from both its **(3)** _____ and the street can prevent guests from sleeping well.

Blackout curtains are vital for preventing the light of **(4)** _____ entering the room when guests are trying to fall asleep.

It is likely that hotels will need to renovate or replace their **(5)** _____ in order to cater for sleep tourists.

Each sleep-hotel guest should be allowed to select their own **(6)** _____ from a handful of options.

It's recommended that guests ought to be able to listen to **(7)** _____ or drink herbal tea to help them to fall asleep.

A persistent inability to sleep may be the result of insomnia, sleep apnoea or another **(8)** _____.

Sleep tourism may offer a **(9)** _____ by teaching people to sleep more soundly on a permanent basis.



Writing Part 1 Essay

Don't forget!

- In part 1, there are usually two key points in each text. It's vital to identify these before you do anything else, because you must cover all the key points in your own writing.
- The key points are often controversial statements of the writer's opinion. Look out for opinion adjectives and adverbs that present an opinion rather than an objective fact.
- The key points may also be recommendations. Look out for phrases like, 'Why don't we ...?' and 'Wouldn't it make more sense to ...?'

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

1 What are the two key points in each text? Underline them and label them a, b, c and d.
2 Are the key points controversial statements of opinion or recommendations?
3 Why aren't the other sentences also 'key points'?
4 Which phrases in 'Beyond the comfort zone' echo (or contrast with) points made in 'Just a bucketful of shallow experiences'?

Just a bucketful of shallow experiences

For many, travel is a race against time, to visit every place on their bucket-list before it's too late. No sooner have they ticked off one country, city or entire civilisation from their list ("Been there, done that") than they're already planning where to go next. But this leads to a pitifully shallow experience of each destination, with no effort to get to know its people and their culture on a more meaningful level. Wouldn't it be better to spend more time in each location, and even return repeatedly over the years, to get a much deeper sense of time and place?

Beyond the comfort zone

While most people are content to spend their whole lives in one place, or to spend every holiday in the same resort, those of us with broader horizons feel the relentless pull of the unknown. Who cares about those well-trodden places that we've already explored? Life is all about venturing beyond the familiar. Of course, a sedentary lifestyle may suit some people, but history has shown that the world belongs to those who are brave enough to leap into the unknown, again and again.

Write an essay summarising and evaluating the key points from both texts. Use your own words throughout as far as possible and include your own ideas in your answers.

Write your essay in 240–280 words in an appropriate style.

2 Read the model answer. Underline extracts that echo the four key points from the input texts.

In search of meaningful travel experiences

Travel is often said to broaden the mind, but it can also shape our very souls. Many of us define ourselves by the places we've visited, the wonders we've seen and the experiences we've lived through. But there is a dilemma inherent in the nature of travel: is it better to travel far and wide, or to get to know only a few places intimately?

There is certainly a lot to be said for visiting as many places as possible. Indeed, it might be argued that the exploration of new destinations is the essence of life. Not only does it open our eyes to an unlimited range of lifestyles, landscapes, wildlife and artificial constructions, but it also unleashes the creative spirit of adventure that has been so central throughout the development of civilisation.

That said, there is a danger that by simply racing through as many destinations as possible, we barely scratch the surface of each location. After all, what deeper meaning is there in spending just enough time to take a few selfies before heading off again? For a less superficial experience, it is necessary to invest time to get to know each place, its people and culture, and then to come back again and again. Although this takes more effort and results in fewer selfie opportunities, ultimately it leads to a far richer experience.

Overall, while I fully understand and respect the wanderlust that drives people to head into the unknown, there's a severe risk that it can become a meaningless bucket-list exercise. A far superior alternative, in my opinion, is to explore widely but also deeply, and to return to your favourite destinations throughout your life.

3 Complete the *Useful language* box with phrases from the model answer. Write one word in each space.

Useful language

Reporting or imagining people's opinions	Introducing a contrast or a supporting argument
It is often said that X does Y.	*Having said that, ...*
(1) *X* _____ _____ _____ *to do Y.*	**(4)** _____ _____, ... *Let's face it, ...*
(2) *There is certainly a lot* _____ _____ _____ *for (-ing).*	**(5)** _____ _____, ...
(3) *Indeed, it* _____ _____ _____ *that ...*	**(6)** *Overall,* _____ *I (fully understand and respect ...), there's a (severe risk that ...)*

4 Match the beginnings to the endings to make idioms and collocations from the model text. Try to do it from memory first.

1	travel broadens	**a**	the surface of something
2	to live through	**b**	life
3	a dilemma	**c**	and wide
4	to travel far	**d**	the mind
5	get to know	**e**	someone's creative spirit
6	the essence of	**f**	an experience
7	to open	**g**	something intimately
8	to unleash	**h**	the unknown
9	to barely scratch	**i**	inherent in something
10	to head into	**j**	one's eyes to something

5 Complete the following exam task.

Read the two texts below.

Just get up and go

There's something magical about spontaneous travel, be it a trip to the local park or a voyage around the world. To be able to drop everything, grab a few essentials and head out into the world is one of the most glorious freedoms we have. But in our modern world, travel has become commoditised and packaged for us. More often than not, somebody has already planned everything meticulously, so instead of hitting the open road, we're herded like sheep. For me, that's just a pale imitation of real travel.

Fortune favours the prepared

Some people are under the mistaken belief that travel always has to be spontaneous. In my experience, however, much of the joy of travelling comes from meticulous research and planning, often weeks or months in advance. That way, you know exactly what to see and what to avoid like the plague. Of course, no amount of planning will allow you to foresee all that may befall you during your trip, but at least it should keep you safe from disease, crime and accidents, and may even help you turn your trip into the adventure of a lifetime.

Write an essay summarising and evaluating the key points from both texts. Use your own words throughout as far as possible and include your own ideas in your answers.

Write your essay in 240–280 words in an appropriate style.

3 AHEAD OF THE CURVE

Reading and Use of English Part 7 Multiple matching

You are going to read an article about inventors who didn't get rich from their inventions. For questions 1–10, choose from the people (A–D). The people may be chosen more than once.

Which inventor

failed to strike a deal with an eventual beneficiary? 1 ☐
spurned a lucrative opportunity based on a belief in egalitarianism? 2 ☐
designed something to help people who couldn't afford the alternative? 3 ☐
took inspiration from an inability to support somebody in need? 4 ☐
regretted not having been able to do more to fight disease? 5 ☐
suffered exploitation at the hands of a former partner? 6 ☐
had another person claim credit for the invention owing to a lack of any legal protection? 7 ☐
intended their invention to raise awareness of an unfair process? 8 ☐
seems to have been averse to being the centre of attention? 9 ☐
struggled financially despite their creation having reaped substantial commercial rewards? 10 ☐

What to expect in the exam

- Part 7 consists of either a single text divided into 4–6 sections, or a set of 4–6 short texts on the same topic.
- You have to match ten statements to the sections or short texts. In general, you can expect at least one statement to match with each section/text, but some sections/texts will match with two, three or even more statements.
- The statements may refer to specific information, opinions or attitudes.

Language focus Talking about the future

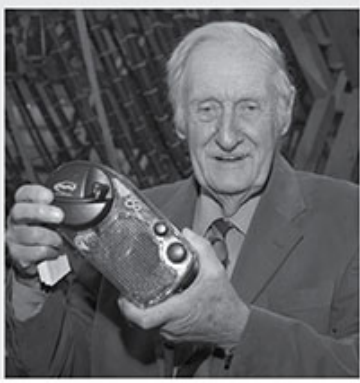
Future forms

1 Choose the most suitable future form to complete each sentence.

1 I don't mind dropping the keys off to Fiona tomorrow evening. *I'll drive / I'll be driving / I'll have driven* past her flat anyway.
2 A: I haven't checked my emails since Monday.
B: In that case, you *won't have been seeing / aren't going to see / won't have seen* our big news.
3 Dan decided to stay quiet about his discovery for the time being. There *would be / will have been / is going to be* time to tell everyone about it later that day.
4 *Will you have needed / Are you needing / Will you be needing* your car this evening? I was just asking in case I might be able to borrow it.
5 I'm exhausted. By the end of this week, *I'll have been working / I'm going to work / I'll be working* for ten days non-stop.
6 You can't go home until *you'll have cleaned / you've cleaned / you're going to clean* up this mess.

FOUR INVENTORS WHO DIDN'T GET RICH FROM THEIR CREATIONS

A Trevor Baylis



Trevor Baylis was inspired to create the wind-up radio after watching a television programme in 1991 about the inexorable spread of diseases. The programme said that a good way to tackle it was through educational radio programmes, but a lot of places lacked access to electricity, and batteries were prohibitively expensive. 'I had a prototype for the wind-up radio within half an hour,' he said. But his one-of-a-kind invention, which sold in the millions, wasn't lucrative for Baylis, who admitted to being 'totally broke' in 2013. Speaking of his London home, he said: 'I'm going to have to sell it or remortgage it. I'm living in poverty here.' Despite the success of his wind-up radio and several follow-up products employing similar technology, including a torch, a mobile phone charger and an MP3 player, he claimed to have received almost none of the profits. Due to the quirks of patent law, the company he went into business with to manufacture his radios was able to tweak his original design, which caused him to lose control over the product.



B Elizabeth Magie

In 1904, Lizzie Magie obtained a patent for a board game she had invented, *The Landlord's Game*. The game was novel in that players followed a circular path, with no clear finish point. Another innovation was that players could 'own' places on the board – and make other players pay a penalty for landing on them. As a passionate advocate of social justice, Magie sought to highlight the system whereby property owners grew richer by accumulating monopolies to extract higher rents from poor tenants. The game was available in two versions: *Monopoly*, where players succeeded by selfishly destroying the wealth of other players, and *Prosperity*, where they worked together for their mutual benefit. As the game grew in popularity, another inventor, Charles Darrow, became aware of it and claimed it as his own invention. He took out his own patent in 1933, and even published it with Parker Brothers (who had rejected Magie's original several times on the grounds of it being too political). Monopoly went on to become one of the greatest boardgames of all time, but while Darrow and Parker Brothers reaped the benefits, Magie received a mere $500 in exchange for her patent.

C Daisuke Inoue



Daisuke Inoue, a Japanese businessman and occasional band drummer and keyboardist, invented the karaoke machine after being asked by a client to accompany him on a work trip where Inoue would play the keyboard alongside his vocals. Inoue couldn't attend, however, and instead gave the client a recording of instrumental backing music for him. This sparked an idea to build a machine equipped with a microphone and amplifier that played music recorded on tapes. The machines were well-received at bars and clubs, but Inoue, who had not patented his invention, failed to make any money from it. Years later, a Filipino entrepreneur called Roberto del Rosario took Inoue's idea and made his own karaoke machine system – which was patented.



D Sir Tim Berners-Lee

English engineer and computer scientist Sir Tim Berners-Lee, who invented the World Wide Web in 1990, could potentially have become as rich and powerful as Microsoft founder Bill Gates. Instead, he determined that his creation should be free for everyone to use and opted against patenting it. In a 2008 interview, he said he tends not to dwell on what he might have done with the billions of pounds he could have earned if people had been prepared to hand over royalties. He said, 'It would be nice to be in Bill Gates's position, where you could donate huge sums to tackling world health problems. We all ask ourselves what we would do if we had loads and loads of money. I would buy huge tracts of coastline in the UK and donate it to the National Trust. I'd also buy ugly buildings and knock them down.' A reserved and modest man, Berners-Lee has long shunned the limelight, preferring instead to closet himself in academia – lecturing and working with research students.

2 Complete each sentence with a suitable word.

1 The researchers are very excited because they believe they're on the ___ ___ **i** ___ ___ of a major breakthrough.
2 We need to unplug that heater immediately! It looks like it's ___ ___ **o** ___ ___ to explode!
3 She's already scored eight goals in her first three matches. At this rate, she's ___ **e** ___ to smash the club record by the end of the season.
4 The science festival ___ ___ to take place over the second weekend of June.
5 I'm going to send them an email to ask one more time, but it's ___ ___ ___ ___ **k** ___ ___ ___ to change their minds.
6 Terry's had enough of his job. He's on the ___ ___ **r** ___ ___ of quitting.
7 I'm not too worried if they don't accept our offer. There are ___ ___ **u** ___ ___ to be similar opportunities in the coming months.
8 We have to renew our subscription. It's ___ **u** ___ to expire at the end of the month.

3 Change the sentences in Exercise 2 so they're about the past.

Will, shall and would

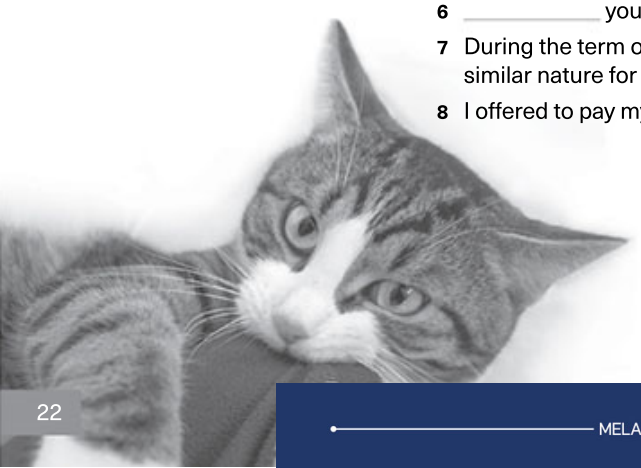
1 Match the questions or statements (1–8) to the replies (a–h).

1 What time will we arrive?
2 What time shall we arrive?
3 I'm so depressed about failing my exam. I'll never finish my course!
4 Your cat scratched my arm! Look!
5 I use one social media profile for my professional contacts and another for my crazy party friends.
6 Shall I cook a meal for our visitors?
7 Any idea where my sweatshirt is?
8 Shall I phone to let them know we'll be late?

a Nope. But seek and ye shall find!
b No, they'll have eaten already, I expect.
c It's up to you. Any time after lunch will be fine.
d And never the twain shall meet, let's hope!
e Good idea. They'll be wondering where we've got to.
f Hey, chill out. This too shall pass.
g Well, you will keep teasing her, so it's your own fault.
h Unless we hit a traffic jam, I'd say in about an hour.

2 Complete the sentences with *will/won't, would/wouldn't* or *shall (not)*. Sometimes more than one answer is possible.

1 'If you dare not confront that frightful gentleman, Papa, then I _____ march up to his house to speak with him myself,' declared Elizabeth.
2 I remember she was a very talented chemist, but she _____ leave a terrible mess in the lab most evenings.
3 There's something wrong with this door. It _____ open.
4 I found my keys under the sofa, but now, _____ you believe, I've lost them again.
5 'I couldn't wake up this morning.'
'Well, if you _____ sit up till 3am watching TV!'
6 _____ you be quiet, please? I'm trying to make a phone call!
7 During the term of this contract, the supplier _____ conduct any work of a similar nature for other clients, unless by written agreement.
8 I offered to pay my share, but he _____ accept a penny from me.



Vocabulary Phrasal verbs and noun collocations

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

1 meet with *criticism / opposition / praise / resistance*
2 draw on your *experiences / observations / qualifications / research*
3 put forward *an explanation / an idea / a proposal / a report*
4 flick through *a magazine / a website / the pages of a book / your notes*
5 throw out the *charges against somebody / claims that ... / opinion that ... / suggestion that ...*
6 come up with *inspiration / an innovative idea / a solution / a strategy*
7 bring down the *cost of living / number of cases / rate of inflation / source of the problem*

2 Complete each sentence with the correct form of a suitable phrasal verb. Use one word from each box.

come	hold (x2)	plough	run	stumble

across	back	into	out	round	up

1 At this late stage, rescuers _____ _____ little hope that more survivors will be found.
2 She still disagrees with me, but hopefully I'll be able to persuade her to _____ _____ to my way of thinking.
3 When I was reading the paper this morning, I _____ _____ an incredible story about a teenager who has patented over 30 inventions.
4 A lack of funding has really _____ _____ progress in this field in recent decades.
5 We _____ _____ against a problem when we were testing the prototype: the drone wasn't sturdy enough to withstand the force of landing.
6 Investors have _____ huge amounts of money _____ virtual reality, but so far, the returns on that investment have been disappointing.

Prepositional phrases

Complete each gap with *in, at, on* or *under*.

1 Our research has put us _____ **the forefront of** VR technology, but now that progress is _____ **threat** as a result of budget cuts, with dozens of jobs in R&D now _____ **jeopardy**.
2 I'm _____ **awe of** your ability to remain calm when you're _____ **attack** from hostile questioners. How do you do it?
3 I made a cheeky comment that was intended to be funny, but _____ **retrospect**, now realise it was _____ rather **poor taste** and _____ **odds with** the standards that you expect from me. I would now like to apologise unequivocally.
4 The company has come _____ **scrutiny** on social media _____ **a big way** for prioritising profitability _____ **the expense of** the well-being of its employees.
5 Their newest phone is a huge disappointment. _____ **best**, it might be described as _____ **a par with** their main competitor's model that came _____ **the market** last year.
6 We are keeping our latest innovation _____ **wraps** for now, with a strict policy of confidentiality _____ **force** for all employees, but we expect our exciting new product to be _____ **display** at next year's tech conference.
7 We are always _____ **the lookout for** brilliant people to join our research team and _____ **all likelihood**, will be recruiting several additional engineers over the coming months.
8 Enormous investment is being made _____ **the field** of medical research, with billions of dollars _____ **stake** for companies attempting to make a breakthrough, so it's no wonder so many investors are _____ **edge**.
9 The company director was _____ **a loss** for words when the lawyer put her _____ **the spot** by presenting damning evidence of the company's malpractices. Unwilling to lie _____ **oath**, she simply shrugged her shoulders.



Reading and Use of English Part 2 Open cloze

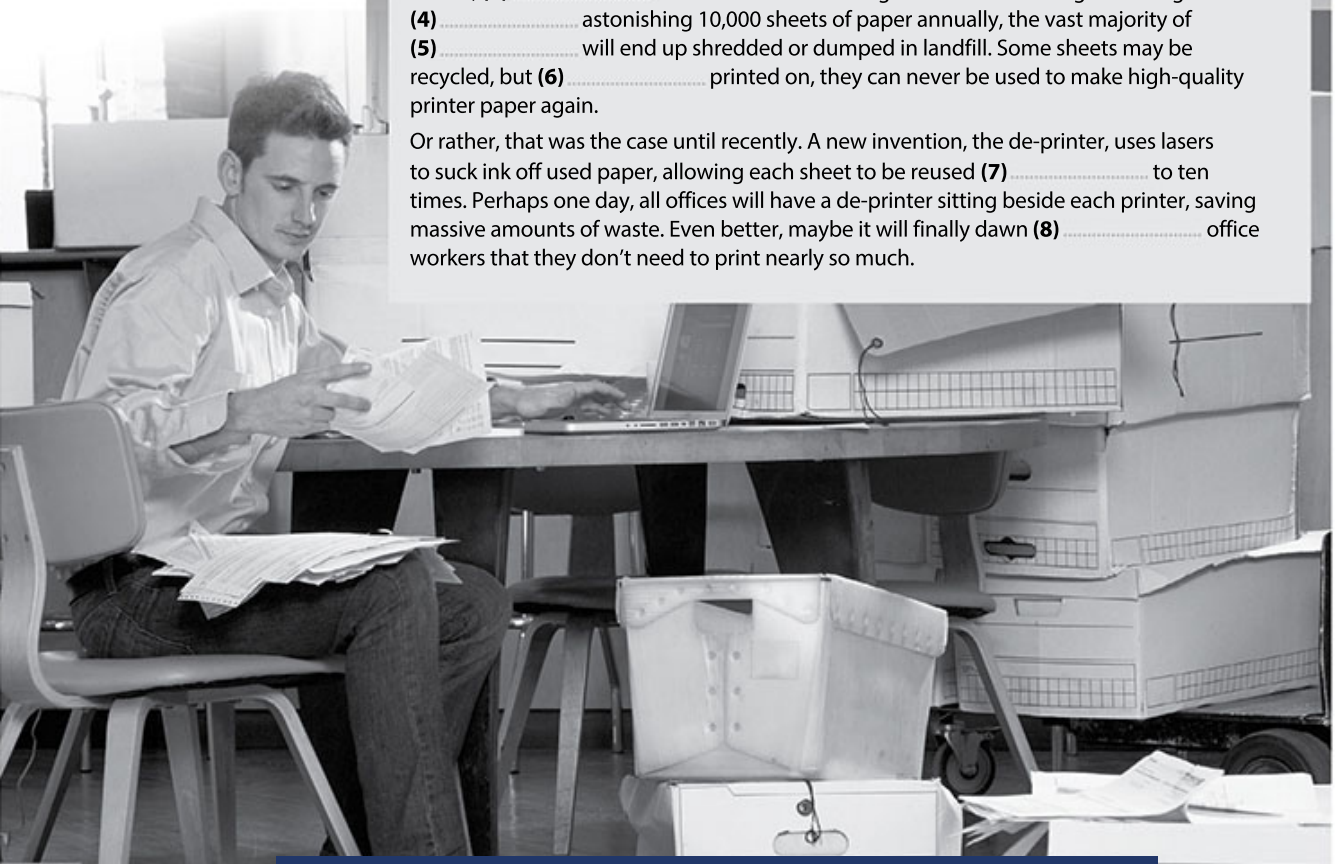
For questions 1–8, read the text below and think of the word which best fits each gap. Use only one word in each gap. There is an example at the beginning (0).

THE DE-PRINTER

In the modern world of electronic communication, you might imagine that offices would **(0)** *HAVE* become paper-free zones by now. **(1)** ..... all, office paper is immensely harmful to the environment. Not **(2)** ..... does the paper industry account for 40% of the world's commercial timber production, but the production of pristine printer paper also consumes as much as 10 litres of water per sheet.

But no, **(3)** ..... turns out that the average office worker still gets through **(4)** ..... astonishing 10,000 sheets of paper annually, the vast majority of **(5)** ..... will end up shredded or dumped in landfill. Some sheets may be recycled, but **(6)** ..... printed on, they can never be used to make high-quality printer paper again.

Or rather, that was the case until recently. A new invention, the de-printer, uses lasers to suck ink off used paper, allowing each sheet to be reused **(7)** ..... to ten times. Perhaps one day, all offices will have a de-printer sitting beside each printer, saving massive amounts of waste. Even better, maybe it will finally dawn **(8)** ..... office workers that they don't need to print nearly so much.



Listening Part 4 Multiple matching

3 You will hear five short extracts in which people talk about innovations in the fashion industry.

How to go about it

- You have to match two sets of statements with five speakers. In each set, there are three extra statements to distract you. You hear the recordings twice.
- Some people prefer to complete task 1 during the first listening, and task 2 during the second listening. This approach has the advantage that it's less confusing.
- Others attempt to complete both tasks during the first listening, and then use the second listening to check. This is a more efficient use of your time (because there is less waiting between answers), but it can be quite stressful and confusing.
- Whichever approach you choose, make sure you read the questions and statements carefully before you listen, as this will make the challenge much less difficult.

TASK ONE

For questions 1–5, choose from the list (A–H) the speaker's main reason for using the innovation.

A to be unconventional

B to reduce their impact on the environment — Speaker 1 ☐ 1

C to make it cheaper for clothes to be reused — Speaker 2 ☐ 2

D to help the product to have a greater impact — Speaker 3 ☐ 3

E to save money — Speaker 4 ☐ 4

F to experiment with new styles — Speaker 5 ☐ 5

G to improve comfort

H to avoid hurting animals

TASK TWO

For questions 6–10, choose from the list (A–H) the way the innovation has impacted each speaker.

While you listen, you must complete both tasks.

A They make decisions more quickly than before.

B They have started using an item of technology less frequently. — Speaker 1 ☐ 6

C They have started exploring new areas of research. — Speaker 2 ☐ 7

D They have stopped buying certain items of clothing. — Speaker 3 ☐ 8

E They feel reassured about their contribution. — Speaker 4 ☐ 9

F They wear clothes they otherwise wouldn't have chosen. — Speaker 5 ☐ 10

G They have encouraged others to follow their lead.

H They have resolved a long-standing problem.

Writing Part 2 Review

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

1 What does the task say about the target readers? How might that impact your writing style?

2 What is the main purpose of your review? What else must you include in it?

> You recently attended a technology conference where manufacturers presented their latest innovations. You have decided to write a review of the conference for a friend's blog, which is aimed at a general audience, to help them decide whether to attend next year. In your review, you should mention the features of the conference that you enjoyed as well as those that could be improved.

Write your **review** in **280–320** words in an appropriate style**.**

2 Read the model answer. In which paragraph(s) (1–4) does the writer do the following?

a make the review relevant for the target reader

b provide basic background information about the event

c add details to make the event feel real

d mention the highlights

e suggest what could be improved – and how to improve it

f make a clear recommendation

Tomorrow Today Expo – a mind-blowing glimpse of the future

(1) The world is changing fast, but if you want a sense of just how terrifyingly rapidly it's evolving, a great starting point is the Tomorrow Today Expo, which showcases the latest innovations from leading manufacturers and designers. Here you can play with the hottest gadgets, learn about the challenges and opportunities we're about to face, and rub shoulders with renowned innovators and futurists. Even if, like me, you're not exactly au fait with cutting-edge technology, you're bound to find plenty here to blow your mind.

(2) The highlight for me was unquestionably the interactivity: conversing with an AI-powered robot; exploring photo-realistic fantasy worlds in virtual reality; eating 3D-printed, laser-cooked snacks that I'd designed only moments earlier. Be warned, however, that such attractions are immensely popular, so you'll need to wait your turn patiently. Inevitably, some activities are less awe-inspiring than others, to put it mildly, which can be frustrating after half an hour of queuing. Perhaps if the conference had lasted four days instead of two, this issue could have been averted.

(3) This mild disappointment was more than made up for by the expert talks. While the speakers occasionally overused technical jargon, the overall gist of their presentations was always crystal clear and, in most cases, supported by spectacular visuals and demonstrations of technology in action. My head is still buzzing with some of the astonishing sights I witnessed. Regrettably, two of the talks had to be abandoned at the last minute because the big-name speakers had failed to turn up. Surely a few organisational tweaks could have prevented such glitches?

(4) Next year's conference is set to be a must for tech geeks, but non-techies shouldn't feel too intimidated to attend either. If you're prepared to allow the technical gobbledegook to wash over you and simply enjoy the mind-boggling spectacle, you're certain to have an unforgettable experience.



3 Find powerful adjectives and adverbs in the model answer that mean the following.

Paragraph 1: extremely fast _____ _____; important/successful _____; most exciting _____; famous/respected _____; familiar _____ _____; modern _____-_____

Paragraph 2: definitely _____; very _____; unavoidably _____; incredible _____-_____

Paragraph 3: amazing _____ / _____; unfortunately _____; famous _____-_____

Paragraph 4: scared/embarrassed _____; marvellous _____; memorable _____

4 Find four ways of talking about the future without using *will* in the model answer.

5 Complete the *Useful language* box with phrases from the model answer. Write one word in each gap.

Useful language

Presenting highlights/benefits

What impressed me most about ... was the way ...

(1) *The _____ _____ me was _____ ...*

It was easy to forgive such teething problems because ... was phenomenal.

(2) *This mild disappointment _____ _____ _____ _____ _____ by ...*

Presenting warnings/criticisms

That said, don't be surprised if ...

(3) _____ _____, _____, *that such attractions are ...*

(4) _____, *some activities are less ... than others,* _____ _____ _____ _____.

Suggesting improvements

(5) *Perhaps if ..., this issue _____ _____ _____ _____ _____.*

A better way of organising things might have been to ...

(6) _____ *a few organisational tweaks* _____ _____ _____ _____ *glitches.*

How to go about it

- At C2, you should be able to signal your opinion purely through your vocabulary, especially powerful adjectives and adverbs. While it's still fine to use phrases like '*In my opinion*' or '*I strongly believe*', it's better if you can allow your opinion to 'shine through' the whole text.
- Use a variety of future forms to make your writing feel more sophisticated and interesting, as well as less repetitive. A good habit after you've finished writing is to find examples of *will/going to* and try to replace them with more advanced alternatives.

6 Complete the idioms and collocations from the model answer with a suitable verb. Try to do it from memory first.

1 to _____ innovations
2 to _____ challenges and opportunities
3 to _____ shoulders with (famous people)
4 to _____ your mind
5 to _____ your turn
6 to _____ technical jargon
7 your head is _____
8 to allow (a potentially overwhelming experience) to _____ over you

7 Complete the following exam task.

A magazine for university students from a range of disciplines has asked readers to submit reviews of a film or TV show about the future for an upcoming special edition. In your review, you should outline the predictions made in your chosen film or show, and evaluate their probability of coming true. You should also indicate whether you recommend the film or show to the magazine's readers.

Write your **article** in **280–320** words in an appropriate style.

4 MEETING IN THE MIDDLE

Reading and Use of English Part 6 Gapped text

You are going to read a newspaper article. Seven paragraphs have been removed from the article. Choose from the paragraphs A–H the one which fits each gap (1–7). There is one extra paragraph which you do not need to use.

I LEARNT TO *ARGUE LESS* – HERE'S WHY YOU SHOULD TRY IT TOO

At a dinner with friends, one of my fellow guests revved up for what promised to be a vehement denunciation of all things Western. Ordinarily, I might have taken the bait. I am no stranger to a social Pyrrhic victory, whereby I hold forth as milder souls, caught in the crossfire, look upon the wreck of a formerly enjoyable evening.

1 _____

I said that as we were unlikely to come to agreement on the subject, perhaps it was best not spoken about at all. While I aspire to zen-like calm, my motivation really was just argument fatigue.

2 _____

In their book, *Poles Apart*, Goldsworthy and her co-authors Alexandra Chesterfield and Laura Osborne examine why we are so prone to be drawn into rival, often deeply antagonistic factions. It's all part of a natural process, says Goldsworthy: 'Our brains like to classify things to help us. Historically this was, "Is this berry safe or not safe for me to eat?" And often it's helpful. But in the modern world there's much more information, and while these categorisations help us to cope, they're not always helpful.'

3 _____

'It can be a self-esteem and status thing,' says Goldsworthy. 'About how others perceive you. There can be big costs to changing your mind. It absolutely ties to status and threat.' And once we dig down in our views, it makes it hard for us to take in new information and remain cognitively flexible: 'It becomes part of your identity. Once something becomes part of your identity you feel it more strongly.'

4 _____

Goldsworthy says that people who end up in such social (and social media) echo chambers are actually more likely to be politically active and educated. 'The problem with that is that it makes it hard to take people with you if you don't spend any time with them. And also because sometimes people you don't agree with might have a point!'

5 _____

Can you remember the last time you changed your mind? It's a question that people find really hard to answer, says Goldsworthy. A technique that can help loosen a person's view is to ask them how they came to hold their position, rather than why. It's only when we're actually asked to explain a concept that we come face to face with our limited understanding of it.

6 _____

I can see how this might have got me out of some argumentative pickles in the past. However, I tell Goldsworthy that I've latterly tried to turn over a new leaf: 'Hats off to you. What you're going through is really unusual. We like to sort things into goodies and baddies. Living in the grey is effortful and tiring. So people don't like to do it. And who can blame them? Life is tough.'

7 _____

Fortunately our institutions have been designed to try to override such biases. 'It's why an innovation team will have someone from HR, finance and other parts of a business. It's about trying to break out of your silo in the way you're thinking,' says Goldsworthy. So next time you're faced with someone who holds a different opinion from you, perhaps embrace the opportunity to understand them better. You might even learn to change your mind.



A I want to know why I feel this need to argue. For political adviser and campaigner Alison Goldsworthy, some divisions are perfectly fine, healthy and normal. 'Life would be exceedingly boring if we all agreed all the time,' she tells me, reassuringly.

B Listening to someone explain *how* rather than *why* is powerful, says Goldsworthy. 'It's much easier to take in new information or accept we might be wrong when we realise someone has had a different experience to us.'

C Of course, not everyone feels this way. Some people do not feel the need to force their point of view through relentlessly. But if you're never in conflict, it might not be that you're perfect, but rather that you surround yourself with too many like-minded people.

D To my shame, I once left a colleague in tears at a Christmas party for labelling her love of McDonald's 'pathetic'. I can be both blunt and sharp. This time I held my tongue. Well, almost.

E On top of that, organising our world-view according to this *Star Wars* morality of good and evil literally releases the feel-good hormone oxytocin. Oxytocin is typically linked to warm, fuzzy feelings and shown in some research to lower stress and anxiety. The more you engage in feel-good behaviours, the more oxytocin you get.

F I'm guilty of this reluctance to seek out alternative viewpoints. Listening skills are what I've been trying to work on, but there's always that nagging need to state my opinion and have it validated rather than undermined by reasoned arguments.

G While I've carried on trying to avoid arguments, I've admittedly had rather limited success. Years of speaking my mind have left me oblivious to barbed comments when I'm handing them out, but sensitive when I predictably get them right back. I've realised that I've got a lot of listening still to learn.

H So how do we break out of this need to make everything binary? Goldsworthy explains that the problem is often how tightly a person holds onto a view, rather than how extreme the view is.

How to go about it

› While you're reading, a useful technique is to underline all the words like *this, that, such*, etc. That usually refer to things mentioned earlier. Then, when you're trying to match the paragraphs, focus on what those words refer back to.

Language focus Modals

1 Complete each sentence with a positive or negative modal verb from the box and a suitable form of the verb in brackets. You can use some modal verbs more than once.

can could had to may might need should

1 I appreciate that you are unhappy with the workload, but _____ (*I / remind*) you that you promised to do 'whatever it takes'?

2 You _____ (*tell*) me you were planning to eat on the way – I've cooked a huge meal for you!

3 Once again, thanks for your many years of service. _____ (*you / have*) a long and healthy retirement.

4 I'm amazed that it _____ (*take*) them so long to get home last night.

5 I bumped into an old school friend yesterday, but try as I might, I _____ (*remember*) her name.

6 When we got to the awards ceremony, we weren't allowed in. Apparently, you _____ (*nominate*) for an award in order to get a ticket.

7 We _____ (*prepare*) so much food – only four people turned up in the end.

8 If you have no other plans for tonight, you _____ (*always / come*) and watch TV at our flat.

2 **Complete the conversation with a suitable modal verb in each gap. One modal verb is in a negative form.**

A: What on earth are you cooking? It's disgusting!

B: It's sauerkraut. How **(1)** _____ you say it's disgusting without even tasting it?

A: It smells foul. **(2)** _____ I say more?

B: OK, so I **(3)** _____ admit it smells unusual, but it tastes delicious. You **(4)** _____ try it.

A: Yuk, no thanks!

B: **(5)** _____ you always be so negative about my cooking? And anyway, if you **(6)** _____ know, I'm making it for you.

A: Really? You **(7)** _____ have!

B: You're very welcome! It's my way of thanking you for being such a good friend.

A: No, I mean, you really **(8)** _____ not to have cooked it for me. I mean, it's nice that you **(9)** _____ want to thank me ... but surely there **(10)** _____ be other ways of showing your appreciation.

B: So you don't want it? Oh well, I **(11)** _____ as well eat it myself then.

Noun phrases and nominal clauses

1 **Put the nouns below in the correct columns in the table.**

audience belongings crew crossroads enemy injustice machinery news offspring outskirts physics premises public research species strength surroundings trout trust wood

1 Nouns that can be countable or uncountable	**2** Nouns that are always singular uncountable	**3** Nouns with identical singular and plural forms	**4** Nouns with no singular form	**5** Collective nouns (i.e. you can choose to see as 'it' or 'they')

2 **Use nominalisation to make the sentences more formal/academic.**

1 So many visitors arrived unexpectedly, which disrupted our plans considerably.
The _____ caused _____ to our plans.

2 Neither party was willing to compromise, so negotiations broke down totally.
Both parties' _____ led to _____ in negotiations.

3 We performed disappointingly because you utterly failed to do what you were obliged to do.
Our _____ was the result of _____ to fulfil _____.

4 Kim can tolerate situations that are ambiguous, and that's what makes her so suitable for this position.
Kim's _____ results from her _____.



Vocabulary Partitive expressions with uncountable nouns

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

1 Jake had us all in **f** _____ of laughter with his hilarious anecdotes.
2 Fiona claimed, without a **h** _____ of irony, that the argument had been my fault.
3 Your idea to combine the two events was a **s** _____ of genius.
4 We're not optimistic of our chances, but there remains a **g** _____ of hope.
5 Ladies and gentlemen, a **r** _____ of applause for our special guests, please!
6 I'm generally self-confident, but I'm prone to experiencing occasional **b** _____ of anxiety.
7 You haven't produced a **s** _____ of evidence to support your outlandish theory.
8 Although my novels are works of fiction, there's always a **g** _____ of truth in them.
9 After 20 years of the same old people, the election of a new mayor was a **b** _____ of fresh air.
10 The defendant assaulted the victim in a **f** _____ of anger after seeing the damage to his car.
11 Broadly speaking, palaeontologists fall into two **s** _____ of thought: lumpers and splitters.
12 I must admit I felt a **p** _____ of guilt when I realised I'd spoilt things for everyone else.

Closed compounds

Complete the sentences with a suitable closed compound, using one word from each box.

back	come	counter	fore	keep
proof	scape	short	stale	turn
	water	wave	will	

back	comings	front	goat	lash
length	mate	over	point	power
	read	sake	shed	

1 After years of struggling, this discovery was a _____ moment for us, after which we were recognised as being at the _____ of molecular biology research.
2 Staff _____ is far too high at the moment – why doesn't anybody want to work here for more than a few weeks?
3 Jessie asked me to _____ his CV for typos before he sent it, but then used me as a _____ when he failed to get the job.
4 After being hugely popular in the 1990s, she disappeared from the music scene for decades before making a huge _____.
5 When my clients are too focused on their own failures and _____, I find a useful _____ is to ask them to describe a recent success.
6 I don't get on well with Ben. We're just not on the same _____.
7 We reached a _____ in our negotiations, and neither side wanted to budge, so it took enormous _____ to keep going.
8 Tourists were initially welcomed to the historic site but faced a _____ because too many had been stealing rocks as a _____.



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** got at **B** taken from **C** picked on **D** done by

The psychology of grudges

Whenever we feel hard **(0)** *D* , it's natural to expect an apology, or at least acknowledgement of the hurt we have endured. Should that response not be **(1)** ..... , however, our temporary resentment can easily **(2)** ..... into a long-term grudge.

Grudges can be toxic for both the grudge-holder and the person against whom it is **(3)** ..... , who may even be blissfully unaware of the offence they are **(4)** ..... to have committed. Research shows that grudges may contribute to heart disease, diabetes and stress, **(5)** ..... the destruction of psychologically important familial and social bonds.

The solution is obvious: you must let go of the grudge. Of course, this is easier said than done, especially if the sense of **(6)** ..... has become part of the grudge-holder's identity. The crucial first step is acceptance that the grudge exists in its own **(7)** ..... , independently of the factors that caused it. Only then is it possible to figure out a way to move on. This may involve **(8)** ..... amends with the other party, perhaps through an apology and forgiveness, or it may mean simply getting on with your life as if the grudge had never existed in the first place.

How to go about it

- Read the whole text first to get a general understanding.
- When choosing from the options, pay attention to the words and grammar structures before and after the gap.
- If you're stuck, use a process of elimination: cross out the options that seem wrong, and then guess from the remaining options.

1	**A** imminent	**B** prospective	**C** forthcoming	**D** impending
2	**A** metamorphose	**B** transpose	**C** diminish	**D** supplant
3	**A** cast	**B** borne	**C** forsaken	**D** befallen
4	**A** ascertained	**B** alleged	**C** accused	**D** attributed
5	**A** what is more	**B** let alone	**C** even so	**D** not to mention
6	**A** grievance	**B** affliction	**C** reproach	**D** hindrance
7	**A** sake	**B** sense	**C** way	**D** right
8	**A** giving	**B** making	**C** taking	**D** having

Listening Part 3 Four-option multiple choice

4 You will hear part of a conversation between Joanna, an HR manager, and Duncan, a member of staff, about empathy. For questions 1–5, choose the answer (A, B, C or D) which fits best according to what you hear.

1 Why has Duncan come to Joanna's office?
- **A** to complain about an apparently inappropriate decision
- **B** to clarify the nature of his work
- **C** to enquire about the purpose of a course
- **D** to discuss what kind of training he requires

2 When dealing with disputes between employees, Joanna prioritises ...
- **A** ensuring both parties are satisfied with the outcome.
- **B** conducting research to uncover what really happened during the dispute.
- **C** identifying who is responsible for the underlying problems.
- **D** minimising the risk of similar issues arising again.

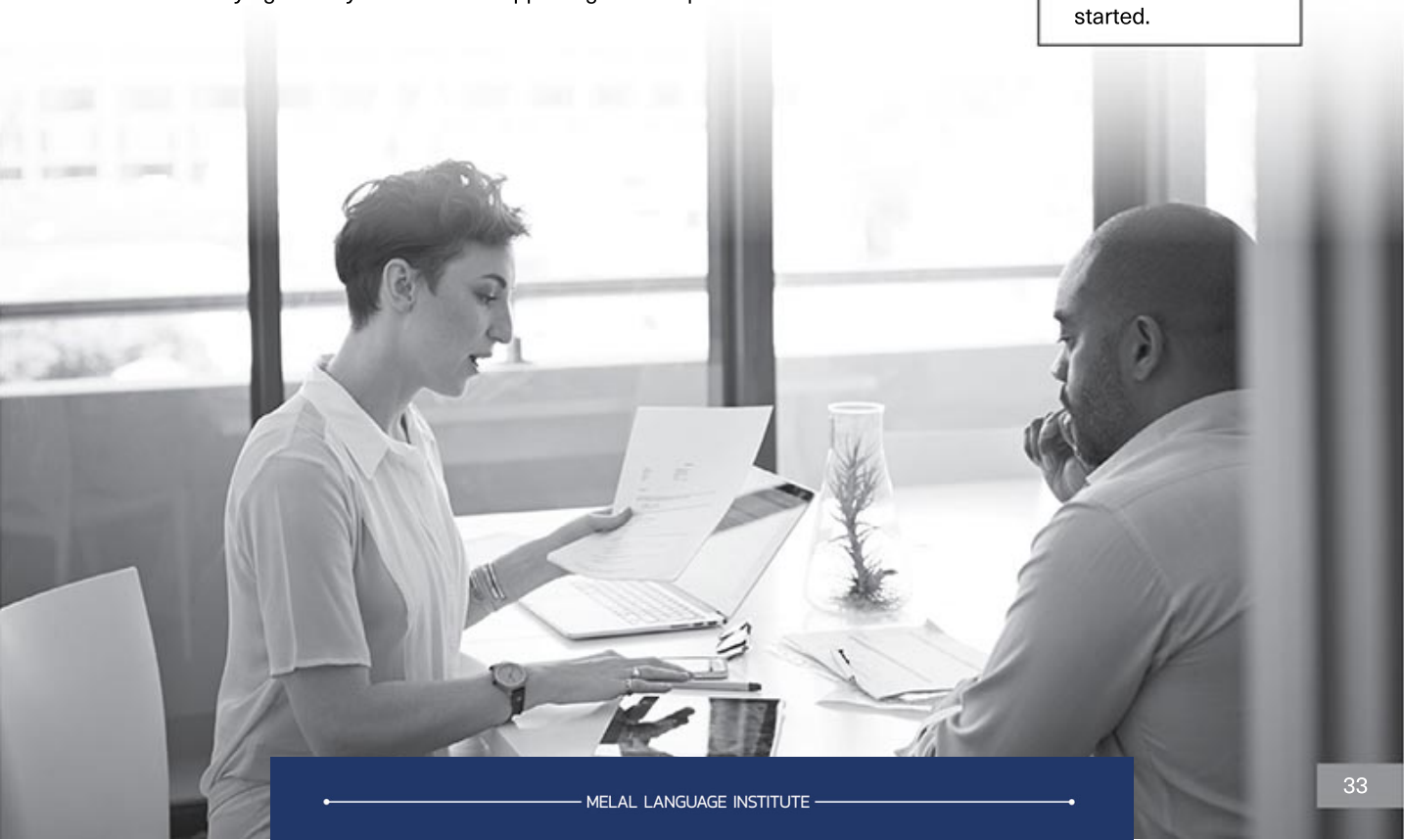
3 What technique does Joanna NOT use when attempting to understand Duncan's training needs?
- **A** responding positively to his opinions and expectations
- **B** explaining the hidden benefits of the training course
- **C** presenting her own understanding of his desires and requirements
- **D** using checking questions to obtain confirmation of her interpretations

4 What point does Joanna make about 'the dark side to empathy'?
- **A** You may experience it when you witness another person suffering.
- **B** It's easier to influence somebody whose emotional state you understand.
- **C** It typically involves emotional empathy without cognitive empathy.
- **D** It can be used to trick people into believing they have defeated you.

5 Why does Joanna avoid giving any examples of empathy techniques?
- **A** She believes empathy should never be used for manipulation.
- **B** She is reluctant to pre-empt the content of the training course.
- **C** She thinks Duncan is more likely to respond positively to his own ideas.
- **D** She is trying to sway Duncan into supporting her viewpoint.

Don't forget!

- Focus on the questions more than the options. That way, you're less likely to be confused by the distractors.
- The questions often ask about the speakers' purpose (e.g. 'Why did ...?'). The speakers may not mention this directly. Instead, you'll need to understand the whole conversation in order to work out their motivation.
- The speakers' purpose may also change during the conversation. Pay particular attention to the wording of the question to identify which part of the conversation it is asking about. The question may even refer to a speaker's initial purpose before the conversation started.



Writing Part 2 Formal letter



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

1 What are the three points that you must address in your answer?
2 For each point, what information has been provided? What will you need to invent?
3 What other information should you add (e.g. in your introduction and final paragraph)?

You have been asked by a friend (whose English isn't as good as yours) to conduct some interviews with local business leaders about the negotiation skills they use. The interviews will form part of a course for young people. You have decided to write a letter to the managing director of an important local company to request such an interview. In your letter, you should provide some background to the course and the type of information that you are hoping to collect. You should also show how the interview may be beneficial for the interviewee.

Write your **letter** in **280–320** words in an appropriate style.

2 Read the model answer. In which paragraph(s) (1–5) does the writer do the following?

a Reassure the reader that she will have time to prepare in advance and doesn't need to be an expert ___.
b Clarify that the interview will be about negotiations (not other business skills) ___, ___.
c Tell the reader what she needs to do next ___.
d Flatter the reader (i.e. say positive things about her) ___, ___, ___.
e Clarify the form and focus of the interview ___, ___.
f Try to encourage the reader to want to support the trainees ___, ___, ___.
g Avoid a potentially embarrassing misunderstanding ___.

Dear Ms Smith,

1 I am writing on behalf of a friend who is developing a business skills course for disadvantaged young people. The course will tap into the expertise of local business leaders to help trainees fulfil their potential. I am writing to you because your company is highly respected and I believe your testimony would be inspirational for course participants.

2 The course will help young people from deprived backgrounds, many of whom have dropped out of school with no qualifications, by giving them the skills and inspiration to succeed in the world of work. While the course covers a wide range of business skills, the module currently under development focuses on negotiations. Trainees will watch and analyse video interviews with prominent business leaders such as yourself and practise the techniques discussed in the interviews during role-plays.

3 If you agree to be interviewed, I will send more detailed guidance to help you plan your responses. What we are particularly looking for is authentic stories from real people about challenges they have overcome and techniques they have deployed. The case studies may come from high-powered international negotiations, but just as useful will be informal, small-scale negotiations to resolve disputes and reach an amicable compromise.

4 While we cannot offer financial compensation for your input, we believe the intangible benefits could be considerable: you will cement your reputation as a respected business leader, your company will be more attractive as a workplace for successful course participants equipped with invaluable business skills, and you will gain the satisfaction of making a vital difference to the lives of countless young people who might otherwise fall through the cracks of society.

5 If you would like to take part, please contact me at your earliest convenience so that we may arrange a time for the interview. Should you have any questions or concerns, please do not hesitate to contact me. I look forward to hearing from you.

Best regards,

3 Find examples of synonyms (or near-synonyms) that the writer has used to avoid repeating the words below.

1 disadvantaged (para 1): _____ (para 2)
2 respected (para 1): _____ (para 2)
3 course participants (para 1): _____ (para 2)
4 skills (para 2): _____ (para 2)
5 stories (para 3): _____ (para 3)
6 considerable (para 4): _____ / _____ (para 4)

4 In which paragraph does the writer make regular use of *will* (rather than *would*) to make a vision for the future feel more real?

5 Complete the *Useful language* box with phrases from the model answer. Write one word in each gap.

Useful language

Explaining your purpose of writing

I am writing in order to ...

(1) *I am writing* _____ *a friend who ...*

(2) *I am writing to you* _____ *your company is ... and I believe ...*

Explaining the next steps

If you are willing to contribute ...

(3) *If you agree* _____ *, I will send* _____ *...*

(4) *If you would like to take part, please contact me* _____ *so that we* _____ *a time for the interview.*

(5) _____ *questions or concerns, please do not* _____ *me.*

I look forward to hearing from you.

How to go about it

- After you've written your letter, read it carefully to spot words and phrases that are repeated. A little repetition is acceptable, but too much can make your writing sound unnatural. It's also a missed opportunity to use more sophisticated language. If possible, replace repeated words or phrases with a synonym (with the same meaning) or a near-synonym (with a similar meaning).
- If your writing is a form or persuasion/negotiation, a powerful technique is to use *will* (rather than *would*) to present future possibilities. This makes your suggestions feel more like tangible and immediate outcomes to the reader, rather than abstract or imaginary possibilities.

6 Match the beginnings to the endings to make collocations from the model answer. Try to do it from memory first.

1 to tap into	a out of school
2 to fulfil	b techniques
3 to drop	c somebody's potential
4 to cover	d disputes
5 to overcome	e challenges
6 to deploy	f somebody's reputation as ...
7 to resolve	g somebody's expertise
8 to reach	h an amicable compromise
9 to cement	i through the cracks
10 to fall	j a wide range of ...

7 Complete the following exam task.

A friend has asked you to contact your local council to enquire about using a local park to host a charity event. Although the charity has a small budget to spend on the event, it is keen to keep its costs to a minimum in order to raise as much money as possible. While the park is often used for commercial purposes, the council's website does not mention whether special terms are available for charities. Write a letter to the council to present the charity and its planned event and attempt to negotiate more favourable conditions than those listed on the website. You should also mention how the event will benefit the local community.

Write your **letter** in **280–320** words in an appropriate style.

5 NEWS TRAVELS FAST

Reading and Use of English Part 6 Gapped text

You are going to read a newspaper article. Seven paragraphs have been removed from the extract. Choose from the paragraphs A–H the one which fits each gap (1–7). There is one extra paragraph which you do not need to use.

The biggest *FAKE NEWS* of all is that we are *MORE GULLIBLE* and *LESS TRUSTING* than ever before

Do we really live in a new era of 'fake news' and 'post-truth'? Well, it is certainly true that the public in Britain get an impressive array of basic facts about our country very wrong. People also think our grip on reality is loosening: our new survey across 26 countries shows that 60% of participants think people don't care about facts any more, they just believe what they want. The temptation is to blame our increasingly sensationalist media, social media and tribal politicians.

1 _____

We also might think we're losing faith in the establishment: 68% in Britain believe we trust politicians to tell the truth less than we did 30 years ago. But that's not actually true either: we've been tracking trust in politicians since 1983, and it was just as woeful back then as now.

2 _____

Consider an experiment by US academics about how we remember our holidays. Holidaymakers were interviewed before, during and after their break. Most followed the same pattern of excited anticipation, then mild annoyance during their holidays and disappointment after (we've all been there). But people's views became increasingly favourable the further in the past the holiday was: the memory of sunsets on the beach blocked out the kids being sick in the car.

3 _____

When it comes to negative information, however, our brains handle it differently and store it more accessibly. We react more strongly to negative images and process them with more intensity in different parts of the brain. This doesn't mean the media play no role in twisting our perceptions – just that to some extent we get the media our brains demand because of the way they've always worked.

4 _____

We are able to filter and tailor what we see in a way never before known – and unseen algorithms do it on our behalf too. Surveillance is the business model behind our apparently free internet – but that makes confirmation bias (our deep-seated desire to see only things that we agree with) its currency.

5 _____

So what can we do? The first point is to hold on to the importance and power of a shared understanding of facts with all the energy we can. Eye-catching studies suggest that giving people the correct information can backfire and reinforce their misperceptions.

6 _____

At a more personal level, our starting point should be to think that things are better than our initial instincts suggest. Hans Rosling and the Gapminder Foundation have made this point brilliantly on global issues like extreme poverty – but the same applies to myriad domestic concerns.

7 _____

This is not the same as saying that everything is perfect. But we need to be deeply suspicious of those playing on our biases to undermine our hold on reality and convince us that we are living in a new dystopian era. That really is fake news.



A But while our misperceptions are long-standing, it's also true that we are living in particularly dangerous times for a reality-based view of the world. The way we consume information has changed beyond recognition.

B The explanation for such errors is not just this self-editing of our past. There is also an evolutionary element to our focus on negatives in the present. Negative information tends to be more urgent, even life-threatening: our cave-dwelling ancestors needed to take note when warned about a lurking sabre-toothed tiger (and those who didn't were edited out of the gene pool).

C This false sense of everything going downhill points to one of the main explanations for why we're so often so wrong – we naturally suffer from 'rosy retrospection'. We edit out bad things from our past.

D You may ask whether we should really be so content about what humanity has achieved. But as our misperception studies show time and again, the real danger is the opposite. We need to counter the sense that all is already lost, because hope is essential to encourage action – and a vital defence against extremists who say things are so bad we need to rip it all up.

E This is not a dumb fault in our brain – it helps with our sense of well-being and self-esteem to remember things with a rose-tint that might not always be completely accurate.

F Facebook's own experiments show that when they mix up our feeds with contrary views, we spend less time on the platform, and so they make less money from us: showing us what we want to see is at the very core of our new information system.

G But the truth is our misperceptions of social and political realities are as long-standing as we can measure. Studies from the 1940s in the US show people were just as wrong on questions like who's in charge of government and unemployment rates as they are now.

H But just as many show that lots of people are willing to listen, and shift their views, particularly when we can get in there first. We are not all automatons, slaves to our tribal beliefs.

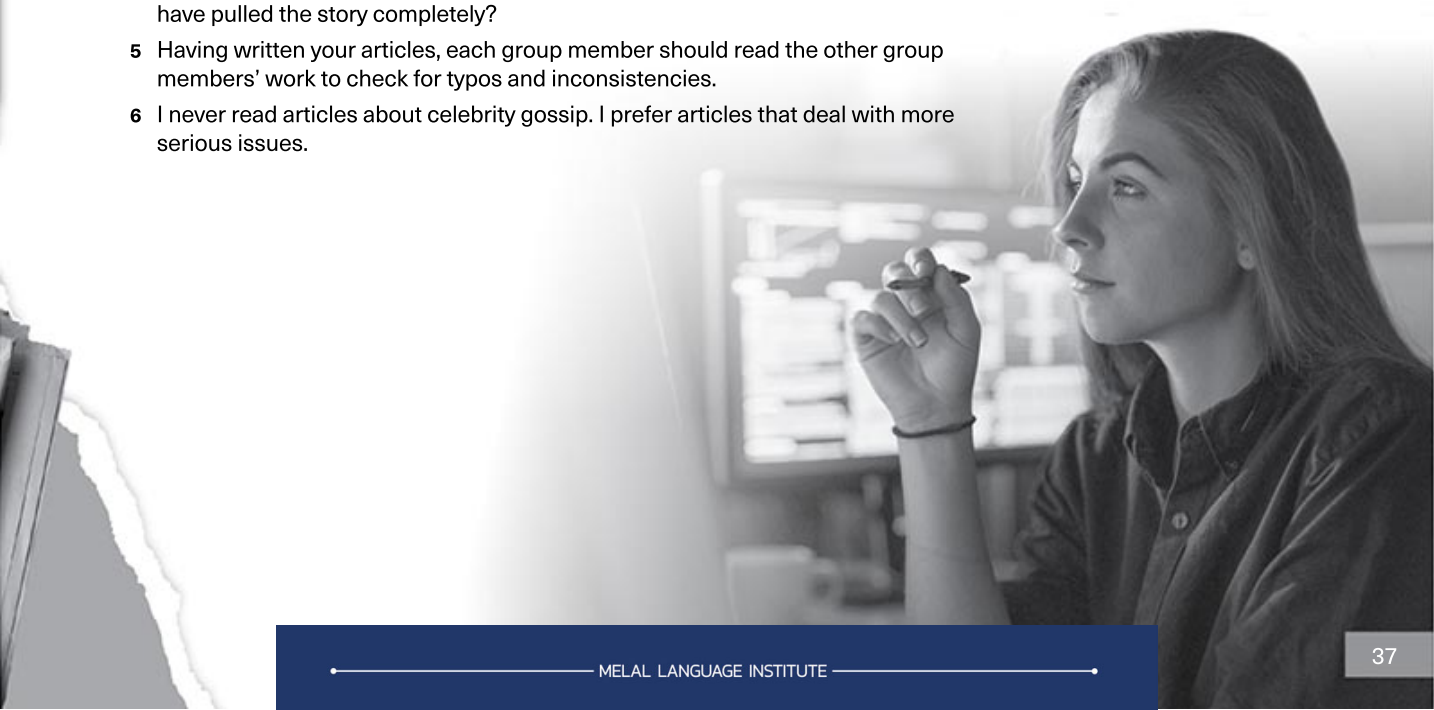
Don't forget!

› Look out for links with the paragraphs before and after each gap. Sometimes a gapped paragraph seems to fit with one of its neighbours, but not the other.

Language Focus Cohesion

Remove or change a few words in each sentence to make it more cohesive and natural.

1. I was gobsmacked that of all the photos that could have accompanied the article, my photo was the photo they chose.
2. The meeting was acrimonious, with each team member blaming the other team members for spreading the malicious gossip.
3. Journalists in this country are much more respectful of people's privacy than the journalists in our country.
4. Should the editors have checked their facts more thoroughly or should they even have pulled the story completely?
5. Having written your articles, each group member should read the other group members' work to check for typos and inconsistencies.
6. I never read articles about celebrity gossip. I prefer articles that deal with more serious issues.



Demonstratives

1 Answer the questions about each pair of sentences.

1 Which version is more informal?
- **a** I read this amazing article today.
- **b** I read an amazing article today.

2 Which version sounds more critical?
- **a** You need to clean your car.
- **b** You need to clean that car of yours.

3 Which version sounds more formal?
- **a** I believe in helping people who need it.
- **b** I believe in helping those who need it.

4 Which speaker feels emotionally 'closer' to the proposal?
- **a** This proposal will change everything.
- **b** That proposal will change everything.

5 Which speaker thinks the necklace was horrible?
- **a** She lost her necklace. It was horrible.
- **b** She lost her necklace. That was horrible.

6 Which version sounds more disapproving?
- **a** The kids didn't do anything.
- **b** Those kids didn't do anything.

7 Which speaker is mentioning the journalist for the first time?
- **a** I met that amazing journalist yesterday.
- **b** I met this amazing journalist yesterday.

2 Complete the email with a suitable demonstrative or *it* in each space.

Hi Katie

As you know, I'm not one of **(1)** _____ who likes to gossip, but you'll never believe what **(2)** _____ neighbours of mine have been up to. **(3)** _____ middle-aged guy who lives at number 4 (you know – the one with the dog) has only gone and bought himself **(4)** _____ red sports car! **(5)** _____ must have cost him a fortune – at least, **(6)** _____'s what my friend Judy at number 11 thinks. I have no idea what he's done with **(7)** _____ old car of his, but I'll try to find out. Anyway, **(8)** _____ definitely seems like he's going through a midlife crisis!

As for **(9)** _____ wealthy people at number 6, rumour has it (and **(10)** _____ is a secret by the way, so don't tell anyone else) that they're planning yet another foreign holiday with **(11)** _____ weird friends of theirs! **(12)** _____ would be their sixth holiday in just over a year! What do you think about **(13)** _____? Of course, it's none of my business what **(14)** _____ who have money decide to spend **(15)** _____ on, and who they choose to go away with, but **(16)** _____ does seem rather excessive, don't you think?

Anyway, **(17)** _____'s all my news for today. I'll be in touch again with more updates tomorrow.

Vera

Vocabulary Neutral and sensationalist language

Complete the newspaper headlines with a suitable form of one of the verbs from the box. Sometimes more than one verb is possible.

axe clash condemn dispute divulge laud leak pledge provoke quash slam spark tout vow

1 Protesters _____ with police at march
2 Financial data _____ by insider, claim sources
3 BBC to _____ controversial show after record complaints
4 Police _____ to catch serial killer
5 Government minister accidentally _____ secret info on live TV
6 Environmentalists _____ 'wonderful' new policy
7 Rumours of mega-bargains _____ near-riots at tech stores
8 Ministers _____ inappropriate behaviour of opposition MP
9 Eyewitnesses _____ celeb's version of events
10 Scientists _____ new vaccine as 'game-changer'
11 'Web of lies' claim _____ angry backlash
12 Striking workers _____ 'pathetic' pay offer
13 Billionaire _____ $$$ to fight climate change
14 Protests _____ by 'overzealous' police

Binomials

Match the sentence beginnings (1–12) to the endings (a–l) to make complete sentences.

1 Innovation is all well and good, but I prefer to stick to tried
2 We have a lot to do today, but first
3 Even though they're identical twins, they're like chalk
4 If you're not sure how to do something, use a process of trial
5 I don't think the election result is anything like as cut
6 We're doing our best to repair the speakers, but it's still touch
7 There are a lot of emails going back
8 I'm only making progress in fits
9 I don't want to get into the ins
10 There are still some final details to hammer out, but by
11 She seems to see the situation as black
12 Success in any relationship depends on a lot of give

a and large, I think we're on schedule.
b and go as to whether they'll be ready in time.
c and white, but in fact there's a huge grey area.
d and error to see what works best.
e and starts, which is pretty frustrating.
f and tested methods when it comes to my health.
g and take, which is hard for many to get used to.
h and cheese in the way they behave.
i and forth, but we're no closer to agreement.
j and dried as most people seem to think.
k and outs of whose fault it was; I just want a solution.
l and foremost, we must fix the leak in the bathroom.



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** presumed **B** surmised **C** inferred **D** deduced

No news is good news ... or is it?

A key principle in information economics is that it's always better for businesses to reveal bad news than conceal it. That's because customers are **(0)** *A* to be rational decision-makers who will **(1)** _____ any gap in information as a deliberate cover-up. (The third option, lying about bad news, is a different matter entirely; we have to **(2)** _____ the assumption that cheats never prosper.)

Imagine two car manufacturers conduct safety tests. One scores 10/10, which it proudly announces; the other scores **(3)** _____ 3/10, and is therefore tempted to keep quiet. However, according to information theory, customers will **(4)** _____ the gap and assume the worst – perhaps even that the true score was even lower.

The problem is, the theory **(5)** _____ when tested on real people. Bizarrely, in the **(6)** _____ of any facts, many participants in experiments assume a median score, in this case 5/10, even when information theory predicts far more **(7)** _____. Worse, they tend to doubt the credibility of genuinely high scores, despite having been told explicitly that the rules of the game forbid lying.

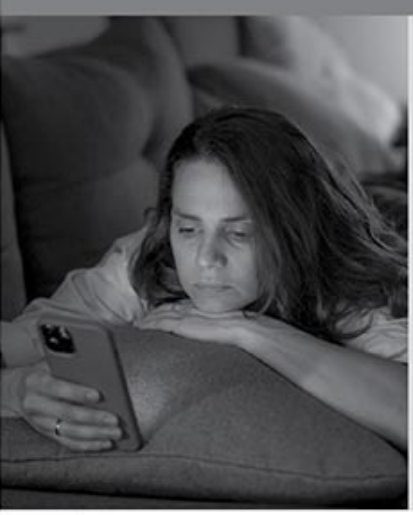
So it seems that no news really is good news, at least for **(8)** _____ companies sitting on poor results. But as customers, we need to be far more wary of information gaps.

1	**A** evaluate	**B** construe	**C** render	**D** depict
2	**A** work on	**B** follow through	**C** take in	**D** allow for
3	**A** a stark	**B** a sheer	**C** an utter	**D** a mere
4	**A** do away with	**B** come up against	**C** pick up on	**D** get round to
5	**A** subsides	**B** unravels	**C** undermines	**D** disentangles
6	**A** absence	**B** shortage	**C** lack	**D** dearth
7	**A** ambiguity	**B** indecision	**C** scepticism	**D** dissent
8	**A** degrading	**B** treacherous	**C** extortionate	**D** unscrupulous

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 space. Use only one word in each space. There is an example at the beginning (0).

Doomscrolling



You know the feeling. You absent-mindedly grab your phone to scroll **(0)** *THROUGH* the day's news, but every story seems to be about how the world is going to the dogs. As you keep reading in the vain **(1)** _____ of finding nuggets of good news among the endless reports of war, crime, disease and climate crisis, you spiral deeper **(2)** _____ despair. Before you know it, you're unable to tear **(3)** _____ away from the constant stream of doom-filled news.

The term 'doomscrolling' appears to **(4)** _____ been coined around 2018, but **(5)** _____ was during the pandemic of the early 2020s that it really took off, as people with too much time **(6)** _____ their hands took to social media to keep track of the unfolding crisis and find out if their lives would ever return to normal.

Recent research suggests that doomscrolling is harmful to our mental and physical health, exacerbating stress, anxiety and other problems. Around 16.5% of respondents admitted to **(7)** _____ severely impacted by overconsumption of bad news, **(8)** _____ a further 27.3% reporting moderately problematic behaviour.

Listening Part 4 Multiple matching

5 You will hear five short extracts in which people talk about times when they received important news.

Don't forget!

- Read the question and the options very carefully before you listen.
- A speaker's answer to task 2 may be given before their answer to task 1.
- Some answers may be split between different parts of the script. For example, the speaker may mention a fact near the beginning and then express an opinion about that fact later in the script. Together, these two things will tell you the correct answer.

TASK ONE

For questions 1–5, choose from the list (A–H) how each speaker felt immediately after hearing the news.

A relieved at having avoided an unappealing future

B furious about a lack of compassion — Speaker 1 ☐ 1

C jealous of another's happiness — Speaker 2 ☐ 2

D apprehensive about the long-term obligations — Speaker 3 ☐ 3

E ashamed of their own selfishness — Speaker 4 ☐ 4

F numbed by a sense of disbelief — Speaker 5 ☐ 5

G delighted about an unexpected success

H devastated about a perceived betrayal

TASK TWO

For questions 6–10, choose from the list (A–H) the impact the news had on the speaker's life.

While you listen, you must complete both tasks.

A awareness of the attractiveness of a specific career option

B a realisation about being overly reliant on others — Speaker 1 ☐ 6

C a lesson regarding the pitfalls of rushing into hasty decisions — Speaker 2 ☐ 7

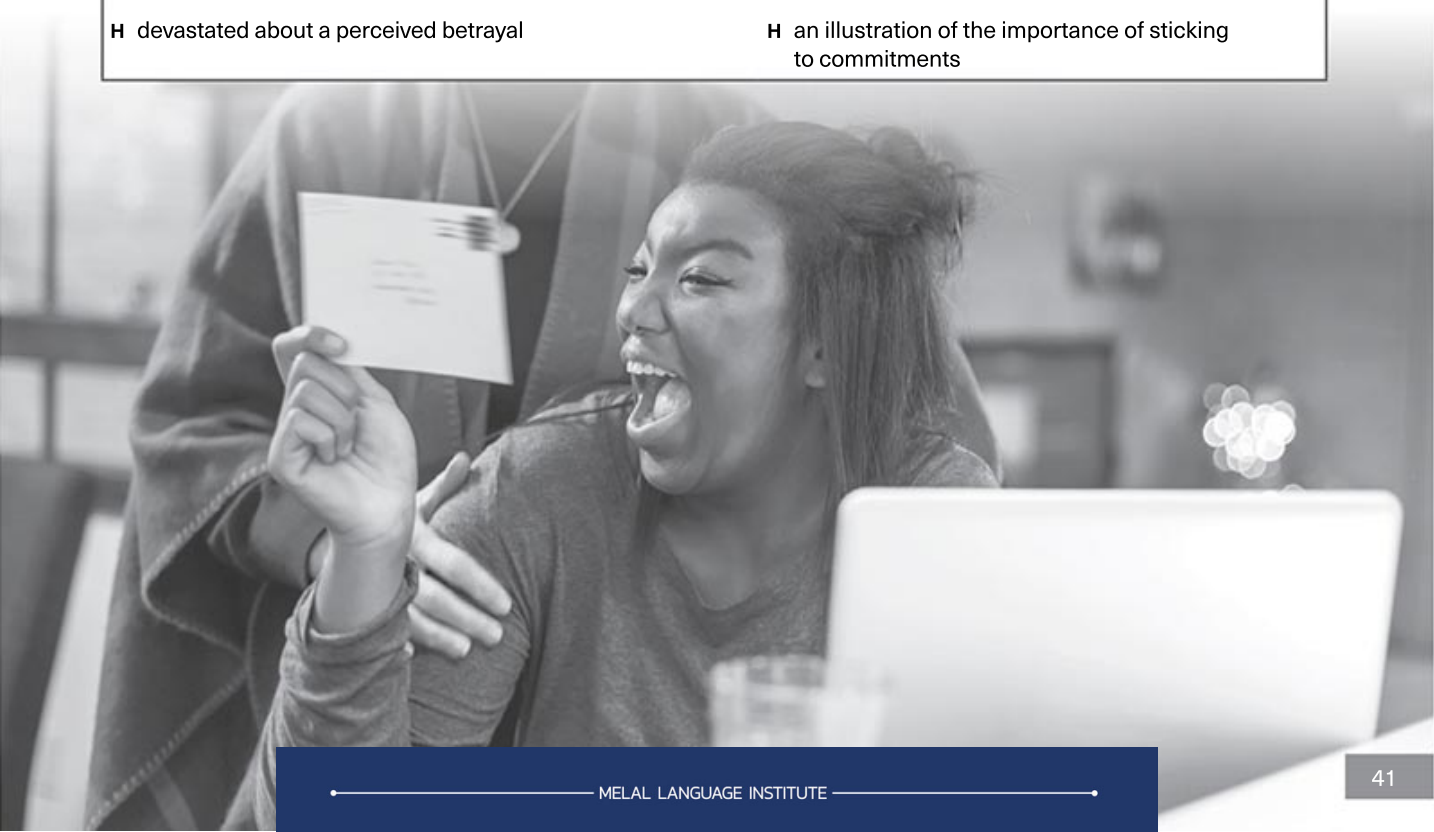
D the strengthening of an important relationship — Speaker 3 ☐ 8

E the revelation of options that had been previously rejected — Speaker 4 ☐ 9

F a nudge to pursue a hitherto unrealised plan — Speaker 5 ☐ 10

G the acceptance of personal responsibility for career plans

H an illustration of the importance of sticking to commitments



Writing Part 2 Article

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

1 What are the three points that you must address in your answer?

2 How should your article be different from a for-and-against essay? Think of at least three differences.

> An international magazine has asked readers to submit articles that briefly describe an example of a rumour that spread quickly as well as the consequences of that rumour for the people involved. The article should use the example to draw conclusions about the potential benefits and/or drawbacks of rumours.

Write your article in 280–320 words in an appropriate style.

2 Read the model answer. What is the purpose of each paragraph (1–4)? Which part(s) of the task does the paragraph deal with?

1 Paragraph 1: _____

2 Paragraph 2: _____

3 Paragraph 3: _____

4 Paragraph 4: _____



THE TOXIC SIDE OF GOSSIP

(1) During my time as a student, I worked part-time in a cafe, where I struck up friendships with the other workers. Having far too much time on our hands, we spent our working days gossiping about our colleagues and our useless managers. What had started out as an innocent way of passing the time gradually turned more and more toxic.

(2) The problem came to a head when one employee, Alex, was on sick leave for several weeks. Immediately, rumours began flying around that she was faking her illness and actually enjoying a holiday abroad. Within days, speculation was rife that she would be fired upon her return. Accordingly, on her first day back, Alex was summoned to the manager's office to be dismissed. Only later did it become clear that she genuinely had been intensely ill, due not least to the awful working environment. For the rest of us, the fact that our hunches had been vindicated was tempered by the guilty realisation that we might have caused a grave injustice.

(3) This experience opened my eyes to the harm excessive gossiping can cause. Of course, a little small talk can be invaluable as a way of building relationships with co-workers. It's not necessarily bad for workers to natter behind each other's backs, as long as everyone knows where to draw the line between harmless gossip and malicious rumours. But should unsubstantiated rumours be allowed to spread without constraint, the consequences can be dreadful.

(4) A few months after Alex's firing, I happened to bump into her on the street. She confessed that the ordeal of being unfairly dismissed had been devastating at the time, but that she was relieved to have left such a toxic workplace. I too had moved on by this stage, both in terms of my career and my social skills: I had learnt how to gossip without hurting others in the process.

How to go about it

- At C2, you are expected to use a wide range of sophisticated grammar as well as vocabulary.
- Before you start writing, think of some sophisticated grammar structures (e.g. conditionals, inversion, unusual verb forms, etc.) that you might include in each paragraph. You can even add these ideas to your plan.
- After you've finished writing, read your text to spot examples of basic grammar structures that you could replace with something more sophisticated. Be careful not to go overboard, though! Your writing must also sound natural, as if it's something you might write in real life, not just an exam task.

3 **Find examples of sophisticated grammar structures from the model answer that replace the more basic versions below.**

1 because we had (para 1): _____
2 something that (para 1): _____
3 as soon as she got back (para 2): _____ _____ _____
4 It only became clear later (para 2): _____ _____ _____ _____ _____ _____
5 mainly because of (para 2): _____ _____ _____ _____
6 maybe we created (para 2): _____ _____ _____ _____
7 If you permit (something) (para 3): _____ something _____ _____
8 by chance, I met (para 4): _____ _____ _____ _____ _____
9 that she had quit (para 4): _____ _____ _____

4 **Complete the *Useful language* box with phrases from the model answer. Write one word in each space.**

Useful language

Giving examples from your own experience

It happened when I was working as ...
(1) _____ *as a student ...*
Everything was fine until ...
(2) *The problem* _____ *when ...*
As we had predicted, ... / **(3)** _____ *, ...*
What I learnt from the experience was that ...
(4) *This experience* _____ *the fact/problem that ...*

5 **Complete the collocations from the model answer. Try to do it from memory first.**

1 to strike up a _____ (with someone)
2 to have (too much) time on your _____
3 _____ began flying around that ...
4 speculation was _____ that ...
5 someone's _____ was vindicated
6 to cause a _____ injustice
7 to natter behind someone's _____
8 to know where to draw the _____ (between X and Y)
9 harmless _____
10 malicious/unsubstantiated _____

6 **Complete the following exam task.**

A newspaper has asked readers to submit articles that briefly describe an example of a news story (e.g. on TV or in a newspaper) that was especially relevant for them. The article should explain the impact of the reporting on the people affected by the story and draw general conclusions about the importance of news reporting.

Write your **article** in **280–320** words in an appropriate style.



6 HIGHS AND LOWS

Reading and Use of English Part 7 Multiple matching

You are going to read a newspaper article about six award-winning business leaders. For questions 1–10, choose from the people (A–F). The people may be chosen more than once.

Which person

1 implies that a gap in their skill set forced them to seek help?
2 feels that perseverance allows people to benefit from failure?
3 advocates learning from fellow businesspeople who are dealing with similar issues?
4 believes that having employees from different backgrounds enables businesses to reach more customers?
5 stresses the need to take concrete measures to respect differences?
6 praises the lack of predictability when building a business?
7 claims that recruitment decisions enable challenges to be tackled in unconventional ways?
8 criticises businesses that merely write about what they believe in?
9 emphasises the importance of challenging assumptions and conventional ways of working?
10 highlights a benefit of understanding what you can't do well?

How to go about it

- Underline key words in each question. The matching text needs to reference all those key words – although, of course, they will usually be paraphrased. The text may also spread those references over several sentences.
- Most questions are connected with two or more texts. Don't just choose the first text that feels more or less right; check carefully in case a different text fits every part of the question better.







'DON'T BE AFRAID TO FAIL', SAY BRITAIN'S TOP LEADERS

A Tahlia Gray, founder of Sheer Chemistry

When Tahlia Gray set about creating tights specifically for women of colour, 'there was no blueprint. I didn't have a fashion background, so finding a manufacturer, pricing, stock management, and dealing with buyers was all foreign to me,' Gray says. 'The most surprising thing is having to constantly learn and develop new skills,' she says. 'No two days are the same, which I love, but requires continuous development.'

Her advice for would-be entrepreneurs? 'Surround yourself with mentors,' she says, whether they be experts with specific skills, those further along their start-up journey, or peers in the same boat. 'It's true when they say your net worth is your network.'

B Gori Yahaya, founder of Upskill Digital

'Failure is pretty synonymous with entrepreneurship,' says Gori Yahaya. Yahaya tried to take his business 'as far as it could go' on his own but hit a limit when he realised 'how much I needed to sharpen my financial acumen'.

With all the demands placed on an entrepreneur's shoulders, there comes a point when the next vital step is hiring skilled people to fill out areas in which their knowledge is lacking. 'Ultimately, your first few hires, especially as a solo founder, can define the trajectory of your start-up,' says Yahaya, who admits a poor hiring decision in a key role set his company back in its early days.

C Natalie Ojevah, MBE, creator of the Barclays Black Founders Accelerator

To be a great leader you must first earn the trust of your team. That connection happens by 'authentically caring' about the people you manage, says Natalie Ojevah, MBE. 'If I think about the leaders who had an impact on my career … the first trait that springs straight to mind is being an empathic leader: truly understanding the individuals you work with.' Good leaders are not born, Ojevah argues, but instead are the result of serious self-reflection – not only on your strengths, but also your weaknesses.

Ojevah believes there is a commercial advantage to hiring a broad range of people: 'In the simplest terms, having a more diverse workplace means that businesses can effectively market to a wider consumer market.'

D Adesuyi Agbede, chief data officer at asset manager Wellington Management

Far from ordering their teams around, Adesuyi Agbede believes leaders can deliver the best results by supporting their colleagues to fulfil their potential. Clear communication and empowering others are key to this success, while Agbede also encourages leaders to 'always question the status quo'.

Diversity is key to fostering a strong culture by introducing a wider range of thinking and creativity. It also 'removes unwanted bias and can increase employee satisfaction and boost morale', according to Agbede. Hiring a wide range of people ensures organisations have flexible problem-solvers, because their staff will take different approaches informed by a variety of life experiences and attitudes.

E Sean Alleyne, COO of Credit Suisse's London branch

Sean Alleyne believes that you must 'create a culture of openness' underpinned by trust and fairness. 'Mistakes are essential for growth in your professional life. How you react to them and what you learn from them is key.'

'Diverse workforces are more innovative, make better decisions and are more effective at problem-solving,' he argues. Now is the time for the next generation of leaders to ensure their companies finally turn all the talk into action, according to Alleyne. 'Organisations need to be action-oriented and not just talk, and invest in creating an equitable environment where cognitive diversity is truly valued.'

F Becky George-David, head of business banking partnerships at JP Morgan Chase

'Each mistake has led me down an alternative path through which I've uncovered new experiences and perspectives – leading me to the person that I am today. So long as you stick through it, there is a way out and things tend to work out in the longer term.'

'Organisations get carried away with the optics of what is popular, to the extent that reading through company values these days, everyone sounds the same.' Instead, 'culture is what happens when no one is looking', she says. 'Leaders owe it to their employees to not only be vocal about calling out dissident behaviours, but ensuring that all employees are empowered to do the same.'

Language focus Conditional clauses

1 Rewrite the following sentences so they start with the word given. Sometimes several answers are possible.

1 Would you quit your job if you didn't need the money?
Supposing _____?

2 You may work from home, but only if you send us an hourly update.
On _____.

3 We're going to miss this deadline, and working all night wouldn't make a difference.
Even _____.

4 If the bank hadn't lent us the money, we'd never have started the business.
But _____.

5 Even if the damage wasn't your fault, you're still responsible for paying for it.
Regardless _____.

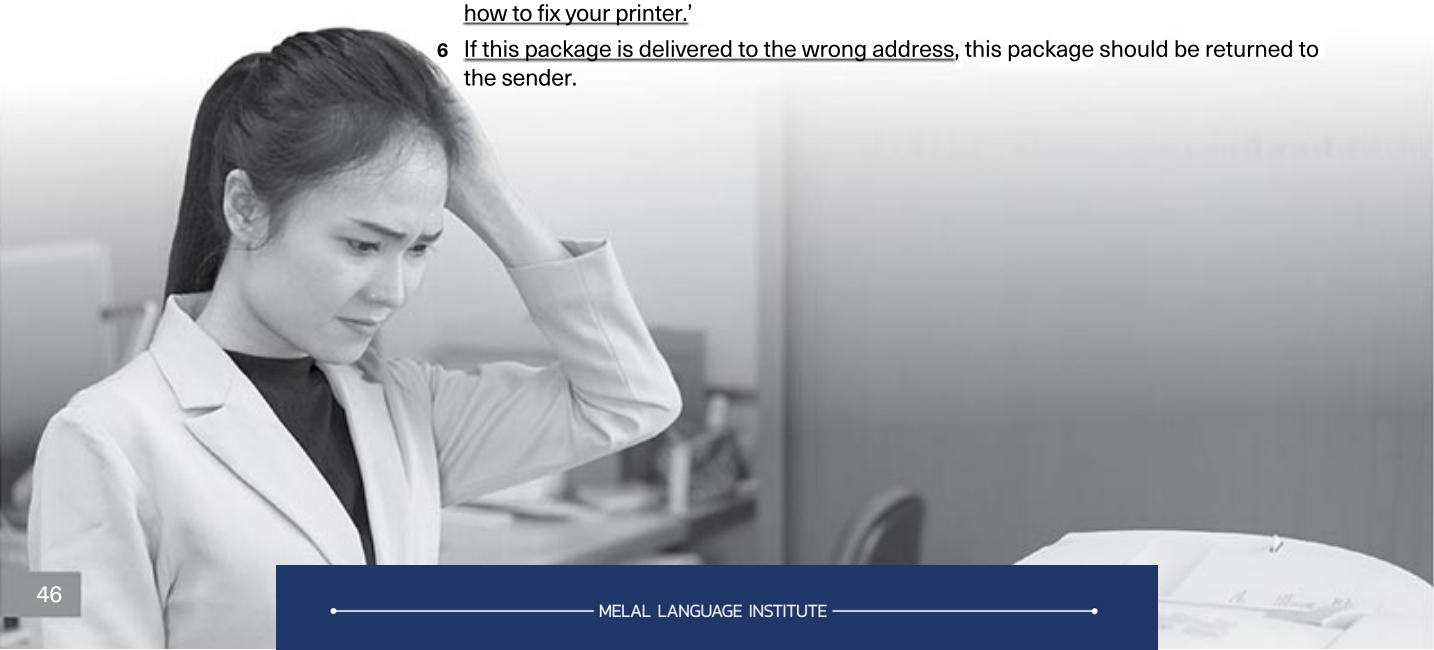
6 If there were another recession, we'd struggle to pay our debts.
In _____.

2 Complete the sentences with one word or a contraction in each gap.

1 You have to pay this tax _____ or not you've earned any money that month.
2 If it _____ for our mortgage payments, we'd be rich!
3 You're welcome to work in my office _____ that you're quiet.
4 I always carry a £10 note in my wallet in _____ of an emergency.
5 I know it's a lot to ask, but if you _____ to be a little more flexible on the price, it would make a massive difference.
6 Even if I'd had better qualifications, _____ doubtful that I'd have got the job.
7 I don't care what you do with the money so _____ as you pay me back.
8 If it isn't too _____ trouble, could you check my report for grammar mistakes?
9 I know most of you have seen the agenda, but I'm going to run through it now in _____ case.
10 If it hadn't been _____ your nagging, I'd never even have applied for the job!

3 Use ellipsis to delete unnecessary words from the underlined sections. Make any other necessary changes.

1 If I can come to your presentation, I'll come to your presentation.
2 There's a lot to remember, but if you're in any doubt, call me to ask for help.
3 'Do you think I should quit my job?' 'Well, I'd quit my job if I were you, but it's your choice.'
4 I can come to the office if it's necessary to come to the office, but I'd rather not.
5 'Can you fix my printer?' 'I'd fix your printer if I could fix your printer, but I don't know how to fix your printer.'
6 If this package is delivered to the wrong address, this package should be returned to the sender.



Vocabulary Rise and fall

1 Complete the definitions with verbs from the box.

accelerate diminish dwindle escalate hike up magnify plummet plunge recede skyrocket slump soar spiral surge swell wane

1 _____: become much bigger, like a balloon or a crowd
2 _____: keep increasing or decreasing more and more
3 _____ / _____: fall by a huge amount very suddenly
4 _____ sth _____: raise prices sharply (NB there may be a sense of this being unfair on customers)
5 _____: become faster
6 _____: fall gradually after a high point, like water after a flood or your hopes after initial optimism
7 _____: fall due to a lack of energy and then remain low for some time, like a person fainting or falling asleep in a chair
8 _____ / _____: rise extremely high very fast, like a plane, etc taking off
9 _____: grow hugely and build energy, like a growing crowd or rising flood
10 _____ sth: make something bigger / more powerful (or at least, appear to be)
11 _____: to become bigger, worse or more serious (NB usually negative things, e.g. anger, violence)
12 _____ / _____: fall gradually, like a crowd drifting away or your enthusiasm after a long time
13 _____ (sth): become smaller/less, or make something smaller/less

2 Complete the sentences with the most suitable verbs from Exercise 1.

1 I was sure they'd offer me the job, but after two weeks of waiting to hear back, my hopes are _____.
2 All life seems to have gone out of the economy, which has _____ over the past year.
3 A powerful marketing campaign on TV can generate a lot of sales, which is then _____ if social media makes the campaign go viral.
4 After the announcement, their share price _____ by 80% overnight, wiping billions from the value of the company.
5 I don't want to _____ your achievements, but I should point out that my results were actually better than yours.

Expressions and phrases with *pay*

Complete the sentences with a suitable word in each gap.

1 After the death of the legendary entrepreneur, hundreds of admirers took to social media to pay their ___ ___ ___ **p** ___ ___ ___ ___.
2 Many companies pay lip ___ ___ ___ **v** ___ ___ ___ to the need to protect the environment, but very few of them take concrete action.
3 There's really no need for you to pay. I'm perfectly capable of paying my own ___ **a** ___.
4 You're always so critical of your workers. When did you last pay any of them a ___ ___ ___ ___ **l** ___ ___ ___ ___ ___?
5 Your decision to empower the team members has really paid ___ ___ ___ ___ **d** ___ ___ ___ ___. Everybody seems far more motivated now.
6 I'd like to pay ___ ___ ___ **b** ___ ___ ___ to my mentor, who was so generous to me when I was starting out in business. Now I'm successful in my own right, it's time for me to pay it ___ ___ ___ **w** ___ ___ ___ to the next generation.
7 I don't recommend buying souvenirs in the city centre, unless you don't mind paying through the ___ ___ **s** ___.
8 You may be able to get by on four hours sleep a night now, but you'll pay the ___ ___ **i** ___ ___ when you're older.

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 eight words, including the word given.

1 I regret selling my shares in that company because they'd be worth a lot of money now.
ONLY
I'd have made a fortune by now _____ hold of my shares in that company.

2 It seems that Frank is feeling grumpy about something, but I don't know what.
HAVE
Frank appears _____ shoulder, but I'm not sure why.

3 It'd be great to earn a regular salary, but it's nice that I don't have to work in an office.
SAID
While I'd love to be paid more regularly, there's _____ to work in an office.

4 I have no objection to advising you about business, but I don't think it's fair to expect me to do your accounts.
LINE
I don't mind giving you some business advice, but what _____ doing your accounts for you!

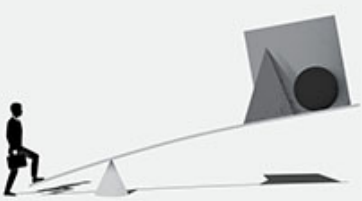
5 The only reason we didn't pay too much for the carpet was because we were lucky with the exchange rate.
STROKE
But _____ with the exchange rate, we'd have had to pay through the nose for the carpet.

6 Looking back, I realise I was fired because I wasn't fast enough.
SLOW
In _____ I wouldn't have been fired, I realise.

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 lines to form a word that fits in the gap in the same line. There is an example at the beginning (0).

The weird world of leveraged buyouts



Want to buy a multinational corporation but have **(0)** *INSUFFICIENT* funds to do it? No problem! Just use a leveraged buyout (LBO).	**SUFFICE**
In an LBO, the buyer uses a **(1)** _____ small sum of money, typically 10% of the total price, to purchase a publicly traded company. The remaining 90% necessary for the **(2)** _____ comes from a bank, with the acquired business itself serving as collateral to guarantee that the loan will be **(3)** _____.	**RELATE** **ACQUIRE** **PAY**
(4) _____, LBOs often target strong, successful businesses, which provide the greatest security for lenders. It's no wonder, then, that the threat of an LBO is so **(5)** _____ for business leaders who wish to retain control of the companies they run.	**IRONY** **SETTLE**
In case you're now contemplating your own LBO, be warned that it's not quite as **(6)** _____ as it sounds. Above all, you'll need to persuade a bank to lend you the money, usually at an absolutely **(7)** _____ interest rate. Plus, even if your plan comes off, you'll have to deal with the wrath of **(8)** _____ managers and employees.	**EFFORT** **EXTORT** **GRUNT**

Listening Part 1 Three-option multiple choice

6 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 a conversation between two friends.

1 Why did Karen's day get off to a bad start?

A She had gone to the office on the wrong day.

B Her boss had neglected to make suitable arrangements.

C The receptionist was unpleasant to her.

2 Both speakers express the opinion that

A mistakes are forgivable when people are overworked.

B working with an inexperienced colleague can be frustrating.

C employers should treat junior employees with more respect.

Extract 2

You hear part of a lecture about hyperinflation.

3 The lecturer mentions the experience of Hungary in 1946 in order to

A highlight ways people coped.

B contextualise a definition.

C reinforce a hypothetical example.

4 What form of currency does the lecturer suggest is least susceptible to hyperinflation?

A metal coins

B electronic money

C paper banknotes

Extract 3

You hear part of a salary negotiation in an office.

5 What is the HR manager's main motivation for resisting Javier's demands?

A She is unconvinced that Javier merits a pay rise.

B She believes Javier's expectations are financially unsustainable.

C She is concerned that it would be unfair to make an exception.

6 How does Javier feel at the end of the negotiation?

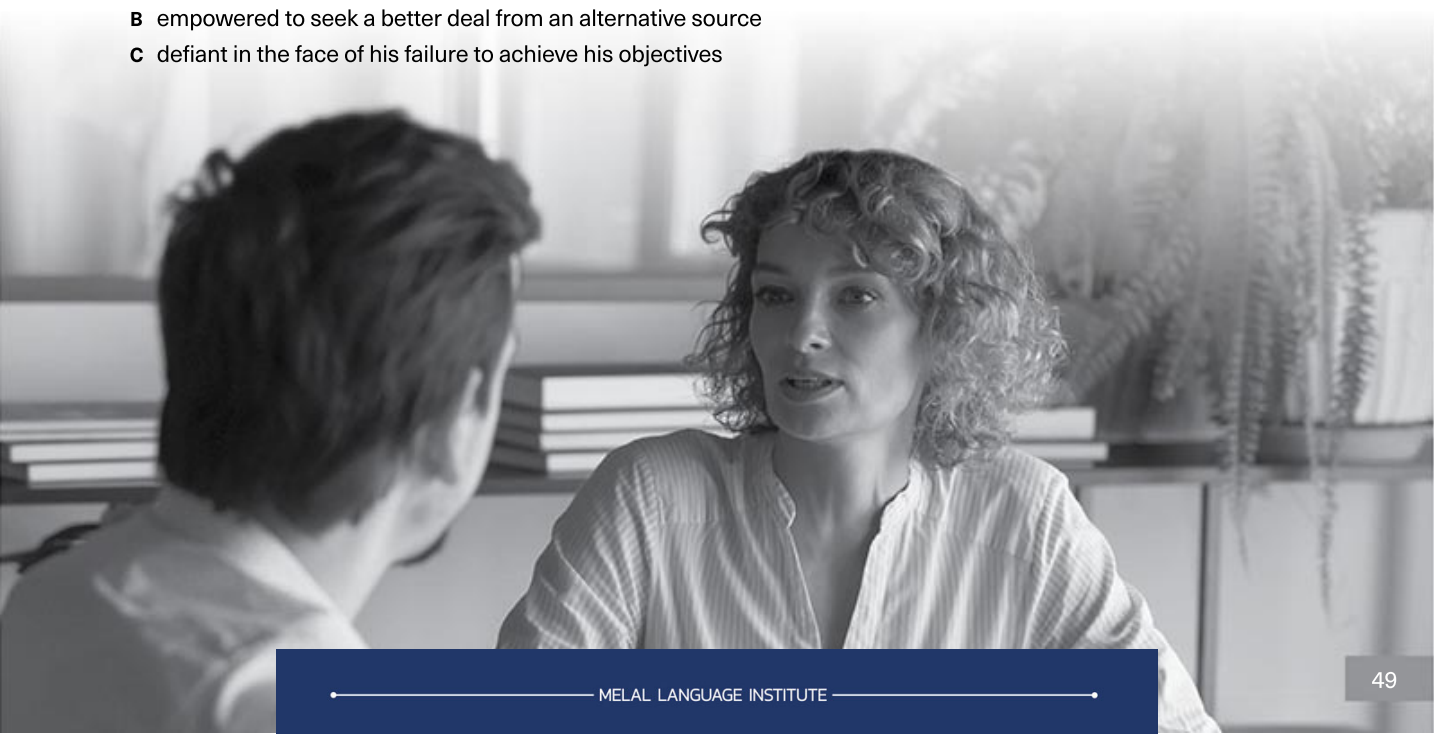
A relieved to have resolved a difficult dilemma

B empowered to seek a better deal from an alternative source

C defiant in the face of his failure to achieve his objectives

Don't forget!

- The three extracts are on unrelated topics.
- The questions are designed so that all three options seem plausible. Resist the temptation to choose an option that feels almost right or only partially right.
- The questions often ask you about the speakers' attitudes and motivation, so you need to think about not just what they say, but also why they say those things.



Writing Part 1 Essay

How to go about it

- In an essay about advantages and disadvantages, the easiest way to organise your writing is to have one paragraph on all the advantages and another on all the disadvantages.
- A more sophisticated approach is to look for themes/topics, so you 'pair up' each advantage with a corresponding disadvantage. Each paragraph in the main body of the essay can therefore focus on a single theme or topic. This approach isn't always possible, but is extremely effective if you can make it work.
- It is vital to include a clear introduction paragraph (to establish the topic) and conclusion (to sum up the arguments), even if they are very short (just one or two sentences each). This allows you to keep within the word limit, in order to cover all the key points properly.

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

1 What advantages and disadvantages of remote working are mentioned in the texts?

2 Can you think of any others? Should you mention these in your essay?

Read the two texts below.

Write an essay summarising and evaluating the key points from both texts. Use your own words throughout as far as possible, and include your own ideas in your answers.

Write your **essay** in **240–280** words in an appropriate style.

2 **Which advantages and disadvantages from the input texts seem to 'pair up' with each other? How might this influence the way you organise your paragraphs?**

Why remote working never works

In recent years, the trend towards working from home has been relentless, but while the lucky few may be able to self-motivate, for the vast majority of employees, the lack of supervision means that much of the working day is spent on social media, snack breaks and family errands rather than productive work. What's more, with team members spread over dozens of locations, decision-making becomes a logistical nightmare, especially if it's attempted via email. When it comes to efficiency, there's simply no alternative to bringing people together in the same room to hash things out in an instant.

Whoever thought working in an office was a good idea?

Offices seem almost purpose-built to prevent us from getting any meaningful work done, thanks to constant interruptions and distractions, not to mention the never-ending stream of pointless meetings. Just leave me alone to get on with my job! That's why the advent of remote working has been such a boon to productivity and employee satisfaction. A further unexpected benefit has been the ability of companies to recruit globally. No longer are candidates excluded from consideration simply because they live in the wrong place (and aren't prepared to up sticks), giving employers a far greater pool of talent to choose from.

3 **Read the following model answer. Underline extracts that echo the five advantages and disadvantages from the input texts.**

4 **What do you notice about the model essay's introduction and conclusion?**

The pros and cons of remote working

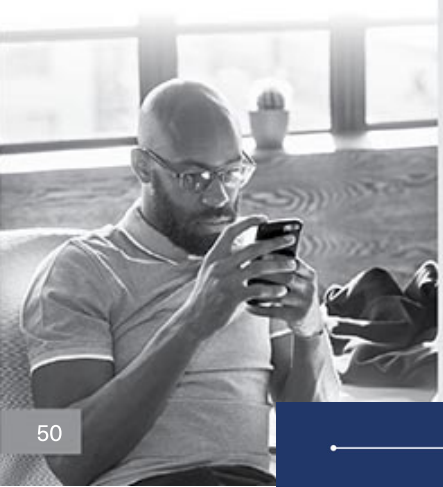
As remote working has become increasingly commonplace, many long-established assumptions about the nature of work are being turned upside-down.

One common concern is that, without a manager looking over their shoulder, remote employees will grow lazy. What may be overlooked is that office-based workers often waste just as much time on coffee breaks, small talk and surreptitious scrolling through social media; they simply have to work harder to conceal their laziness. There's even an argument that remote employees work more efficiently, without the temptation to chat around the water cooler or the distraction of other people's noisy phone calls to contend with. Above all, if employees feel entrusted to get on with their work without constant monitoring, their job satisfaction skyrockets, motivating them to work more efficiently.

Of course, face-to-face decision-making is often smoother, without the need to compose lengthy emails and wait for replies to trickle in. A quick meeting can resolve issues extremely efficiently. The problem is that most meetings tend to be neither quick nor efficient, and merely serve to keep employees away from their actual work.

Additionally, remote working allows employees to live wherever they choose. Not only does this have a positive impact on employee retention, as current workers are not faced with a choice between their jobs and a pleasant place to live, but it also makes the recruitment of great people significantly easier when you have the entire world's population to choose from.

For me, the benefits of remote working far outweigh the drawbacks. I would not be at all surprised to see the end of office-based work within a few years, and the world



5 Complete the *Useful language* box with phrases from the model answer. Write one word in each gap.

Useful language

Introducing arguments	Drawing conclusions
(1) *One _____ _____ is that ...*	*As far as I am concerned, it seems clear that...*
(2) *What _____ be _____ is that ...*	**(6)** *For me, the benefits of ... far _____ _____ _____.*
(3) *There's _____ an _____ that ...*	*On balance, I find the arguments in favour of ... more persuasive.*
(4) *The _____ is that ...*	
(5) *Not _____ does this ..., but it _____ ...*	

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

1 transformed completely: _____ _____-_____
2 monitoring them closely: _____ _____ their _____
3 hidden, secret, trying not to be noticed: _____
4 make small talk with colleagues: _____ _____ the _____ _____
5 deal with (e.g. distractions, challenges): _____ _____
6 given trust: _____
7 arrive slowly and gradually: _____ _____
8 only: _____
9 discouraging workers from resigning: _____ _____

7 Complete the following exam task.

Read the two texts below.

Write an essay summarising and evaluating the key points from both texts. Use your own words throughout as far as possible, and include your own ideas in your answers.

How the minimum wage destroys jobs

When this country introduced a minimum wage, two entirely predictable events occurred. First, wages rose throughout the economy, forcing businesses to raise their prices to cover costs. The overall effect: most people ended up worse off. Second, many potential employers resisted the urge to take on new workers (or at least to do so legally), because they were simply too expensive. As a result, unemployment shot up while employment tax revenues collapsed. Surely it must be only a matter of time before the government reverses this destructive policy.

A fair wage for a hard day's work

Why is it that the lowest-paid always get blamed for the country's economic woes? While our business leaders rake in record profits, they claim that wages for the poorest couldn't possibly rise without driving up inflation. What utter nonsense! Every worker deserves to be paid fairly for their time and effort, and to be able to afford the basics like food and shelter. It's beyond doubt that well-remunerated employees are more motivated and productive. For these reasons, I believe that a substantial increase in the minimum wage is long overdue.

Write your **essay** in **240–280** words in an appropriate style.

7 WORKING IT OUT

Reading and Use of English Part 6 Gapped text

You are going to read an article about a mystery connected with the *Star Wars* films. Seven paragraphs have been removed from the text. Choose from the paragraphs A–H the one which fits each gap (1–7). There is one extra paragraph which you do not need to use.

WHO WAS THE CLUMSY STORMTROOPER?

One fan's quest to solve Star Wars' most enduring mystery

It's the most famous silent 'oof' in cinema history. 82 minutes and 21 seconds into the original 1977 Star Wars, a Stormtrooper bangs the top of his head walking through a door on the Death Star. The blooper is easily missed and for decades passed essentially undetected.

1 _____

Who was this mystery man in cheap moulded plastic? Why had director George Lucas left such a glaring flub in his movie? How has a not-very-significant mishap become so fascinating to so many? 'The Stormtrooper banging his head has become a meme classic,' says Jamie Stangroom, filmmaker and *Star Wars* superfan (though not a super-superfan who has read all the tie-in comics and novels, he points out).

2 _____

No fewer than three actors have claimed to be the baddie banging his bonce as Imperial forces break into the Death Star cubbyhole where R2-D2 and C-3P0 have been ordered to hide by Luke Skywalker.

3 _____

The real question is which of the contenders was caught doing so on camera. 'The obvious thing to say is that there were probably lots of people banging their heads in *Star Wars,*' says Stangroom. 'I've worn one of the original helmets. They're not especially easy to move around in. I don't think it would have been an isolated incident.' Bragging rights for the on-screen 'oof' for many years rested with Michael Leader.

4 _____

'If you googled it, then two names came up,' he says. 'One was Leader, who has since passed away. The second guy was Laurie Goode. Then I went on *Saturday Live* on Radio 4 and mentioned I was doing this project. I got an email from a third person claiming to be the Stormtrooper, Martyn Reid.' Leader refused straight up to be interviewed by Stangroom. Goode and Reid, meanwhile, each insisted they were the Stormtrooper caught on camera.

5 _____

Yet, as we see in the film, it matters to him that he gets his due as the Stormtrooper. 'I met Martin and Laurie separately,' says Stangroom. 'Each did a polygraph test. One of them failed. It was fun as I'd never done one of those before. But I don't think the result really came into the final verdict.'

The Empire Strikes Door starts as a slightly whimsical survey of the bump heard around the universe. But it turns into a rollicking mystery and a rumination on human memory and the degree to which one person's version of the past clashes with someone else's.

6 _____

The climactic moment in Stangroom's documentary comes as Reid and Goode square off and politely try to demolish each other's stories. No lightsabers are swung. This is nonetheless a confrontation as pulse-quickening as Luke v. Darth in *The Empire Strikes Back*.

7 _____

In addition to these rival claimants, Stangroom also spoke to *Star Wars* producer Gary Kurtz, who, like Lucas himself, seems astonished that the head-bump has become the one meme to rule them all. 'Gary Kurtz did notice it. They did another take. When they brought it to the edit room they realised it [the head bump take] was the best one. It just had that imperfection they couldn't afford to fix. They couldn't go back and do it again. Initially, I think, they were embarrassed. They came to see the funny side, which is why Lucas put that sound effect in.'



A However, two subsequent contenders would emerge, each claiming to be the baron of bump. The challenge Stangroom set himself in his documentary was sorting fact from fiction.

B One of them is a regular at conventions. He is still signing pictures of the head bump. He says. 'I can't prove it but I know it is me'. So it means a lot to him. His reputation is on the line in a way.

C Then along came the internet. The clumsy villain with the naughty noggin was elevated, like an X-Wing rising from a swamp, into an object of cult obsession.

D The two assistant directors on the film had contrasting recollections of the incident, when Stangroom tracked them down. One recalled it clearly. The other was completely unaware of the biff until Stangroom called him up. 'He told me it was quite shambolic and they were moving on as quickly as they could.'

E And it shows how a flub can go viral: in the end even Lucas recognised the joke, adding a head-bang sound effect to a 2004 DVD re-release of *Star Wars*.

F It's possible, says Stangroom, that each of them indeed clunked their crown during the shoot. The *Star Wars* set at Elstree Studios in Hertfordshire was by every account a chaotic environment, where everybody was flying by the seat of their interstellar trousers.

G The former has carved out a career on the *Star Wars* convention circuit signing photographs of the Stormtrooper banging his head (always making it clear he cannot definitively prove he's the one in the picture). Reid is a retired Shakespearean actor who lives in the countryside and seems happy to have left *Star Wars* behind.

H His new documentary, *The Empire Strikes Door*, is presented as the first and last word on the incident. 'It's pretty famous. Even the director himself paid tribute to it when he had Jango Fett bang his head getting into his ship in *Attack of the Clones*'. In the case of the head-banging Stormtrooper, there is an additional layer of mystery in that his identity has been disputed for years.

Don't forget!

- A good starting point is often to look at the names of people mentioned in the text. Usually, people are introduced in the base text rather than in the extracted paragraphs. Their full name is given in the first instance, together with some biographical data, and thereafter they are referred to by their first name, surname, job title or a pronoun.
- Start with the easiest gaps. Then use a process of elimination to match paragraphs with the remaining gaps.
- Remember that there is always some kind of link between each gapped paragraph and the one before and/or after it. But at C2 level, these links can be extremely subtle.

Language focus

Modal verbs of possibility, probability and deduction

1 Match the sentences (1–4) to the responses (a–d).

1. There was supposed to be a get-together tonight, but it looks like nobody's turned up.
2. I had to stand up in front of a hall full of people and admit I'd cheated.
3. I have a nasty feeling I sent that confidential letter to the wrong address.
4. We're going to get stuck in the rush hour traffic, I reckon.

a. That mustn't have been easy for you.
b. Yes, well you couldn't have picked a worse time to leave!
c. OK, so we may as well go home, then.
d. Yes, that may well have happened.

2 **Complete the conversation with one word or a contraction in each space.**

A: OK, here's a puzzle for you. Amy and Bob both cycled all the way round Great Britain, using roads as close to the coast as possible.

B: Wow! That **(1)** _____ have been amazing!

A: It may **(2)** _____ have been, but that's not the point! Amy cycled clockwise, while Bob went anticlockwise. Which one travelled further, and by how much?

B: Well, if they took the same roads, they **(3)** _____ have travelled different distances.

A: Ah, but they travelled on different sides of the road. For the purposes of this puzzle, **(4)** _____ may be assumed that the average coast road in Britain is 10 metres wide.

B: Sorry, but I have no idea.

A: Come on! You may **(5)** _____ well guess, at least. You've got nothing to lose.

B: OK, so the journey around Britain's coast has **(6)** _____ to be thousands of kilometres, so one of them – and I don't know which one – could **(7)** _____ travelled perhaps a few hundred kilometres further. Am I right?

3 **Solve the puzzle in Exercise 2.**

Adjectives and fixed expressions

1 **Complete the sentences with *very* or *major* and words from the box. Use each word once only.**

component core day end existence idea issue nature reason spot

1 One *major/very* _____ why the film is so popular is that you don't understand what's going on until the *major/very* _____.

2 Can you believe that it was on this *major/very* _____ twenty years ago, on this *major/very* _____ in the forest that we first met?

3 I have no objection to paying my fair share, but I'm afraid I have a *major/very* _____ with the *major/very* _____ that I am in any way responsible for your travel costs.

4 One *major/very* _____ of every successful puzzle is the sudden mental click when you hit upon the solution, which, by its *major/very* _____ must feel impossible at first, and then obvious as soon as you've worked it out.

5 He resented me not because of anything I had done, but because of my *major/very* _____, which shook me to the *major/very* _____.

2 **Match the fixed expressions to the reasons for using them.**

1 To a certain extent / For the most part,
2 All in all / Taking everything into account,
3 Sure enough,
4 Come to think of it,
5 In much the same way / What is more / By the same token,
6 All of a sudden / Out of nowhere,
7 By all means,
8 For the time being / Up to this point / As it stands,
9 To all intents and purposes,
10 At any rate,

a to reinforce an argument with an additional point
b to suggest something is true in all the most important ways
c to draw a conclusion or introduce a summary
d to give permission ('Of course you can'), although there may be a 'but' later in the sentence
e to say something is only partly true
f to change a previous statement by saying it's only partly true
g to show that something happened as predicted
h to add an idea that has just occurred to you
i to say something is/was temporary
j to add drama and surprise to a story



Vocabulary Phrasal verbs of deduction and investigation

Complete the sentences with suitable verbs.

1 I was ___ ___ **s** ___ ___ ___ around my neighbours' garden last night while they were out at a party, when I ___ ___ ___ **m** ___ ___ ___ ___ across a message that said, 'We know who you are and what you're up to!' What do you think it means?

2 While Jean was ___ ___ ___ **l** ___ ___ ___ over a seemingly impossible decision, she ___ ___ ___ upon a solution that would enable her to have the best of both worlds.

3 They began a new crime-free life under false identities, but their misdemeanours ___ ___ **u** ___ ___ ___ up with them when the police finally ___ ___ ___ **c** ___ ___ ___ them down.

4 The inspector has vowed to ___ ___ **o** ___ out organisational corruption, no matter how long it takes.

5 Dave ___ ___ ___ **n** ___ ___ ___ me out about whether he should quit his job or not, but I was convinced he was ___ ___ ___ **p** ___ ___ ___ something back from me – his true reason for wanting to leave.

6 While the police were ___ ___ ___ **k** ___ ___ ___ out his house, the holed-up gangster ___ ___ **z** ___ ___ up his escape options, but none seemed especially viable.

Verbs of confusion and deceit

Complete the definitions with the correct form of verbs from the box. You can use some verbs more than once.

baffle blackmail bluff con confound delude double-cross dupe hoodwink hustle perplex scam stump swindle

1 If somebody _____ / _____ / _____ / _____ you into doing something, you do it because you were tricked.

2 If you _____ your way through something (e.g. a game, an exam), you get through it by cheating and/or inventing information.

3 If a puzzle _____ / _____ you, you have no idea how to solve it.

4 If a criminal _____ their partner in crime, they cheat or betray them.

5 If somebody _____ you (into doing something / out of something), they use threats (e.g. to reveal your secrets) to force you to do something.

6 If a situation _____ / / _____ you, it doesn't make any sense.

7 If you _____ yourself, you believe something is true (e.g. that you're talented) even though it's not.

8 If somebody _____ / _____ / _____ / _____ you out of something (e.g. money), they use tricks to get it from you.

9 If you _____ one thing with another, you mix them up.

Word formation Adjectives

Use the suffixes in the table to make adjectives from the words in the box. Make any other necessary spelling changes. Three of the words can be used twice.

abhor blame comply convince decipher discern fear (x2) fraud hesitate infect irk miracle mischief perceive (x2) prevail quarrel rebel regret relent reminisce repent reverse thought tolerate (x2) trouble

1 -able	2 -ant	3 -ent	4 -ible	5 -less	6 -ous	7 -some

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 eight words, including the word given.

1 I'm sure the butler committed the crime, as he had the biggest motive.

BEEN

The butler had more of a motive than anyone else, so it ..... committed the crime.

2 Josh has a nasty habit of irritating his co-workers, which is why he's so unpopular.

RUBBING

Josh isn't popular with his colleagues because he's ..... way.

3 I had almost given up on the puzzle when I happened upon the solution.

BRINK

I stumbled across the puzzle's solution just as I ..... on it.

4 Nobody's going to eat that cake, so there's no reason not to throw it away.

WELL

You ..... rid of that cake – it's never going to be eaten.

5 I've often wondered what happened to our painting that was stolen all those years ago.

BECAME

We had one of our paintings stolen long ago, and many a ..... it.

6 Despite my best efforts to make it up as I went along, the job interview was a disaster.

BLUFF

Try ..... through the job interview, I failed miserably.

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 space. Use only one word in each space. There is an example at the beginning (0).



Mystery of planarian worm regeneration finally solved by AI

Planarian worms are simple-looking organisms with a bizarre trait that **(0)** ..... *HAS* ..... long baffled scientists: the ability to regenerate after **(1)** ..... dissected. Slice them lengthwise or diagonally, chop them up into hundreds of pieces, and each fragment will simply regrow **(2)** ..... a new worm. The phenomenon has been documented for hundreds of years, but quite how it works, in **(3)** ..... of the chemical processes triggered by the worm's DNA and RNA, has been **(4)** ..... the wit of history's greatest scientists … until recently.

Now, a team of computer scientists has used Artificial Intelligence (AI) to untangle what's **(5)** ..... on. Amazingly, the AI algorithm took only three days to solve the problem, but admittedly the researchers had been beavering **(6)** ..... on their algorithm for years beforehand.

The research is more than just mere satisfaction of intellectual curiosity; **(7)** ..... medical practitioners able to regenerate missing body parts in humans at will, it would have profound implications for all of us. More generally, the research highlights the potential of AI to solve the unsolvable, suggesting we're **(8)** ..... the brink of countless incredible discoveries.

Listening Part 3 Four-option multiple choice

7 You will hear part of a conversation about estimation techniques. For questions 1–5, choose the answer (A, B, C or D) which fits best according to what you hear.

1 Alex gave a number in answer to the interview question because
- **A** his initial response had been rejected.
- **B** he had conducted a simple BOTEC analysis.
- **C** it seemed like a reasonable estimate.
- **D** he was perplexed about the question's purpose.

2 Why does Marta conduct her own BOTEC?
- **A** to showcase her skill at mental arithmetic
- **B** to highlight the inaccuracy of Alex's estimate
- **C** to make a comparison with Alex's answer
- **D** to illustrate the importance of a step-by-step method

3 What aspect of Fermi problems do Alex and Marta agree on?
- **A** They are useful for making estimates without sufficient data.
- **B** Fermi Olympiads merely afford people an opportunity to have their egos boosted.
- **C** The Drake Equation is likely to produce a more accurate figure in the future.
- **D** The Drake Equation is valuable even if current estimates aren't especially useful.

4 Which estimate does Alex support with a rational argument?
- **A** the population of Paris
- **B** the number of daily customers for each petrol station
- **C** the average frequency of filling a car with petrol
- **D** the proportion of residents that make little use of petrol stations

5 What does Alex learn from the example of a sanity check?
- **A** the need to follow up in the case of a discrepancy
- **B** how a previously conducted BOTEC can reveal an apparent deception
- **C** the value of confirming an initial estimate with an accurate measurement
- **D** why it is important to establish maximum and minimum values

Don't forget!

- Part 3 questions often ask about somebody's purpose in doing something. The incorrect options or distractors may list other things that the person did or felt, but only one is their actual purpose.
- Another common question asks what the speakers agree on. Typically, all the other opinions are alluded to or stated by one person in the conversation, but only one is expressed by both of them.



Writing Part 2 Review

1 Read the following Writing Part 2 task. Underline three things you must include and one thing you mustn't include.

> You follow a blog that helps readers decide which TV shows to watch, based on reviews by other readers. You have decided to submit a review of a TV show about a real-life mystery from the past. Your review should present the mystery and explain how the show attempts to solve it. Avoid revealing information that would spoil it for future viewers and include a recommendation of who the show might appeal to.

Write your **review** in **280–320** words in an appropriate style.

2 Which genres of TV shows might you consider for your review? Why?

1 crime reconstructions
2 historical dramas
3 nature documentaries
4 historical documentaries
5 biographies of famous people

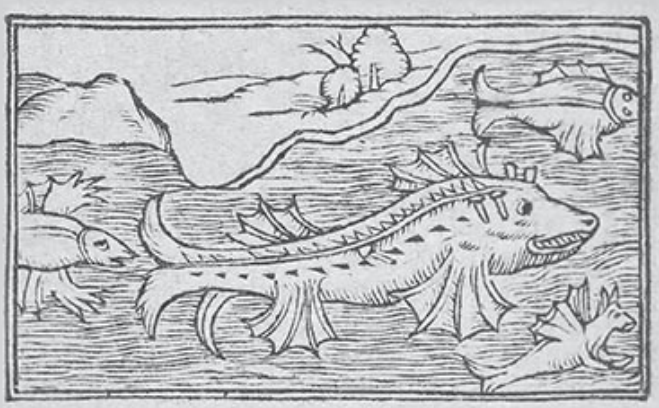
3 Read the following model answer and answer the questions.

1 Which sections of the review deal with the three parts of the task?
2 How does the writer handle the challenge of not spoiling the documentary for future viewers?
3 What do you think a *hafgufa* might be?

HAFGUFA: ANCIENT TERROR OF THE DEEP

(1) Imagine a small island in the open sea. On one side stands a wall, providing welcome shade from the incessant sun. Below, a shallow pool of fragrant water filled with scraps of food attracts the hungry fish in the surrounding waters. After succumbing to temptation to investigate the enticing pool, the fish find themselves unable to escape. Suddenly, the wall slams down to cover the pool. The island, together with the trapped fish inside, descends to the depths of the ocean.

(2) While it may sound like something from a sci-fi thriller, this sea monster seemed real enough to 14th century Norse seafarers to give it a name: *Hafgufa*. According to their sagas, the hafgufa could even swallow a large ship whole. In the centuries since, the legend has been dismissed as mere fantasy, but a recent TV documentary, *Hafgufa: Ancient Terror of the Deep*, sets out to sort fact from fiction using a combination of in-depth historical research and long-distance drones to scour the world's oceans for anything that might fit the bill.



(3) Incredibly, the hafgufa tale turns out to be true, at least in that there really is a gargantuan sea creature that lures fish into its open mouth with scraps of food regurgitated from its stomach. Whether this creature might also swallow ships seems far less plausible. Without wishing to give away the documentary's secrets, I can confirm that the animal is not a newly-discovered monster, but a far more familiar ocean-dweller. Its astounding behaviour simply remained undocumented for centuries, presumably because before the age of drones, it was impossible to get close enough to observe the creatures without disturbing them.

(4) If, like me, you love learning about nature and history, you will find the documentary engrossing, although others may find that, at over two hours, it is rather slow-paced. For me, though, I could watch these magnificent creatures all day long.

4 Find powerful adjectives in the model answer that mean the following.

1 never-ending, relentless (para 1) _____
2 beautiful-smelling (para 1) _____
3 attractive, tempting (para 1) _____
4 huge (para 3) _____
5 amazing or surprising (para 3) _____
6 wonderful (para 4) _____

5 Complete the *Useful language* box with words from the model answer.

Useful language

Creating interest / intrigue

(1) *I ____ ____ ____ ____ ____ e ...*
(2) *S ____ ____ ____ ____ ____ ____ y, ...*
(3) *I ____ ____ ____ ____ ____ ____ ____ ____ y, ...*
(4) *Without w ____ ____ ____ ____ ____ g to give away the documentary's secrets, I can c ____ ____ ____ ____ ____ m that ...*

Referring to sources

(5) *A ____ ____ ____ ____ ____ ____ ____ g to ..., ...*
(6) *A recent TV documentary, ..., s ____ ____ s o ____ ____ to ...*

6 Match the beginnings to the endings to make useful collocations and idioms from the model answer.

1 to succumb	a fact from fiction
2 to swallow	b to temptation
3 to dismiss	c undocumented
4 to sort	d something as mere fantasy
5 to fit	e something whole
6 to remain	f the bill

7 Complete the following exam task.

You recently went on a mystery tour (i.e. a guided tour of a place, but with an element of surprise). Write a review for a tourist website to help other tourists decide whether they want to go on the tour. Explain what you enjoyed about the tour and what could be improved, but avoid revealing important information that might spoil the surprise. Mention whether the tour might be unsuitable for certain people.

Write your **review** in **280–320** words in an appropriate style.

Don't forget!

- It's usually easiest to write a review about a real book, film, TV show, etc. But if you can't think of any real examples, it's fine to invent one. (The model answer is based on an invented documentary.)
- Keep your target reader in mind while writing. Try to arouse their interest and maintain their attention, for example by creating intrigue.
- Use powerful adjectives to make your writing feel more interesting and sophisticated.



Reading and Use of English Part 5 Multiple choice

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

1 According to the writer, the world's rainforests are united by
- **A** the preponderance of specific plant species.
- **B** their proximity to large bodies of water.
- **C** the vibrant range of species that inhabit them.
- **D** the human impact that threatens their continued existence.

2 Which aspect of the writer's memory from her youth suggests she had been in a temperate rainforest?
- **A** giant ferns
- **B** gnarled branches
- **C** silky webs of moss
- **D** enormous roots

3 How did the writer feel while exploring Grey Park Wood?
- **A** enchanted by the vivid images she conjured up
- **B** exhilarated by the relentless sound and movement
- **C** overwhelmed by the intensity of the colours surrounding her
- **D** concerned about the increasing fragility of the rainforest ecosystem

4 The writer predicts that Britain's rainforests ...
- **A** are likely to shrink further due to the increasingly unfavourable climate.
- **B** may soon host certain mammals that have been absent for centuries.
- **C** might have supported more creatures had conservation efforts started sooner.
- **D** are on the verge of losing their remaining bird species.

5 Guy Shrubsole suggests that Britain's rainforests struggle to expand because ...
- **A** plant species from abroad threaten to replace native species.
- **B** too many trees are being felled by people without being replaced.
- **C** locals seem more zealous about preserving exotic ecosystems.
- **D** farm animals eat wild plants before they have a chance to develop.

6 What is the writer's main purpose in writing the article?
- **A** to introduce the reader to an ecosystem they may have been unaware of
- **B** to advocate an attraction that nature-lovers might visit
- **C** to encourage readers to support a conservation campaign
- **D** to highlight the accelerated rate of decline of a particular habitat

How to go about it

- It's a good idea to read the whole text first to get a good understanding of the writer's purpose. Then, when you're trying to answer the questions, you can zoom in on particular parts of the text.
- The questions are always answered in the order they appear in the text, but may refer back to something mentioned in earlier sections. The final question may cover the whole text.
- In some cases, even if all the options seem to come from one part of the text, you'll only be able to answer the question after reading the whole text.



I went in search of Britain's last rainforests – this is what I found

by Marianna Hunt

One of my most vivid memories is as a seven-year-old, tramping through thickets of green on the Isle of Eigg in Scotland's Inner Hebrides. Giant ferns tickled my nose, gnarled branches, dripping in silky webs of moss, grabbed at my ears, and enormous roots – like the feet of a sneaky giant – tried to trip me up. It felt so unbelievably wild. Was I behind the scenes in Jurassic Park, with a triceratops about to come charging through the undergrowth?

Only recently, more than two decades later, did I learn that I was probably immersed in one of Britain's temperate rainforests. Similarly to their tropical counterparts, these are thrumming hives of plant and animal life, but found in much cooler climes, often hugging an oceanic coast. This rare ecosystem exists only in a handful of spots on Earth, including the southern tip of Chile, parts of Japan, New Zealand – and the UK.

Sadly, Britain's rainforests are slowly vanishing. But a movement has been growing with the aim of identifying and protecting their last vestiges, with Guy Shrubsole, author of The Lost Rainforests of Britain, at the vanguard.

I travelled to Devon to meet him, and learn more about his mission. We met at Grey Park Wood – a 15-hectare shred of rainforest around 25 minutes from Totnes. We'd barely left the car park before Guy was pointing out dog lichens, little emerald trumpets of pennywort and other plant life so typical of this rainforest environment.

'It's an incredibly special ecosystem,' he said, showing me the white canine 'teeth' that identify the dog lichen. 'There are particular flora and fauna in Britain that you only find in our rainforests.'

So, in a famously rainy country, I asked, how can people tell they're in a rainforest and not just another soggy wood? 'To qualify as a temperate rainforest, it needs to get more than 1400 mm of rain a year – about twice the amount as London,' Guy explained. 'But the easiest way to tell is if you can see epiphytes: plants growing on other plants.'

We'd entered the forest and suddenly everything was swaddled in a blanket of green. Knobbly grandfather oaks stooped over the whooshing River Dart, which ran alongside. From branch to root, they were cloaked in a delicate lace shawl of tamarisk moss – shaped like teeny ferns, the kind fairies would make their beds in – from which sprouted tufts of curly kale (actually, I'm told, it's tree lungwort). It was magical: life bursting from life everywhere I looked.

The temperate rainforest zone once stretched across one-fifth of Britain, from Cornwall to the West of Scotland. Over the past few centuries, that spaghetti hash of mosses, lichens and liverworts has been eaten away and now just one per cent of the country is covered in the last fragments. 'It's a tragedy because we have some of the best climatic conditions for rainforests in the whole of Europe,' Guy told me.

The remaining scraps run along Britain's Atlantic coast – including clumps in Cornwall, Devon, Wales and Scotland. (Could the Eigg wilderness of my childhood have been my first rainforest encounter? Quite possibly, Guy told me).

In Grey Park Wood there was not another human in sight, save our little group. But the forest seemed to vibrate with life, from the earthy smell of damp leaves to the drip, drip, drip of water trickling off mossy rocks, like a child tapping a xylophone.

A buzzard swooped over the treeline as Guy explained how rainforests are a fantastic place to spot rare birds like pied flycatchers and redstarts. Hundreds of years ago, Britain's rainforests would have been teeming with lynx, beaver and wild boar. That vision may not be such a distant possibility. Devon has already reintroduced beavers, with rumours that wild cats could be next.

As we skirted the edge of the rainforest, a conifer plantation loomed large and Guy explained the threats facing this fragile ecosystem: 'Britain is a rainforest nation but we've sadly cut down most of them. Overgrazing by livestock is preventing those remaining fragments from regrowing and spreading.'

We reached a bend in the river, our view stunted by clumps of glossy rhododendron. Guy glared at the offending shrub. 'Rhododendrons are an invasive species and very damaging to rainforests,' he said. 'Usually if I see some I'll rip it up and chuck it in the bin.'

He added, 'We're passionate about protecting tropical rainforests. Why don't we see that same magic and awe on our own doorsteps and protect it? Temperate rainforests are actually rarer than the tropical kind.' The campaign to save them is a perfect reminder of the need to appreciate what's right in front of us.

Language focus Comparatives

1 Correct each sentence by adding one word from the box in a suitable place. There are four extra words.

a as every far like more much now quite than the though to

1 The longer we allow this situation to continue, more species will go extinct.
2 Travelling around town by bike is not that slower than driving, but its impact is minimal.
3 More than ever we must put an end to our destructive behaviour.
4 Some people treat the climate emergency as it had been invented to restrict their freedom.
5 I've never known as warm summer as this one.
6 I would never be so presumptuous as expect you to help me for free.
7 Destroying the only planet we have is burning down your own house.
8 I'm relieved to say the damage isn't quite bad as we'd initially feared.
9 Some studies suggest electric cars are bit as harmful to the environment as those with petrol engines.

2 Complete each sentence with a suitable adjective.

1 While the new anti-pollution rules aren't perfect, they're a ___ ___ ___ **k** ___ ___ improvement on the previous guidelines.
2 Doesn't it bother you in the ___ ___ ___ ___ **h** ___ ___ ___ ___ that thousands of species are on the brink of extinction?
3 Simply halving the amount of meat you eat would make a ___ ___ ___ **t** difference to your carbon footprint.
4 Threatening to dump the waste in the sea if they don't get what they want is ___ ___ ___ ___ ___ **m** ___ ___ ___ ___ to environmental blackmail.
5 It's hard to say for sure, but there's a ___ ___ ___ **t** ___ ___ ___ ___ possibility that the forest fire was started deliberately.
6 I'm sorry, but I don't have the ___ ___ ___ **n** ___ ___ ___ ___ idea what you mean.
7 Previous mass extinctions have come about for a huge range of reasons, but there are ___ ___ ___ ___ **k** ___ ___ ___ similarities between them.

Expressing contrasts

1 Choose the correct option(s) (a, b or c) to complete each sentence. Sometimes more than one option is correct.

1 Although _____, we believe our aims are still achievable.
   a ambitious
   b being ambitious
   c on the ambitious side
2 The test was _____ less challenging than those in previous years.
   a every bit
   b a great deal
   c a bit
3 We've made some progress towards our aims, albeit _____
   a not as much as we'd have liked.
   b slowly.
   c we're still far from achieving our goals.
4 I know you didn't agree with everything she said. _____
   a Nonetheless, you should have respected her opinion.
   b You should nonetheless have respected her opinion.
   c You should have respected her opinion, nonetheless.

2 Complete the second sentence in each pair so that it has the same meaning as the first.

1 I couldn't miss the show despite being exhausted.
Exhausted _____, I couldn't miss the show.

2 When I was young, I was a lot fitter than I am now.
I'm not nearly _____ be in my youth.

3 The presentation wasn't especially interesting but at least it was informative.
The presentation _____ than interesting.

4 Plastic bottles are hard to recycle, but glass ones aren't.
Whereas _____ can't.

5 While one person can't make much difference, we should still do what we can.
One person can't make much difference. All the _____ important that we try our best.

6 We thought the problem would be far worse than it turned out to be.
The problem turned out to be nothing _____.

7 The climate emergency is by far the most pressing challenge facing humanity.
Of all the challenges facing humanity, _____ way.

Vocabulary Environment collocations

1 For each sentence, use the word given in capitals to form a suitable collocation with the word in bold.

1 The company faces a fine of millions of pounds for allowing _____ **waste** to enter the river. **HAZARD**

2 Burning discarded plastic is one of the least environmentally friendly methods of **waste** _____ imaginable. **DISPOSE**

3 If food doesn't reach the region within 24 hours, we may soon find ourselves facing a devastating _____ **catastrophe**. **HUMAN**

4 The vast _____ **windfarm** currently under construction in the North Sea should provide enough power for 10,000 homes. **SHORE**

5 Each seemingly minor change to the rules is nonetheless causing the **gradual** _____ of human rights. **ERODE**

6 Beavers are struggling to survive in their ever-_____ **habitats**, as more and more rivers dry up. **SHRINK**

7 As a committed believer in _____ **tourism**, I rarely take my private jet when I'm visiting far-flung corners of the world. **SUSTAIN**

2 Complete each gap with a suitable word that collocates with the word in bold.

1 While most **o** _____ **waste** can simply be thrown on a compost heap, where it gradually turns into soil, most other forms of **h** _____ **waste** need to be recycled. In contrast, **i** _____ **waste**, which comes from factories and is often extremely harmful to the environment, needs to be processed in special facilities.

2 Although zoos and aquariums have a role to play in conservation, the best place for most animals is in their **n** _____ **habitat**, be that the **w** _____ **habitat** of bears or the **m** _____ **habitat** of dolphins.

3 While we mainly associate **c** _____ **erosion** with damage caused to cliffs by the sea, water is far from the only source of problems. **W** _____ **erosion** also plays a major role, especially when sand is carried in the air, as does **s** _____ **erosion** caused by people and animals walking along coastal paths.

4 The phrases 'global warming' and 'endangered species' are increasingly seen as too mild to describe the **e** _____ **catastrophe** our planet is undergoing. While 'global warming' sounds rather pleasant, the **c** _____ **catastrophe** that is transforming our weather systems is anything but pleasant. Similarly, while 'endangered species' suggests creatures might be at risk, it fails to capture the **e** _____ **catastrophe** that is currently wiping out a large percentage of life on Earth.



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 space in the same line. There is an example at the beginning (0).

Garfield mystery solved after four decades

The Iroise coast in Brittany, France, is known for its rocky cliffs, secluded coves and sandy beaches. However, the **(0)** *PICTURESQUE* scenery belies a grim secret: its **(1)** _____ waters have claimed many a ship over the centuries. Since the 1980s, it has also gained **(2)** _____ for plastic telephones in the shape of cartoon cat Garfield, hundreds of which have been washing up on its beaches for decades. In perfect working order, such phones are highly **(3)** _____; after decades underwater, rather less so.



The **(4)** _____ cat-phones among the flotsam recently led local anti-litter campaigners to adopt Garfield as their mascot. Their campaign caught the attention of a local farmer who knew the **(5)** _____ of the semi-submerged shipping container from which they **(6)** _____ emerge. The container, wedged firmly inside a deep fissure in a cave, remains **(7)** _____, so we can only guess what other treasures it holds. Although the mystery has now been solved, however, the Garfields serve as a bleak reminder of the virtual **(8)** _____ of plastic waste in our seas.

PICTURE
TREACHERY
NOTORIOUS
COLLECT
UBIQUITY
ABOUT
PERIOD
ACCESS
DESTROY

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 eight words, including the word given.

1 The explorers still remain in great danger, albeit less critical than before.

FAR

While the immediate danger may have passed, the explorers _____ woods yet.

2 I strongly suspect Greg misunderstood our instructions, even though they were very clear.

WELL

Clear as our instructions were, Greg _____ the stick.

3 The accumulation of toxic chemicals in the lake will continue for months until the leak is fixed.

HAVE

By the time they fix the leak, toxic chemicals _____ up in the lake for many months.

4 Throughout her career as a detective, Judy had never encountered a more perplexing mystery.

EVER

It was as _____ across during her detective work.

5 Many businesses claim to care about sustainable development, but their actions are still lagging behind their words.

SERVICE

Whilst _____ development, a lot of businesses are still taking too little action.

6 They'd warned us to expect an arduous journey, but in fact it wasn't at all.

NOTHING

The journey turned _____ we had been led to believe

Listening Part 2 Sentence completion

8 You will hear an environmental campaigner talking about a conservation project. For questions 1–9, complete the sentences with a word or short phrase.

RAINFOREST CONSERVATION



Unlike most rainforests, the Congolian Rainforest is a **(1)** .....

Positive developments regarding the ecosystem in Campo-Ma'an National Park may lead to **(2)** ..... being made available to do further work.

The campaigner mentions lowland gorillas as an example of a **(3)** ..... that is in grave danger.

The region's underground resources make it prone to exploitation by both **(4)** ..... and fossil fuel producers.

The campaigner suggests the main reason for the disappearance of leopards was **(5)** ..... .

The initial network of camera traps was created in order to photograph **(6)** ..... .

Camera traps have been instrumental in providing scientists with the **(7)** ..... they need.

The new camera traps in the park are intended to determine the leopards' **(8)** ..... .

The leopard protection programme has positive repercussions for **(9)** ..... .

Listening Part 4 Multiple matching

9 You will hear five short extracts in which people are talking about greenwashing, a way of using environmental issues as a form of marketing.

TASK ONE

For questions 1–5, choose from the list (A–H) what caused each speaker to make a mistake.

TASK TWO

For questions 6–10, choose from the list (A–H) what each speaker intends to do next.

While you listen, you must complete both tasks.

A a misplaced perception of value for money			**A** pay more attention to fine details		
B an eagerness to solve a mystery	Speaker 1	1	**B** clarify their stance to avert misapprehension	Speaker 1	6
C a claim that was too good to be true	Speaker 2	2	**C** continue to purchase a more expensive option	Speaker 2	7
D a reluctance to withdraw from a commitment despite qualms	Speaker 3	3	**D** write a post about their experience	Speaker 3	8
E an image that seems to have been designed to deceive	Speaker 4	4	**E** investigate production methods more thoroughly	Speaker 4	9
F an incorrect assumption about terminology	Speaker 5	5	**F** adopt an alternative means of transportation	Speaker 5	10
G a sense of guilt about their impact on the planet			**G** seek out an alternative provider		
H a failure to provide sufficient information in advance			**H** attempt to dispose of the packaging responsibly		

Writing Part 1 Essay

How to go about it

- When you analyse the two texts, it's useful to distinguish facts from opinions.
- Your essay should focus mainly on opinions (those from the two texts and your own opinions and ideas).
- Of course, your essay can and should refer to facts, but you're not expected to expand on them. Deal with the facts as briefly as you can, so as to focus as much as possible on opinions.

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

1 Look at text 1. What information does it present as facts?
2 What is the main opinion expressed in this text 1? What two arguments does it use to support this opinion?
3 Look at text 2. What information echoes the facts in text 1?
4 What non-controversial opinion does it express (i.e. one that the writer of the other text would agree with)?
5 What two arguments in text 2 disagree with the message of text 1?

Read the two texts below.

Write an essay summarising and evaluating the key points from both texts. Use your own words throughout as far as possible, and include your own ideas in your answers.

Write your review in 240–280 words in an appropriate style.

1. Climate engineering – a no-brainer for reversing climate change

For decades, we have known that burning fossil fuels is killing our planet, and yet we carry on regardless. Why? Because most people are unwilling to accept a lower standard of living now, even if the consequences for the future are catastrophic. That's why, instead of waiting for human nature to change, and for governments to get round to coordinating their actions, we need to use technology to combat climate change immediately. Climate engineering, which involves planet-wide technological solutions, like removing carbon dioxide from the atmosphere and managing solar radiation by reflecting some sunlight back to space, is our best hope of survival.

2. Beware of the hidden side effects of climate engineering

The climate crisis requires urgent action and technical innovation. Some scientists advocate radical solutions, such as capturing carbon dioxide and storing it as solid carbon, or installing huge space mirrors to reflect sunlight away from our planet, to name just a few of the climate engineering solutions proposed. But our climate is extremely delicate, so any huge technical project is bound to have unintended and unpredictable consequences. To make matters worse, climate engineering may discourage people and governments from adopting preventative measures, such as cutting consumption or switching to renewable energy sources.

Climate engineering: a double-edged sword

[1]After decades of warnings and denials, the climate crisis is upon us. The question is no longer whether the climate is changing, but whether we still have a hope of doing anything about it before it is too late.

[2]Our strategy for mitigating climate change involves expecting businesses and individuals to reduce their carbon footprints. Unfortunately, given the choice between enjoying a high standard of living now and making sacrifices to help the planet in the future, most people tend to choose the former. Governments may attempt to influence such choices through regulations and incentives, but unless they work in tandem with other countries, such policies may be ineffective.

[3]To overcome such obstacles, some scientists propose radical solutions that fall under the umbrella of climate engineering, such as carbon dioxide removal and solar radiation management. Such options have the potential to slow down and possibly reverse climate change even if governments, businesses and individuals fail to cut emissions.



[4]Regrettably, these solutions risk making things even worse. Most obviously, reflecting sunlight into space will have huge knock-on effects globally, including interfering with rainfall patterns. Pumping yet more chemicals into the environment to increase cloud cover is surely not a viable long-term solution. Another drawback is the lack of incentive for people to change their behaviour: if we know that carbon is being extracted from the atmosphere, what is to stop us from burning fossil fuels to our hearts' content?

[5]Climate engineering offers attractive options for mitigating the climate emergency, but a great deal more research is needed into its potential side

carbon footprint,

2 Read the model answer and answer the questions.

1 What is the purpose of each paragraph?
2 Which key points from the input texts are covered in each paragraph?
3 How many words does the writer devote to explaining climate engineering?

3 Complete the *Useful language* box with words from the model answer.

Useful language

Presenting an opinion

The **(1)** _____ *is no longer whether (X is true), but whether (Y is true).*

(2) _____ *the choice between (X) and (Y), most people tend to choose the* **(3)** _____ */ latter.*

Listing advantages and disadvantages

Governments may attempt to (do X), but **(4)** _____ *they (do Y), such policies may be* **(5)** _____.

Such options have the **(6)** _____ *to (cause X to happen)* **(7)** _____ *if (Y happens).*

(8) _____, *these solutions* **(9)** _____ *making things even worse.*

Most **(10)** _____, *... will have huge* **(11)** _____ *effects, including ...*

(X) is surely not a **(12)** _____ *long-term solution.*

Another **(13)** _____ *is the* **(14)** _____ *of incentive for people to (do X).*

4 Find useful collocations and idioms in the model answer that mean the following.

1 has arrived: _____ _____ _____
2 coordinate their efforts with: _____ _____ _____ _____
3 are covered by the general term: _____ _____ _____ _____ _____
4 as much as we want, with no limits: _____ _____ _____ _____

5 Complete the following exam task.

Read the two texts below.

Write an essay summarising and evaluating the key points from both texts. Use your own words throughout as far as possible, and include your own ideas in your answers.

Nature is more resilient than you might think

Nowadays, you can't open a newspaper without being bombarded with doom-and-gloom stories about the so-called climate emergency. But our planet is actually far more robust than we give it credit for. Life on earth has survived millennia-long ice ages and heatwaves, meteor impacts and mega-volcano eruptions, so I'm in no doubt it'll survive the impact of a few billion humans. For evidence, just look at the way nature totally recolonises abandoned buildings and gardens after just a few years. Trust me: while we humans might not last much longer, plenty of other species will be here long after we've annihilated ourselves.

Countless fragile ecosystems are on the verge of being wiped out

This must be a depressing time to be an ecologist, racing against time to record precious ecosystems before they disappear for eternity. The loss of even a single species can reverberate catastrophically across ecosystems, from its former predators and prey to its rivals and co-inhabitants, throwing the whole delicate balance into turmoil. Of course, some resilient plants and animals will undoubtedly survive our impact, just as they always have done: rats, cockroaches, tardigrades, weeds … but what about all the species that make life worth living, such as large mammals, flowers and trees, not to mention those that give us food?

Write your review in 240–280 words in an appropriate style.

9 BY DESIGN

Reading and Use of English Part 7 Multiple matching

How to go about it

- The questions in Part 7 might ask, 'Which section mentions the following ...?' This covers not only things the writer mentions as their own opinion, but also ideas they attribute to others, and may even disagree with.
- Words like *suggestion, inference, assumption, supposition* and *hint* invite you to read between the lines, i.e. work out what the writer intended to say without actually saying it.

You are going to read an article about misconceptions about contemporary art. For questions 1–10, choose from the sections (A–E). The sections may be chosen more than once.

Which section mentions the following?

a suggestion that the majority of artists will fail to make a lasting impression 1 ☐
the inherent impossibility of determining the definitive quality of artworks 2 ☐
an admission that it is too late to end a controversial connection 3 ☐
a reassurance that emotional responses are more valid than interpretation 4 ☐
a hint that the quality of art can be judged by its originality 5 ☐
an outdated assumption that art is essentially about still pictures 6 ☐
a rebuttal of a claim about a decline in the aesthetic value of art 7 ☐
the indirect benefits of an apparently ridiculous decision 8 ☐
an arrogant assertion that is likely to reflect badly on the critic 9 ☐
a rejection of criticisms of displaying work by a more diverse range of creators 10 ☐

Language focus

Expressing concession, contrast, purpose and reason

1 Correct each sentence by adding one word from the box in a suitable place. There are four extra words.

as in may now since so that they while

1 It's easy to see what the picture shows that you've pointed it out to me.
2 Her designs aren't innovative in any way. To be honest, neither are especially attractive.
3 The architect had such a great reputation, we hired her to design our new house.
4 To be a professional artist, you need to have sold your work to at least one person, whoever it be.
5 Their designs are considered groundbreaking that they contain recycled materials.

2 Complete the second sentence in each pair so that it means the same as the first.

1 Take off your shoes! Otherwise you'll get mud all over the place!
Can you take your shoes off _____ as _____ _____ trample mud everywhere?
2 I know it sounds unbelievable, but she was eight when she painted this masterpiece.
She was eight when she painted this masterpiece, _____ unbelievable _____ _____ sound.
3 I find portraits of cuddly animals really cheesy, but I know many people love them.
Many people love portraits of cuddly animals, but _____ _____ myself, they're rather too cheesy.
4 Jake hasn't ever been to a gallery, and he doesn't intend to go to one either.
Jake has never been to a gallery in his life, nor _____ _____ _____ to go in the future.

Why everything you thought you think about **contemporary art is wrong**

A MYTH: The idea of being 'contemporary' is new

First, the screamingly obvious: all art (if it is any good) has at some point been 'contemporary', had a moment where it was fresh and new and yes, occasionally, shocking. From the early impressionists to Picasso's Cubism, the history of more modern art is littered with innovations and provocations.

It may seem crass, opportunistic or just plain ugly, but at its best, it's what the artist is doing to move the medium forward. To be clear, the idea that art is just the production and reproduction of images died a long, long time ago. Besides, we have Instagram for that.

One of the classic confusions these days is when you go into a gallery and are confronted by a dizzying smorgasbord of photographs, paintings, sculptures, installation and video. The progress of technology has meant that artists are able to work in different media; the natural curiosity of the artist means they often want to. As for whether they're any good, who knows? That is entirely subjective.

B MYTH: You're meant to be impressed by everything

One of the worst things someone can say at an art gallery is, 'My child could do that!' That's not because it's insulting to the artist. It's because you've missed a trick. Get your child to do it, then! It would at the very least pay for their future astronomical student fees. If you will persist in viewing the art world as a joke, just be sure that it isn't at your expense.

It's okay to dislike some contemporary art. You're not meant to like everything, or indeed 'get' it. Because that is the big fear: 'Do I get it?' This is, however, looking through the wrong end of the telescope. Sometimes, with art, there isn't much to get – it's just whether it touches you at a more instinctive, gut level. Other times, there is so much to get, so many potential readings, that you couldn't possibly get all of them anyway. Chances are, the artist hasn't either.

Failure is a prerequisite, and must be forgiven. Not every work that is created and shown is a Raphael. Not every idea that seemed dazzling in the studio comes across as particularly deft in a museum. Remember: no artist sets out to be minor. Yet the sieving process of history will deem that most of them are.



C MYTH: All the beautiful pictures have gone

Contemporary art is all piles of bricks and clouds of wasps and practical jokes, and no one likes a nice pretty picture any more, right? Wrong. The monsters of contemporary art have always given us stunning images, from the mysterious blurry paintings of Gerhard Richter to the multiple Marilyns of Andy Warhol. They may be playing with beauty, making it strange or unsettling, but it's beauty of a sort all the same.

What's more, right now, figurative painting is back in fashion, summoning huge sums at auction houses and getting critical recognition too. The Whitechapel Gallery's current show, Radical Figures, is celebrating ten contemporary artists who – shock, horror! – are using paint to portray human beings.

D MYTH: Artists want to thumb their noses at Western tradition

Okay, so you think that Western art is declining and decadent because the West is decadent and in decline. Fine. But note that contemporary art has very much opened itself up to other continents; these days, no self-respecting museum isn't scrambling to host work from Africa, Asia or South America. You could call it tokenism, you could call it vampirism, but you could also call it common sense.

Fervid interest in the likes of the Nigerian Njideka Akunyili Crosby, or the Argentine-Swiss Vivian Suter (both contributors to London's Art on the Underground scheme) remind us that the art world isn't necessarily a closed circle; it is much, much larger than you think.

E MYTH: Artworks are just playthings for the ultra-rich

Art has always been a yardstick of power. It was like this when the Medici were covering Florence with their self-aggrandising commissions, and it's like this now when a billionaire funds a brand new wing at Tate Modern and gets their name plastered on it. To grumble about the relations between art and money is really to try to close to the stable door once the horse has bolted.

Everyone kvetches about how much modern art costs, but this is more to do with our grim fascination with money rather than any specific interest in the works. If a billionaire chooses to spend millions on a pile of bricks and rubber, at least they are supporting an artist and a gallery, indeed a whole ecosystem in which other, smaller artists can thrive. The general public, meanwhile, isn't asked to spend millions to enjoy the same stuff, thankfully.

Passive and causative structures

1 Choose SAME if both sentences in a pair have a very similar meaning, or DIFFERENT if there's a significant difference between them.

1 We're going to get our engineers to improve the design.
We're going to have our engineers improve the design. SAME / DIFFERENT

2 Clean up all this paint before I get back.
Get all this paint cleaned up before I get back. SAME / DIFFERENT

3 Having been paid to paint the CEO's portrait, I couldn't exactly criticise the company.
After having been paid to paint the CEO's portrait, I couldn't exactly criticise the company. SAME / DIFFERENT

4 We've never had anybody complain about our designs.
We've never got anybody to complain about our designs. SAME / DIFFERENT

2 Complete the second sentence in each pair so that it means the same as the first.

1 She's not embarrassed because she forged the paintings, but because they caught her.
She's embarrassed about _____ _____ _____, not about having forged the paintings.

2 One artist appears to have painted the portrait and another to have signed it!
The portrait appears _____ _____ _____ _____ _____ _____ by two different artists.

3 We went to the cinema because they'd cancelled the design exhibition.
The design exhibition _____ _____ _____, we went to the cinema.

4 I'll make sure somebody sends the goods first thing tomorrow.
I'll _____ _____ _____ _____ first thing tomorrow.

Vocabulary Prepositional phrases with *out of*, *by* and *in*

1 Complete the conversations with a suitable word in each space.

1 'How long has this technology existed?' 'Not long at all. It's still very much in its ___ ___ ___ a ___ ___ ___.'

2 'Can I leave early?' 'I'm afraid that's totally out of the ___ ___ ___ s ___ ___ ___ ___.'

3 'How am I supposed to get tickets when they've sold out?' 'By ___ ___ ___ t ___ ___ ___ ___ means ___ ___ ___ ___ s ___ ___ ___ ___. I won't take no for an answer!'

4 'Do you follow the arts scene?' 'I did, but I'm totally out of ___ ___ u ___ ___ with it now.'

5 'Is it OK if I sit here?' 'By all ___ ___ a ___ ___. Make yourself at home.'

6 'How was the concert?' 'Fine, but nothing out of the ___ ___ ___ ___ n ___ ___ ___.'



2 Complete the description using *by*, *in* or *out of* plus a word or phrase from the box in each space.

any standard | essence | invitation only | my mind's eye | place | surprisingly good taste

The exhibition at the Central Gallery, by an anonymous up-and-coming artist, was so eagerly awaited that attendance at the opening event was **(1)** _____. While the themes of the exhibition are many and complex, **(2)** _____ they all centre on the futility of modern life. The majority of the artworks are **(3)** _____, at least compared to the artist's earlier unsettling works, but one piece was so shocking that it felt rather **(4)** _____: a huge portrait of a sinister cat whose eyes followed me around the room, at least **(5)** _____. **(6)** _____, the anonymous exhibitor has proved themself to be a provocative and innovative artist, whose latest exhibition I highly recommend.

Describing art and architecture

1 Complete the sentences with words from the box.

garish imposing minimalistic renowned swanky unassuming whimsical

1 We don't usually stay in _____ hotels, but as it was a special occasion, we splashed out on something a bit more elegant than usual.
2 Shelia's fashion designs are _____ for their _____ colours – bright pinks, oranges and greens – which certainly aren't to everyone's taste.
3 They'd warned us that their flat had a very _____ design, but there weren't even any chairs!
4 Frank is best known for his _____ portraits of animals dressed up as people, but he also paints more serious pieces.
5 The city skyline is dominated by a/an _____ skyscraper that dwarfs the other buildings.
6 It's hard to believe this _____ little box contains such powerful audio speakers.

2 Match the statements (1–5) to the most suitable response (a–e). Use each response once only.

1 The offices have a very utilitarian feel.
2 Ricardo's known for his flamboyant clothes.
3 The new statues are rather vulgar.
4 Dilar's interior design choices are always so understated.
5 There's no need for Charlotte and Henry to be so ostentatious.

a I know! They stick out like a sore thumb from their surroundings, don't they?
b Exactly! We know they're well off, but why ram it down our throats all the time?
c That's right. Everything serves a function, with no clutter or decoration.
d Well, some people find them over the top, but I like them.
e Absolutely! They look simple on the surface, but that conceals a lot of attention to detail.



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** sufficiently **B** righteously **C** precisely **D** adeptly

Is *artistic talent* innate?

It is often said that pretty much anyone can learn to draw or paint **(0)** *D* , given enough training and practice. However, there are some for whom such skills **(1)** ..... naturally from an early age. These children, known to researchers as precocious realists, have been the focus of much study to **(2)** ..... what they do differently from their peers.

One striking difference is their focus on the tiniest of details in their art, even at the expense of the wider context. A typical child will sketch a complete object, such as an apple, and feel a sense of **(3)** ..... once it is broadly recognisable. For a precocious realist, however, it is the **(4)** ..... of light and shadow, for example, or the **(5)** ..... on the apple's skin that are most **(6)** ..... .

Another key difference is the **(7)** ..... drive for perfection. Precocious realists are obsessed with the mastery of their skills – not just to capture a realistic likeness of an object, but to express their own emotions in the process. Thus they are motivated to spend every waking hour **(8)** ..... their skills.

1	**A** rise	**B** hold	**C** come	**D** fall
2	**A** substantiate	**B** ascertain	**C** affirm	**D** justify
3	**A** gratification	**B** indulgence	**C** fruition	**D** acquisition
4	**A** proximity	**B** collaboration	**C** reciprocation	**D** juxtaposition
5	**A** speckles	**B** blemishes	**C** eyesores	**D** spatters
6	**A** flagrant	**B** notorious	**C** salient	**D** intrusive
7	**A** interminable	**B** boundless	**C** incessant	**D** protracted
8	**A** honing	**B** kindling	**C** piquing	**D** whetting

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 space. Use only one word in each space. There is an example at the beginning (0).



The Upcycled Skyscraper

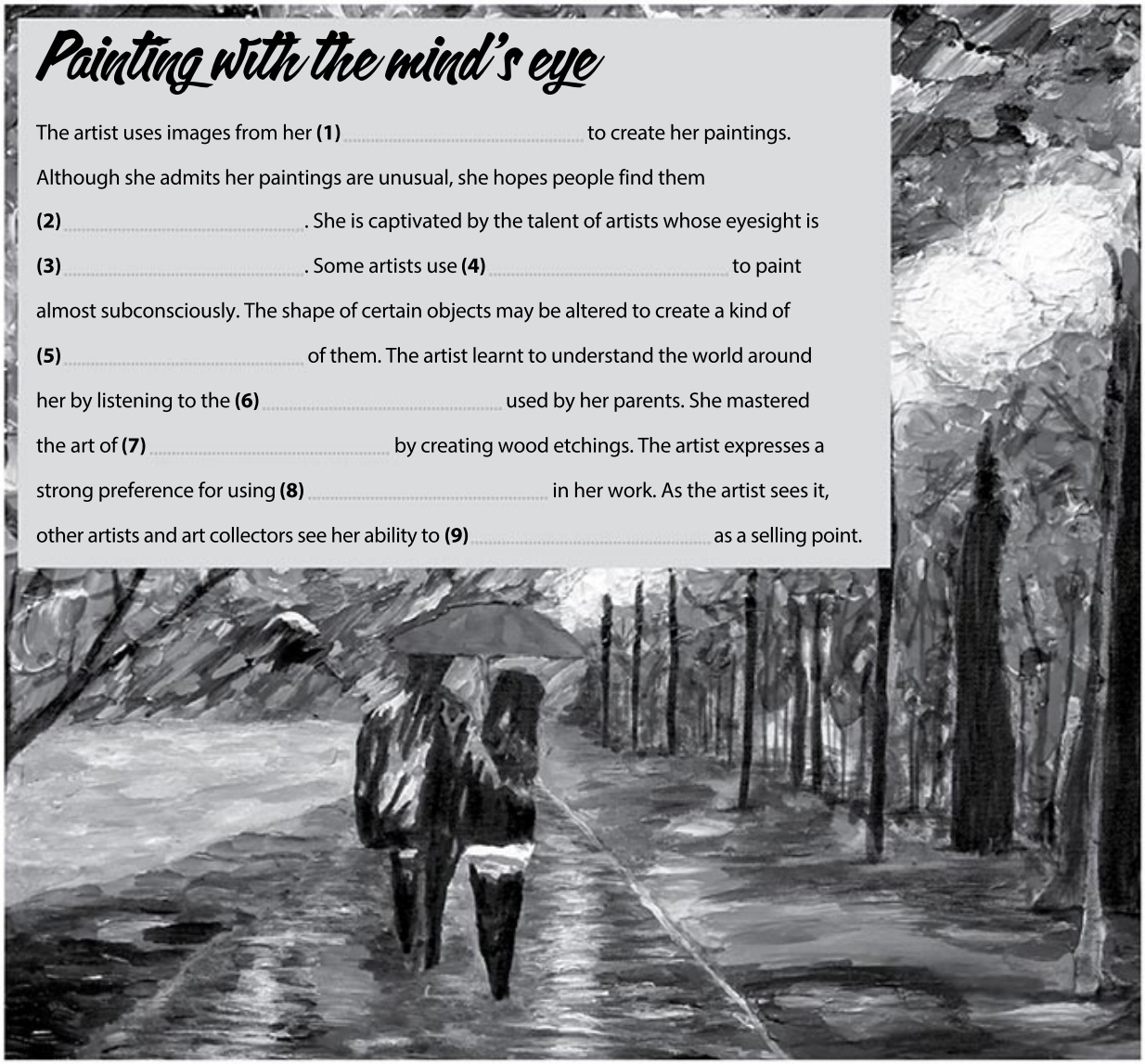
What do you do with a skyscraper that has **(0)** *REACHED* the end of its useful life? The standard approach is to raze it to the ground and construct a new one. Unfortunately, this comes **(1)** ..... a huge cost to the environment, not to **(2)** ..... astronomical financial costs.

The owners of the AMP Centre, formerly Sydney's tallest building **(3)** ..... completion in the 1970s, attempted to reduce these costs by building a swanky new skyscraper without **(4)** ..... demolished the old one first. A sister tower was built alongside the original, then merged with it within a single external frame.

The project was not **(5)** ..... its challenges, however, not least the tendency of skyscrapers to sink and spread under their own massive weight over the decades, so the existing structure no **(6)** ..... matched the dimensions from the original designs. The new tower is also likely to shrink faster than its 'older sister', potentially wreaking **(7)** ..... with their alignment. Despite these challenges, the new skyscraper is, by all **(8)** ..... , a modern masterpiece, and has even been named World Building of the Year.

Listening Part 2 Sentence completion

10 You will hear an artist giving a talk about her work. For questions 1–9, complete the sentences with a word or short phrase.



Painting with the mind's eye

The artist uses images from her **(1)** _____ to create her paintings. Although she admits her paintings are unusual, she hopes people find them **(2)** _____. She is captivated by the talent of artists whose eyesight is **(3)** _____. Some artists use **(4)** _____ to paint almost subconsciously. The shape of certain objects may be altered to create a kind of **(5)** _____ of them. The artist learnt to understand the world around her by listening to the **(6)** _____ used by her parents. She mastered the art of **(7)** _____ by creating wood etchings. The artist expresses a strong preference for using **(8)** _____ in her work. As the artist sees it, other artists and art collectors see her ability to **(9)** _____ as a selling point.

Don't forget

- Read the questions carefully first to predict what the missing information might be (e.g. a noun phrase, an adjective, etc).
- The questions are answered in the same order as they appear in the task, so it's vital that you know which question to focus on at which point during the recording. If you think you might have missed the answer to a question, be ready to move on to the next one.
- While you're listening, pay attention to phrases that might fit in each gap. Sometimes you'll only get confirmation that they're the right answer a few sentences later, which to some extent can feel like a memory test.
- Use the second listening to carefully check your answers. Pay close attention to spelling and grammatical accuracy.

Writing Part 2 Review

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

1 Who is the target audience for your review? What does that imply about the style and level of formality required?

2 What three key points must your review include?

3 Should you end your review with a recommendation?

> A public building (e.g. a library or community centre) where you live has recently undergone a major makeover, with the help of local designers. The local council has invited residents to review the changes from an aesthetic and practical perspective, and to indicate whether the makeover offered good value for money. The reviews will help the council to decide whether to conduct similar makeovers of other public spaces.

Write your review in 280–320 words in an appropriate style.

2 Read the model answer and answer the questions.

1 Which paragraphs correspond to the three key points from the task? Which words and phrases signal these topics?

2 Which paragraphs are (a) very positive about the makeover, (b) negative, or (c) a mix of positive and negative feedback?



The new Civic Library – a stunning makeover

(1) The Civic Library has long been one of our city's best loved buildings, as both a striking piece of architecture and an invaluable community space. Having been neglected for decades, however, it was in urgent need of renovation. Now that its makeover is complete, the library has been transformed into a remarkable space that will serve the community for decades.

(2) In terms of aesthetics, local designers have worked wonders on everything from the ornate bookcases to the funky chairs in the reading zone. The children's library is gorgeous, dominated as it is by a huge treehouse and with countless hidden nooks and crannies where children can snuggle up to read. The exterior has been preserved in all its former glory, although the addition of a huge glass dome has understandably upset several architectural afficionados.

(3) As for whether the library serves its purpose as a place to read and work, the answer is more nuanced. Stunning as the vast bookshelves look, they inevitably leave little space for study. It would surely have been better to set aside substantially more space for those who depend on the library for work or studies.

(4) There have been impassioned complaints that the astronomical sums swallowed up by this project would have been better spent on less glamorous infrastructure such as street lighting. But this is to miss the point that libraries are just as vital as other services, albeit in a less tangible way. Personally, I believe the long-term benefits to the community will ensure that this was money well spent.

(5) Were money no object, I would not hesitate to advocate similar urban makeovers. In view of budgetary constraints, the city faces a stark choice between spending the bare minimum year after year to preserve crumbling infrastructure, and investing heavily in occasional makeovers that will last decades. I am in no doubt that the latter option is infinitely superior.

3 Find examples of the following advanced grammar structures in the model answer.

1 A passive non-finite *-ing* perfect form (para 1)
2 A subordinate clause that explains a present situation (para 1)
3 A past participle followed by a clause, meaning "because ..." (para 2)
4 An adjective followed by a clause, meaning "although ..." (para 3)
5 A perfect modal verb to imagine the unreal past (para 3)
6 A perfect modal verb to criticise a past event (para 4)
7 A second conditional about the imaginary present, with inversion (para 5)

4 Complete the *Useful language* box with words from the model answer.

Useful language

Signalling a key point / new topic

(1) _____ _____ *of aesthetics, ...*
When it comes to financial matters, ...

(2) _____ _____ *whether the library serves its purpose ...*
Regarding the issue of ...,

Expressing contrast

(3) *The exterior has been preserved ...,* _____ *the addition of X has* _____ *upset ...*
While the overall effect is impressive, some minor details leave a lot to be desired.

(4) *As for whether ..., the answer is more* _____.

(5) *Stunning* _____ *the vast bookshelves look, they* _____ *leave little space for study.*
This positive impression was marred somewhat by the lack of ...

(6) *Libraries are just as vital as other services,* _____ *in a less tangible way.*

5 Find useful collocations and idioms in the model answer that mean the following.

1 it desperately needed: _____ _____ _____ _____ _____ _____
2 done an excellent job: _____ _____
3 small places to hide in a building: _____ _____ _____
4 make themselves cosy and comfortable: _____ _____
5 in a way that brings back its impressive historic appearance: _____ _____ _____ _____
6 large amounts of money spent on: _____ _____ _____ _____ _____
7 good value for money: _____ _____ _____
8 limits to an amount that can be spent: _____ _____
9 difficult decision: _____ _____

6 Complete the following exam task.

You recently visited a sculpture trail, where pieces of art are installed at various points along a walking trail (e.g. through a forest). You have decided to write a review for a tourist website to help others decide whether to visit the trail. Include comments about the art on display, the trail itself and practical considerations (e.g. getting there).

Write your review in 280–320 words in an appropriate style.

How to go about it

- The simplest structure for a review is five paragraphs: an introduction and a conclusion (recommendation), with one paragraph for each key point. Sometimes this structure won't be appropriate, but in most cases, it works well.
- Use signalling phrases to make sure the person marking your writing can identify the key points easily. Paraphrase where possible to avoid using words from the question. However, make sure the connection to the key points from the input rubric are easy to spot.
- Even if the task doesn't ask you to mention positive and negative points in your review, a mix of both makes your review feel more balanced and credible. It can also help you to come up with ideas for each paragraph (e.g. one good and one bad in each), and forces you to use a good range of linking devices.
- After you've finished writing, try to improve your review by making it more sophisticated, e.g. by using advanced grammar structures and vocabulary.

10 ADAPTATION

Reading and Use of English Part 5 Multiple choice

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

1 The writer mentions a 2015 study in order to
- **A** illustrate how research results can be misused to support weak claims.
- **B** suggest that a new phenomenon appears predominantly in digital communication.
- **C** validate an assertion about generational changes in language use.
- **D** highlight differences in the way young people interpret punctuation.

2 According to the writer, how was modernism different from earlier literary styles?
- **A** It rejected the use of punctuation as a means of communicating a message.
- **B** It ushered in a variety of techniques that are still in widespread use today.
- **C** It challenged accepted norms that readers had come to expect.
- **D** It set about to portray the unpleasant realities of its time.

3 How does the writer suggest she feels about punctuation?
- **A** It is a manufactured construct with no inherent value.
- **B** It would have made historic texts easier to process.
- **C** It is vital for expressing complex ideas in writing.
- **D** It can hinder the realistic representation of thought.

4 *Ducks*, *Newburyport* and *Girl, Woman, Other* are different from modernist works in that ...
- **A** they were influenced by features of 21st-century communication.
- **B** they used unconventional means to organise stretches of text.
- **C** they were respected at the time of writing by the literary mainstream.
- **D** they barely contained any punctuation.

5 What do Smith, Rooney and Johnson have in common, according to the writer?
- **A** their frustration with banal and repetitive interviews about their work
- **B** the use of a technique to make the reader feel at one with the speakers
- **C** their creation of powerful and unforgettable fictional personas
- **D** the striking visual impact of their unconventional use of punctuation

6 How did the writer's reaction to *Girl, Woman, Other* evolve as she was reading it?
- **A** She gained a new sense of who the lead characters were.
- **B** She accepted that the unusual punctuation was central to the plot.
- **C** Her discomfort with the instability of the plot lessened.
- **D** She became less annoyed by the book's idiosyncratic style.

Don't forget!

- Avoid jumping to conclusions. Sometimes one answer might seem to be the correct one until you read a sentence later in the text that contradicts it. If an answer seems too easy, you may have missed something!
- Even if several statements are factually correct according to the text, they might still not be the right answer. Questions at this level rarely ask, 'Which is correct?' Instead, they may expect you to identify subtle nuances or find relationships like similarities and differences. Read the question again carefully to check what type of relationship you need to identify.

Gen Z has nothing to be ashamed of – 'bad' punctuation leads to *great literature*

* * * * *

In one of the more ludicrous skirmishes of the intergenerational culture wars, linguists declared this week that Gen Z has 'cancelled' the full stop. As usual, technology is the battleground: apparently the decline of this most humble punctuation mark is the result of the proliferation of digital communication among teens.

There is decent evidence to support this claim: a 2015 study by Binghamton University in New York found that undergraduates perceived text messages ending in a full stop to be less sincere than those without. When it comes to digital communication, punctuation is being squeezed out.

Despite the lack of evidence that this is in any way a 'Gen Z' phenomenon, rather than a 'people who text' one – most of 2015's undergraduates were actually millennials – teenagers have inevitably borne the brunt of the punctuation purists' fury.

Almost everything about these accusations is rubbish, period. Playing fast and loose with punctuation is hardly some piece of sexy stylistic radicalism – it's a century-old literary technique used by the creators of modern literature. Modernism questioned the comfortable conventions of the traditional novel with its well-constructed plots, clear chapter-divisions and satisfying endings. To writers like Virginia Woolf and James Joyce, such order was artificial; they experimented with looser, smudgier forms of prose that reflected the loosened, smudged certainties of a world in ruins. One casualty was consistent punctuation: the final chapter of *Ulysses* is one infamous sentence.

It's tempting to think of punctuation as fundamental to communication, a scaffolding without which language would fall apart. But history tells us something different: punctuation is a written convention, as arbitrary as writing horizontally across a page. Ancient Greek texts contain no gaps between words, let alone full stops. It was a system invented (in the late medieval and early modern period, mostly) solely for ease of communication. We owe punctuation nothing.

Modernists like Woolf and Joyce argued that their grammar-lite literature was more mimetic of reality than the so-called 'realism' of nineteenth-century novels. No one thinks in full sentences or arranges their thoughts into paragraphs. 'Life,' Woolf famously wrote, 'is not a series of gig lamps symmetrically arranged; life is a luminous halo, a semi-transparent envelope surrounding us from the beginning of consciousness to the end.' Punctuation is the gig lamps, useful but artificial; free-flowing prose is the more truthful envelope of consciousness.

This isn't to deny that the proliferation of instant technological communication has had an impact on our use (or under-use) of punctuation. It's merely to suggest that such under-use doesn't herald the collapse of communication as we know it. Quite the reverse: the rich resurgence of fiction that takes a sceptical, playful approach to punctuation in recent years is not unconnected to our digital age.

In 2019, for example, Lucy Ellmann's 1000-page novel *Ducks, Newburyport*, one part of which was made up of a single sentence, was shortlisted for the Booker Prize. The joint winner that same year, Bernadine Evaristo's *Girl, Woman, Other*, dispensed with full stops and capital letters, instead signifying pauses through line breaks, like poetry.

And perhaps the most important British author of the last 20 years, Zadie Smith, abandoned speech marks in her 2012 novel *NW*, a technique recently adopted, to much comment, by digital-native writers such as Sally Rooney and Daisy Johnson. When one too many journalists asked her about this, Rooney's exasperated response was: 'I mean, it's a novel written in the first person, isn't it all quotation?'

Such technical variations reflect more than literary bling – they leak through the language and shape the stories they tell. What is most memorable about Smith's writing is the voices of her characters: loud, multicultural, multitudinous. Removing the speech marks peels away a barrier between those voices and the reader: they speak inside your head or over your shoulder. Similarly, Johnson and Rooney's stories of intense relationships are studded with fragments of whip-smart dialogue – when you look down at the page, at the characters' words tangling into each other, something of their intimacy stares back at you.

Evaristo's style is perhaps the most radical. When you first read *Girl, Woman, Other*, it feels contrived, the odd-looking pages undulating with paragraph breaks. So why did she do it? It's a novel that is always slipping. Amma, the primary character, finds herself sliding from the social margins into the establishment; other characters flirt between entirely different identities.

Is this a comfortable process? Rarely. But by the end of the novel, you have entirely forgotten its punctuation is unconventional. The little black dot of a barrier proves as unnecessary as the barriers we use to separate different kinds of people. That's a powerful statement from a black woman writer. Perhaps we should all let our punctuation slide.

Language Focus Inversion

1 Complete the sentences with a suitable word from the box in each gap.

account as for may never nor scarcely should than were when

1 _____ had I sat down to read _____ the doorbell rang.
2 Some writers of pulp fiction sell more books _____ do award-winning authors.
3 On no _____ should you mention all his failed auditions.
4 I wish both teams good luck. _____ the best team win!
5 _____ it not _____ the internet, I couldn't have researched my novel.
6 _____ must the original drafts of these poems be published; _____ the true author ever be named.
7 The screenplay was written by AI, _____ was the novel it was based upon.
8 _____ there be any tickets left, could you reserve one for me, please?



2 Rewrite the following sentences so they start with the underlined word.

1 If the language had not been so complex, the translation would have been much quicker.
_____

2 The novel will not be considered for publication until it has been thoroughly proofread.
_____

3 The characters were so real that I felt as if I knew them personally.
_____

4 Would it make things easier if I were to give you a clue?
_____

5 A little wooden hut nestled at the edge of a dark forest.
_____

6 I will never waste my money on such poorly written fiction again.
_____

Creating emphasis and cleft sentences

1 Rewrite the following sentences so they start with the words given.

1 Nobody clapped at the end of the play, which was weird.
The weird _____

2 I have no idea what she was talking about.
What _____

3 The poetry award has never been won by a rapper.
Not a _____

4 It's anyone's guess whether the play will please the critics.
Whether _____

5 Machine translation doesn't understand human nature, and that's the problem.
The underlying _____

2 Rewrite each sentence in three ways to emphasise the underlined words and phrases.

1 I wrote a poetry collection to reflect on my troubled childhood.
It was _____
It was _____
It was _____

2 Because the interpreter was sick, Robert was asked to provide simultaneous translation.
It was _____
It was _____
It was _____

Vocabulary Book and film expressions

1 Complete the sentences with compound adjectives. Use one word from each box to make the compounds.

far hard heart long
spell spine star

awaited binding fetched hitting
studded tingling wrenching

1 Ten years after the first film came out, the _____-_____ sequel has finally hit the silver screen.
2 The director managed to create a _____-_____ sense of suspense simply through the music.
3 The scenes of extreme poverty were rather _____-_____, so I can't say I enjoyed the film.
4 Despite the _____-_____ cast, the film was a box-office flop.
5 The plot felt rather _____-_____, so I was amazed when I learnt it was based on a true story.
6 I was in floods of tears throughout the _____-_____ finale of the film.
7 I was enchanted and transfixed by the _____ special effects.

2 Correct one vocabulary mistake in each sentence.

1 The film was such a tear-puller that I cried my eyes out from start to finish.
2 Despite its success at niche film festivals, its lack of appeal to general audiences meant it would never be a carton-office hit.
3 After the untimely death of James Dean, *Rebel Without a Cause* quickly became a niche classic among disgruntled American youth.
4 There have been calls for bestselling author Elena Ferrante's critically renowned new novel *In The Margins* to be made into a film.
5 Never have I read such a page-flipper as Sally Rooney's latest offering – it had me hooked from start to finish!

Similes

1 Replace the underlined phrases with similes to make them more powerful.

1 I didn't enjoy the play at all. I found it agonisingly dull.
2 'Wasn't the stuntwoman injured in that fall?' 'Nah, she's super tough. She'll be fine.'
3 The complex plot centres around the battle of wits between a diligent detective and a thief who's incredibly sly.
4 The main character was completely mad, but the film was enjoyable, nonetheless.
5 We got hopelessly lost because the directions we'd been given were not at all clear.

2 The simile in each sentence is incorrect. Replace it with a simile from one of the other sentences.

1 The couple opposite us in the train were bickering **like a house on fire** throughout the long journey.
2 Julian was unable to cheat during the exam because the invigilator was watching him **like a log**.
3 Everyone else was wearing elegant evening dress, so I stuck out **like a hawk** in my shorts and hoodie.
4 I was out like a light as soon as my head hit the pillow and slept **like a sore thumb** till morning.
5 The afterparty was a great success. Everyone got on **like cat and dog**.

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** gall **B** pique **C** rile **D** vex



Was Shakespeare a woman?

Few topics **(0)** *C* literature afficionados as much as the perennial question of Shakespeare's true identity. Questions have long been raised over the implausibility of one **(1)** ..... author single-handedly creating such a monumental body of work, not least because he is not believed to have travelled to the **(2)** ..... settings of his greatest works. Various theories assert that other men wrote some of the plays **(3)** ..... to Shakespeare, although why they should have done so under his name remains a mystery.

Recently, a new theory has come to the **(4)** ....., claiming that the true author may have been a woman. Support comes from the **(5)** ..... of strong female characters themselves, often serving as the true force behind **(6)** ..... powerful men, or as rule-breaking heroines in their own right. At the time the plays were written, such female-centric plotlines were **(7)** ..... of. One prime suspect is a talented poet and early feminist called Emilia Bassano, whose family were immigrants from Venice and who is rumoured to have been the 'Dark Lady' referred to in Shakespeare's sonnets. To many vehement Shakespeare fans, such claims are **(8)** ..... to heresy, but could they yet turn out to be true?

1	**A** prolific	**B** copious	**C** lavish	**D** replete
2	**A** far-fetched	**B** far-reaching	**C** far-gone	**D** far-flung
3	**A** assigned	**B** attributed	**C** associated	**D** accredited
4	**A** fore	**B** crest	**C** apex	**D** peak
5	**A** opulence	**B** plethora	**C** profusion	**D** surfeit
6	**A** evidently	**B** extraneously	**C** superficially	**D** ostensibly
7	**A** unaware	**B** unspoken	**C** unheard	**D** unencountered
8	**A** tantamount	**B** reciprocal	**C** kindred	**D** commensurate

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 space in the same line. There is an example at the beginning (0).

The pitfalls of literary translation

All types of translation are inherently **(0)** *LABORIOUS*, requiring mastery of both languages as well as an **(1)** ..... keen commitment to accuracy in both style and substance.	**LABOUR** **OBSESS**
(2) ..... in the effective communication of technically complex concepts is taken as read. What's more, a great translation must always remain **(3)** ....., such that the reader must never notice that they are reading an adaptation.	**FLAW** **OBTRUDE**
But literary translation adds a whole new set of challenges, not least the **(4)** ..... of the original author's voice. Where the original makes use of stylistic devices, double meanings, wordplay and intentional **(5)** ....., so too must the translator. This is, of course, easier said than done, which is why a literary translator will often need to make up for their inability to use the relevant techniques in one fragment by inserting them elsewhere, thereby preserving the overall feel of the text. However, **(6)** ..... can be jarring, and may lead to the translator **(7)** ..... swamping the text with their own voice. This technique must therefore be used **(8)**	**CONVEY** **AMBIGUOUS** **COMPENSATE** **INTEND** **SPARE**

Listening Part 4 Multiple matching

11 You will hear five short extracts in which authors talk about stories they have written.

TASK ONE

For questions 1–5, choose from the list (A–H) each author's main motivation for writing the story.

A to go along with persuasion from others

B to take advantage of prior experience — Speaker 1 ☐ 1

C to disprove hostile allegations — Speaker 2 ☐ 2

D to earn a sustained living — Speaker 3 ☐ 3

E to develop a half-baked idea that had been rejected — Speaker 4 ☐ 4

F to experience the satisfaction of doing something personal — Speaker 5 ☐ 5

G to complete a longstanding obligation

H to store and manage complex thoughts

TASK TWO

For questions 6–10, choose from the list (A–H) a problem each author experienced during the writing process.

While you listen, you must complete both tasks.

A losing access to unfinished work

B jeopardising their writing by making mistakes — Speaker 1 ☐ 6

C lacking confidence in their abilities — Speaker 2 ☐ 7

D needing to alter facts to acquiesce to market demands — Speaker 3 ☐ 8

E questioning the broader appeal of their work — Speaker 4 ☐ 9

F struggling with time constraints — Speaker 5 ☐ 10

G requiring substantial support to see the project through

H underestimating the difficulty of a transition

Listening Part 2 Sentence completion

12 You will hear a linguist talking about Celtic languages. For questions 1–9, complete the sentences with a word or short phrase.

Celtic languages

According to the linguist, the **(1)** _____ of Celtic languages is believed to have been the Alps.

The Breton language of Brittany was brought there by **(2)** _____.

The Celtic languages lost ground in Britain after a **(3)** _____ from northern-European occupiers.

Irish Gaelic was restricted to the country's **(4)** _____, which have relatively low numbers of inhabitants.

Some well-known **(5)** _____ in the Scottish Gaelic community are descendants of emigrants to Canada.

The Manx language has been revived thanks to the **(6)** _____ of local community leaders.

By the end of the 20th century, virtually no **(7)** _____ remained.

It is believed that the **(8)** _____ of Cornish speakers forced them to use their language in secret.

Despite the Cornish language being **(9)** _____, the speaker is optimistic about its future prospects.



Writing Part 1 Essay

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

1 What are the key arguments against studying literature in the first text?
2 What are the key arguments in favour of studying literature in the second text?
3 What does the first text mention to echo arguments from the second text?
4 What does the second text mention to rebut arguments from the first text?

Read the two texts below.

Write an essay summarising and evaluating the key points from both texts. Use your own words throughout as far as possible, and include your own ideas in your answers.

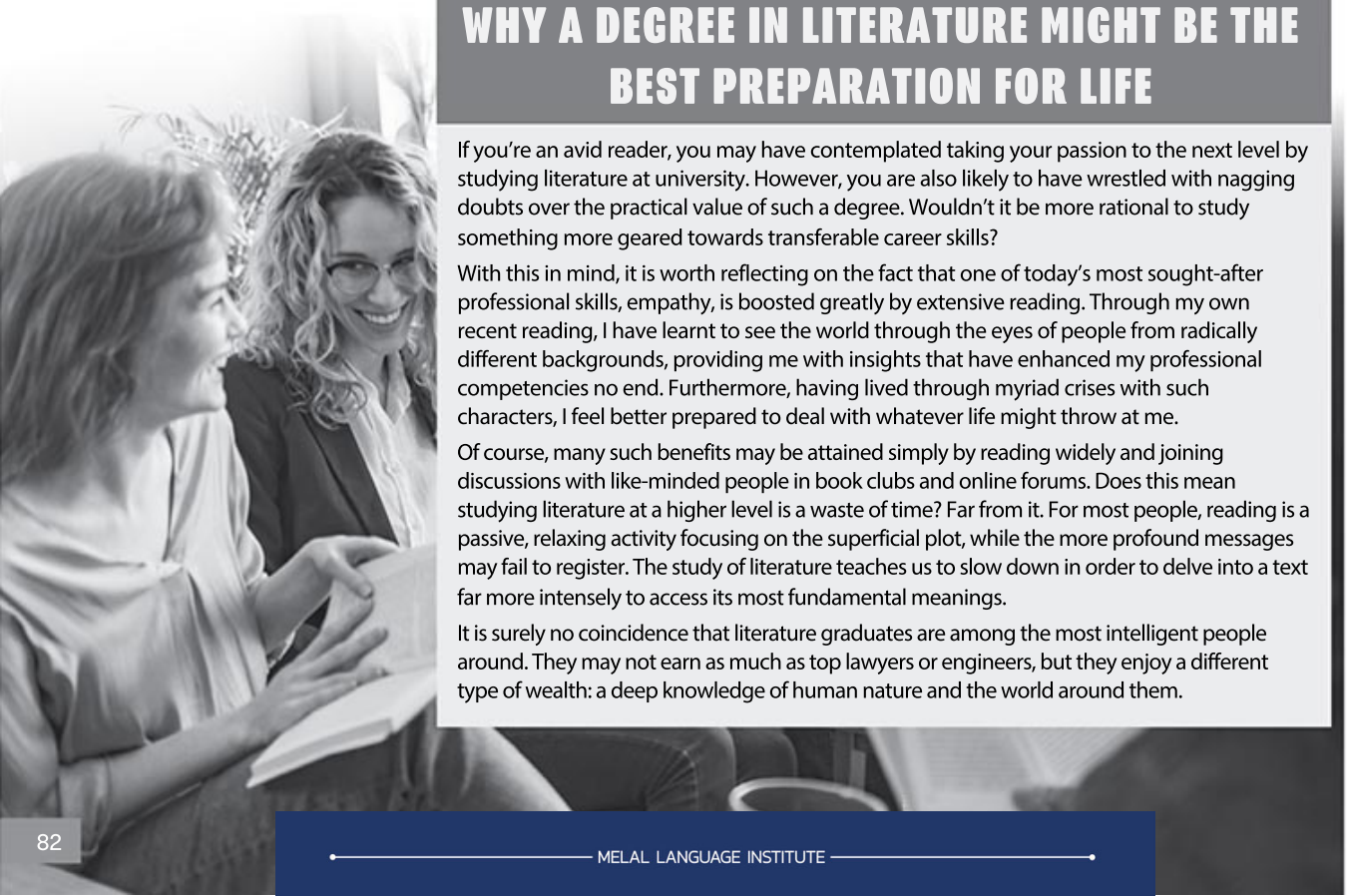
Write your **essay** in **240–280** words in an appropriate style.

A degree in literature? What's the point?

I enjoy reading a good book and can even say I benefit from such experiences by broadening my view of the world. But why on earth would anyone want to go beyond that by studying literature at university? By all means, join a book club if you want to share your analyses and insights with others, but don't waste your time taking it too seriously. Instead, study something practical and relevant to the hard-nosed world of work, like medicine, engineering or business.

The importance of studying literature

Literature is often scorned as a 'light' subject with little relevance to the needs of modern life, but in fact it teaches us the most important skill of all: empathy, or the ability to see the world through the eyes of others. Reading literature allows us to share in the experiences and challenges of others, which prepares us for life far better than an MBA ever could. However, in order to extract the deepest lessons from masterful writing, intense training is necessary, which is why a degree in literature is considerably more than 'talking about books'.



WHY A DEGREE IN LITERATURE MIGHT BE THE BEST PREPARATION FOR LIFE

If you're an avid reader, you may have contemplated taking your passion to the next level by studying literature at university. However, you are also likely to have wrestled with nagging doubts over the practical value of such a degree. Wouldn't it be more rational to study something more geared towards transferable career skills?

With this in mind, it is worth reflecting on the fact that one of today's most sought-after professional skills, empathy, is boosted greatly by extensive reading. Through my own recent reading, I have learnt to see the world through the eyes of people from radically different backgrounds, providing me with insights that have enhanced my professional competencies no end. Furthermore, having lived through myriad crises with such characters, I feel better prepared to deal with whatever life might throw at me.

Of course, many such benefits may be attained simply by reading widely and joining discussions with like-minded people in book clubs and online forums. Does this mean studying literature at a higher level is a waste of time? Far from it. For most people, reading is a passive, relaxing activity focusing on the superficial plot, while the more profound messages may fail to register. The study of literature teaches us to slow down in order to delve into a text far more intensely to access its most fundamental meanings.

It is surely no coincidence that literature graduates are among the most intelligent people around. They may not earn as much as top lawyers or engineers, but they enjoy a different type of wealth: a deep knowledge of human nature and the world around them.

2 Read the model answer on page 82. Answer the questions.

1 In what order does the writer address the key points from the input texts?
2 Which of the writer's own ideas have been added to the key points?

3 Find paraphrases and other ways of avoiding repetition of the following extracts from the input texts.

1 practical and relevant to the ... world of work
2 share in the challenges and experiences of others
3 deeper / deepest (Find three phrases)

4 Complete the *Useful language* box with words from the model answer.

Useful language

Presenting an opinion

(1) _____, *it is worth* _____ *that ...*

(2) *Of course,* _____ *may be attained simply by ...*

(3) *It is* _____ *that ...*

Asking and answering rhetorical questions

(4) *Wouldn't it be* _____ *to ... ?*

(5) *Does this mean ... is a waste of time?* _____.

5 Match the beginnings to the endings to make useful collocations and idioms from the model answer. Try to do it from memory first.

1 an avid	a life might throw at you
2 to take something	b nagging doubts over something
3 to wrestle with	c into something more deeply/intensely
4 sought-after	d reader
5 to enhance something	e to register
6 to deal with whatever	f to the next level
7 to fail	g no end
8 to delve	h professional skills

6 Complete the following exam task.

Read the two texts below.

Write an essay summarising and evaluating the key points from both texts. Use your own words throughout as far as possible, and include your own ideas in your answers.

Why you should never watch a film before reading the book

Great books are never as great when they've been adapted for the silver screen. For one thing, most of the background information, character development and emotional impact will be sacrificed, leaving just the bare bones of plot. Those who read the book after watching, expecting a similarly fast-paced story, are bound to be bored by the relatively slow action. Worse, their mind's eye will already be filled with images from the film, rather than inventing their own pictures, which to me is the true beauty of reading.

Watch first to get more out of the book

Let's face it, some of the most critically acclaimed books are as dull as dishwater, full of turgid prose and painfully slow plots. That's why I base all my reading decisions on films I've already watched, to avoid wasting time on something that's all description with no action. Watching first helps me engage with the characters and to care about their exploits, not least because it enables me to picture them in my mind. Reading should be relaxing and fun; anything that makes it feel like hard work is a turn-off.

Write your **essay** in **240–280** words in an appropriate style.

Don't forget!

- Look for connections between the key points in the two input texts (e.g. arguments and counterarguments). These connections will help you plan your paragraph structure.
- Paraphrase key words and phrases wherever possible to avoid excessive repetition.

11 TALK OF THE TOWN

Reading and Use of English Part 7 Multiple matching

Don't forget!

- While it's common for the questions to be distributed fairly evenly between the texts, this can't be taken for granted. It's possible that one section has only one question, while another has three or four.
- Pay careful attention to the questions as each one may contain several parts.
- Every part of a question must be reflected in the relevant section. If an answer is only partially reflected in a section, look for a different one that reflects it more fully.
- The questions are given in random order. If there are two or more questions for a single section, don't expect them to be answered in the same order as they appear in the list of questions.

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

Which section mentions a city that

is claimed to be relatively tedious despite its superior aesthetics? 1 ☐

plans to encourage more inhabitants to get about under their own steam? 2 ☐

aims to provide tranquillity while honouring heritage? 3 ☐

proved economically unviable for many of its intended inhabitants? 4 ☐

may become less attractive as a result of projected astronomical growth? 5 ☐

highlighted its vibrant mart and rural features to dispel scepticism? 6 ☐

has a prestigious pedigree but originally struggled to attract residents? 7 ☐

suffers from its proximity to a more vibrant neighbour? 8 ☐

has metamorphosed into a radically different place than originally envisioned? 9 ☐

is mindful of the psychological wellbeing of its citizens? 10 ☐

Language Focus Reporting structures 1

1 **Complete the table by ticking (✓) the structures that can follow each reporting verb.**

	(a) that …	(b) him that …	(c) to (do) …	(d) him to (do) …	(e) (do)ing …
1 She vowed …					
2 He forewarned …					
3 We nagged …					
4 You mentioned …					
5 He muttered …					
6 They urged …					
7 We debated …					
8 She reassured …					
9 They remarked …					
10 I conceded …					

THE NEVER-ENDING QUEST FOR THE PERFECT CITY

Logistics have preoccupied town planners since ancient times, alongside how best to create a sense of community. Here are some of the ideas they've come up with …

A Renaissance ideals

After poring over the works of the Roman architect Vitruvius, the 15th-century polymath Leon Battista Alberti came up with the Renaissance concept of the Ideal City and soon, any Universal Man worth their salt was devising his own version. Many were notional utopias that would stay on the page or as models: maverick architect Filarete named his pioneering, star-shaped prototype Sforzinda after his patron; Da Vinci's imagined version was inevitably ahead of its time, featuring an underground sewage system, fresh air vents and pedestrian areas.

A flurry of Ideal Cities sprung up soon afterwards, among them cosmopolitan Zamość in Poland (another World Heritage Site). Then there's Palmanova, built in 1593 at the northeastern edge of the Venetian Republic and as near to Sforzinda's scheme as imaginable, complete with star-shaped fortifications hidden from view by forest.

Though it's UNESCO-protected today and the inspiration for myriad YouTube drone videos, Palmanova proved a hard sell when it was built. A hastily implemented strategy created by the Republic offered land at knock-down prices (often to prematurely pardoned criminals).

B Green and pleasant lands

At the turn of the 20th century, one English urban planner was looking for ways to escape the city altogether. Ebenezer Howard's solution was the genteel Garden City. When Letchworth and Welwyn Garden City were built, they intentionally untangled factories from shops and houses with careful zoning. As well as hankering after sensible town planning and leafy environs, Howard had altruistic aims for affordable housing. Though he borrowed money to make it all a reality, his garden cities were soon beyond the means of most working-class families.

Howard was a huge inspiration for Walt Disney and his dreams to build EPCOT (Experimental Prototype Community of Tomorrow). Although destined to become a theme park after Disney's death in 1966, EPCOT was imagined as a community that could 'influence the future of city living for generations to come'. In concept drawings, monorails and pedestrian walkways provide traffic-free links to shopping streets and schools. The whole thing was set under a climate-controlled dome ensuring no resident ever felt too hot or cold or got rained on.

C Mid-century cities

Brasília is another mid-century concept city, built in the 1950s to look like an aeroplane and designed to be easily navigable by car. Though its Oscar Niemeyer-designed buildings are works of art, only architecture junkies would holiday in Brasília, which lacks the life and soul of Rio and some of Brazil's other history-layered cities.

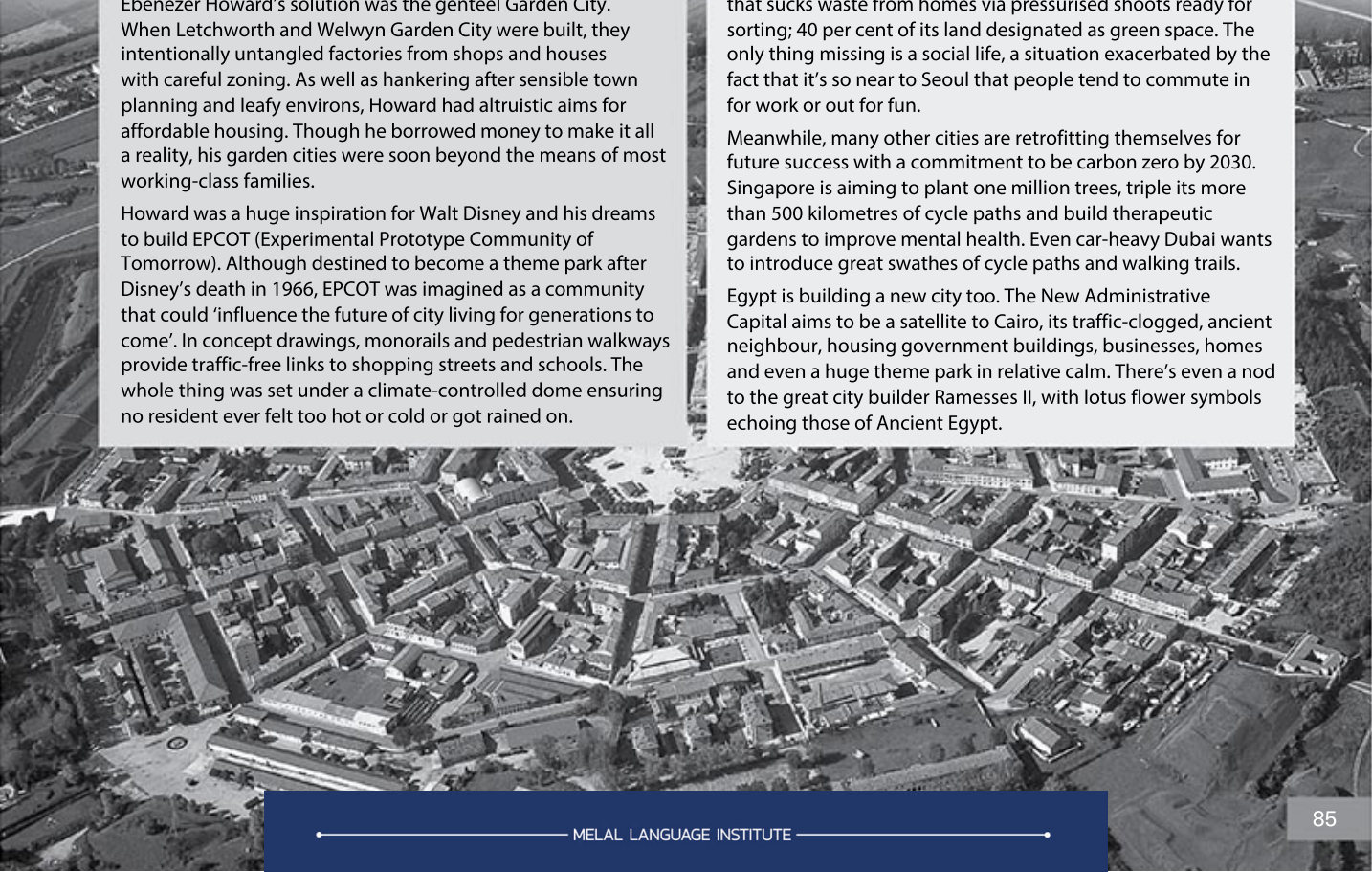
Seven years later, another idealist metropolis sprung up north of London. Milton Keynes was designed as a low-density town peppered with abundant trees that mixed Garden Cities with a grid system to make something totally unique – but it's always had an image problem. In an attempt to set the record straight, a 1980s TV advert sold it as some kind of bucolic alternative to the capital, complete with lakes, a lively marketplace and plenty of room for cyclists. Pioneering schemes such as a traffic-busting autonomous public transport system form part of its MK New City Plan. Whether the city can keep its unique character is in question, however. Under the plan, its population would almost double by 2050 and grassroots organisations are concerned about damaging infill – to squeeze more people into the existing area – and expansion.

D Cities of the future

In South Korea, Songdo bills itself as 'the world's smartest city' and has lots to admire: a revolutionary recycling system that sucks waste from homes via pressurised shoots ready for sorting; 40 per cent of its land designated as green space. The only thing missing is a social life, a situation exacerbated by the fact that it's so near to Seoul that people tend to commute in for work or out for fun.

Meanwhile, many other cities are retrofitting themselves for future success with a commitment to be carbon zero by 2030. Singapore is aiming to plant one million trees, triple its more than 500 kilometres of cycle paths and build therapeutic gardens to improve mental health. Even car-heavy Dubai wants to introduce great swathes of cycle paths and walking trails.

Egypt is building a new city too. The New Administrative Capital aims to be a satellite to Cairo, its traffic-clogged, ancient neighbour, housing government buildings, businesses, homes and even a huge theme park in relative calm. There's even a nod to the great city builder Ramesses II, with lotus flower symbols echoing those of Ancient Egypt.





2 **Complete the second sentence in each pair so that it has the same meaning as the first.**

1 'Don't go running on the cycle path!' they warned us.
We _____ running on the cycle path.

2 'I didn't receive my 1% discount', Luke quibbled.
Luke quibbled _____ his 1% discount.

3 Alice claimed that she had witnessed the vandals in action.
Alice claimed _____ the vandals in action.

4 We anticipate that the redevelopment will take two years.
The redevelopment _____ two years.

5 'Please! Don't cut down our trees!' said Frank to the developers.
Frank pleaded _____ cut down their trees.

6 The engineers proposed knocking down the old warehouse.
The engineers proposed that the old warehouse _____.

Reporting structures 2

1 **Complete each sentence with a suitable form of a verb from the box. Sometimes more than one verb is possible.**

acknowledge be blather declare drone go sound

1 The politician just _____ on and on about her policies. We were bored to tears.

2 I _____ like, 'Why are you in such a foul mood?' and he _____, 'None of your business.'

3 She spends her time on social media _____ off about things that drive her crazy.

4 What on earth are you _____ on about?

5 I now _____ this new supermarket open!

6 I _____ that my words could have been more tactful, and I'm truly sorry.

2 **Match the sentence beginnings (1–5) to the endings (a–e).**

1 Toby was sceptical
2 Deborah was scornful
3 Yvonne wasn't very sympathetic
4 Greg was adamant
5 Stuart was complimentary

a about my impressive performance.
b towards me after my accident.
c about whether our plan would come to fruition.
d that he shouldn't pay the full fare.
e of my "pathetic attempts" at humour.

Vocabulary City dwelling

Complete each sentence with a suitable collocation. The first letter of each word has been given for you.

1 Planning permission for new residential developments will only be granted if 10% of the units are designated as **a** _____ **h** _____ for families on lower incomes.

2 The country's **w** _____ **s** _____ is designed to support those who might otherwise struggle to support themselves, such the elderly and the unemployed.

3 I live in the **c** _____ **b** _____, where people travel into the city for work.

4 The old industrial district is now filled with **d** _____ **b** _____, abandoned when most of the factories closed down ten years ago.

5 The local council is going to introduce **c** _____ **c** _____ to cut traffic jams. Drivers will have to pay a significant fee to drive in the city during peak hours.

Phrasal verbs for problems and dealing with problems

Complete each sentence with the correct form of a suitable phrasal verb. Use one or more words from each box. The underlined collocations will help you.

flood	resign	revert
rule	run	saddle

against	back	out
to (x2)	up	with (x2)

1 Unfortunately, we must _____ ourselves _____ the fact that this historic building cannot be saved.
2 The council splashed out on huge white elephant projects and _____ local residents _____ mountains of debt for generations to come.
3 The council has _____ _____ the use of force in evicting the tenants and will continue to try reasoning with them to vacate the property.
4 No sooner had we published the job advert than we were _____ _____ emails. It seems everyone wants to work for us!
5 Our innovative plans to redevelop the city centre _____ _____ _____ severe constraints in the planning process and had to be curtailed.
6 The revised design proved too costly, so we have decided to _____ _____ _____ our original plan.

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** rimmed **B** strung **C** arrayed **D** bound

THE BIRTH OF A MEGALOPOLIS

Along the southern coast of West Africa, something astonishing is taking place: dozens of towns and major cities **(0)** *B* in a continuous 965-km line are merging into a single urban area: the Abidjan-Lagos Corridor, **(1)** ..... five countries from Abidjan, the capital of Ivory Coast, in the west, via Ghana, Togo and Benin, to Lagos, Nigeria's most **(2)** ..... city.

The Corridor arises from the **(3)** ..... of two huge demographic trends. First, the boom in Africa's population, which is **(4)** ..... to account for 40% of humanity, or 3.9 billion people, by 2050. Second, rapid urbanisation **(5)** ..... by incessant migration from interior regions to the **(6)** ..... coastal zones. Combined, these trends herald the imminent birth of the world's greatest megalopolis, expected to boast half a billion inhabitants before the end of the century.

Traversing so many different countries, cultures and languages, the urbanisation process has not been without its challenges, not least severe urban **(7)** ..... as planners struggle to keep up with the **(8)** ..... speed of its expansion. However, such concerns are outweighed by the unquestionable economic benefits of bringing so many industrious and innovative people together.

1	**A** ranging	**B** spanning	**C** bridging	**D** stretching
2	**A** numerous	**B** multitudinous	**C** voluminous	**D** populous
3	**A** junction	**B** confluence	**C** aggregation	**D** amalgam
4	**A** projected	**B** envisioned	**C** conceived	**D** proposed
5	**A** incited	**B** nourished	**C** fuelled	**D** roused
6	**A** augmenting	**B** heightening	**C** burgeoning	**D** intensifying
7	**A** spread	**B** slump	**C** slouch	**D** sprawl
8	**A** precipitous	**B** breakneck	**C** headlong	**D** cutthroat

How to go about it

- This part of the exam requires you to have an extremely rich vocabulary so as to be able to distinguish between near synonyms.
- There may be little or no difference in meaning between the options. Which is the correct answer often comes down to collocation, i.e. which words naturally go together.

Listening Part 1 Three-option multiple choice

13 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 a woman talking about her childhood in the countryside.

1 It may be inferred that the speaker's parents' primary motivation to move to the village was
   - **A** to live in a more spacious and attractive house.
   - **B** to raise their offspring in a seemingly perfect location.
   - **C** to be liberated from the din and intensity of urban life.

2 What aspect of life in the village did the speaker change her mind about?
   - **A** the importance of being able to get around
   - **B** the value of spending time with peers
   - **C** the visual appeal of the surrounding area

Extract 2

You will hear two friends discussing some old buildings.

3 What do the man and the woman agree about?
   - **A** It is worthwhile to commemorate the city's industrial background.
   - **B** The old factories leave a lot to be desired in terms of appearance.
   - **C** The city has pressing needs for its current residents.

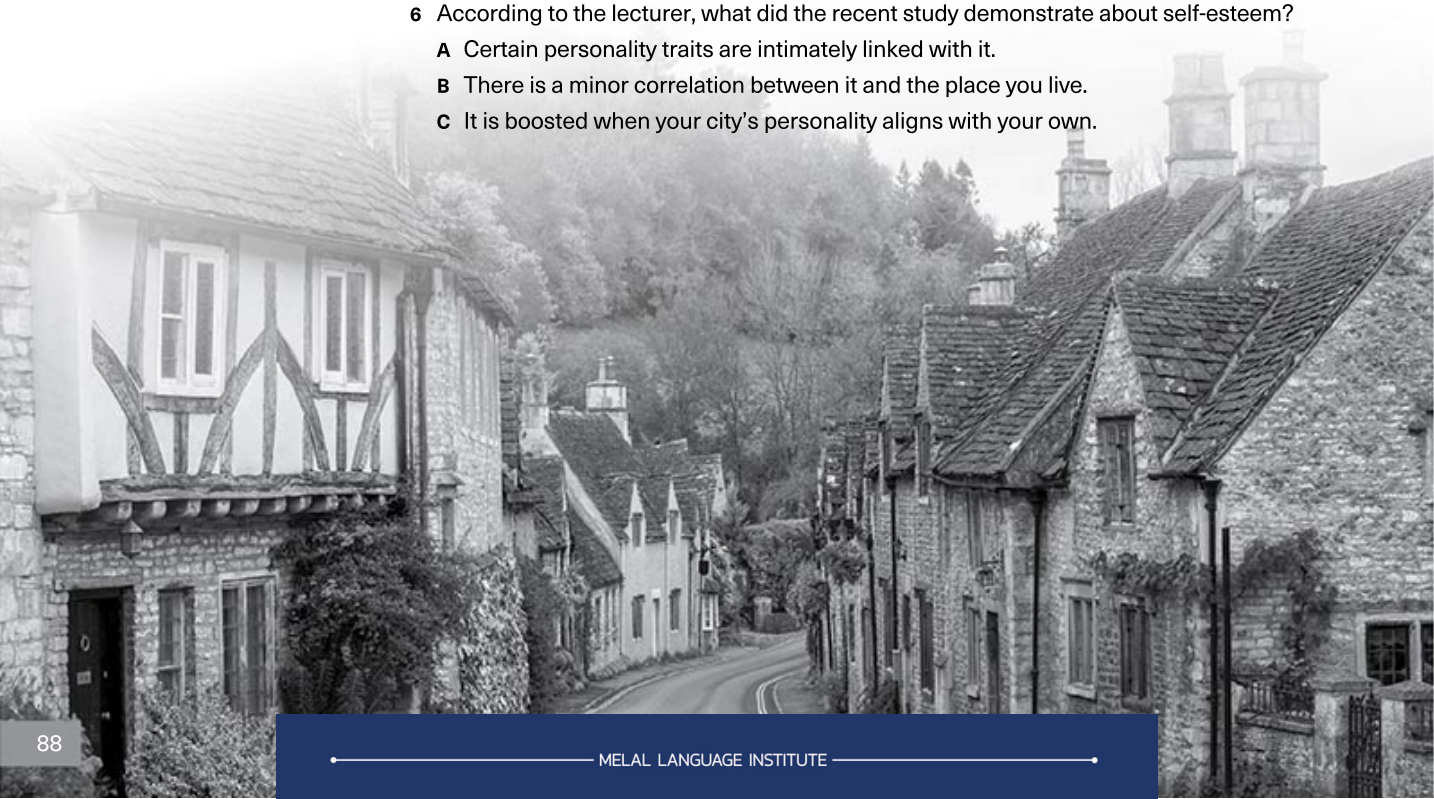
4 What is the man's main argument against the woman's suggestion about warehouse conversions?
   - **A** They are more complicated to carry out than she imagines.
   - **B** The market is more restricted than she supposes.
   - **C** The relative cost is greater than she thinks.

Extract 3

You will hear part of a lecture about the psychology of cities.

5 The lecturer suggests that the personalities of cities ...
   - **A** have a tendency to become more pronounced over time.
   - **B** are caused by people's deliberate decisions.
   - **C** have little basis in reality, despite their plausibility.

6 According to the lecturer, what did the recent study demonstrate about self-esteem?
   - **A** Certain personality traits are intimately linked with it.
   - **B** There is a minor correlation between it and the place you live.
   - **C** It is boosted when your city's personality aligns with your own.



Listening Part 3 Four-option multiple choice

14 You will hear part of a discussion between two experts on 15-minute cities – cities where you can reach everything you need within 15 minutes. For questions 1–5, choose the answer (A, B, C or D) which fits best according to what you hear.

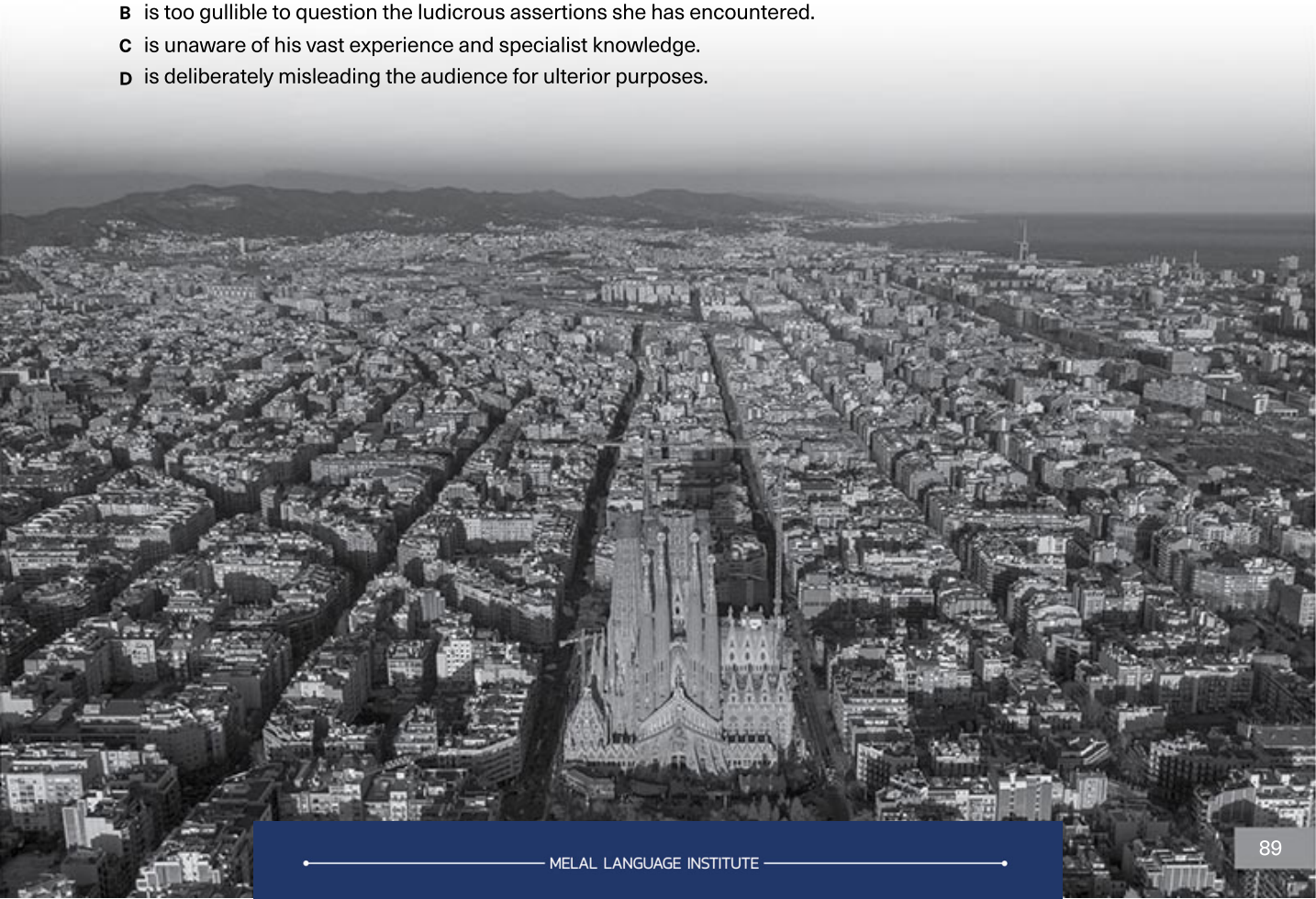
1 According to Dr O'Keefe, the key motivation for 15-minute cities is to
- **A** make them more homogenous.
- **B** increase efficiency.
- **C** provide enhanced facilities.
- **D** alleviate injustice.

2 What potential misunderstanding does Susan Travis seek to clarify?
- **A** the idea that many city-dwellers are excluded from car-ownership
- **B** the suggestion that driving will remain a viable alternative
- **C** the assumption of her hostility to cycling and walking
- **D** the notion that city-dwellers rely on cars less than those in the countryside

3 Which of these points about cars does Dr O'Keefe support with only one argument?
- **A** the space they require
- **B** their impact on city design
- **C** their environmental impact
- **D** their dangers

4 Susan Travis claims that 15-minute cities
- **A** are merely the beginning of a far more sinister project.
- **B** would develop naturally and more efficiently without excessive planning.
- **C** will depend on more technological solutions to impose control.
- **D** are less likely to relieve traffic congestion for those who rely on cars.

5 Dr O'Keefe hints that Susan Travis
- **A** has failed to conduct sufficiently thorough investigations to support her claims.
- **B** is too gullible to question the ludicrous assertions she has encountered.
- **C** is unaware of his vast experience and specialist knowledge.
- **D** is deliberately misleading the audience for ulterior purposes.



Writing Part 2 Report

How to go about it

- Think carefully about what the target reader does and doesn't already know. There's no point repeating (or paraphrasing) too much background information from the task if the reader will already know it. Instead, start your report with key points in the introductory paragraph.
- It's normal to include positive and negative impacts in your report, even if the task doesn't specify them. This will make your writing sound more balanced and interesting. The inclusion of negative impacts also makes it much easier for you to make suggestions.

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

1 What information can the target reader be expected to know already? What won't they know?
2 How many key points must you include in your answer?
3 How might you organise your report into paragraphs to cover all the key points efficiently?

> Your local council recently implemented a range of traffic-calming schemes, including one near where you live, and is now asking local residents for feedback in the form of a report. You should explain briefly what the scheme involves and what problem it was intended to solve. Present the impact of the scheme both during construction and after completion, including suggestions for how to implement such schemes in the future.

Write your **report** in **280–320** words in an appropriate style.

2 Read the model answer and answer the questions.

1 How many words does the writer devote to a general introduction to the project? Why?
2 In which sentence(s) does the writer explain what the scheme involved?
3 In which sentence(s) does the writer explain what problem it was intended to solve?
4 How positive/negative is the writer about the impact of the construction process?
5 How positive/negative is the writer about the impact of the completed scheme?
6 How many recommendations does the writer make?



THE IMPACT OF ROAD-NARROWING IN THE RIVERSIDE DISTRICT

As part of the council's wide-ranging efforts to manage traffic, several key arteries through the Riverside district have been narrowed to a single one-way lane, with green spaces and open-air cafes replacing parking spaces. Formerly, these roads would be packed with cars from dawn till dusk, as desperate commuters hunted for scarce parking spaces. The traffic-calming scheme attempted to return the area's streets to pedestrians without transferring traffic problems elsewhere.

With roads remaining open to traffic throughout, the construction process was a traumatic ordeal for all involved. As a consequence, the streets were even more clogged than usual, with the addition of huge construction vehicles attempting to navigate the jammed streets. The construction was intended to last three months, but was still not completed six months later, by which time the long-suffering residents had had enough of the disruption.

Since the project's completion, however, the transformation has been remarkable. No longer are the streets available for parking, leaving few commuters with any reason to enter the area. The air is noticeably cleaner, with noise pollution having all but disappeared. For the first time in a generation, the streets are safe for children. Locals have taken to their pedestrian-friendly neighbourhood with great gusto, with cafes springing up on every corner. The only downside seems to have been the exacerbation of traffic problems in neighbouring districts, with the search for scant parking spaces now more frantic than ever.

For future traffic-calming schemes, I would urge the total closure of streets to traffic during construction, no matter how unpalatable that may be. This would allow construction vehicles to operate efficiently and the works to be completed punctually. I would also recommend enhanced coordination between districts to ensure problems are not simply shifted to neighbouring areas. If the city is serious about resolving its traffic problems, as I believe it should be, then the time is ripe to implement a comprehensive, city-wide solution.

3 **Find paraphrases of the following words and phrases used to avoid repetition in the model answer.**

1 road(s): _____, _____, _____
2 packed (with cars): _____, _____
3 scarce: _____
4 people (who live on / use the streets): _____, _____, _____, _____, _____, _____
5 suggest: _____, _____

4 **Underline constructions in the model answer that mean the following. What do they have in common?**

1 and green spaces and open-air cafes have replaced parking spaces
2 but they haven't transferred traffic problems elsewhere
3 Because roads remained open to traffic throughout
4 in addition, huge construction vehicles attempted to navigate the jammed streets
5 while noise pollution has all but disappeared
6 and cafes have sprung up on every corner
7 and the search for scant parking spaces is now more frantic than ever

5 **Complete the *Useful language* box with words from the model answer.**

Useful language

Describing the reasons for implementing a change

(1) _____*, these roads* _____ *be packed ...*

(2) *The (traffic-calming scheme)* _____ *to (return) ...* _____ *(transferring) ...*

Describing impacts

(3) *As a* _____*, the streets were even more clogged than usual, ...*

(4) *The (construction) was* _____ *to (last three months), but was still (not completed six months later), by* _____ *time the long-suffering residents ...*

(5) *Since (the project's completion), however, the* _____ *has been remarkable.*

(6) *No* _____ *are the streets ...*

(7) *The air is* _____ *cleaner ...*

(8) *For the first time in a* _____*, ...*

(9) *The only downside seems to have been the* _____ *of ...*

6 **Complete the following exam task.**

Your local council recently commissioned the redevelopment of several derelict areas of your town or city and wants local residents to give feedback in the form of a report. You should explain briefly what the redevelopment involved and why it was implemented. Present the impact of the redevelopment for both the intended beneficiaries and for the wider community, including recommendations for how to conduct similar projects in the future.

Write your **report** in **280–320** words in an appropriate style.



12 ON THE RIGHT TRACK

Reading and Use of English Part 5 Multiple choice

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

1 What does the author suggest about the wellness industry in the first paragraph?
- **A** It preys on people's unfounded fears and insecurities.
- **B** The treatments it offers are less effective than they claim to be.
- **C** The primary motivation for its rapid growth has been financial.
- **D** It deceives wealthy clients into undergoing unproven treatments.

2 Which information about NAD+ does the author present as an uncontested fact, not an opinion?
- **A** its enduring but unintentional impacts on those who take it
- **B** the process by which it becomes a vitamin
- **C** the reason for Davina Taylor's confidence in its efficacy
- **D** its ability to invigorate people

3 The author mentions exosome therapy, teleomeres and heterochronic parabiosis in order to
- **A** imply they are based on pseudoscience that may be ineffective.
- **B** question Dr Hyman's credentials as an expert.
- **C** highlight a contrast with the benefits of healthy nutrition.
- **D** hint at the relative gullibility of Dr Hyman's wealthy fans.

4 What phenomenon is Dr Baker most concerned about?
- **A** celebrities using their reputations to support paid promotions
- **B** powerful social media influencers disputing medical facts
- **C** investors turning well-meaning advisory sites into lucrative businesses
- **D** regular people touting their inspirational experiences as evidence

5 The author seems concerned that Professor Spector ...
- **A** risks harming his reputation by associating with wellness influencers.
- **B** will struggle to compete with more established players in the market.
- **C** is naïve in expecting to be accepted into an otherwise hostile community.
- **D** is sending conflicting messages by promoting his product while sharing his expertise.

6 In the final paragraph, what do both the author and Dr Baker mention about the wellness industry?
- **A** its valuable role as a psychological crutch
- **B** the lack of oversight from authorities
- **C** the questionable objectives of certain practitioners
- **D** its potential medical benefits

Don't forget!

- Look for clues in the questions that help you identify which part of the text they refer to. This will help you to work out where to hunt for the answers to the other questions.
- Be very careful when distinguishing facts from opinions. Sometimes somebody presents an apparent fact, but if they are using irony and exaggeration, it may signal that they're merely stating an opinion.
- Facts may be buried inside opinions, but set apart as background information to signal that they're not actually part of the opinion.

WHY WE ARE SPENDING £1.26 TRILLION IN A BID TO FEEL BETTER

Dr Stephanie Baker is an expert in wellness culture and medical misinformation. Her book *Wellness Culture* is the latest to describe how this small, earnest movement, founded by medical doctors last century, has grown into an economy worth at least $1.5 trillion (£1.26 trillion), and which relies on people feeling vulnerable and like they could always be, somehow, better. Real money is to be found in serving a demographic known as 'the worried well'. Turning the adjective 'well' into a noun is to add a price for being better. The anxieties of the better-off are being monetised. The benefits of many of these treatments still exist only in the realms of the theoretical. Which is not to say they are harmful, nor, indeed, that they aren't beneficial, just that as with a lot of wellness treatments, the science is vague.

Take, for example, NAD+. A health, wellness and biohacking clinic called Hum2n claims IV infusions of this coenzyme, which binds with proteins to become niacin vitamin B3, responsible for revitalising cells from the inside out, can boost energy. A course of ten infusions usually costs about £3000. Science is rather more cautious. One review concluded: 'Long-term side effects of NAD+ upregulation … are harder to quantify and may exist.'

I first saw IV NAD+ punted on the Instagram pages of Britain's leading wellness influencer, Davinia Taylor. Is she concerned about its efficacy, given the lack of long-term trials or clinical evidence? 'Not at all,' she says, 'it makes me feel a hundred years younger.'

Wellness relies on celebrities rather than scientific journals to spread its message. It even has its own poster boys and girls, such as Dr Mark Hyman, a medical doctor and functional medicine practitioner. Hyman has written ten bestselling books and is a friend to the rich and famous. He references studies and articles in peer-reviewed journals.

Earlier this year, I watched Hyman bounce around on stage dressed like a rock star at a wellness festival for a high-net-worth audience. His first words: 'There is a new miracle drug. It's called food.' So far, so inspiring. But the talk soon departed from endorsement of simpler and free lifestyle changes and spiralled into costly interventions such as total body scans (cost £2100), exosome therapy, teleomeres and heterochronic parabiosis. The audience were rapt.

Gwyneth Paltrow is the world's best-known wellness influencer. She started her Goop site as a little newsletter in 2008. It was valued ten years later at £208 million. Baker says that Paltrow was initially just 'recommending restaurants and talking about things she did. Then she met a venture capitalist, and he invested, seeing the profit to be made from her influential voice and recommendations.'

Baker says the more insidious powers on social media are not the big Hollywood names turned wellness sellers such as Paltrow, but what she calls 'microcelebrities' with a devoted following online. As Baker says, 'This idea about a hero's journey, having psychological pain or a physical condition and somehow overcoming it … within wellness culture, too often that stands in for professional expertise. It's comforting and reassuring for people, that's why they relate, but this is where the problems lie: there is no way of testing the truth of their claims.'

At the end of the summer, I went to a panel discussion led by Tim Spector, professor of genetic epidemiology at King's College London and co-founder of the personalised nutrition company Zoe. In the audience were professional nutritionists and wellness influencers. I wonder how the highly credible Spector feels, having to occupy this space in order to communicate his research and his science-based health app, Zoe. He says, 'I am comfortable we are contributing to the conversation as evidence-based scientists and nutrition professionals; we ensure we make our scientific principles transparent for all to see. The wellness space needs more evidence-based science to drown out the noise.'

The wellness economy can support human health and alleviate people's suffering. It can also harbour expensive, unregulated and potentially dangerous products and players. 'Wellness culture,' says Baker, 'is thriving in a time of anxiety, a time that is stripped of meaning. It gives people hope, meaning and purpose. But it is crying out for some kind of rules-based framework. Anyone can share health advice, no matter how ill-qualified or dubious their motives. We need to find some immunity to all the nonsense out there.'



Language Focus Participle clauses

1 Use participle clauses to shorten the underlined clauses.

1 While I was relaxing at the spa, I felt all my stresses melting away.

2 The health claims that had been posted on their website were dubious at best.

3 Because there were no exercise bikes available, I left the gym early.

4 I eat a very healthy diet, which consists only of fruit and raw vegetables.

5 We applauded the runners as they raced past us.

6 Because I hadn't drunk any water for hours, I was feeling a little light-headed.

2 Use a suitable form of the verbs in brackets to complete the text.



The health benefits of chocolate

(1) ..... (*consider*) by many to be a guilty self-indulgence, chocolate isn't often included in lists of nutritious foods. **(2)** ..... (*eat*) in moderation, however, it in fact offers a wide range of health benefits. **(3)** ..... (*be*) rich in minerals, including magnesium, zinc and iron, dark chocolate promotes the healthy functioning of vital biological processes. There's also a lot to be said for the psychological health benefits **(4)** ..... (*deliver*) by an occasional pick-me-up – as long as it doesn't become a habit. **(5)** ..... (*say*) that, chocolate is often sweetened with unhealthy amounts of sugar. Milk chocolate also contains high levels of fat, potentially **(6)** ..... (*lead*) to medical problems from obesity to heart disease, so the darker the chocolate, the better. **(7)** ..... (*have*) all the healthy cocoa solids removed during the production process, white chocolate offers no health benefits whatsoever. What's more, snacks **(8)** ..... (*coat*) in chocolate may contain potentially damaging substances, with the drawbacks almost certainly **(9)** ..... (*outweigh*) any health benefits.

Verb patterns

1 Cross out the incorrect word or phrase in each set.

1 *I resisted / I'm struggling / I deserve / I've arranged / I didn't hesitate* to join the course.

2 They *keep putting off / would hate / didn't anticipate / don't want to risk / can't contemplate* having to go there.

3 She *caught / found / left / spotted / vowed* him eating some snacks.

4 I *have a tendency / made a decision / have no recollection / submitted a proposal / don't have the capacity* to do the work myself.

5 Donna is *reluctant / thrilled / aware / elated / eager* to go back to the health spa.

2 Are the sentences in each pair the same (or similar) in meaning, or are they different? Write S or D. What (if anything) is the difference between the two sentences?

1 a We left the rest of the group to eat dinner.
b We left the rest of the group eating dinner.

2 a I don't recall you being invited.
b I don't recall your being invited.

3 a Pedro was happy for Mike to do the shopping.
b Pedro was happy to do the shopping for Mike.

4 a I regret telling you I was wrong.
b I regret to tell you I was wrong.

5 a The taking of photographs is not permitted.
b Taking photographs is not permitted.

6 a There's no turning back for us now.

Vocabulary Health and fitness

1 Choose the correct word to complete each definition.

1 *Alternative* / *Complementary* therapies can be a substitute for conventional medicines.
2 *Acute* / *Chronic* pain lasts a long time and/or keeps recurring.
3 You can build *brute* / *core* strength by exercising muscles in your back and abdomen.
4 Your *balanced* / *staple* diet is the food which forms the main source of your nutrition.
5 Your *immune* / *nervous* system carries signals to and from your brain.

2 Complete each sentence with a suitable noun from the box that collocates with all the words in bold. In some sentences, the same noun appears twice.

circulation diet intervention makeup perspective strength

1 Your susceptibility to certain diseases depends to some extent on your **genetic** and **physical** _____, as well as particular lifestyle choices.
2 In the week before your operation, you'll need to go on a **special** _____ – a much more **restricted** one than the **varied** _____ you're probably used to.
3 Some practitioners offer only an **alternative** _____ to healthcare, but we believe in a more **balanced** _____, taking conventional practices into consideration.
4 I've got problems with my veins – my **blood** _____ is quite **poor**.
5 That injury will definitely require **medical** _____, because it needs to be treated by a doctor, but hopefully **surgical** _____ can be avoided.
6 Completing a marathon isn't so much about **physical** _____ as the considerable **inner** _____ required to keep going when your body is screaming to give up.

Multi-word verbs

1 Use the correct form of one word from each box to complete the conversation.

catch get (x2) go keep mount

at through to up with without

A: How's the exam preparation going? You seem pretty stressed.
B: Well, maybe a bit. I mean, this exam is really important and the pressure has really been **(1)** _____ _____ . I guess it is starting to **(2)** _____ _____ me a little.
A: A little? You look exhausted.
B: Well, I must admit I've been **(3)** _____ _____ sleep the past few nights ...
A: What? That's a really bad idea. Lack of sleep can really **(4)** _____ up _____ you, and then you'll pay the price later.
B: I know, but I just need to **(5)** _____ _____ this exam. I'll be fine once it's over.
A: Yeah, but if you **(6)** _____ _____ it all night and day, you'll be a nervous wreck soon.
B: Maybe you're right. OK, I'll take a break and grab some sleep.

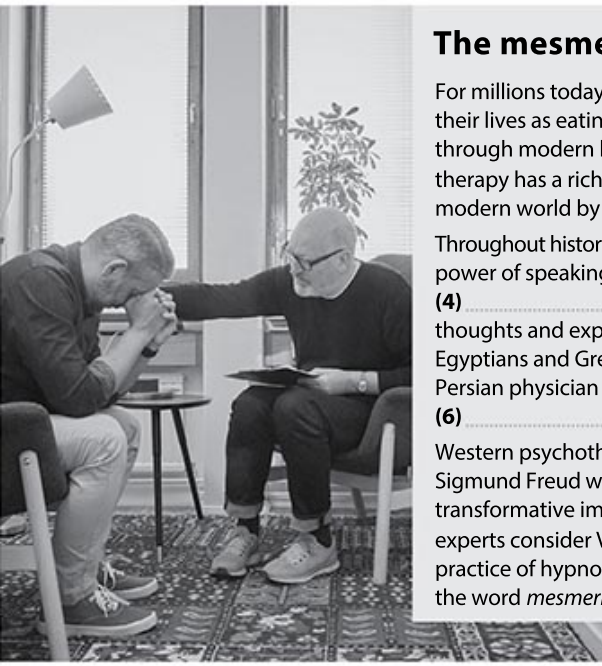
2 Match the statements (1–6) to the most suitable responses (a–f).

1 'I've invented a new sport – backwards jumping. What do you think?'
2 'Do you drink a lot of coffee?'
3 'Has the old boss been kicked out yet?'
4 'I'm getting into more and more debt.'
5 'What if I lose motivation halfway?'
6 'Can I count on your support?'

a 'Oh no! Don't let it mount up too much.'
b 'Hmm ... I'm not sure it'll ever catch on.'
c 'It goes without saying!'
d 'I can't get through the day without it!'
e 'Don't worry – I'll be there urging you on.'
f 'Nah! She's still clinging on to power somehow.'

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 space in the same line. There is an example at the beginning (0).



The mesmerizing origins of psychotherapy

For millions today, psychotherapy is as **(0)** *INDISPENSABLE* a part of their lives as eating, working and sleeping. Without it, the struggle to get through modern life would be **(1)** ..... harder. In fact, therapy has a rich pedigree **(2)** ..... the ordeals of the modern world by millennia. — **DISPENSE** / **BEAR** / **DATE**

Throughout history, people have been aware of the **(3)** ..... power of speaking and, crucially, being listened to, not to mention the **(4)** ..... effects of bottling up emotions and leaving painful thoughts and experiences **(5)** ..... . Both the Ancient Egyptians and Greeks wrote of healing through words. In the 9th century, Persian physician and psychologist Rhazes is believed to have **(6)** ..... the world's first theoretically based psychotherapy. — **THERAPY** / **DETRIMENT** / **SPEAK** / **AUGUR**

Western psychotherapy took shape in the late 1800s, around the time Sigmund Freud was developing his 'talking cure' in Vienna. While Freud's transformative impact on psychotherapy is **(7)** ..... , many experts consider Viennese physician Franz Mesmer, who pioneered the practice of hypnotherapy in the 1700s (and **(8)** ..... gave us the word *mesmerise*) to have been the true Father of Western Psychotherapy. — **REFUTE** / **WIT**

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 eight words, including the word given.

1 Before his training as a therapist, Jake would never listen to explanations.
BRICK
Trying to explain anything to Jake used ....., but he's better now he's a trained therapist.

2 I decided not to take any risks because I was still waiting for the diagnosis of my illness.
HAVING
My ..... yet, I chose to play it safe.

3 Noemi struggles to know when she should give up a losing battle.
RECOGNISE
It's hard ..... the towel.

4 I wasn't aware of the cancellation of the conference until I got there.
FIND
I travelled all the way to the conference only ..... cancelled.

5 Thanks to widespread use of antibiotics, millions of lives have been saved.
FOR
Were ..... so widely, millions of people would have died.

6 Rumour has it that deception of investors in the pharmaceuticals company has been going on for years.
HOODWINKING
The pharmaceuticals company ..... its investors for years.

Listening Part 1 Three-option multiple choice

15 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 a motivational speaker giving a talk to a group of people.

1 Which of their potential concerns does he NOT suggest has some basis in reality?

- **A** their inadequacy to succeed
- **B** their lack of sufficient preparation
- **C** the expectation of ridicule from others

2 What does he suggest about the audience members' personal problems?

- **A** He can personally identify with them as a result of experience.
- **B** They are unlikely to be as serious as claimed.
- **C** It is tempting to use them as an excuse.

Extract 2

You will hear two friends talking about running.

3 Why did the man start running again?

- **A** to make more efficient use of his time
- **B** to increase the amount of exercise his pet received
- **C** to regain his former physical condition

4 What benefit of running do both speakers mention?

- **A** the psychological buzz from exercise
- **B** the increased resistance to illness
- **C** the boost to creativity during a run

Extract 3

You will hear a woman talking about a sports accident.

5 The woman now believes the accident may have caused

- **A** a bone fracture.
- **B** a short-term brain injury.
- **C** flesh wounds only.

6 What was the woman's main reason for having an operation in her 40s?

- **A** to fulfil her doctor's instructions
- **B** to overcome an acute medical problem
- **C** to continue doing something she enjoyed



Writing Part 2 Informal letter

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

1 What three points must you include in your letter?

2 What else from the list below (a–g) should you include?

- **a** your knowledge of mental health issues in a range of countries
- **b** your personal experiences of mental health problems (or those of people you know)
- **c** your ideas as to how mental health issues could be better dealt with
- **d** your opinions about whether it's good to address mental health issues openly
- **e** a chatty introduction and conclusion to make it clear it's a letter
- **f** questions/comments about the article your friend is writing

> A friend from an English-speaking country has asked you for help with an article they are writing about mental health (especially anxiety/stress) in different countries around the world. Write an informal letter to your friend to outline how mental health used to be perceived in your country, together with recent changes in these perceptions. You should also mention common causes of stress and anxiety in your country.

Write your **letter** in **280–320** words in an appropriate style.

2 Read the following model answer. Which additional points (a–f) from Exercise 1 does the writer include?



Hi Jenny

Great to hear from you! It's been a long time, hasn't it? I hope life's treating you better than last time we were in touch. Your article sounds fascinating. Is it for a blog? I'd love to have a read of it once you've finished.

In this country, mental health used to be something of a taboo. My parents' generation were expected to bottle up whatever psychological pain they were going through, and to simply put a brave face on it. It was considered weak to admit you were struggling, and the idea of seeking help from a therapist was pretty much unheard of. Needless to say, such attitudes must have caused a massive amount of damage, as people's problems were simply swept under the carpet.

Thankfully, we've come a long way since then, although some outdated attitudes have persisted. Nowadays, the pendulum has swung almost to the opposite extreme – almost everyone I know has had therapy for one issue or another. More generally, people no longer wear their stressful lives as a badge of honour, as if suffering in silence were something to be proud of.

That's not to say mental health issues have been eradicated – far from it! Modern life seems to throw up new challenges that barely existed previously, from credit-card debt to precarious employment, and from social-media bullying to the climate crisis, all of which cause real anguish to people in my social circle. Life's certainly not a bed of roses, but at least better support mechanisms are in place than before.

Anyway, I'm not sure if my rambling ideas are of any use for your article, but at least they're my honest opinions. Do let me know if I need to clarify or expand on anything – it's always a pleasure to help. Let's stay in touch more often, shall we? We really must have a proper catch-up someday soon.

Take care,

Lisa

3 **Find informal idiomatic phrases in the model answer that replace the simpler / more neutral phrases below.**

1 we wrote to each other: _____
2 read it: _____
3 hide/conceal: _____ / _____
4 it should go without saying: _____
5 hidden / concealed: _____
6 the situation has nearly reversed: _____
7 feel proud of (something unpleasant): _____
8 produce / create: _____
9 easy / comfortable: _____

4 **Underline the following examples of sophisticated grammar in the model answer.**

Paragraph 2: Two passive reporting verbs with *to*-infinitives; a modal perfect structure
Paragraph 3: A second conditional about the imaginary present
Paragraph 4: A non-defining relative clause with a complex relative pronoun

5 **Complete the *Useful language* box with words from the model answer.**

Useful language

Chatty introductions and conclusions

(1) *Great to _____ from you! It's been a long time, _____ it?*
(2) *I hope life's _____ you better than last time we were in touch.*
(3) *_____, I'm not sure if my _____ ideas are of any use for ..., but at least they're my honest opinions.*
(4) *_____ let me know if I need to clarify or _____ on anything – it's always a _____ to help.*
(5) *Let's stay in touch more often, _____ we?*
(6) *We really must have a proper _____ someday soon.*

Presenting facts and opinions in informal writing

(7) *... the _____ of seeking help from a therapist was pretty much _____ of.*
(8) *_____ to say, such attitudes must have caused ...*
(9) *_____, we've _____ a long way since then.*
(10) *That's _____ to say ... – _____ from it!*

6 **Complete the following exam task.**

A friend from an English-speaking country has asked you for help with some research they are conducting about the business of healthcare in different countries around the world. Write an informal letter to your friend to present some ways that private healthcare companies operate in your country, together with their impact on public health organisations. Include your own ideas about how the healthcare system could be improved.

Write your **letter** in **280–320** words in an appropriate style.

How to go about it

- Remember that your writing doesn't have to be 100% true – the main thing is that it must feel authentic. It's better to invent examples rather than admit defeat. You can also make up some simple anecdotes to support your ideas.
- An informal letter shouldn't feel like an essay or article. That means you should treat the reader as somebody you already know well, so a short chatty introduction and conclusion will create a good impression.
- Remember that letters or emails are usually part of a chain of communication, so it's good to refer briefly to previous messages (at the beginning) and future contact (at the end).
- Although informal English typically involves simpler grammar and vocabulary than formal English, it can mean you need to work harder to produce C2-level language, such as idioms and phrasal verbs.

IDIOMS WORDLIST

Idioms in alphabetical order

a blank canvas	something that can be developed or changed in many different ways	The flat is **a blank canvas**. We could do exactly what we want to make it our own.
a breath of fresh air	someone or something that is new, interesting and exciting	After all the criticism, his positivity came as a **breath of fresh air**.
a likely story	used for telling someone that you do not believe what they have just said	What, she just found the watch on a park bench? **A likely story**.
a long shot	an attempt or guess that is not likely to be successful but that is worth trying	It's **a long shot**, but you could try calling her at work.
a sight for sore eyes	someone or something that you are very pleased to see	Hey Pippa, you're **a sight for sore eyes**!
a slow burner	a thing that slowly develops into something interesting or powerful	Be patient because the series is **a slow burner**. It gets far better in the second episode.
Achilles heel	a weak feature of someone or something that is otherwise strong, which makes them open to attack or failure	Spelling and punctuation has always been my **Achilles heel**.
agree to differ	to accept that someone else does not have the same opinion as you and agree not to argue about it any more	There are some issues on which my colleague and I have **agreed to differ**.
as dead as a doornail	completely dead or not working	I dropped my mobile phone in the bath and now it's **as dead as a doornail**.
as far as anyone can tell	used for saying what you think is true when you think that there may be facts that you or others do not know	There's been no damage to the property **as far as anyone can tell**.
at the leading edge	at the most modern and advanced point in the development of something	These scientists are **at the leading edge** of medical research.
be barking up the wrong tree	to be doing something that will not get the result that you want	If you think Hamish is going to help you, then I'm afraid you**'re barking up the wrong tree**.
be caught red-handed	to be caught doing something wrong	They **were caught red-handed** trying to break into the van.
be full of yourself	to be always talking about yourself or your achievements in a way that annoys other people	I'd rather not ask Ivan to do the speech – he's a bit too **full of himself**.
be made of money	to have a lot of money	I can't give you as much as that – I'm not **made of money**, you know.
be on a roll	to be having a lot of success or good luck	We'd be crazy to stop when things are going so well – **we're on a roll**.
be out of the loop	to not belong to a group that has information and makes decisions about something	There's no point in asking Kanami about it – she**'s out of the loop**.
be rolling in it	to have a lot of money	They sold their house in London and made a massive profit, so they**'re rolling in it**.
be stuck between a rock and a hard place	to be in a position in which you have to choose between two things that are not good	Either Pablo is disappointed or we upset Anna. We**'re stuck between a rock and a hard place** on this one.
be your bread and butter	to be something that provides your main income	Right now this kind of work is my **bread and butter**.
bear no resemblance to (someone/something)	to look completely different from someone or something	This is supposed to be a replacement but it **bears no resemblance to** the original.

beat around the bush	to spend a long time getting to the main point of what you are saying, often because it is embarrassing	I wish they'd stop **beating around the bush** and tell us what we need to know.
between you and me	used when you are telling someone something that you do not want anyone else to know about	**Between you and me**, I'm not sure that's the only problem.
bowl (someone) over	to surprise someone by being very beautiful, impressive, unexpected, etc	We **were bowled over** by the sheer beauty of the landscape.
break the mould	to change a situation completely, or to do something in a completely new way	A lot of those reality shows are very similar, but this one definitely **breaks the mould**.
by the book	correctly, following all the rules or systems for doing something in a strict way	I can't believe this is Sanjit's mistake, he always does everything **by the book**.
catch (someone's) drift	to understand the basic meaning that someone is trying to express	I couldn't hear everything Alex was saying but I think I **caught her drift**.
catch (someone's) eye	if something catches your eye, you suddenly notice it	As she flicked through the pages, an attractive design **caught her eye**.
Catch 22 situation	a set of problems that is impossible to escape from because each problem must be solved first before you can solve any of the others	You can't get a job without an address and you can't rent a flat without a job – it's a **Catch 22 situation**.
clear the air	to discuss a problem or difficult situation with someone in order to make it better	Karina and I have had a little chat and I'm hoping this has now **cleared the air**.
cliff-hanger	an exciting end to part of a book or television programme that makes you want to read or watch the next part	There's a real **cliff-hanger** in the last chapter of this novel, so I'm guessing there's going to be a sequel.
collector's item	a rare or valuable object that collectors want to own	We never use that old teapot because we've been told it's a **collector's item**.
come out of your shell	to stop being shy and begin to confidently show your real character and feelings	Once Laurence **came out of his shell**, he was pretty talkative.
creature of habit	someone who likes to do the same thing at the same time every day	I drink coffee in the morning and water after lunch. I'm definitely a **creature of habit**.
dead end	a situation in which no further progress is possible	Unfortunately, it looks as though this line of inquiry has come to a **dead end**.
don't get me wrong	used when you want to make sure that someone understands your comments correctly, especially when you are criticising something	**Don't get me wrong**, we love going to the theatre, but this just wasn't worth the money.
down the rabbit hole	used for referring to a situation in which you become so interested in something that you cannot stop trying to find out about it or doing it	Whenever I really enjoy a play I often end up **down the rabbit hole**, researching the cast.
draw the line at (something)	to say that you will definitely not allow or accept something	You can invite some of your friends, but I **draw the line at** more than ten.
feel the pinch	to have less money than you need	**Are** you **feeling the pinch** because of massive energy bills?
find common ground	to find something that people can agree about, especially when they disagree about other things	We don't agree on some things, but we**'ve** also **found** plenty of **common ground**.
for a split second	for an extremely small amount of time	Apologies, **for a split second** I'd forgotten your surname.
freelance	freelance work is done by a person who is not permanently employed by a particular company but who sells their services to more than one company	They commissioned a **freelance** artist to produce the drawings.

from scratch	from the beginning again, not using all the work that you have done before	Milo has rebuilt the entire car engine **from scratch**.
get (something) down to a fine art	to become very good at doing something, especially something difficult	After a whole year, I've got my commute to work **down to a fine art**.
get (something) off your chest	to talk to someone about something that has been worrying you, so that you feel better about it	You're looking worried. Is there anything you want to **get off your chest**, Ria?
get off on the wrong foot	to immediately establish a bad relationship with someone when you first meet them or first start working with them	I'm not sure why, but somehow Mike and I **got off on the wrong foot** when I joined the company.
get the wrong end of the stick	to understand something completely incorrectly	That's not what she means at all. You**'ve got the wrong end of the stick**.
get your wires crossed	if two people get their wires crossed, they become confused because they each think that the other one is talking about something else	Sorry, I thought we were going to Paola's house first. We must **have got our wires crossed**.
give (someone) the creeps	to make someone feel nervous or frightened	Having to walk through the forest at night **gave** me **the creeps**.
give (someone) the upper hand	to give someone control or an advantage over a person or situation	The break for rain seems to have **given** the Australian team **the upper hand** in the match.
go back to the drawing board	to try to think of a completely new idea because the one that you tried before was not successful	OK, we'll just have to **go back to the drawing board** and think of something else.
go down a storm	to be very popular	We've changed the recipe and the new version **is going down a storm** with customers.
go round in circles	to do something for a long time without achieving any results because you always return to the same problem that you cannot solve	There's no point in continuing this debate, we**'re** just **going round in circles**.
go-getter	someone who is determined to succeed and who works hard to achieve this	They only want to recruit **go-getters** who will make sacrifices in order to succeed.
grey area	a situation in which the rules are not clear, or in which you are not sure what is right or wrong	I'm afraid I can't give a definite answer to that question as it's still something of a **grey area**.
hands down	without any doubt	It's **hands down** the best restaurant in town.
hard up	not having much money	I'm not sure Lance can afford to come – he's pretty **hard up** at the moment.
have a chip on your shoulder	to be likely to become angry or offended very easily, especially about something that other people think should not upset you	Wim is really jealous about it, but then he's always **had a chip on his shoulder**.
have a head start	to have an advantage over other people in the same situation as you, especially in a competition	Students who do the course will **have a head start** when applying for jobs.
in a tight spot	in a difficult situation	I'm **in** a bit of **a tight spot** – can I borrow some money for a couple of weeks?
in the clear	no longer believed to be guilty of something bad or illegal	It's been confirmed now that you weren't there at the time – you're **in the clear**.
in the pipeline	being planned or prepared in order to happen or be available soon	The band has a new album **in the pipeline**.
in the same ballpark	not calculated exactly, but within a similar general range	Tom's on a good salary and although I don't know what Sam earns, I'd guess it's **in the same ballpark**.

it's news to me	used for saying that you didn't know about something, especially when you are annoyed about this	'So Natalia is having a party when you're away.' 'Really? **It's news to me**!'
jump the gun	to do or say something too soon, before you know that it is suitable or correct	We'll ask them when the time is right; we mustn't **jump the gun**, or we'll regret it.
keep (something) under wraps	to keep something secret	Next year's design is being **kept under wraps**.
keep your head above water	to manage to live or keep a business running even though you are not earning much money	He's had some unexpected bills, but is still managing to **keep his head above water**.
learn the ropes	to learn how to do something, especially a job	It didn't take her new assistant long to **learn the ropes**.
leave your mark	to have a very strong and noticeable effect on someone or something, usually a bad one that lasts for a long time	Yulia's difficult childhood **left its mark** on her throughout her life.
let the cat out of the bag	to tell someone something that was intended to be secret	It was supposed to be a surprise, but Frederico **let the cat out of the bag**.
like talking to a brick wall	used for saying that someone does not listen or react to you when you talk to them	Don't bother explaining it to my mum; it's **like talking to a brick wall**.
live and breathe (something)	to be very enthusiastic about a particular activity and spend all the time you can doing it or talking about it	The whole family just **lives and breathes** music.
love is blind	used for saying that when you love someone, it is difficult to see their faults	She's so selfish. I can't really understand why they're together, but then **love is blind**.
make (someone's) blood run cold	to make someone feel suddenly very frightened or worried	A loud knock on the door **made** my **blood run cold**.
make waves	to cause problems by making suggestions or criticisms	I think your idea is great, but it's probably best to avoid **making waves** right now.
make your blood boil	to make you feel very angry	This should have been done weeks ago – it **makes my blood boil**.
meet (someone) halfway	to agree to do something that someone wants, if they do something that you want	If you're prepared to agree to these conditions then they'll **meet you halfway** on the price.
money for old rope	money that you earn very easily without much work or effort	We finished the job in half a day. It was **money for old rope**.
move the goalposts	to change the rules and make it difficult for people to achieve something or to know what to do	This issue is never going to be resolved if management keep **moving the goalposts**.
nail down the finer points	to definitely decide the details of something	A plan of action is almost agreed, we just need to **nail down the finer points**.
nasty piece of work	someone who is unkind or unpleasant	Erik is being horrible to everyone again – he's such a **nasty piece of work**.
no holds barred	without any limit on what you are allowed to do	Some viewers complained the show was offensive and there were certainly **no holds barred**.
not be out of the woods yet	used for saying that a situation is still difficult, although it has improved	Things are definitely getting better, but I'm afraid we're **not out of the woods yet**.
not for love nor money	used for emphasising that something is not available or possible, or that you will not do it	We want to make some alterations to the house but I ca**n't** find a builder **for love nor money**.
not say boo to a goose	to be very quiet and shy	Don't rely on Ciara to defend you – she would**n't say boo to a goose**.
on target	likely to get the result that you are trying to achieve	Are they **on target** to finish the work when we agreed?

on the right track	doing or thinking the right things	Thanks. This essay is looking great; you're definitely **on the right track**.
out of hand	not well controlled	You'd better say something before things get **out of hand**.
out of line	behaving in a way that other people do not approve of	Deb should apologise because what she said was way **out of line**.
people person	someone who enjoys being with other people and makes friends easily	The job mainly involves talking to customers so you definitely need to be a **people person**.
put your finger on (something)	to discover or understand exactly why a situation is the way it is, especially when something is wrong	Something isn't right here, can you **put your finger on** where the problem is?
put your money where your mouth is	used for saying that someone should do something, especially spend money, to show that they mean what they say instead of just talking about it	He says he's prepared to invest some of his savings, but he needs to **put his money where his mouth is**.
red herring	something that is not relevant that makes you confused or takes your attention away from what you should be concentrating on	At first it looked as if the doctor was involved, but that turned out to be a **red herring**.
reinvent the wheel	to waste time and effort trying to do something that someone else has already done well	We've already got a good solution for that, so don't waste time **reinventing the wheel**.
ring a bell	something that rings a bell sounds familiar to you, although you cannot remember the exact details	OK, yes, that **rings a bell**. I think I might have been there a few years ago.
rock the boat	to cause problems by changing a situation that is considered satisfactory	Everyone is happy with the arrangements now, so please don't **rock the boat**.
scare the wits out of (someone)	to make someone feel extremely frightened	Don't scream like that, you **scared the wits out of** me!
skeleton in the/your cupboard	an embarrassing secret about your past that you do not want anyone to know	If you want to succeed in politics then you can't have too many **skeletons in the cupboard**.
small talk	informal conversation about things that are not important	I didn't know anyone at my table and had to spend the entire meal making **small talk**.
smell a rat	to believe that something dishonest, illegal, or wrong has happened	When I saw the look they gave each other I **smelled a rat**.
spill the beans	to tell someone something, often something that should be kept secret	I think Jeff knows what's going on, but he wouldn't **spill the beans** when I asked him.
sticking point	something that people cannot agree on and that stops them from continuing with a discussion	Deciding who should deal with this is now one of the main **sticking points**.
stroke of luck	something that happens by chance and that helps you to achieve something	By a **stroke of luck**, Finn had an identical jacket that I could borrow for the wedding.
stumbling block	a difficulty that causes mistakes or prevents progress	This is a major **stumbling block** to negotiations that will be hard to overcome.
take (something) on the chin	to accept something unpleasant in a brave way without complaining	Pelagia **took** it all **on the chin** but the rest of the team were furious about the comments.
talk (someone's) ear off	to talk to someone for a long time, often in a loud or boring way	We stood there for nearly an hour while he **talked** my **ear off**.
talk shop	to talk about your work, especially in a way that is boring for other people	Can we change the subject and stop **talking shop**?
talk the talk	to talk confidently about something in a way that makes people think you are good at it, know a lot about it, etc	Ed might not always get things right, but he can really **talk the talk**, can't he?

talk to the hand	used for saying in a slightly angry way that you do not want to listen to what someone is saying	'That's never going to work, Sian.' '**Talk to the hand**. I don't need advice from you.'
teething problems	minor problems that a new company, project, product, etc may have in the beginning	This model has had one or two **teething problems**, but we've managed to sort them out.
tell (someone) a thing or two	to tell someone some useful or interesting information about someone or something	I'm sure Felix could **tell** us **a thing or two** about electric cars. Shall we ask him?
tell (someone) where to get off	to tell someone very rudely that you are not interested in them or in what they are saying	Achim can never be trusted – she should **tell** him **where to get off**.
tell it like it is	to give the real facts about something, even if they are unpleasant	OK, I'm ready to hear the worst, just **tell it like it is**.
tell me about it	used for saying that you already know about something unpleasant that someone has just described because you have experienced it yourself	'We've spent hours on the phone to the insurance company.' '**Tell me about it**!'
tell me something I don't know	used for saying in a slightly angry way that you already know about something that a person is talking to you about, often because it is obvious	'But Jack hasn't finished this.' '**Tell me something I don't know**, I've been trying to sort his mess out all morning!'
the bottom line	the most basic fact or issue in a situation	This won't get better if you don't change your lifestyle. That's **the bottom line**.
the pot calling the kettle black	used for saying that someone is criticising another person for a fault that they also have	He said she was stubborn? Well, that's **the pot calling the kettle black**. He can never admit he's wrong.
the world is (someone's) oyster	used for emphasising that you can go anywhere or do anything that you want to	With those skills she'll find work wherever she wants. **The world is her oyster**.
there's a lot to be said for (something)	used for saying that there are many advantages in doing something	**There's a lot to be said for** living with your parents and saving on rent.
there's more to (someone/ something) than meets the eye	used for saying that someone or something is more interesting, impressive, complicated, etc than they seem to be	Joshua might seem quiet and a little boring, but **there's more to** him **than meets the eye**.
think outside the box	to find new ways of doing things, especially of solving problems	We're looking for the ability to **think outside the box** and come up with innovative solutions.
throw in the towel	to stop trying to do something because you lack determination or because you think you cannot win	There are only three candidates now because two of them decided to **throw in the towel**.
time will tell	used for saying that you will know in the future whether something is true or right	It feels like it was the right thing to do, but **time will tell**.
to put it mildly	used for saying that the words you have chosen are not as extreme as they could have been	It was a rather awkward conversation, **to put it mildly**.
touch base with (someone)	to communicate with someone that you have not seen for some time in order to find out how they are, what is happening, etc	I'm planning to **touch base with** Becks when I'm in Manchester.
wet blanket	someone who spoils other people's fun by being negative and complaining	Don't be a **wet blanket** – it'll be fun!
wild goose chase	an attempt to find something that does not exist or that you are very unlikely to discover	There's no one with that name living there – I suspect you've been sent on a **wild goose chase**.

STUDENT'S BOOK WORDLISTS

Unit 1

Feelings and emotions

besotted with (someone / something)	*adj. phrase*
chuffed to bits	*phrase*
despondent	*adjective*
down in the dumps	*phrase*
dumbfounded	*adjective*
elated	*adjective*
engrossed in (something)	*adjective*
flabbergasted	*adjective*
glued to (something)	*phrase*
go apoplectic with rage	*verb phrase*
go ballistic	*verb phrase*
gross out	*phrasal verb*
head over heels in love (with someone)	*phrase*
petrified	*adjective*
repulse	*verb*
scared out of your wits	*phrase*

Adjectives with *self*

self-deprecating	*adjective*
self-indulgent	*adjective*
self-made	*adjective*
self-possessed	*adjective*
self-respecting	*adjective*
self-sacrificing	*adjective*
self-satisfied	*adjective*
act of self-deception	*phrase*
foster self-reliance	*verb phrase*
question your self-worth	*verb phrase*
wallow in self-pity	*verb phrase*

Idioms: Personality

be full of yourself	*verb phrase*
by the book	*phrase*
come out of your shell	*verb phrase*
creature of habit	*phrase*
go-getter	*noun*
have a chip on your shoulder	*verb phrase*
live and breathe (something)	*verb phrase*
nasty piece of work	*phrase*
people person	*phrase*
wet blanket	*phrase*

Unit 2

Travel

arduous journey	*phrase*
alternative route	*phrase*
backwater village	*phrase*
bumpy flight	*phrase*
bustling crowds	*phrase*
circuitous route	*phrase*
culture shock	*phrase*
discerning traveller	*phrase*
far-flung destination	*phrase*
fleeting visit	*phrase*
flying visit	*phrase*
go-to destination	*phrase*
iconic landmark	*phrase*
impromptu visit	*phrase*
leisurely stroll	*phrase*
long-haul flight	*phrase*
overseas travel	*phrase*
perilous journey	*phrase*
scenic route	*phrase*
shoddy service	*phrase*
smooth flight	*phrase*
unacceptable delay	*phrase*
unavoidable delay	*phrase*
uneventful journey	*phrase*
unforeseen delay	*phrase*
world-class destination	*phrase*

Idioms: Making stories interesting

a likely story	*phrase*
between you and me	*phrase*
don't get me wrong	*phrase*
for a split second	*phrase*
hands down	*phrase*
scare the wits out of (someone)	*verb phrase*
stroke of luck	*phrase*
there's a lot to be said for (something)	*phrase*
time will tell	*phrase*
to put it mildly	*phrase*

Unit 3

Phrasal verb and noun collocations

bring down (the cost / number / rate of ...)	*phrasal verb*
come round to (a way of thinking / the idea)	*phrasal verb*
come up with (a solution / strategy)	*phrasal verb*
draw on (your experience / observations)	*phrasal verb*
flick through (something)	*phrasal verb*
hold back (something)	*phrasal verb*
hold out little hope	*verb phrase*
meet with (criticism / opposition / resistance)	*phrasal verb*
plough (money) into (something)	*phrasal verb*
put forward (an explanation / an idea / a proposal)	*phrasal verb*
run up against (a difficulty / problem)	*phrasal verb*
stumble across (something)	*phrasal verb*
throw out (charges / claims / a suggestion)	*phrasal verb*

Prepositional phrases with *at*, *on*, *under* and *in*

at a loss	*phrase*
at best	*phrase*
at odds with (something)	*phrase*
at stake	*phrase*
at the expense of (something)	*phrase*
at the forefront of (something)	*phrase*
be on the lookout for (something / someone)	*verb phrase*
in a big way	*phrase*
in all likelihood	*phrase*
in awe of (someone / something)	*phrase*
in force	*phrase*
in jeopardy	*phrase*
in poor taste	*phrase*
in retrospect	*phrase*
on a par with (something / someone)	*phrase*
on display	*phrase*
on edge	*phrase*
on the market	*phrase*
on the spot	*phrase*
under attack	*phrase*
under oath	*phrase*
under scrutiny	*phrase*
under siege	*phrase*
under threat	*phrase*
under wraps	*phrase*

Idioms: Innovation

a long shot	*phrase*
at the leading edge	*phrase*
dead end	*noun*
from scratch	*phrase*
go round in circles	*verb phrase*
in the pipeline	*phrase*
on the right track	*phrase*
stumbling block	*noun*
teething problems	*noun*
think outside the box	*verb phrase*

Unit 4

Partitive expressions with countable nouns

a breath of fresh air	*phrase*
a grain of truth	*phrase*
bout of anxiety	*phrase*
fit of anger	*phrase*
fit of laughter	*phrase*
glimmer of hope	*phrase*
glimmer of light	*phrase*
hint of bitterness	*phrase*
hint of irony	*phrase*
pang of regret	*phrase*
pang of guilt	*phrase*
round of applause	*phrase*
school of thought	*phrase*
scrap of evidence	*phrase*
stroke of genius	*phrase*
stroke of luck	*phrase*

Closed compounds

become a scapegoat	*verb phrase*
be on the same wavelength	*verb phrase*
break the stalemate	*verb phrase*
cherished keepsake	*phrase*
employee turnover	*phrase*
flaws and shortcomings	*phrase*
proofread carefully	*verb phrase*
sheer willpower	*phrase*
spark a backlash	*verb phrase*
watershed moment	*phrase*

Idioms: Negotiation

agree to differ	*verb phrase*
clear the air	*verb phrase*
draw the line at (something)	*verb phrase*
find common ground	*verb phrase*
get off on the wrong foot	*verb phrase*
grey area	*phrase*
meet (someone) halfway	*verb phrase*
nail down the finer points	*verb phrase*
sticking point	*phrase*
the bottom line	*phrase*

Unit 5

Neutral and sensationalist language

axe	*verb*
clash	*verb*
condemn	*verb*
dispute	*verb*
divulge	*verb*
laud	*verb*
leak	*verb*
oust	*verb*
pledge	*verb*
praise	*verb*
provoke	*verb*
quash	*verb*
scrap	*verb*
slam	*verb*
spark	*verb*
tout	*verb*
vow	*verb*

Binominals

back and forth	*phrase*
black and white	*phrase*
by and large	*phrase*
chalk and cheese	*phrase*
cut and dried	*phrase*
dos and don'ts	*phrase*
first and foremost	*phrase*
give and take	*phrase*
in fits and starts	*phrase*
the ins and outs	*noun*
touch and go	*phrase*
trial and error	*phrase*
tried and tested	*phrase*

Idioms: Communication

be out of the loop	*verb phrase*
beat around the bush	*verb phrase*
catch (someone's) drift	*verb phrase*
get (something) off your chest	*verb phrase*
get the wrong end of the stick	*verb phrase*
get your wires crossed	*verb phrase*
it's news to me	*phrase*
not say boo to a goose	*verb phrase*
spill the beans	*verb phrase*
touch base with (someone)	*verb phrase*

Unit 6

Expressions with *pay*

pay (someone) a compliment	*verb phrase*
pay dividends	*verb phrase*
pay it forward	*verb phrase*
pay lip service to (something)	*verb phrase*
pay the consequences	*verb phrase*
pay the price	*verb phrase*
pay through the nose	*verb phrase*
pay tribute to (someone/something)	*verb phrase*
pay your own way	*verb phrase*
pay your respects	*verb phrase*

Rise and fall

accelerate	*verb*
diminish	*verb*
dwindle	*verb*
escalate	*verb*
hike up	*phrasal verb*
mount	*verb*
plummet	*verb*
plunge	*verb*
recede	*verb*
skyrocket	*verb*
slump	*verb*
soar	*verb*
spiral	*verb*
surge	*verb*
swell	*verb*
wane	*verb*

Idioms: Money and wealth

be made of money	*verb phrase*
be on a roll	*verb phrase*
be rolling in it	*verb phrase*
be your bread and butter	*verb phrase*
feel the pinch	*verb phrase*
hard up	*adjective*
keep your head above water	*verb phrase*
money for old rope	*phrase*
not for love nor money	*phrase*
put your money where your mouth is	*verb phrase*

Unit 7

Phrasal verbs of deduction and investigation

catch up with (someone)	*phrasal verb*
hit upon (an idea / a solution)	*phrasal verb*
keep (something) back	*phrasal verb*
mull (something) over	*phrasal verb*
nose around (something)	*phrasal verb*
root out (corruption / discrimination / a problem)	*phrasal verb*
size up (someone / something)	*phrasal verb*
sound out (someone)	*phrasal verb*
stake out (a claim / position)	*phrasal verb*
stake out (a house / building)	*phrasal verb*
stake out (territory)	*phrasal verb*
stumble across (something)	*phrasal verb*
track down (someone / something)	*phrasal verb*

Verbs of confusion and deceit

baffle	*verb*
blackmail	*verb*
bluff your way through (something)	*verb*
con (someone) into (doing something)	*verb*
confound	*verb*
delude yourself	*verb phrase*
double-cross	*verb*
dupe (someone) into (doing something)	*verb*
hoodwink	*verb*
hustle	*verb*
perplex	*verb*
scam	*verb*
stump	*verb*
swindle (someone / something) out of (something / someone)	*verb*

Idioms: Mystery

be barking up the wrong tree	*verb phrase*
be caught red-handed	*verb phrase*
keep (something) under wraps	*verb phrase*
let the cat out of the bag	*verb phrase*
put your finger on (something)	*verb phrase*
red herring	*phrase*
ring a bell	*verb phrase*
skeleton in the / your cupboard	*phrase*
smell a rat	*verb phrase*
there's more to (someone / something) than meets the eye	*phrase*

Unit 8

The environment

climate catastrophe	*phrase*
coastal erosion	*phrase*
ecological catastrophe	*phrase*
environmental catastrophe	*phrase*
environmental degradation	*phrase*
gradual erosion	*phrase*
habitat preservation	*phrase*
hazardous waste	*phrase*
household waste	*phrase*
humanitarian catastrophe	*phrase*
industrial waste	*phrase*
marine habitat	*phrase*
natural habitat	*phrase*
offshore windfarm	*phrase*
organic waste	*phrase*
shrinking habitat	*phrase*
soil erosion	*phrase*
sustainable development / tourism	*phrase*
waste collection	*phrase*
waste disposal	*phrase*
wind erosion	*phrase*
woodland habitat	*phrase*

Idioms: Noticing similarities and differences

be stuck between a rock and a hard place	*verb phrase*
in a tight spot	*phrase*
in the clear	*phrase*
make (someone's) blood run cold	*verb phrase*
make waves	*verb phrase*
make your blood boil	*verb phrase*
not be out of the woods yet	*phrase*
out of hand	*phrase*
out of line	*phrase*
rock the boat	*verb phrase*

Unit 9

Prepositional phrases with *out of, by* and *in*

by any means necessary	*phrase*
by any standard	*phrase*
by invitation only	*phrase*
in good taste	*phrase*
in its infancy	*phrase*
in your mind's eye	*phrase*
out of place	*phrase*
out of the ordinary	*phrase*
out of the question	*phrase*

Describing art and architecture

flamboyant	*adjective*
garish	*adjective*
imposing	*adjective*
minimalistic	*adjective*
ostentatious	*adjective*
renowned	*adjective*
swanky	*adjective*
unassuming	*adjective*
understated	*adjective*
utilitarian	*adjective*
vulgar	*adjective*
whimsical	*adjective*

Idioms: Art and creativity

a blank canvas	*phrase*
a breath of fresh air	*phrase*
a slow burner	*phrase*
bear no resemblance to (someone / something)	*verb phrase*
break the mould	*verb phrase*
catch (someone's) eye	*verb phrase*
collector's item	*noun*
get (something) down to a fine art	*verb phrase*
go back to the drawing board	*verb phrase*
go down a storm	*verb phrase*
leave your mark	*verb phrase*
reinvent the wheel	*verb phrase*

Unit 10

Describing books and films

box office hit	*phrase*
critically acclaimed	*phrase*
cult classic	*phrase*
far-fetched	*adjective*
hard-hitting	*adjective*
heart-wrenching	*adjective*
long-awaited	*adjective*
page-turner	*noun*
spellbinding	*adjective*
spine-tingling	*adjective*
star-studded	*adjective*
tearjerker	*noun*

Similes

as clear as mud	*phrase*
as dull as ditchwater / dishwater	*phrase*
as mad as a box of frogs	*phrase*
as sly as a fox	*phrase*
as tough as old boots	*phrase*
fight like cat and dog	*verb phrase*
get on like a house on fire	*verb phrase*
sleep like a log	*verb phrase*
stick out like a sore thumb	*verb phrase*
watch (someone) like a hawk	*verb phrase*

Idioms: From literature

a sight for sore eyes	*phrase*
Achilles heel	*phrase*
as dead as a doornail	*phrase*
Catch-22 situation	*phrase*
cliff-hanger	*noun*
down the rabbit hole	*phrase*
freelance	*adjective*
give (someone) the creeps	*verb phrase*
love is blind	*phrase*
the pot calling the kettle black	*phrase*
the world is your oyster	*phrase*
wild goose chase	*phrase*

Unit 11

City dwelling

affluent neighbourhood	*phrase*
affordable housing	*noun*
antisocial behaviour	*phrase*
commuter belt	*noun*
concrete jungle	*noun*
congestion charging	*phrase*
derelict building	*phrase*
low-emissions zone	*phrase*
rustic charm	*phrase*
tight-knit community	*phrase*
tree-lined street	*phrase*
welfare system	*phrase*

Phrasal verbs for problems and solutions

be flooded with (something)	*phrasal verb*
call for (something)	*phrasal verb*
narrow down (something)	*phrasal verb*
resign yourself to (something)	*phrasal verb*
resort to (something)	*phrasal verb*
revert (back) to (something)	*phrasal verb*
rule out (something)	*phrasal verb*
run up against (something)	*phrasal verb*
saddle (someone) with (something)	*phrasal verb*
stick up for (someone / something)	*phrasal verb*
talk (someone) out of (something)	*phrasal verb*

Idioms: *Talk* and *tell*

as far as anyone can tell	*phrase*
like talking to a brick wall	*phrase*
small talk	*noun*
talk (someone's) ear off	*verb phrase*
talk shop	*verb phrase*
talk the talk	*verb phrase*
talk to the hand	*phrase*
tell (someone) a thing or two	*verb phrase*
tell me something I don't know	*phrase*
tell (someone) where to get off	*verb phrase*
tell it like it is	*verb phrase*
tell me about it	*phrase*

Unit 12

Health and fitness

acute pain	*phrase*
air circulation	*phrase*
alternative perspective/therapy	*phrase*
alternative therapy	*phrase*
bad circulation	*phrase*
balanced diet	*phrase*
balanced perspective	*phrase*
blood circulation	*phrase*
brute strength	*phrase*
chest pain	*phrase*
chronic pain	*phrase*
complementary therapy	*phrase*
constant pain	*phrase*
core strength	*phrase*
digestive system	*noun*
divine intervention	*phrase*
effective practice	*phrase*
emotional resilience	*phrase*
established practice	*phrase*
fresh perspective	*phrase*
genetic makeup	*phrase*
healthcare system	*phrase*
historical perspective	*phrase*
immune system	*noun*
increased circulation	*phrase*
inner strength	*phrase*
medical intervention	*phrase*
mental resilience	*phrase*
nervous system	*noun*
persistent injury	*phrase*
personal perspective	*phrase*
physical makeup	*phrase*
physical strength	*phrase*
poor circulation	*phrase*
recommended practice	*phrase*
restricted diet	*phrase*
severe injury	*phrase*
sharp pain	*phrase*
special diet	*phrase*
staple diet	*phrase*
surgical intervention	*phrase*
varied diet	*phrase*

Multi-word verbs

bottle up (something)	*phrasal verb*
catch on	*phrasal verb*
catch up with (someone)	*phrasal verb*
cling on to (something)	*phrasal verb*
count (someone) in	*phrasal verb*
get through (something)	*phrasal verb*
get to (someone)	*phrasal verb*
go through with (something)	*phrasal verb*
go without saying	*verb phrase*
keep at it	*verb phrase*
mount up	*phrasal verb*
urge (someone) on	*phrasal verb*

Idioms: Sports

bowl (someone) over	*phrasal verb*
give (someone) the upper hand	*verb phrase*
have a head start	*verb phrase*
in the same ballpark	*phrase*
jump the gun	*verb phrase*
learn the ropes	*verb phrase*
move the goalposts	*verb phrase*
no holds barred	*phrase*
on target	*phrase*
take (something) on the chin	*verb phrase*
throw in the towel	*verb phrase*

WORD FORMATION LIST

Nouns

-age

Verb	**Noun**
break	breakage
leak	leakage
spill	spillage

-al

Verb	**Noun**
dispose	disposal

-ance

Verb	**Noun**
clear	clearance
resemble	resemblance
resist	resistance
Adjective	**Noun**
flamboyant	flamboyance
self-reliant	self-reliance

-ence

Verb	**Noun**
differ	difference
Adjective	**Noun**
affluent	affluence
consequent	consequence
persistent	persistence
resilient	resilience
self-indulgent	self-indulgence

-cy

Adjective	**Noun**
despondent	despondency
Person	**Abstract noun**
infant	infancy

-hood

Adjective	**Noun**
likely	likelihood
Person	**Abstract noun**
neighbour	neighbourhood

-ing

Verb	**Noun**
breathe	breathing
charge	charging
draw	drawing
feel	feeling
fight	fighting
flood	flooding
live	living
meet	meeting
rule	ruling
teethe	teething
test	testing
think	thinking

-tion

Verb	**Noun**
accelerate	acceleration
circulate	circulation
collect	collection
digest	digestion
escalate	escalation
intervene	intervention
oppose	opposition
(re)invent	(re)invention
restrict	restriction
self-deprecate	self-deprecation
solve	solution
suggest	suggestion
Adjective	**Noun**
congested	congestion
derelict	dereliction
elated	elation
ostentatious	ostentation
retrospective	retrospection
self-satisfied	self-satisfaction

-ation

Verb	**Noun**
condemn	condemnation
degrade	degradation
explain	explanation
invite	invitation
observe	observation
preserve	preservation
provoke	provocation
recommend	recommendation
resign	resignation
standardise	standardisation
vary	variation

-sion

Verb	Noun
delude	delusion
emit	emission
erode	erosion
repulse	repulsion
Adjective	**Noun**
self-possessed	self-possession

-ity

Adjective	Noun
affordable	affordability
clear	clarity
common	commonality
immune	immunity
necessary	necessity
severe	severity
special	speciality
sustainable	sustainability
vulgar	vulgarity
whimsical	whimsicality
Verb	**Noun**
perplex	perplexity

-iety

Adjective	Noun
anxious	anxiety

-ment

Verb	Noun
(dis)agree	(dis)agreement
baffle	bafflement
develop	development
discern	discernment
employ	employment
establish	establishment
move	movement
pay	payment

-ness

Adjective	Noun
acute	acuteness
bitter	bitterness
black	blackness
blind	blindness
bumpy	bumpiness
dull	dullness
effective	effectiveness
fresh	freshness
hard	hardness
mad	madness
narrow	narrowness
ordinary	ordinariness
red	redness
sharp	sharpness
shoddy	shoddiness
sly	slyness
smooth	smoothness
sore	soreness
tight	tightness
tough	toughness

-th

Adjective	Noun
dead	death
long	length
strong	strength
true	truth

-y

Adjective	Noun
difficult	difficulty
ironic	irony
poor	poverty
Verb	**Noun**
injure	injury
jeopardise	jeopardy
scrutinise	scrutiny

-ism

Adjective	Noun
minimal(istic)	minimalism
utilitarian	utilitarianism

Miscellaneous

Verb	Noun
applaud	applause
behave	behaviour
breathe	breath
fly	flight
laugh	laughter
lose	loss
see	sight
serve	service
shoot	shot
think	thought
Adjective	**Noun**
angry	anger
iconic	icon
renowned	renown

Zero derivation

verb	noun
attack	attack
balance	balance
bark	bark
blackmail	blackmail
bustle	bustle
call	call
chase	chase
claim	claim
clash	clash
commute	commute
complement	complement
con	con
delay	delay
display	display
dispute	dispute
double-cross	double-cross
fight	fight
force	force
flood	flood
hope	hope
hustle	hustle
increase	increase
jump	jump
lead	lead
love	love
leak	leak
mark	mark
mould	mould
pinch	pinch
pledge	pledge
plunge	plunge
praise	praise
proofread	proofread
regret	regret
resort	resort
respect	respect
ring	ring
roll	roll
scam	scam
shock	shock
sleep	sleep
slump	slump
spark	spark
spiral	spiral
stake out	stakeout
start	start
stroll	stroll
stumble	stumble
surge	surge
swell	swell
swindle	swindle
talk	talk
travel	travel
taste	taste
test	test
throw	throw
touch	touch
turn over	turnover
waste	waste
watch	watch
Adjective	**Noun**
alternative	alternative

People

-ee

Verb	Person
employ	employee

-er

Verb	Person
blackmail	blackmailer
employ	employer
learn	learner
proofread	proofreader
scam	scammer
swindle	swindler
Adjective	**Person**
freelance	freelancer
Noun	**Person**
household	householder

-or

Verb	Person
act	actor
collect	collector
visit	visitor

-ist

Noun	Person
tourism	tourist
ecology	ecologist
strategy	strategist
Adjective	**Person**
environmental	environmentalist
minimal	minimalist
special	specialist

Adjectives

-able

verb	Adjective
accept	(un)acceptable
agree	(dis)agreeable
afford	(un)affordable
avoid	(un)avoidable
breathe	breathable
collect	collectable
dispute	(in)disputable
foresee	(un)foreseeable
pay	payable
rely	(un)reliable
respect	respectable
regret	regrettable
sustain	(un)sustainable

-al

Noun	Adjective
behaviour	behavioural
coast	coastal
consequence	consequential
critic	critical
culture	cultural
ecology	ecological
emotion	(un)emotional
environment	environmental
history	historical
invitation	invitational
medicine	medical
person	(im)personal
surgery	surgical
zone	zonal

-ial

Noun	Adjective
consequence	consequential
evidence	evidential
industry	industrial
(self-)sacrifice	(self-)sacrificial

-ant

Verb	Adjective
rely	(self-)reliant

-ent

Noun	Adjective
affluence	affluent
consequence	consequent
despondency	despondent
persistence	persistent
resilience	resilient

Verb	Adjective
differ	different
indulge	(self)-indulgent

-ar

Noun	Adjective
line	linear

-ative

Verb	Adjective
provoke	provocative

-ive

Verb	Adjective
digest	digestive
invent	inventive
repulse	repulsive
Noun	**Adjective**
effect	effective
retrospect	retrospective

-ed

Verb	Adjective
baffle	baffled
balance	balanced
cherish	cherished
delude	deluded
diminish	diminished
employ	employed
establish	established
engross	engrossed
increase	increased
injure	injured
perplex	perplexed
petrify	petrified
recommend	recommended
restrict	restricted
scare	scared
vary	varied
Noun	**Adjective**
congestion	congested
crowd	crowded
flaw	flawed
renown	renowned

-ing

Verb	Adjective
baffle	baffling
bustle	bustling
discern	discerning
increase	increasing
know	knowing

lead	leading
mount	mounting
love	loving
perplex	perplexing
self-deprecate	self-deprecating
shock	shocking
spiral	spiralling
threaten	threatening
Noun	**Adjective**
charm	charming
self-pity	self-pitying
self-respect	self-respecting
self-sacrifice	self-sacrificing

Spellbinding describes a thing – something that is so interesting that it holds your attention completely. *The novel is completely **spellbinding** from the first page.*

Spellbound describes a person – someone who is so impressed by something that they do not pay attention to anything else. *I couldn't stop reading that novel – I was totally **spellbound** by it.*

-ous

Noun	**Adjective**
anxiety	anxious
circuit	circuitous
error	erroneous
nerve	nervous
ostentation	ostentatious
peril	perilous
Verb	**Adjective**
vary	various

-y

Noun	**Adjective**
blood	bloody
chalk	chalky
cheese	cheesy
guilt	guilty
health	healthy
luck	lucky
mud	muddy
rock	rocky
sleep	sleepy
smell	smelly
storm	stormy
taste	tasty
tourist	touristy
water	watery
wind	windy

-ly

Noun	**Adjective**
leisure	leisurely
time	(un)timely

-ary

Verb	**Adjective**
complement	complementary
compliment	complimentary
Noun	**Adjective**
moment	momentary

-ory

Verb	**Adjective**
circulate	circulatory
condemn	condemnatory

-ic

Noun	**Adjective**
catastrophe	catastrophic
climate	climatic
gene	genetic
icon	iconic
irony	ironic
minimalism	minimalistic
problem	problematic
scene	scenic
strategy	strategic
therapy	therapeutic

-ful/-less

Root	***-ful***	***-less/un__ful***
charm	————	charmless
event	eventful	(un)eventful
hope	hopeful	hopeless
mind	mindful	mindless
pain	painful	painless
regret	regretful	————
respect	respectful	disrespectful
sleep	————	sleepless
taste	tasteful	tasteless
thought	thoughtful	thoughtless
waste	wasteful	————

The suffix **-worthy** is used to form adjectives expressing the idea of 'deserving something'.

Praiseworthy is used to describe something deserving praise or admiration. *It was a **praiseworthy** achievement.*

Newsworthy is used to describe something interesting or important enough to be included in a news report. *Nothing **newsworthy** happened yesterday.*

Verbs

-en

Adjective	Verb
black	blacken
dead	deaden
fresh	freshen
hard	harden
light	lighten
mad	madden
red	redden
sad	sadden
sharp	sharpen
tight	tighten
tough	toughen
white	whiten
Noun	**Verb**
length	lengthen
strength	strengthen
threat	threaten

en-

Noun	Verb
act	enact
circle	encircle
force	enforce
Adjective	**Verb**
large	enlarge

-ise

Noun	Verb
catastrophe	catastrophise
climate	acclimatise
criticism	criticise
item	itemise
jeopardy	jeopardise
minimal	minimalise
money	monetise
scrutiny	scrutinise
standard	standardise
strategy	strategise

-ify

Adjective	Verb
clear	clarify

Miscellaneous

Noun	Verb
applause	applaud
Adjective	**Verb**
low	lower

Zero derivation

Noun	Verb
axe	axe
butter	butter
compliment	compliment
circle	circle
diet	diet
experience	experience
finger	finger
glimmer	glimmer
hand	hand
hint	hint
journey	journey
line	line
number	number
price	price
plough	plough
question	question
route	route
scapegoat	scapegoat
target	target
treasure	treasure
trial	trial
vow	vow

Nouns with *self-*	Adjectives with *self-*
self-belief	self-centred
self-control	self-confessed
self-doubt	self-confident
self-discipline	self-conscious
self-esteem	self-important
self-interest	self-righteous
self-preservation	self-sufficient

AUDIOSCRIPTS

1 THIS IS US

Listening Part 1 Multiple choice

W = Woman H = Helena P = Pablo M = Man

Extract 1

You hear a talk by a toy designer.

W: As a little girl, I loved playing with dolls. I had quite a collection with at least twenty versions of one particular doll: blonde, brunette, redhead; wearing swimwear, a party gown or roller skates. And yet, despite their apparent diversity, not one resembled me in the slightest. They all had pearly white skin, ridiculously long legs and pencil-thin waists. Not one had dark skin, nor were there any in trousers, let alone business suits or lab coats. As for non-standard body shapes, like the ones I saw in my own neighbourhood, forget it.

Now, maybe I should have felt bitter at being excluded so blatantly. But like so many other girls who don't conform to the stereotype, I simply accepted it as the way the world worked. From a very early age, I'd internalised the attitude that some identities are more worthy than others. But as I've matured, I've come to appreciate that if we don't stand up for who we are, no one else will. So while it's certainly a relief to see today's dolls reflecting a much broader variety of female identities, including those living with disabilities, we're still a long way from true representativeness.

Extract 2

You hear a conversation between two friends.

H: Hey, well done on your big promotion, Pablo.

P: Thanks, but I can't make head nor tail of why they picked me. I certainly don't feel like a manager – more like a kid inexplicably finding himself crashing around in a world of adults.

H: Oh, come off it. No way would you have been promoted if you weren't up to the job.

P: Yeah yeah. I reckon it's just that my incompetence has somehow slipped under everyone's radar ... so far. And when I get found out, it's going to be utterly cringeworthy.

H: Sounds like imposter syndrome if you ask me.

P: You've lost me, Helena. What's that?

H: It's a common psychological condition where people feel like they're a fraud. You'd be amazed how many people experience it. Even powerful politicians and CEOs who seem super confident and professional.

P: Yeah, but in my case, it's genuine.

H: The thing is, we're all hopeless at objectively assessing our own abilities. Either we're wildly overconfident – I'm sure you can call to mind some examples of deluded individuals who are irrationally full of themselves – or else we're overly prone to putting ourselves down. If you really want to know how competent you are, ask your colleagues.

P: Perhaps you're right.

H: I am right – I'm always right.

Extract 3

You hear part of a radio news report.

M: A woman has been found guilty of fraud after faking multiple identities.

Cynthia Braithwaite was arrested last year while working as a hospital surgeon. She is believed to have faked her credentials and may not even have attended medical college. Despite her lack of training, she is reported to have carried out numerous operations on unwitting patients.

Hospital administrators were blithely unaware of the discrepancy until a fellow surgeon became suspicious of inconsistencies in her use of medical terminology. Upon re-examination, the glowing references on her CV as well as her medical school certificates were found to be forgeries.

It is unclear whether any patients suffered adverse effects after being operated on by Ms. Braithwaite, but the fact that she remained undetected for twelve months suggests she did a reasonably good job.

Had she been fired on the spot, as per hospital procedures, Ms Braithwaite would inevitably have vanished without a trace, only to reappear under a new identity in a new location months later, which appears to have been her modus operandi throughout her career. However, the severity of her deception and the risk to human life led to the police being called in instead. Based on evidence found in her flat, detectives were subsequently able to piece together her movements over the last decade, and the shocking scale of her history of deceit emerged.

2 WANDERLUST

Listening Part 2 Sentence completion

Hi and welcome to today's travel podcast, about one of the strangest new trends: sleep tourism. Of course, the fundamental purpose of a hotel is as a place to sleep, yet most hotel facilities encourage us to do anything but that, from late-night eateries to dawn-till-dusk entertainment. It's not uncommon to return from a holiday even more exhausted than before. So the idea of sleep tourism is that hotels prioritise **a decent night's sleep** above all else, with innovative techniques to help you to nod off quickly and snooze soundly till morning.

Sleep is also making quite a comeback these days, with a much wider realisation that our physical and mental health is intimately connected with the quality of our sleep, after decades of being scorned by high-achievers as **a needless luxury** when they should be working or networking. In a nutshell, if you're not getting enough sleep, you're making yourself ill. You might get away with it for a while, but you'll pay the price in the end. Not to put too fine a point on it, the longer you sleep, the longer you'll live, all other things being equal.

So how is a sleep-centred hotel different from a normal one? For a start, the rooms have high-tech soundproofing, to keep the noises from the street – and from the hotel's **communal areas** – out of your ears. That'll be a welcome change for anyone who's tried to kip in a regular hotel. We're talking about soundproofed walls, top-notch double-glazing and solid, tight-sealing doors.

The next issue is light: you don't want to be kept awake by **flashing neon signs** outside your window, or indeed to be awakened at the crack of dawn by glorious sunshine. So the rooms need heavy blackout curtains to cover the windows without even a crack of daylight peeping through.

Of course, having sealed the room to keep out noise and light, you've created a new problem: a lack of fresh air. Most decent hotels already have **air-conditioning systems**, but they're usually a poor substitute for the real thing: too stuffy, too intense, too noisy. Sleep hotels will almost certainly have to overhaul theirs if they want their customers to sleep like logs.

Next, of course, is the bed. I don't know about you, but I've had to put up with some dreadful hotel beds over the years, even in supposedly luxurious hotels. That's because we all have different perspectives on the perfect **mattress**. Some prefer a soft one to sink into; others are most at home on something far more rigid. So, as I see it, those staying in sleep hotels ought to be given a choice of at least three, tailored to their own preferences.

As for bedding, the possibilities are endless – and so should be the range of choices. Do you prefer a light and fluffy duvet? Do you need to be constrained by a weighted blanket? And so on, and so on. Finally, the hotel must offer a wide range of additional services to help its guests to drift off, from foot massages to herbal tea, and from **whale music** to scented pillow mist.

All these things can help, but they're still no guarantee of a good night's rest. Indeed, if, in spite of all these sleep inducements you're still unable to nod off, it could well be a sign of an **underlying medical condition**, be it severe stress, insomnia, sleep apnoea or restless leg syndrome. For this reason, it's vital for sleep hotels to provide medical consultations beyond simply pampering their guests.

The real benefit of sleep tourism might not be that you get a decent night's sleep or two, but rather that you learn techniques that'll help you sleep better on a permanent basis. In other words, don't dismiss sleep tourism as the latest fad designed to extract as much cash as possible out of affluent tourists – although there's certainly some truth in that. Instead, think of it as a **life-changing experience** for those who are struggling with the nightmare of poor-quality sleep.

3 AHEAD OF THE CURVE

Listening Part 4 Multiple matching

Speaker 1:

When it comes to fashion, I like to be a leader, not a follower, but I used to get frustrated at the amount of waste involved. It reached the point where a sizeable chunk of my disposable income was going on clothes, so when I came across this app that uses AI and machine learning to suggest items of clothing for you to rent, it seemed ideal. When I started using it, I used to spend ages selecting the items to borrow, but recently I've allowed the AI to make all those decisions for me. It means I get a new package of surprises in the post each week, which has really encouraged me to be far braver in my choices, without filling up my closet with unwanted clothes!

Speaker 2:

As a materials scientist, I'm fascinated by the range of materials that I can use to manufacture textiles. The shoes I'm wearing now, for example, are made from, would you believe, apples. Apparently, the producer uses the cellulose from apple peel and cores, waste products in the food industry, to make a sturdy leather substitute for shoes, suitcases and so on. A lot of people buy them because they're eco-friendly, plus, of course, they're cruelty-free, which is more than can be said for genuine leather. But for me, it's more about the quirkiness of having apple shoes! They're not perfect, I might add, but since I started wearing them I've been inspired to seek even better ways of using waste products in my own textiles.

Speaker 3:

My main area of research is the impact of microplastics on ocean ecosystems, causing untold damage to sea creatures that consume them. So when I heard about an innovative filter that can be attached to washing machines, to catch microplastics from clothes before they enter the waste water network, it made me realise I'd been using mine far too much. My filter wasn't cheap, and I'm fully aware that its impact is negligible – literally a drop in the ocean compared to other sources of microplastics – but I had to do my bit. The real breakthrough will come when washing machine manufacturers install such filters as standard, so by supporting this nascent technology financially, hopefully I can play my part in making that dream a reality.

Speaker 4:

I became a vegan because I loathe the idea of harming animals and because of the impact of livestock agriculture on our planet. So I've never been comfortable with wearing leather shoes. Unfortunately, shoes made from synthetic substitutes are far from perfect: my feet always used to pay the price in terms of blisters, heat rashes and agonising muscle ache. That's why I'm so excited about lab-grown leather, which self-assembles from collagen. It's basically identical to traditional leather, but without the need for an animal to die in the process. I forked out a fortune for the shoes I'm wearing now, but they've made a massive difference to my poor feet! I hope they'll serve me for many more years.

Speaker 5:

I've long been concerned by the sickening amount of waste in the fast-fashion industry, from textile production to the disposal of old clothes, many of which end up in landfills. So nowadays, I buy only circular fashion, which means clothes that have been designed with waste reduction in mind at every stage. Designers and manufacturers create products that are easy to sort, disassemble and re-use to make new ones. Circular fashion items have a special label attached, with a QR code that enables them to be tracked efficiently throughout their lifecycle. This gives consumers like me the peace of mind that we're playing our part in saving the planet and taking financial responsibility for our choices.

4 MEETING IN THE MIDDLE

Listening Part 3 Multiple choice

D = Duncan J = Joanna

D: Excuse me, Joanna. Do you have a second?

J: Sure, Duncan. How can I help you?

D: Well, it's just that I've been assigned to take some soft skills training, 'Empathy in the Workplace'.

J: Ah, yes, that's right. That would have been at the request of your line manager. It's a really useful course – I've been on it myself and it's had a huge impact on me.

D: It may well have done, but I really don't think it's my cup of tea. I mean, my job is all about hard-nosed negotiations, not touchy-feely stuff like empathy. I don't need to feel sorry for the people I'm up against – quite the contrary, to be brutally frank.

J: Well, empathy isn't about feeling sorry for people – you seem to be confusing it with sympathy. Empathy is simply about trying to understand how other people feel, what motivates them, and so on. But beyond that, it's about an authentic desire to understand other people, at a deep level, and to care about their feelings.

D: Right. Well, in that case, it's definitely not for me. I'm not into feelings and emotions at all. I mean, I can see why it'd be useful in a job like yours, human resources, which is all about keeping everybody happy and all that.

J: Well, to some extent, but it's much more about defusing disagreements. When two people experience the same situation and come to radically different conclusions about what has transpired, it's useful to get inside their heads to work out why they are interpreting those events so differently. Often that involves going back in time to understand the build-up to the problematic situation, perhaps over several months or years, which may have affected the way each party perceived it. Once you've done that, rather than allocating blame, it's a matter of supporting the parties in the resolution of their current dispute, even if that means simply gritting their teeth and agreeing to put it behind them, and above all the prevention of its recurrence.

D: Sounds lovely. But my business is cold, hard sales, not conflict resolution.

J: OK, fair enough. So what sort of training would appeal to you?

D: Sales techniques. Tricks for turning prospects into paying customers who keep coming back for more.

J: Yeah, that makes sense. So you'd like to be more persuasive? Is that right?

D: Exactly.

J: It sounds like you need to be able to get inside prospective clients' heads, to understand what they really want, and to somehow manipulate their emotions so they buy from you, rather than your competitors, perhaps by exploiting their deepest fears and needs. Have I understood you correctly?

D: Absolutely. That'd be awesome. Can you recommend a course that'd help me with those things?

J: Sure, I have just the course for you. It's called "Empathy in the workplace".

D: But that's ... the same course as you offered me before. Have you just been manipulating me?

J: Possibly. A lot of people think empathy is all about being lovely and kind to people – and to a great extent it can be like that. But there's also a dark side to empathy: you can use it to manipulate people. Basically, you can split empathy into two elements: cognitive empathy involves understanding others' emotions, while emotional empathy is all about sharing those emotions – trying to feel what the other person is feeling. Like when you see somebody whack their thumb with a hammer, and you literally feel their pain for a moment.

D: Ouch!

J: Exactly. So it's perfectly possible to have one without the other, which is where manipulation comes in. If you take the time to find out exactly how they're feeling and why, it's much easier to persuade them to do what you want them to. After all, you can't lead them towards your preferred destination if you don't know where they're starting from.

D: Aha ... yes, I see what you mean. Empathy for manipulation. I like that.

J: Well, just because it can be used to manipulate people, it doesn't mean you should. If you're too blatant about it, people will spot the manipulation sooner or later and feel cheated. I think it's better to treat it as persuasion: giving people what they really need, so they come away feeling as if they've won the negotiation. That way, they're more likely to keep coming back for more.

D: Definitely. Great. So can you give me some examples of techniques to develop empathy?

J: Well, I bet you can think of some for yourself. What do you think?

D: Er ... ask open-ended questions and pay close attention to their answers. I mean, really home in on what the other person is saying. Allow them sufficient time to gather their thoughts and then be patient while they're expressing those thoughts out loud. And, er ... actually care about how they feel, rather than just feigning interest. Is that right?

J: Sounds like you're a natural. You're going to love the course.

D: I'm sure I will. I'm really looking forward to it. Thanks so much for listening to me!

J: No problem at all. That's my job.

5 NEWS TRAVELS FAST

Listening Part 4 Multiple matching

Speaker 1:

It's embarrassing, but when my best friend told me she was getting engaged, I felt like I'd been hit by a ton of bricks. We'd been such good friends since childhood, and I didn't want anything to spoil that amazing relationship. I feel really guilty about it now, but although I smiled through gritted teeth, I left my friend in no doubt she'd let

me down. To my shame, I kept that up for a few weeks until I realised how much my friend and I needed each other, and that it was my own behaviour that was tearing us apart. So I made a concerted effort, day in, day out, to be happy for my friend, and it seems to have paid off. We're still just as close as before, maybe even closer after my decision to put my friendship before my ego.

Speaker 2:

The most disgraceful news I've ever received was when I was told I was being made redundant via SMS after being a loyal employee for so many years. A few days later, I received a phone call to explain it had all been an administrative error, and I wasn't being fired after all. But what should have come as a relief served instead as a wake-up call that my employers could be so callous and incompetent. That's when I knew it was finally time to go it alone, an idea I'd been toying with for years. Since then, I've been my own boss, which is a far healthier way of organising my life. Looking back, it's infuriating that they treated me that badly, but at the time it was as if it was happening to someone else.

Speaker 3:

My dream to become a vet dates back to my pre-teens. You see, I'd been pestering my parents for years to get me a puppy, and it had become something of a battle of wills. When they finally relented, you might expect me to have felt overjoyed at the news. But I'd never believed my self-centred wish would come true. When it did, to my shame, I felt a sense of dread: would I really have to take it for long walks twice a day, all by myself, as I'd promised repeatedly? Eventually, I got over my qualms, fulfilled my obligations and discovered the satisfaction of taking responsibility for other living creatures that depend on you entirely, which seems to have been what set me on the path I ended up on. As for those long walks, my parents often joined me, so they were nothing like as lonely as I'd imagined.

Speaker 4:

Throughout my childhood, my parents had pushed me towards a career in medicine, just like my self-satisfied so-called genius older sister. Whenever asked about my plans, I'd mindlessly repeat the mantra about becoming a doctor, without questioning what I really wanted. But when my school-leaving exam results arrived, leaving my career plans in tatters, my parents were knocked for six – and weren't exactly supportive in my hour of need either. As for me, it dawned on me how much I'd been privately dreading medical school and that for the first time in my life, I was free to choose my own path. I still had no idea what to do instead of becoming a doctor, but I realised it was a decision I'd have to take for myself.

Speaker 5:

When a national newspaper announced it was looking for a young person for a three-month unpaid internship, I sent off my application immediately, never in a million years believing I stood the faintest chance, and waited nervously to hear back. Eventually, I got the news I'd been dreaming of – I'd been accepted! It was only later that I started thinking through the downsides of working for free, which would have meant asking my parents to support me financially - something I was reluctant to do. After a great deal of soul-searching, I turned down the offer. It was one of the hardest choices of my life, but the right one – I realise now the value of weighing things up properly. Shortly afterwards, I landed a well-paid job with a rival paper, so it worked out perfectly in the end.

6 HIGHS AND LOWS

Listening Part 1 Multiple choice

L = Lewis K = Karen W = Woman H = HR manager J = Javier

Extract 1

You hear a conversation between two friends.

L: How was your first day at the office, Karen?

K: A bit of a nightmare, to be frank. When I arrived, nobody was even expecting me. I showed the receptionist the message from the boss, instructing me to come in today, but he claimed not to have been informed about it. Apparently, the boss was away and seems to have overlooked to mention my recruitment to anyone else.

L: That's so rude!

K: I suppose she might simply have too much on her plate. You can't really blame her.

L: Yeah, yeah. Nobody's too busy for common courtesy! What happened next?

K: The production manager got me inputting data into a computer system, but I kept making mistakes.

L: I'm not surprised! Didn't you ask for help?

K: Sure! But whenever I asked a question, the manager rolled his eyes as if I was a waste of space. I guess it was the last thing the poor guy needed – a clueless rookie to train up unexpectedly.

L: I know how he feels, but that's hardly your fault. I'm sure you'll be an invaluable team member once you've learnt the ropes.

K: Well, I'm not going back. If they want good people to work there, they'd better make them feel a bit more welcome!

Extract 2

You hear part of a lecture about hyperinflation.

W: In a nutshell, hyperinflation is when price rises spiral out of control. Most economists classify it as a monthly rate of 50% or more, which doesn't sound so terrible, but it's equivalent to almost 13,000% in a year. The most extreme example was Hungary in 1946, when prices more than tripled every day. Imagine working all month, but by the time you received your wages, they'd be barely enough to buy a loaf of bread. Under such conditions, workers tend to demand payment on a daily basis and in non-monetary form, or in more stable currencies.

In most cases, hyperinflation stems from governments creating money without backing it up with tangible assets like gold deposits. This is always tempting for the powers that be. After all, who wouldn't love to be able to mint as much money as they wanted? This was easier said than done centuries ago, when all

money took the form of metal coins with their own inherent production and distribution costs, but those constraints no longer applied after the introduction of paper money. As we move towards wholly electronic money, this temptation is likely to be even harder for desperate governments to resist.

Extract 3

You hear part of a salary negotiation in an office.

H: Ah, Javier, come in. What can I do for you?

J: I'd like to request a pay rise.

H: I see. As you know, we have pay bands for employees at different levels of the organisation. You're in band C, as far as I remember.

J: Exactly. But I'm not asking you to increase everybody in band C's pay, just mine. I believe I deserve at least a 10% increase, due to my impact on the company's bottom line.

H: Whether you deserve it or not is irrelevant, I'm afraid. Paying you more than others within your band would be sure to undermine staff morale.

J: What if I were to move up to a higher band?

H: That's something to discuss with your line manager at your next annual review, but it would depend on vacancies for higher level positions, of which there are none right now.

J: Well, that makes my decision much easier.

H: What decision?

J: To accept a position with our competitors for 10% more money. I wasn't convinced it was the right thing to do, but everything's much clearer now.

7 WORKING IT OUT

Listening Part 3 Multiple choice

M = Marta A = Alex

M: So how was the job interview, Alex?

A: Really weird, Marta! I bluffed my way through most of the questions, but there was one that totally stumped me: 'How many tennis balls would fit into this room?'

M: Sounds like a BOTEC question to me – a back-of-the-envelope calculation. They're becoming increasingly common during job interviews.

A: I don't get it. Why on earth would anyone want to fill the interview room with tennis balls?

M: That's not what they were trying to get at. It's all about seeing how different interviewees handle seemingly unanswerable questions. Do they simply throw in the towel? Or do they make a go of it? If so, what techniques do they use to arrive at their answer?

A: That doesn't bode well for me, then. I just shrugged my shoulders and claimed ignorance. When they pushed me to hazard a guess, I blurted out the first number that popped into my head, a quarter of a million. What would you have done?

M: I'd have said something like this. A tennis ball is about 10 centimetres long, so you could get about a hundred in a square metre, and a thousand in a cubic metre. How big was the room?

A: Maybe ten metres by eight. And let's say 2½ metres high.

M: OK, so 80 times 2½ is 200 cubic metres. If there are a thousand tennis balls in each cubic metre, that's 200,000 altogether.

A: So my guess was pretty accurate. Cool!

M: Yeah, but also irrelevant. They were more interested in your approach to problem-solving, which you completely flunked.

A: I still don't see why it's important. If they really want to measure something, surely they should actually measure it, not just guess.

M: Sure, but some things are impossible to measure. They're often called Fermi problems, after the ground-breaking nuclear physicist Enrico Fermi, who had an uncanny knack for making accurate estimates with little or no actual data. Some universities hold Fermi Olympiads, with teams competing to answer questions like 'How many molecules of air are there in this room?'

A: So they're basically pointless brain games, then, for showing off how clever you are?

M: Far from it! Perhaps the most famous Fermi problem is, 'How many planets in our galaxy are there with intelligent civilisations?' – apart from our own, of course.

A: And? How many are there?

M: Well, scientists use a formula called the Drake Equation with seven different unknowns that have to be multiplied together. The current lowest estimates are basically zero, but the high estimates suggest there may be fifteen and a half million other such planets.

A: So basically, nobody knows ... yet.

M: Well, those variables definitely need tightening up before they narrow it down to a more useful number. But we're on the right track – at least we have a formula, which turns pure guesswork into something far more scientific!

A: Still feels a bit pie in the sky to me, but it's a start, I suppose.

M: OK, here's a question for you. How many petrol stations are there in Paris?

A: I haven't the foggiest.

M: So break it down. How many people live in Paris?

A: Let's say 10 million, but it depends what constitutes 'Paris' I guess – just the city, or the surrounding area too.

M: OK. And how many people are there for each petrol station?

A: Well, I guess each station gets a few hundred customers each day, maybe a thousand a week. Not everyone fills up once a week, as I do. And there are also a lot of non-drivers or infrequent drivers, especially in a big city with good public transport, perhaps four or more for every frequent driver. So I'll say 10 thousand people.

M: Good. So how many petrol stations are there in Paris?

A: 10 million divided by 10 thousand – a thousand. How does that sound?

M: Let's Google it ... 938, apparently.

A: Hah! I'm getting good at this.

M: You are! Another use of these techniques is as sanity checks.

A: What's that?

M: A way to check a figure after you've done a proper calculation. Coming back to your tennis ball problem, imagine you've hired someone to actually fill that room with tennis balls, and after a week of work they claim to have used 800,000 balls, which you now have to pay for. What's your reaction?

A: No way! We estimated 200,000. The true answer might be half that, or twice that, but I can't believe it'll be four times our estimate. They must've cheated.

M: Yes, or we may have messed up with our estimate. Either way, we need to do some more research before paying their invoice. And that's the value of a sanity check.

8 HUMAN IMPACT

Listening Part 2 Sentence completion

As an environmentalist, I work in the Campo-Ma'an National Park in Cameroon, which is part of the huge Congo basin, home to the world's second largest tropical rainforest, the Congolian Rainforest, which stretches over much of west equatorial Africa. Its dense tropical peatlands make it a carbon sink, one of the world's biggest. As such, it absorbs carbon dioxide from the atmosphere, which helps to curb global warming. In fact, the Congo Basin sucks about 4% of global CO_2 emissions out of the atmosphere each year. In contrast, most other rainforests actually emit more carbon than they absorb.

My work can be pretty disheartening most of the time, with so many ecosystems under threat and myriad species facing extinction. That's why on those rare occasions when some encouraging news comes in, we want to shout it from the rooftops. Not only because it cheers us up, I might add, but because it often precipitates the release of additional funds that support the vital work of myself and my fellow conservationists.

The rainforest is also a biodiversity hotspot, hosting numerous species of plants, over 1000 species of birds, hundreds of species of fish and mammals, including okapi, forest elephants, chimpanzees, bonobos and western lowland gorillas - the world's most threatened primate species.

Unfortunately, the forest is under threat from a range of human activities, including deforestation (both of the commercial and illegal variety) and encroachment by palm oil plantations. The region's colossal store of fossil fuels also makes it enticing for energy businesses. Ironically, the forest is even threatened by the renewable energy sector, which relies on the mining of scarce minerals that are relatively abundant in the Basin.

Coming back to my work, one of Africa's most iconic mammals is the leopard, which once roamed over vast swathes of the continent, but has now been deprived of around a third of its former range. Leopards were long thought to have been wiped out entirely from most areas of the Congo Basin, including Campo-Ma'an National Park, owing to habitat fragmentation and destruction, loss of prey and, above all, illegal poaching. Humans have been persecuting leopards throughout history, especially in retribution for real and perceived livestock loss, but also as a kind of trophy kill – a way for hunters to show off their prowess with a spear, bow and arrow, or shotgun. The upshot of all of this is that for over twenty years, not a single leopard was sighted here, so we'd all but lost hope of its survival.

But then, a few years ago, an adult leopard was caught on camera for the first time. You see, we'd set up 19 camera traps across the park in an effort to track the movements of endangered forest elephants. Such traps are designed to be triggered by movement of larger creatures, and because the cameras are far more unobtrusive than human-operated cameras, and can be deployed so widely and cheaply, they have become a vital source of conservation data in recent years. For example, a team of researchers recently used a similar network of traps to establish the existence of lowland gorillas in central mainland Equatorial Guinea.

There was only a solitary leopard in the photo, but of course it's unlikely to be the only one within the national park, so we can now go about the daunting task of ascertaining their number and location. The presence of the leopard has helped us to access funds in order to expand our network of camera traps, so we're optimistic that it's only a matter of time before more are snapped.

Leopards are apex predators, which means they sit at the top of the food chain, and therefore have a disproportionate impact on the entire ecosystem. In consequence, any fluctuations in their population can have substantial knock-on effects on all the wildlife lower down the food chain. That's why it's so imperative to study leopards, so as to better comprehend how to protect their habitat and plan strategies, in partnership with local communities, who of course are directly impacted by our conservation efforts, and the Ministry of Forestry and Wildlife in Cameroon, to help them to thrive.

Part 4 Multiple matching

Speaker 1:

I'm extremely troubled by the climate crisis, so whenever I'm obliged to take a plane for work, I feel deeply conflicted. I'd love to stop flying entirely, but it's a vital part of my professional duties. That's why it was a relief to see the option of paying my usual carrier for carbon offsets. For every kilogram of carbon emitted, one kilo is absorbed, for example by planting more trees. Sadly, these offsets turned out to be a scam to extract money from environmentally conscious customers, with little by way of tree-planting going on. Fortunately, not all offsetting schemes are scams, so next time, I'll research the most scrupulous ones so as to make my own arrangements, even if there's a risk that I'll end up out of pocket.

Speaker 2:

I read an article recently about cruelty-free cosmetics, and it mentioned a rabbit icon that shows they've never been

tested on animals. As animal cruelty is something I abhor, when I spotted a rabbit logo on a bottle of shampoo last month, I snapped it up immediately, despite the eye-watering price. But this morning, as I was about to recycle the empty bottle, I realised that the logo bore no more than a passing resemblance to the one from the article. I reckon if I were to go through the ingredients list, it'd turn out to contain all sorts of dodgy stuff. I'm absolutely furious to have been taken in like that, but at least I'll know exactly what not to do next time.

Speaker 3:

As an eco-blogger, , the whole idea of plastic waste is a pet peeve of mine and thankfully, due to my own faux pas, I'm well placed to get the word out there. With any luck, anyone who's like-minded won't repeat my error. The thing is, I noticed an exotic brand of body lotion that came in a paper bottle, I was intrigued as to how the paper didn't leak. The bottle itself was all green, with pictures of leaves, trees and even a 'happy Earth'. It was surprisingly affordable, so I grabbed one. Today, having used all the body lotion, I was finally able to investigate the packaging. To my horror, the inside of the paper is lined with a layer of plastic! And because they're glued together, I'm not sure if it's even recyclable!

Speaker 4:

I've been looking forward to performing at tomorrow's arts festival for months, so you can imagine my shock when I arrived at the venue today to discover it was being sponsored by an oil company. It's such a blatant attempt to burnish their image by associating with an esteemed cultural event: "Perhaps fossil-fuelled vehicles aren't so bad after all, because these artists seem to support them." Well, I'll make sure none of my audience is left in the slightest doubt how I feel. I'm not surprised at the oil company for trying it on like that, but I can't believe the organisers kept quiet about it. If I'd known, I'd never have allowed my reputation to be tarnished in this way.

Speaker 5:

I started buying free-range eggs a few years ago, not only because I hate the idea of hens being cooped up all day, but also because I was keen to avoid food contaminated with hormones and antibiotics. But it turns out I should have been buying organic eggs instead, which are much more tightly regulated – hence the substantially higher price. Apparently, 'free range' is a fairly loose and potentially misleading phrase which doesn't necessarily mean the chickens are free to spend long, happy lives wandering around grassy fields, as the picture on the box implies. Anyway, I've made the switch now, so my conscience is a lot clearer about the impact I'm having on those hens.

9 BY DESIGN

Listening Part 2 Sentence completion

As I'm an artist, I'd like to start by showing you my paintings. This first one shows a cityscape by night. This next one is a forest scene, painted on a glorious spring morning.

I should add at this point that I'm totally blind, so these paintings have been created using only my mind's eye, so to speak. To be clear, I don't expect special dispensation as an artist just because I can't see. I'd like you to judge them on their own merit. I believe my lack of vision actually allows me to perceive the world in an unconventional, yet aesthetically pleasing, way, with any luck!

Most people who are classed as blind actually have some ability to see, albeit severely constrained. For example, they may be able to perceive light, colour and some movement. Many blind artists fall into this category, and their ability to transform the limited input from their eyes into paintings blows my mind.

In addition, many artists were formerly able to see normally, before an accident or illness rendered them blind, so they often paint from memory. If they were already an accomplished artist before losing their sight, they may also use a certain degree of muscle memory, so their hands can paint familiar objects without deliberate control from the brain.

A third type of blind artist uses touch to build 3-D mental models of objects or people, then sculpts either a literal representation of what they have perceived or else a more abstract interpretation, with some features distorted or exaggerated, to striking effect.

As for me, I fall into a very small category of 2-D artists who have been totally blind since birth. So you may be wondering how on earth I do it. The key is that I've had an immensely supportive and patient family who have taken the time to painstakingly describe every aspect of the world around me, year after year. My parents used to take me for long walks through forests and describe everything in powerfully evocative language – not just the objects they could see, but also the nuances of light and shade, the subtle differences in colour, and so on. This non-stop narration allowed me to construct a 3-D model of the world inside my mind, such that soon, I genuinely felt that I could see the forest in some way.

I began drawing initially by etching marks in wooden surfaces, which I could feel with my fingers. Crucially, my parents gave me detailed feedback on my etching – where I was going wrong in my shading, for example – which enabled me to nail that particular skill after a while. As I progressed to drawing with coloured pencils, it took a great deal of trial and error to get it right.

Coloured pencils are terrific up to a point, but you can't feel their texture on the page. Water colours never worked for me at all, because they just feel wet to the touch, which is meaningless to me. I experimented a few times with oil paints, which have a lovely 3D texture once they set, but I always ended up covered in sticky paint! Eventually, I stumbled across acrylic paints, which share that wonderful texture while drying a lot more quickly. So now I paint by building up layers of colours, which allows me to perceive my paintings while they're in progress – although I still sometimes end up covered in paint!

Coming back to the paintings I showed at the beginning, they are created inside my imagination, but they're composites of thousands of views that have been explained to me over the years. Inevitably, I perceive the world differently, which some critics may see as a disadvantage, but fortunately the people who buy my work see it as a plus. While it's wonderful for my work to be appreciated by my respected peers and discerning clients, I still paint mainly because I feel a powerful urge to make sense of the world around me, and to capture that in my art. If others like what I do too, then all the better.

10 ADAPTATION

Listening Part 4 Multiple matching

Speaker 1:

The idea of passive income, which comes in regardless of whether you're working, has always been appealing. That's how I got into self-publishing, initially with a set of instruction manuals, of all things. Once that stream was flowing, after some wrong turns that nearly ended my career, I could finally turn to something that would give me a sense of fulfilment: a fictionalised account of my childhood, which had been on my to-do list for ages. You might call it self-indulgent to put my younger self at the forefront of my work, potentially putting readers off, and I was wracked with self-doubt in this respect, but now I realise that all fiction is to some extent autobiographical, and I'm relieved to have found a ready audience for my work.

Speaker 2:

I've been making a decent income as a ghost writer of celebrity autobiographies for years, so you might say I've been writing fiction all along – there's certainly plenty of embellishment of the truth to make it more sensational. Having honed my talent for engaging narratives in other people's names, it felt like the natural next step to apply those skills to something more creative. I'd assumed it was a matter of coming up with a strong plot, then following the well-trodden path of turning it into a full-blown novel, but I couldn't have been further from the truth. When it finally came out, after countless revisions, it was universally panned by the critics, for good reason. Hence my decision to revert to what I know best!

Speaker 3:

It very nearly didn't happen at all, after hackers took control of my computer and corrupted my files, including my almost-complete manuscript. Fortunately, I had printouts of earlier versions, so I was able to painstakingly reconstruct most of it eventually and may even have added improvements along the way. My publishers were certainly relieved, after the sizable advance they'd paid me, and although I'd originally agreed to write the thing on a whim – flattery having been a major influence – I felt a strong sense of commitment to see it through. I still have a nagging doubt that the book's success is more about my earlier reputation as an actor, rather than any inherent quality in the writing, but I'm prepared to let that go!

Speaker 4:

As a person with dyslexia, I struggled in English lessons at school, and was told in no uncertain terms that my writing was dreadful. But I used to have such a vivid imagination, such that I could create entire worlds in my mind, with dozens of characters and intertwining plotlines. So as not to lose track of who had said what to whom, I started committing my stories to paper, and eventually, after a lot of encouragement from friends and family, I decided to take the plunge and get them professionally edited, despite my being continually racked by self-doubt. They still needed a lot of refinement before being fit to publish, but my editors provided invaluable guidance along the way.

Speaker 5:

It started out as an accident, when I was still a drama student. Some friends and I put on a comedy show, and I was tasked with scripting some sketches. One of my early drafts involved an overly complex dialogue between a plaintive alien and the earthling he encounters during an accidental visit to Earth. That particular script was too shallow and didn't make the cut, but I kind of identified with the grumpy space traveller character I'd created and ended up writing a lengthy backstory for him, which gradually morphed into a sci-fi trilogy! Despite frantic work commitments, I was driven by an uncontrollable urge to get it out of my system. Gratifyingly, when it finally came out, it seems to have caught the vibe within a certain niche.

Part 2 Sentence completion

Now that English is so dominant globally, it's easy to forget that people on the British Isles once spoke languages from a very different family: Celtic. These seem to have originated in a quiet corner of the Alps two and a half thousand years ago, and gradually expanded from this ancient heartland until, at their peak, their area of influence stretched over a vast swathe of Europe from Spain to modern-day Turkey. Much of this territory fell to the Roman Empire, and most Celtic languages were replaced by Latin and its descendants, plus languages that arrived on the scene later.

The only exceptions where Celtic languages survived were in the northern and western parts of the British Isles never colonised by the Romans: Ireland, Scotland, Wales and Cornwall. After the fall of the Roman Empire in France, many speakers of Cornish, the Celtic language of Cornwall, emigrated to the Brittany Peninsula in northern France, where their language morphed over the centuries into Breton, the only Celtic language still widely spoken in mainland Europe, with between 200,00 and 300,000 speakers.

Back in Britain, Celtic languages faced a vicious onslaught in the 5th century from a new set of invaders: the Anglo-Saxons, whose language is now known as Old English. These interlopers from northern Europe asserted their control over modern-day England and beyond, pushing the Celtic languages to an ever-shrinking periphery on the far north and west.

In Ireland, the Gaelic language thrived for much longer. Indeed, by the 10th century, it had spread into the Isle of Man, becoming the Manx language, and Scotland, where Scottish Gaelic replaced an earlier Celtic language, Pictish. However, these three Gaelic languages were threatened by the encroachment of English, especially from the 18th century.

Irish Gaelic survived mainly in the sparsely populated western fringes of Ireland, before undergoing a revival in modern times, while English dominated in the larger population centres.

Scottish Gaelic survives as a native language mainly in the highlands and islands, with about 57,000 fluent speakers. Interestingly, there are speakers of Scottish Gaelic in Nova Scotia in Canada, the result of an 18th century influx of Gaelic speakers. Despite their tiny numbers and the precariousness of their language, this remote outpost of Scottish Gaelic has spawned several prominent literary figures, including Lewis MacKinnon, an award-winning Canadian Gaelic poet.

The third Gaelic language, Manx, went extinct on the Isle of Man in 1974, with the death of a man considered the last speaker to have grown up in a Manx-speaking environment. However, in recent years, there have been concerted efforts to bring the language back from the dead, with a number of people claiming some level of proficiency, a great example of what community leaders can achieve when they set their mind to it.

Coming back to the non-Gaelic Celtic languages, Welsh also came close to extinction. By 1900, it was already a minority language in Wales, and monolingual speakers of Welsh all but disappeared over the next hundred years. Just like the other endangered Celtic languages, dedicated activists pushed hard to preserve it, with impressive results from the beginning of the 20th century. Welsh is now spoken to some degree by come 900,000 people in Wales, plus a small community of fluent speakers of Patagonian Welsh in Argentina.

Finally, my own language, Cornish, was long thought to have died along with its reputed last native speaker, Dolly Pentreath, in 1777, although it now seems a handful of speakers kept the language alive surreptitiously, presumably due to relentless persecution from the English-speaking elite. This remote corner of England, neglected by the rest of the country except as a tourist hotspot, has always had a distinct identity, which is feeding current efforts to revive the language and culture.

In 2010, UNESCO officially changed its designation of Cornish from extinct to critically endangered. It is estimated that there are now about 400 advanced speakers, along with thousands more with limited skills in the language, which is currently being taught in some local primary schools. Perhaps one day soon, the first native speaker of Cornish for two and a half centuries will be born.

11 TALK OF THE TOWN

Listening Part 1 Multiple choice

Extract 1

You hear a woman talking about her childhood in the countryside.

W: When I was about ten, we uprooted to a quaint village in the English countryside – the kind that you see on TV and muse about how wonderful it must be to escape from the hustle and bustle of the city. I'm not sure my parents were driven by the idea of idyllic surroundings for children to grow up, but that's how they sold it to us at the time. Looking back, it seems to have been rather more prosaic. The house they bought was certainly generous in terms of square metres and right up there in terms of glamour when compared with what they could have afforded in a city.

It wasn't exactly off the beaten track, but the lack of kids of my own age, coupled with the appalling public transport network and winding roads that were too dangerous to ride a bike on, meant I spent much of my youth feeling trapped and alone. The picturesque views, so enchanting initially, felt bleak and oppressive.

When I hit 18 and had the opportunity to up sticks to head to uni, I didn't hesitate to choose a buzzing urban centre with a thriving student social life and buses and trams galore. I've never looked back since.

Extract 2

You will hear two friends discussing some old buildings.

M: Why don't they demolish those derelict factories? What an eyesore!

W: Seriously? They're part of the city's heritage. This whole district used to be the throbbing heart of the city, with tens of thousands of workers churning out vast quantities of high-quality manufactured goods.

M: That's as may be, but we can't live in the past. The present needs of the city surely trump nostalgia about dilapidated factories. Today's inhabitants need affordable housing, office spaces, somewhere to relax and socialise.

W: Just because they're in dire need of sprucing up, it doesn't mean we have to rip up the old to replace it with the new. There's massive untapped demand for warehouse conversions, both for residential and commercial purposes. People will fork out a fortune to live and work in a place with a sense of history.

M: Actually, you're talking about a modest but vocal niche. Converting old factories is a logistical nightmare, what with all the toxic chemicals, unstable structures, poor infrastructure, and so on. It's far better value for money to start from scratch, and with most locals on a tight budget, that's all that matters.

Extract 3

You will hear part of a lecture about the psychology of cities.

W: You can all probably think of different cities that are known for their traditional mindset, their innovativeness, their rebelliousness. But what does it mean to talk about the personalities of cities? It certainly sounds like pseudo-science, doesn't it? In fact there's a simple mechanism to explain it: once a city gains a reputation for a particular trait, perhaps as a result of a few well-known residents, or an influential institution such as a university or theatre, then as the years pass, newcomers with similar characteristics are attracted, perhaps subconsciously, while those who don't identify with them are put off, accentuating the city's personality in the process.

A recent study set out to demonstrate whether living in a city whose personality matches your own can improve your self-esteem. And indeed the researchers identified such a relationship, although it was dwarfed by the far more powerful connection between certain personality traits, such as extroversion and self-esteem, which has long been proven to exist. The researchers noted the need for caution as to the direction of causation, however. It may be simply that people with greater self-esteem tend to have the self-confidence to take control over their residency.

Part 3 Multiple choice

I = Interviewer R = Robert S = Susan

I: Now let's turn to a concept that has raised a lot of hackles recently: 15-minute cities. I'm joined by Dr Robert O'Keefe, a keen advocate of such cities, and Susan Travis MP, who is spearheading a campaign to prevent their expansion. Dr O'Keefe, what exactly is a 15-minute city?

R: In a nutshell, it's a city where every resident can access everything they need for day-to-day living, including shops, schools, offices, medical centres, sports amenities and open spaces, within a fifteen-minute walk or cycle ride from their homes. The concept arose from the rapid and often chaotic growth of cities in recent times, and the inherent unfairness in their layout, such that most people need a car to go about their daily business, leaving those who are unwilling or unable to use a car at a distinct disadvantage.

I: That sounds reasonable, doesn't it, Susan Travis?

S: Well, when presented in such terms, yes, it sounds like a modern utopia, where residents are free to leave their cars at home while they walk or cycle to their heart's content. Personally, I enjoy a good stroll or bike ride in the countryside, so I can see the attraction. In reality, this is not about freedom of choice, because you won't have the option of leaving your car at home. For one thing, all of the parking spaces will have been converted into children's play areas and open-air cafés, and for another, even if you can find a place to store your car, you'll be hit by a hefty fine for every day it's within the city boundaries. This is nothing more than a full-on attack on car-owners, who form a sizeable majority in this country, let's not forget, both in rural and urban areas.

R: Just because we own a lot of cars, it doesn't mean we're wedded to them. The automobile is the scourge of the modern city in a host of ways. Most obviously, they spew unimaginable levels of pollution into the atmosphere, which is detrimental both for the health of city dwellers and for our planet as a whole. Not only do cars kill or maim thousands of people each year, but they also turn whole neighbourhoods into no-go areas for kids and cyclists. They take up a ludicrous amount of space: just consider all those roads, which seem to be permanently clogged, not to mention the thousands of parking spaces required. But perhaps their most profound impact is the way they precipitate the fragmentation of our lives, with workplaces remote from residential areas, out-of-town supermarkets elsewhere, and so on. In other words, cars make us ever more dependent on cars, in a never-ending death spiral. You talk about freedom of choice, but car-centric cities only ever have one option: more cars.

S: So your solution is to ban them? Is that what you're saying?

R: No, Susan. The solution is to discourage them. A small minority will continue to need their cars, and if they're prepared to pay for the privilege, they may even find their lives have become easier, once all the traffic jams have disappeared.

S: What utter nonsense!

I: So is that your main complaint, Susan? That fifteen-minute cities will make life harder for those of us who can't part with our cars?

S: It's certainly a strong argument, but it's about something far more fundamental than that. It's about governments attempting to control every aspect of our lives, by planning all the places we're allowed to visit within our own designated zones. What happened to spontaneity? Can't we allow our cities to grow organically, without some master plan to decide what must go where? Before we know it, we'll need permits to leave our zones. Believe me, it's a slippery slope. The technology already exists: facial recognition software will monitor those who attempt to leave their zones too frequently, or whose carbon footprint is deemed unacceptable by the powers-that-be.

R: Oh come on, Susan. You know as well as I do that that's simply a groundless conspiracy theory, invented by social media warriors with too much time on their hands and axes to grind. Nobody is suggesting limiting what people are allowed to do within cities, and the idea of permits to leave zones is simply fiction. To be honest, I can't believe you'd sink so low as to peddle such nonsense.

S: I suggest you do some research, Robert. You'll be amazed at what you find.

R: I have done my research! I've dedicated my life to researching such issues, and all the credible research points to 15-minute cities vastly improving everyone's lives, not to mention the environment. I've also extensively studied the strident claims you're making, and I can assure you they've been thoroughly debunked, every one of them.

I: Right, well, we need to take a short break now, but we'll continue this discussion in a moment.

12 ON THE RIGHT TRACK

Listening Part 1 Multiple choice

Extract 1

You hear a motivational speaker giving a talk to a group of people.

M: The message to take away from today's session is that the barriers holding you back are overwhelmingly in your head. You need to silence the inner voice telling you you're not good enough to fulfil your dreams, that you're not ready, that you'll be poked fun at for even trying. Yes, you can never make full provision for what life throws at you, no matter how hard you try. And yes, you may raise a few eyebrows by engendering important life changes. But we're talking about a tiny minority, whose derogatory comments aren't worth even a second of your thoughts.

Now, you may be thinking, it's all very well for him to tell us to change our lives, but what does he know about the difficulties we're facing? I don't claim to know what you're each going through, but I've been in this

business long enough to realise that no challenges are insurmountable, and in fact many of those who've turned their lives around have gone on to achieve great things despite – maybe even because of – formidable personal circumstances. It's time to shake off your past and look forward to a bright future. Who's with me?

Extract 2

You will hear two friends talking about running.

W: How did you get into running?

M: I used to run to keep in shape in my youth, but as my career took off, I let it lapse, with never enough hours in the day. Then we happened to get a puppy, and because I work from home, it fell to me to take her for long daily walks.

W: Couldn't you have kept them short?

M: I tried, but then she'd pester me until I relented and took her out again. Those long treks really ate into my working day, so I figured I'd need to squeeze them into shorter periods – hence the running. I'm still not up to my previous levels of fitness, but I'm getting there. What about you?

W: I can't imagine life without running. I'm hooked on the feel-good endorphins released into my bloodstream during a run and really miss them when I'm too confined to my sickbed. Also, all that time alone with my thoughts always triggers a flood of inspiration, doesn't it?

M: Sure. I get a kick from the idea that my immune system is so strong after all those runs in the rain and snow! And I find my head swimming with novel ideas when I'm out and about.

Extract 3

You will hear a woman talking about a sports accident.

W: I've always loved sports – tennis, swimming, everything. In my early teens, I was playing hockey when the ball hit me square on the nose. With blood everywhere, as you can imagine, I was sent to the school nurse with a suspected breakage. I don't remember being checked for possible concussion – the whole event was just a blur to me, and looking back that's probably why. I was convinced I was covered in cuts and remember being almost disappointed once I'd been cleaned up to find no external traces of the accident whatsoever.

The next day, the doctor reassured my parents there was nothing untoward. But she said something that struck me as odd: in your 40s you'll need an operation. I recall thinking, 'How can I be expected to remember that for almost 30 years?', but sure enough, not long after my 40th birthday, it became blindingly obvious I'd need surgery on my internal tubing. For one thing, I was constantly coming down with annoying little colds, but the worst thing was that whenever I went to the pool, I was sneezing for days on end, and I wasn't prepared to go on like that. So I went along with her wise words from long before.