



Cambridge English

Compact

Advanced

Student's Book with answers



Peter May



For revised exam from 2015



CAMBRIDGE
UNIVERSITY PRESS



CAMBRIDGE ENGLISH
Language Assessment
Part of the University of Cambridge



Cambridge English

Compact Advanced

Student's Book with answers

Peter May

Cambridge University Press
www.cambridge.org/elt

Cambridge English Language Assessment
www.cambridgeenglish.org

Information on this title: www.cambridge.org/9781107418028

© Cambridge University Press and UCLES 2014

This publication is in copyright. Subject to statutory exception and to the provisions of relevant collective licensing agreements, no reproduction of any part may take place without the written permission of the publishers.

First published 2014

Printed in Dubai by Oriental Press

A catalogue record for this publication is available from the British Library

ISBN 978-1-107-41802-8 Student's Book with answers with CD-ROM

ISBN 978-1-107-41808-0 Student's Book without answers with CD-ROM

ISBN 978-1-107-41838-7 Teacher's Book with Teacher's Resources CD-ROM

ISBN 978-1-107-41828-8 Class Audio CDs (2)

ISBN 978-1-107-41782-3 Workbook without answers with Audio

ISBN 978-1-107-41790-8 Workbook with answers with Audio

ISBN 978-1-107-41819-6 Student's Book Pack (Student's Book with answers with CD-ROM and Class Audios (2))

ISBN 978-1-107-41831-8 Presentation Plus DVD-ROM

ISBN 978-1-107-41832-5 Interactive ebook: Student's Book with answers

ISBN 978-1-107-41794-6 Interactive ebook: Workbook with answers

Additional resources for this publication at www.cambridge.org/compactadvanced

The publishers have no responsibility for the persistence or accuracy of URLs for external or third-party internet websites referred to in this publication, and do not guarantee that any content on such websites is, or will remain, accurate or appropriate. Information regarding prices, travel timetables, and other factual information given in this work is correct at the time of first printing but the publishers do not guarantee the accuracy of such information thereafter.

Produced by Wild Apple

Front cover photographs by © Cultura Creative / Alamy (TR); © Amana images inc. / Alamy (CL); © Andresr/Shutterstock (C); © PhotoAlto / Alamy (CR); © Stockbroker / Alamy (BR)

CONTENTS

Map of the units	4
Introduction	6
Exam overview	7
1 Breaking news	8
2 Travels and traditions	16
3 Behaving and interacting	24
4 Selling and spending	32
5 Health and sport	40
6 Culture old and new	48
7 Green issues	56
8 Learning and working	64
9 Science and technology	72
10 A mind of one's own	80
 Grammar reference	88
 Writing guide	98
 Speaking guide	107
Wordlist	112
Answer key	119
Writing guide answer key	158
Acknowledgements	159

MAP OF THE UNITS

	TOPICS	GRAMMAR	VOCABULARY
1	Events, issues & the media	Review of past, present & future tenses	Collocations Frequently confused words
2	Travel, customs & traditions	Participle clauses	Prefixes Academic expressions
3	Human behaviour & relationships	Review of reported speech	Collocations Idioms with <i>keep</i>
4	Money & business	Review of passive forms Causatives	Fixed phrases Phrasal verbs with <i>out</i> Money vocabulary
5	Health & sport	Conditionals including mixed forms & forms without <i>if</i>	Word building Suffixes Compound adjectives
6	The arts & entertainment	Review of verbs + <i>-ing</i> or infinitive	Collocations Frequently confused words
7	Nature & the environment	Inversion after negative adverbials	Collocations Phrasal verbs with <i>on</i> Idioms: nature
8	Education, learning & work	Relative clauses Introductory <i>it/what</i>	Affixes Spelling changes
9	Science & technology	Modals, including continuous & passive forms	Dependent prepositions Science lexis
10	Psychology & personality	Wishes & regrets	Three-part phrasal verbs Adjectives of personality

READING AND USE OF ENGLISH	WRITING	LISTENING	SPEAKING
Part 1: multiple-choice cloze Part 7: gapped text	Part 1 essay: get ideas, contrast links, checking	Part 4: multiple matching	Part 1: talking about past, present & future
Part 3: word formation Part 6: cross-text multiple matching	Part 2 report: planning, recommending	Part 2: sentence completion	Part 2: making comparisons
Part 4: key word transformations Part 5: multiple-choice questions	Part 2 letter: formal / informal / neutral style; layout	Part 1: short texts, multiple-choice questions	Part 3: suggesting, (dis)agreeing, asking for opinions
Part 2: open cloze Part 7: gapped text	Part 1 essay: addition links, achieving balance	Part 3: long text, multiple-choice questions	Part 4: expressing & justifying opinions
Part 3: word formation Part 8: multiple matching	Part 2 proposal: purpose links, text organisation	Part 2: sentence completion	Part 2: commenting on partner's pictures
Part 1: multiple-choice cloze Part 5: multiple-choice questions	Part 2 review: praising & criticising	Part 4: multiple matching	Part 1: expressing preferences, likes & dislikes
Part 4: key word transformations Part 7: gapped text	Part 1 essay: sentence adverbs paraphrasing notes	Part 1: short texts, multiple-choice questions	Part 3: giving examples, helping your partner
Part 3: word formation Part 8: multiple matching	Part 2 letter: formal language, text organisation	Part 2: sentence completion	Part 4: adding emphasis, hedging
Part 2: open cloze Part 5: multiple-choice questions	Part 2 report: result links, text organisation	Part 3: long text, multiple-choice questions	Part 2: speculating about present & past
Part 4: key word transformations Part 6: cross-text multiple matching	Part 1: concession, opening paragraphs	Part 4: multiple matching	Parts 3 & 4: negotiating, reaching a decision

INTRODUCTION

Who *Compact Advanced* is for

Compact Advanced is a short but highly intensive final preparation course for students planning to take the revised *Cambridge English: Advanced (CAE)* exam. It provides C1-level students with thorough preparation and practice of the grammar, vocabulary, language skills and exam skills needed. The course is particularly suitable for students of 16 and over.

What the Student's Book contains

Compact Advanced Student's Book has ten units for classroom study. Each unit covers practice for Reading and Use of English, Writing, Listening and Speaking. Interesting Reading and Listening texts cover topics that may appear in the *Cambridge English: Advanced (CAE)* exam, and are accompanied by activities that help develop the skills needed for understanding them and successfully completing the exam.


- **Writing** pages feature model answers and are built on a step-by-step approach to learning how to produce the different types of text needed in Writing Parts 1 and 2.
- **Speaking** activities are designed to improve fluency and accuracy, and to improve students' ability to express themselves with confidence and appropriacy.
- **Grammar** pages practise the structures that are needed for writing and speaking at this level, and also those frequently tested in Reading and Use of English Parts 1–4.
- **Vocabulary** input is at C1 level and is based on English Vocabulary Profile, while many grammar and vocabulary exercises are based on research from the Cambridge Learner Corpus (see below).
- **Quick steps** explain how to approach each exam task type, while **Exam tips** give useful advice on exam strategies.
- **Writing and Speaking guides** explain in detail what students can expect in these parts of the exam, and suggest how best to prepare and practise in each case. For Writing there are further sample tasks and model answers for each of the task types, while for Speaking there are lists of useful expressions for each part.
- The **Grammar reference** section gives clear explanations of grammar points students need to know for *Cambridge English: Advanced (CAE)*.
- A **wordlist** of 25–30 key words, informed by English Vocabulary Profile, is provided for each unit.
- The **CD-ROM** provides interactive exercises for extra language skills and practice.

Other course components

- 1 Two audio CDs contain listening material for the ten units of the Student's Book. Listening activities are indicated by an icon showing the CD and track numbers.
- 2 A **Teacher's Book**. This contains:
 - Step-by-step guidance for presenting and teaching all the material in the Student's Book. In some cases, alternative treatments and extension activities are suggested.
 - Complete answer keys for all activities in the ten units, with recording scripts for the listening material.
 - Five photocopiable progress tests: one for every two units in the Student's Book.
 - Sample tasks and model answers for all Writing questions.
- 3 A **Workbook** with audio to accompany the Student's Book. This contains:
 - Ten units for homework and self-study. Each unit has four pages of exercises, providing further practice and consolidation of the language and exam skills required for success in *Cambridge English: Advanced (CAE)*.
 - Exercises based on research from the Cambridge Learner Corpus.
 - Vocabulary input based on English Vocabulary Profile.
 - Sample tasks and model answers for all Writing questions.
 - In the *with-answers* edition, a full answer key and recording scripts with the answers underlined.
- 4 **Additional resources** for this publication can be found at www.cambridge.org/compactadvanced

The Cambridge Learner Corpus (CLC)

The Cambridge Learner Corpus (CLC) is a large collection of exam scripts written by students taking Cambridge English exams around the world. It forms part of the Cambridge International Corpus (CIC) and it has been built up by Cambridge University Press and Cambridge English Language Assessment.

Exercises and extracts from candidates' answers in *Compact Advanced* which are based on the CLC are indicated by this icon: .

Cambridge English: Advanced (CAE)

Reading and Use of English 1 hour 30 minutes

Parts 1 and 3 mainly test your vocabulary; Part 2 mainly tests grammar. Part 4 often tests both vocabulary and grammar.

Parts 5–8 test reading comprehension.

Part	Task type	Questions	Format
1	Multiple-choice cloze	8	Fill each gap in a text from options A, B, C or D.
2	Open cloze	8	Fill each gap in a text with one word.
3	Word formation	8	Fill each gap in a text with the right form of a given word.
4	Key word transformation	6	Complete a sentence with a given word and up to five more words to mean the same as another sentence.
5	Multiple choice	6	Read a text followed by questions with four options: A, B, C or D.
6	Cross-text multiple matching	4	Read across four short texts and match prompts to the correct sections.
7	Gapped text	6	Read a text with six paragraphs removed. There are seven paragraphs to choose from.
8	Multiple matching	10	Read one or more texts. Match prompts to elements in the texts.

Writing 90 minutes

You have to do Part 1 plus one of the Part 2 tasks. In Part 2 you can choose one of questions 2–4.

Part	Task type	Words	Format
1	discursive essay	220–260	Write in response to two points given in an input text. Give reasons for your opinion.
2	letter / email, proposal, report or review	220–260	Choose one from three tasks based on a given context and topic, with a clear purpose and target reader.

Listening about 40 minutes

You both hear and see the instructions for each task, and you hear all four parts twice.

Part	Task type	Questions	Format
1	Multiple choice	6	Three short extracts with two people talking for about a minute in three different situations. For each of two questions, you choose from answers A, B or C.
2	Sentence completion	8	One person speaking for about three minutes. Complete sentences by writing a word or short phrase.
3	Multiple choice	6	An interview or conversation of about four minutes. Choose from answers A, B, C or D.
4	Multiple matching	10	Five extracts of about 30 seconds each, with a common theme. For each extract there are two tasks. Choose from a list of eight possible answers.

Speaking 15 minutes

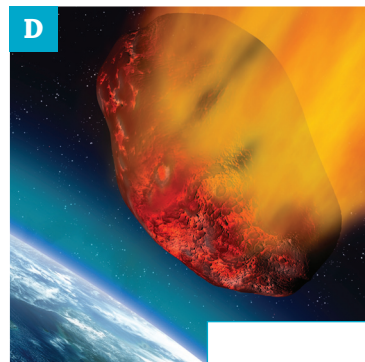
You do the Speaking test with one other candidate. There are two examiners, but one of them does not take part in the conversation.

Part	Task type	Minutes	Format
1	The examiner asks you questions.	2	Talk about yourself.
2	Talk on your own for one minute.	4	Talk about two pictures and then comment on the other candidate's pictures for about 30 seconds.
3	Talk to your partner.	4	A two-minute discussion. You then have a minute to make a decision.
4	Discuss topics connected with the theme of Part 3.	5	A discussion led by the examiner.



1 Breaking news

LISTENING



Part 4

1 Label the pictures *meteorite*, *oil spill*, *volcanic eruption* and *wildfire*. Then discuss the questions in pairs.

- Which of these are natural events, and which – at least partly – are man-made?
- How much media coverage does each receive? Why?
- How would you feel if you witnessed each one? Use some of the C1-level adjectives in the box below.

alarmed appalled disgusted distressed helpless
 hysterical irritated overwhelmed speechless unsafe

2 Look at the exam task instructions and options A–H in both tasks. Answer these questions.

- How many speakers are there?
- What information will you have to listen for in each task?
- How many of the options in each task are not needed?

3 Note down words you might hear used about each of the options A–H in Task One, e.g. *an earthquake* – *ground*, *trembling*. Then highlight the key words (e.g. *number*, *injured*) in options A–H in Task Two and think of words associated with them, too.

4 1.02 Listen and do the exam task. Listen particularly for the same ideas as those expressed by the words you highlighted in Exercise 3.

Quick steps to Listening Part 4

- Quickly read the instructions and the options in Tasks One and Two, identifying the key words in both.
- Think of other words you might hear used to express those key words.
- Listen for the answers to the questions in both tasks. Or, if you prefer, do one task on each listening.

Exam task

You will hear five short extracts in which people are talking about unusual events they witnessed.

While you listen you must complete both tasks.

TASK ONE

For questions 1–5, choose from the list (A–H) the event each speaker is talking about.

- | | | | |
|-----------------------|-----------|----------------------|---|
| A an earthquake | Speaker 1 | <input type="text"/> | 1 |
| B an oil spill | Speaker 2 | <input type="text"/> | 2 |
| C a tropical storm | Speaker 3 | <input type="text"/> | 3 |
| D a wildfire | Speaker 4 | <input type="text"/> | 4 |
| E a volcanic eruption | Speaker 5 | <input type="text"/> | 5 |
| F a meteorite strike | | | |
| G a flood | | | |
| H a tornado | | | |

TASK TWO


For questions 6–10, choose from the list (A–H) what surprised each speaker most about the event.

- | | | | |
|---|-----------|----------------------|----|
| A the number of people injured | Speaker 1 | <input type="text"/> | 6 |
| B the likely cause of the event | Speaker 2 | <input type="text"/> | 7 |
| C the sudden decrease in speed | Speaker 3 | <input type="text"/> | 8 |
| D the direction of travel | Speaker 4 | <input type="text"/> | 9 |
| E the extent of the damage | Speaker 5 | <input type="text"/> | 10 |
| F the relative lack of noise | | | |
| G the place where it happened | | | |
| H the number of unreported similar events | | | |

Exam tip >

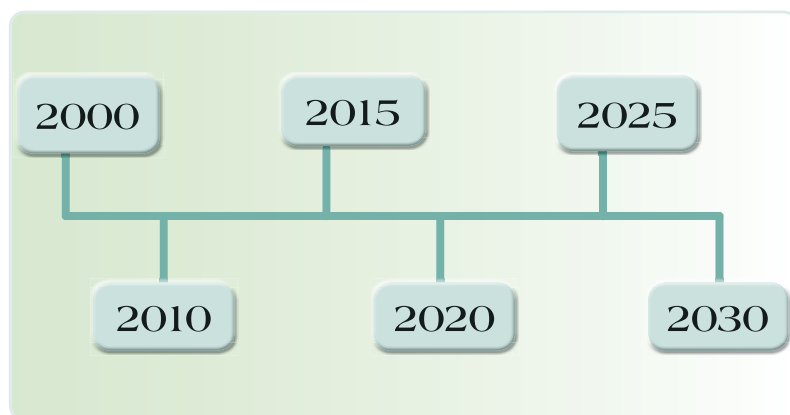
Don't choose an option just because you hear the same word or phrase. Listen for the same *idea*.

Review of verb tenses Page 88

- Explain the difference in meaning each time between sentences *a* and *b*. Name the different tenses used.
 - I see my friends at the weekend.
 - I'm seeing my friends at the weekend.
 - The theme tune *began* when the programme ended.
 - The theme tune *had begun* when the programme ended.
 - The press *were taking* photos when Melanie walked in.
 - The press *took* photos when Melanie walked in.
 - We'll *be watching* that film when you get here.
 - We'll *watch* that film when you get here.
 - Carla's *written* a book about animals that can predict earthquakes.
 - Carla's *been writing* a book about animals that can predict earthquakes.
 - The thunderstorm *will have ended* by the time our plane takes off.
 - The thunderstorm *will be ending* by the time our plane takes off.
 - The economy *grew* rapidly when government policy changed.
 - The economy *had been growing* rapidly when government policy changed.
 - When I'm 25, I'll *work* abroad for several years.
 - When I'm 25, I'll *have been working* abroad for several years.
-  Correct the mistakes made by exam candidates. In some cases more than one answer is possible.
 - Do you come to the meeting next week?
 - I'm waiting for you at Vicenza Station tomorrow afternoon.
 - Barbara and I know each other for years. We went to primary school together.
 - In your memo you asked me to write a report, so now I send it to you.
 - I was waiting for 30 minutes when a man came and spoke to me.
 - I promise that when you'll come to visit me next summer, you'll have a wonderful holiday.
 - On Wednesday we went to St. Andrews, as I arranged to meet a friend of mine there.
 - Club membership is falling so we are needing new members, especially young people.

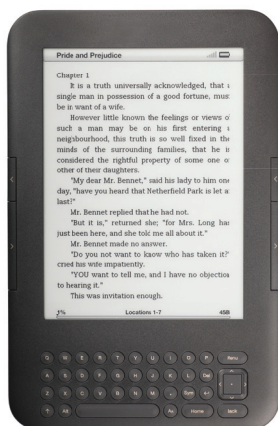
3 Choose the correct answer.

- I *enjoy / enjoyed / have enjoyed* studying history since I was a child.
- I'll look for a job when I *get / will get / will have got* my degree.
- I'm *waiting / 've been waiting / was waiting* in this queue for hours!
- By the end of this century, we're *exploring / 'll have explored / explore* distant planets.
- My friend Stefan was *reading / has been reading / read* a book when I called at his house.
- I'm not yet sure which subject I want to study, but I think I'll *do / 'm doing / 'll have done* maths.
- When politicians at last realised what was happening, the climate *already became / had already become / had already been becoming* warmer.
- By next July, I'll *be living / 'm living / 'll have been living* in this town for ten years.



- Mark some important past events in your life, e.g. starting secondary school, on the timeline above. Then tell your partner what you:
 - were also doing and used to do at that time, e.g. *I was living in the city centre. I used to walk to school.*
 - had done and had been doing before then.
 - have done and have been doing since then.
- Now put in some likely future events, e.g. *graduating, starting work*. Tell your partner what you:
 - will also be doing then.
 - will have done by then.
 - will have been doing by then, and for how long.

Part 7



1 Look at these digital versions of printed reading material. Discuss these questions, giving reasons.

- 1 Which is more convenient: print or digital? Which is more enjoyable?
- 2 Which of the digital versions do you think are free? Which websites have a 'paywall', i.e. you have to pay for access?
- 3 Will any of the print versions have disappeared within ten years?

2 Quickly read the main text in the exam task and then options A–G. Which of the following have recently been rising, and which have been falling?

- 1 sales of news & current affairs magazines
- 2 sales of printed books
- 3 sales of European printed newspapers
- 4 online advertising in newspapers
- 5 worldwide sales of printed newspapers

3 Read the third Quick step, then look at the words in bold after gaps 1, 2 & 3 and in options A, B & C. Answer these questions.

- 1 What kind of expressions are they?
- 2 How can each expression help you match the option to the gap?
- 3 Which similar expressions are used after gaps 4–6, and at the beginning of D–G?

4 Do the exam task, using the expressions in Exercise 3 to help you.

Quick steps to Reading and Use of English Part 7

- Look at the introduction to find out the text type and the topic.
- Quickly read the title, the main text and then options A–G, noting any topic links.
- For each gap, look for grammar links, e.g. reference words, linking expressions and matching verb tenses.
- Read the completed text to check it makes sense.

Exam task

You are going to read a newspaper article about online versions of printed publications. Six paragraphs have been removed from the article. Choose from the paragraphs A–G the one which fits each gap (1–6). There is one extra paragraph which you do not need to use.

The end of print may take some time

Peter Preston

Transition. It's a pleasant word and a calming concept. Change may frighten some and challenge others. But transition means going surely and sweetly from somewhere present to somewhere future. Unless, that is, it is newspapers' 'transition' to the online world, an uncertain and highly uncomfortable process – because, frankly, it may not be a process at all.

1

All of which may well be true, depending on timing, demography, geography and more. After all, everyone – from web academics to print analysts – says so. Yet pause for a while and count a few little things that don't quite fit.

2

As for news and current affairs magazines – which you'd expect to find in the eye of the digital storm – they had a 5.4% increase to report. In short, on both sides of the Atlantic, although some magazine areas went down, many showed rapid growth.

3

Yet, when booksellers examined the value of the physical books they sold over the last six months, they found it just 0.4% down. Screen or paper, then? It wasn't one or the other: it was both.

4

And even within Europe, different countries have different stories to tell. There's Britain, with a 10.8% drop in recent years (and a 19.6% fall for quality papers), but in Germany the decline has only been 7% all round – with a mere 0.8% lost to quality titles. And France shows only a 3.1% fall (0.8% at the quality end of the market).

5

Already 360 US papers – including most of the biggest and best – have built paywalls around their products. However, the best way of attracting a paying readership appears to be a deal that offers the print copy and digital access as some kind of joint package.

6

Of course this huge difference isn't good news for newspaper companies, as maintaining both an active website and an active print edition is difficult, complex and expensive. But newspaper brands still have much of their high profile in print; adrift on the web, the job of just being noticed becomes far harder.

Exam tip >

Fill in the gaps you find easiest first to reduce the number you have to choose from.

Part 1

Collocations

1 In each of 1–6, which three verbs form collocations with the words on their right?

- | | |
|---|-----------------------|
| 1 show / put / present / schedule | a TV programme |
| 2 publish / submit / send in / contribute | a photo to a magazine |
| 3 broadcast / perform / read / report | the news on TV |
| 4 carry / print / feature / show | a newspaper story |
| 5 draft / edit / broadcast / research | a magazine article |
| 6 run / cover / promote / tell | a news story on TV |

- A** **In other words**, print is also a crucial tool in selling internet subscriptions. And its advertising rates raise between nine and ten times more money than online.
- B** Tales like **these** of young people abandoning newspaper-reading are wildly exaggerated. Turn to the latest National Readership Survey figures and you'll find nearly 5,000,000 people aged between 15 and 35 following the main national dailies.
- C** **Such** varying national trends may well reflect a situation far more complicated than the prophets of digital revolution assume. America's media analysts used to argue that booming online advertising revenues would pay for change and, along with lower production costs, make online newspapers a natural success. But now, with digital advertisements on newspaper sites actually dropping back, such assumptions seem like history.
- D** One is the magazine world, both in the UK and in the US. It ought to be collapsing, wrecked by the move to the tablets which fit existing magazine page sizes so perfectly. But, in fact, the rate of decline in magazine purchasing is relatively small, with subscriptions holding up strongly and advertising remarkably solid.
- E** But surely (you say) it is bound to happen eventually. Everybody knows that print newspaper sales are plummeting while visits to the same papers' websites keep on soaring. Just look at the latest print circulation figures. *The Daily Telegraph*, *The Guardian* and many of the rest are down overall between 8% and 10% year-on-year, but their websites go ever higher.
- F** You can discover a similar phenomenon when it comes to books. Kindle and similar e-readers are booming, with sales up massively this year. The apparent first step of transition couldn't be clearer.
- G** So if sales in that area have fallen so little, perhaps the crisis mostly affects newspapers? Yet again, though, the messages are oddly mixed. The latest survey of trends by the World Association of Newspapers shows that global circulation rose 1.1% last year (to 512 million copies a day). Sales in the West dropped back but Asia more than made up the difference.

2 Complete the collocations in *italics* with the correct form of verbs from Exercise 1. In some cases more than one answer is possible.

- 1 The writer will have to *the article* down to 1,000 words.
- 2 That's a lovely photo. Why don't you it to a nature *magazine*?
- 3 Both channels their main *news bulletin* live at ten o'clock.
- 4 The *documentary* was for 21.00, but will be shown at 21.30 instead.
- 5 It's best to *an article*, make any changes, and then write a final version.
- 6 Channel 19 has decided not to *the story*.
- 7 Our reporter Carla Montero has been *this story* since the crisis began.
- 8 The web edition of the paper is *the story* on its front page.

Quick steps to Reading and Use of English Part 1

- Look at the title and the example, then quickly read the text without filling in any gaps.
- Look before and after each gap for words that collocate with the missing word.
- Make sure your answers make sense.

- 3 Read quickly through the exam task. How does the text answer the question in the title?
- 4 Look at the example. Which word in the first sentence goes with *capture*?
- 5 Underline words that might go with missing words 1–8. Then do the exam task.
- 6 Discuss these questions.
 - 1 If you witnessed a news event, would you photograph it? Would you submit the images to the media? Why/Why not?
 - 2 How would you feel if the media published pictures from your Facebook page (for example) without permission?

Exam task

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).

Example: 0 A grasp B capture C seize D trap

Should the media earn money from content they don't own?

Although digital cameras and camera phones have made it easier to (0) *B* newsworthy events, it is social media that have revolutionised citizen photography. With news regularly breaking on social (1), some journalists are now turning to them as (2) of images as fast-moving events occur.

Unfortunately, some reporters have published user-generated content (UGC) without permission. Despite official guidance that images (3) on social media can be used without permission if there are exceptional circumstances or (4) public interest, debate continues about whether this is ethical.


With research (5) that around one in ten people would film or photograph a news event, it is clear that UGC has a major role to (6) in the future of the media. However, if the media is to prevent its relationship with the public from souring, steps must be (7) to ensure that people are properly rewarded for their work and that permission is always (8)

- | | | | | |
|---|--------------|--------------|--------------|--------------|
| 1 | A networks | B complexes | C frames | D structures |
| 2 | A bases | B sources | C roots | D springs |
| 3 | A deposited | B planted | C imposed | D posted |
| 4 | A sharp | B strong | C heavy | D fierce |
| 5 | A indicating | B displaying | C presenting | D expressing |
| 6 | A serve | B apply | C play | D face |
| 7 | A climbed | B made | C walked | D taken |
| 8 | A applied | B sought | C demanded | D searched |

Exam tip >

Pencil in the words you choose on the question paper. This will make it easier to check the text makes sense when you finish.

Frequently confused words

- 1  Choose the correct alternative in these exam candidates' sentences. Use your dictionary where necessary.
- 1 People are not *sensible* / *sensitive* enough to the problem of pollution.
 - 2 He was *brought up* / *grown up* in Tunisia by a Sicilian mother.
 - 3 This restaurant, as its name *infers* / *implies*, specialises in unusual dishes.
 - 4 My income has *raised* / *risen* very little in the last four years.
 - 5 I had to *assist* / *attend* an interview before the company offered me a job.
 - 6 A bicycle is the most *economic* / *economical*, the cheapest and the easiest to park.
 - 7 I *lied* / *lay* down on the couch and cried.
 - 8 When I moved to my own apartment, I seized the *occasion* / *opportunity* to get rid of all those ugly objects.

Part 1


 Page 107



- 2 In pairs, decide whether these statements about Part 1 are True or False. Check your answers in the Speaking guide on page 107.
- 1 Part 1 usually lasts about two minutes.
 - 2 There will be two examiners, but only one of them will ask you questions.
 - 3 You have a conversation with the other candidate.
 - 4 You must use formal language and call the examiner 'Madam' or 'Sir'.
 - 5 You can learn your answers by heart and give a prepared speech.
 - 6 You can invent information about yourself if it makes it easier for you to answer.

- 3 Look at these possible Part 1 questions. Which verb tenses would you mainly use to reply to each?

- 1 Where are you from?
- 2 What do you do here/there?
- 3 What do you think you'll be doing in five years' time?
- 4 How important do you think it is to speak more than one language?
- 5 What do you most enjoy about learning English?
- 6 Do you prefer to get the news from television, newspapers or the Internet?
- 7 What would you do if you suddenly became very rich?

- 4  **1.03** Listen to Cristina and Markus practising Part 1. Which of 1–5 below do you think describe each student's speaking? Write Yes (Y), No (N), or Possibly (P) in each box.

	Cristina	Markus
1 clear pronunciation, good use of stress and intonation	<input type="checkbox"/>	<input type="checkbox"/>
2 wide range of vocabulary, appropriate choice of words	<input type="checkbox"/>	<input type="checkbox"/>
3 links speech well, with little hesitation	<input type="checkbox"/>	<input type="checkbox"/>
4 generally correct grammar, wide range of structures	<input type="checkbox"/>	<input type="checkbox"/>
5 good communication skills	<input type="checkbox"/>	<input type="checkbox"/>

- 5  **1.04** Listen again and improve Markus's answers. Use your own ideas and some of these expressions:

- Well, as a matter of fact I ...
- That's not an easy question to answer, but ...
- I've never really thought about it before, but ...
- Yes, I do/have actually. In fact, ...
- No, I'm afraid I don't/haven't. But one day I'd like to ...
- I haven't made my mind up yet, but I might ...

Quick steps to Speaking Part 1

- Ask the examiner to repeat a question if necessary.
- Reply with full answers, not just 'yes', 'no' or 'maybe'.
- Use the right verb tense if asked about your past experiences or future plans.

- 6 Work in groups of three: one 'examiner' and two 'candidates'. The examiner asks each candidate questions from Exercise 3. Afterwards the examiner uses points 1–5 in Exercise 4 to comment on their performance, possibly suggesting improvements.

Exam tip >

Remember that one aim of Speaking Part 1 is to help you relax by getting you to talk about yourself.

Contrast links

- 1** Choose the two correct contrast links in italics in each sentence.
- 30 years ago almost everyone lived in the countryside *whereas / even though / while* nowadays most people live in cities.
 - Whereas / Although / However* the poorest 10% have become poorer, the richest 1% are now even richer.
 - In spite of / Despite the fact that / Even though* aid has increased, famine still exists.
 - A generation ago most doctors were male. *In contrast / While / However*, today the majority are female.
 - Contrary to / Whereas / In spite of* what many people think, discrimination is still common.
 - By law all children must attend school. *Nevertheless / Despite this / Although*, many still work in the fields.
 - In spite of the fact that / In contrast / Though* the war is over, the border region is still dangerous.
 - The south of the country is flooded. *Conversely / Contrary to / On the other hand*, the north is suffering from drought.
- 2** Complete the second sentence so that it means the same as the first sentence.
- Many ordinary criminals have been released, though political prisoners remain in jail.
Whereas
 - Health care has improved, but it is still not up to international standards.
Even
 - Although unemployment has fallen, the number of homeless people has risen.
In spite
 - Though the workers' income is increasing, their quality of life is going down.
On the one hand
 - That country produces a lot of food, but ordinary people have little to eat.
Despite the fact
 - Some people say that we spend enough on overseas aid, but this isn't true.
Contrary
 - In spite of the rise in fruit prices, farmers are getting paid less.
Although
 - The Government bans all opposition but claims the country is a democracy.
The Government claims the country is a democracy. Conversely,
.....

- 3** What issue do the pictures illustrate? Write sentences using expressions from Exercise 1.



Part 1: essay

W Page 99

- 4** Look at the exam task instructions and the notes with it on page 15. Answer these questions.
- What do you have to write about, and for whom?
 - Which aspects of the topic must you write about?
 - What can you include if you want to? What shouldn't you do with these?

Quick steps to writing a Part 1 essay

- Read all the instructions and the notes, underlining the key words.
- Think of as many relevant ideas as you can.
- Decide how many paragraphs you will need and put your ideas under headings, including those from the printed notes. Choose which of the three opinions to use.

Exam task

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

You have listened to a discussion on how people in richer countries can be made more aware of poverty in other parts of the world. You have made the notes below:

Ways of raising awareness of poverty as a global issue.

- education
- campaigns by charities
- increased media coverage

Some opinions expressed in the discussion:

“Schools should teach every child the terrible effects of poverty.”

“We should support charities that expose the awful reality of poverty.”

“People would be shocked if they saw real poverty on TV every evening.”

Write an essay for your tutor discussing **two** of the approaches in your notes. You should **explain which approach you think would be more effective, giving reasons** to support your opinion.

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

5 Read the model essay in the next column and answer these questions.

- 1 In which paragraph does the writer introduce the topic?
- 2 Which two of the notes does she use? In which paragraphs?
- 3 Which of the opinions expressed does she include, and where?
- 4 Which approach does she prefer? Where does she state this? What reasons does she give?
- 5 Is her essay the right length? Is it fairly formal or quite informal in style?
- 6 Which contrast links does she use?

Exam tip >

Use a variety of contrast links to connect points in your essay.

There exists today an ever-widening wealth gap between different parts of the world, with an increasing number of people living in extreme poverty. Urgent measures are needed, and the first step must surely be to raise awareness in richer countries of just how desperate the situation is. To achieve this, there would appear to be two possible approaches.

Firstly, the media could cover world poverty much more frequently and in far greater depth. Currently, television rarely focuses on this human tragedy, despite the awful conditions in which hundreds of millions of people spend their entire lives. Regular in-depth reports, however, would surely bring it home to viewers that this appalling situation never goes away, leading to greater pressure on governments to take steps such as increasing overseas aid.

Schools could also have an important role to play. Although it is essential that pupils are taught about the social problems of their own country, attention should also be paid to the difficulties of those, especially children, in poorer nations. Students need to learn why such terrible living conditions exist, both by studying the history of those countries and by looking at the political, economic and social factors that make poverty so difficult to eliminate.

Nevertheless, relying on the education system would take many years to bring results, whereas change is needed right now. It should also involve the whole population, not just young people. Only the media can have this immediate impact, and nowadays it is only the media that almost everyone pays attention to.

6 You are going to write your own essay. To help you get ideas, discuss these questions and make notes.

- 1 Which are the worst examples of poverty that you know about?
- 2 Which had most impact on you: reading or hearing about them, or seeing images?
- 3 Which do you think influence people’s feelings about global issues most: schools and universities, charities, or the media? Why?

7 Look at the third Quick step and plan your essay. Here is one possible paragraph plan:

- 1 Introduction: the topic
- 2 Charities: direct experience, tell the truth, opinion 1
- 3 Education: scarce resources, contrast rich/poor, opinion 2
- 4 Conclusion: charities more effective + reasons

8 Write your **essay** in **220–260** words in an appropriate style. When you have finished, check it for the following:

- correct length
- coverage of all the necessary points
- good organisation into well-linked paragraphs
- a wide range of structures and vocabulary
- correct grammar, spelling and punctuation
- appropriate style of language
- positive effect on the reader.

2 Travels and traditions

READING AND USE OF ENGLISH

Part 6

1 Put these reasons for travelling to distant places in order, from least to most important.

- beautiful countryside
- friendly people
- impressive architecture
- inexpensive
- interesting wildlife
- learning the language
- local culture
- pleasant climate
- doing voluntary work

2 Discuss these questions about the photos, which show international volunteers working in developing countries.

- 1 What kind of people do you think the volunteers are?
- 2 Why do you think they have chosen to do this work?
- 3 In what ways might their work help the local people?
- 4 How will the experience benefit the volunteers?
- 5 Would you like to do this kind of work during a 'gap year'? Why / Why not?



Quick steps to Reading and Use of English Part 6

- Read all four texts for gist and main ideas.
- Underline the key words in the items.
- Remember there may be evidence for an answer in more than one part of the extract.

3 Look at the exam task and answer these questions.

- 1 Are the texts written by the same person?
- 2 What is the link between them?
- 3 What style are they written in?
- 4 What do the questions focus on?
- 5 What do you have to compare and contrast?

4 Quickly read the four texts. Which of the points you discussed in Exercise 2 do they mention? How far do you agree with what they say?

5 The texts contain expressions often used in academic writing. Find words with the following meanings.

- 1 although (A)
- 2 small and unimportant (A)
- 3 for this reason (A)
- 4 mention without talking about directly (A)
- 5 caused to behave in a particular way (A)
- 6 in a morally correct way (A)
- 7 improved (B)
- 8 description of a situation (B)
- 9 a sign of something (bad) (D)
- 10 written or spoken communication (D)

6 Underline the key words in questions 1–4, e.g. *similar*, *A*, *impact*, *local people*. Then do the exam task.

Exam tip

You can use the same option for more than one answer.

Exam task

You are going to read four texts about international volunteers. For questions 1–4, choose from the writers A–D. The writers may be chosen more than once.

Which writer

takes a similar view to writer A on the likely impact of voluntary work on local people's lives?

1

expresses a different view from the others on why people do international voluntary work?

2

has the same opinion as writer A about the possible long-term effects on the volunteers?

3

shares writer C's concern about who the volunteers tend to be?

4

Volunteer tourism

Four academic writers discuss the topic of international voluntary work.

A

It is hard to argue that the actual contribution to development amounts to a great deal directly. Whilst volunteer tourists can get involved in building homes or schools, they have usually paid a significant fee for the opportunity to be involved in this work: money that, if donated to a local community directly, could potentially pay for a greater amount of labour than the individual volunteer could ever hope to provide. This is especially so in the case of gap years, in which the level of technical skill or professional experience required of volunteers is negligible. Hence, it is unsurprising that many academic studies allude to the moral issue of whether gap year volunteering is principally motivated by altruism – a desire to benefit the society visited – or whether young people aim to generate ‘cultural capital’ which benefits them in their careers. However, the projects may play a role in developing people who will, in the course of their careers and lives, act ethically in favour of those less well-off.

B

Volunteering may lead to greater international understanding; enhanced ability to solve conflicts; widespread and democratic participation in global affairs through global civic society organisations; and growth of international social networks among ordinary people. In this scenario, the whole is greater than the sum of its parts, an outcome where benefits accrue to volunteers and host communities, and contribute to the global greater good. However, if volunteering is largely limited to individuals of means from wealthier areas of the world, it may give these privileged volunteers an international perspective, and a career boost, but it will do little for people and communities who currently lack access to international voluntary work. Those who volunteer will continue to reap its benefits, using host organisations and host communities as a rung on the ladder of personal advancement.

C

At its worst, international volunteering can be imperialist, paternalistic charity, volunteer tourism, or a self-serving quest for career and personal development on the part of well-off Westerners. Or it can be straightforward provision of technical assistance for international development. At its best, international volunteering brings benefits (and costs) to individual volunteers and the organisations within which they work, at the same time as providing the space for an exchange of technical skills, knowledge, and cross-cultural experience in developing communities. Most significantly, volunteering can raise awareness of, and a lifelong commitment to combating, existing unequal power relations and deep-seated causes of poverty, injustice, and unsustainable development.

D

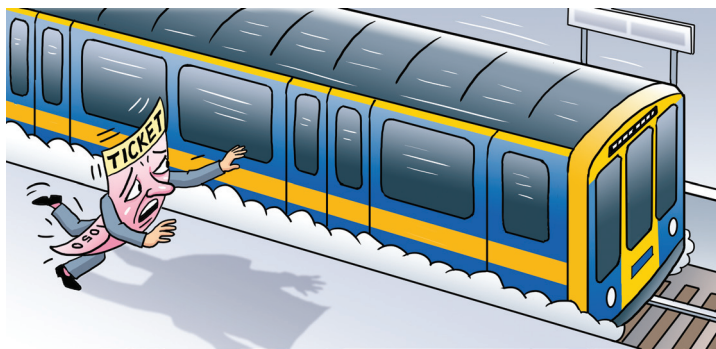
Volunteer tourism seems to fit well with the growth of life strategies to help others. Such limited strategies, aimed at a humble ‘making a difference’, can appear positive and attractive in an anti-political climate. The personal element appears positive – it bypasses big government and eschews big business. Yet it also bypasses the democratic imperative of representative government and reduces development to individual acts of charity, most often ones that seek to work around rather than transform the situations of poor, rural societies. Cynicism at the act of volunteering is certainly misplaced. The act of volunteer tourism may involve only simple, commendable charity. However, where volunteer tourism is talked up as sustainable development and the marketing of the gap-year companies merges into development thinking, this is symptomatic of a degradation of the discourse of development. The politics of volunteer tourism represents a retreat from a social understanding of global inequalities and the poverty lived by so many in the developing world.

2 GRAMMAR

Participle clauses Page 89

- 1** Match the underlined participle clauses with purposes a–h. Then rewrite the sentences using the words in brackets.
- Feeling tired, we eventually stopped for a rest.
 - A lion approached, looking hungry.
 - Not wanting to take any chances, they kept away from the cliff edge.
 - Noticing the huge hole in the road, Carlos hit the brakes.
 - Having bought our tickets, we boarded the ferry.
 - Handled carefully, those creatures are not dangerous.
 - The bridge collapsed, leaving us stranded on the island.
 - Located in Chile and Peru, the Atacama is the world's driest desert.
- a to state a condition (*as long as*)
 b to give a negative reason (*in order*)
 c to express a result (*so*)
 d to say what we had done before we did something else (*and then*)
 e to replace a relative clause (*which*)
 f to emphasise that one thing happened just after another (*as soon as*)
 g to give a reason (*because*)
 h to reduce two sentences to one (*it*)

- 2** Find the mistakes in these sentences containing participle clauses and correct them.
- Driven crazy by thirst, we read how the crew survive in an open boat.
 - Barking loudly, Sean was approached by a large dog.
 - After being washed in hot water, I noticed my clothes had turned pink.
 - Scared of heights, tall buildings are places that Joey avoids.
 - Having finished my breakfast, Tanya and I set off on foot.
 - Not wishing to damage the plants, the footpath is used by walkers.
 - Watered every day, you will find these plants grow quickly.
 - Running to catch the train, my ticket fell onto the platform.




- 3** Join the sentences using participle clauses.
- Marta looked tired. She said she had been travelling all night.
 - We were climbing in the mountains. We saw an eagle fly past.
 - You can wear this jacket with matching trousers. It looks great.
 - Joaquin is tall. He could see over the crowd's heads.
 - I was exhausted by the journey. I slept for 18 hours.
 - Our vehicle broke down. That left us stuck in the forest.
 - My sister has studied Mandarin for five years. She speaks it well.
 - Jack didn't have anyone to talk to. He felt lonely.

- 4** Use participle clauses to rewrite the underlined parts of the text.
- (1) We left at 6 am and we headed north. (2) We didn't want to waste time, so we walked up the steep valley (3) which led to the foothills of the Central Range. (4) Once we'd reached the top of those, we saw the much higher peaks ahead. (5) They were covered in snow and looked forbidding. (6) We descended to a river where we crossed a narrow stone bridge, (7) which was built centuries ago, then began climbing again. After another hour, (8) because we were feeling hungry, we stopped for a snack. Suddenly we noticed dark clouds gathering over the peaks. (9) As we realised that would mean more snow, we discussed our next move. (10) After we'd decided to carry on, we continued our trek uphill. (11) When I look back at that moment, I sometimes wonder whether that was the right decision (12) if one bears in mind what followed. But climbing is about taking risks, and we all survived to tell the tale.

- 5** Write a short account of an eventful journey. Include as many participle clauses as you can, e.g. *Setting off from ... Having missed..., Realising ..., Not wanting to ...*

Prefixes

- 1**  Correct the mistakes made by exam candidates.
- The host families are located inconveniently far away from the school.
 - The local chief of police says that the number of arrests has disincreased.
 - We have to insure that the jobs provided are suitable for our students.
 - Some of the information in the article is unprecise.
 - Do not think of yourself as incapable of driving a car.
 - Closing the canteen early would inevitably leave many students feeling hungry.
 - The promised 'lively social programme' during our stay was inexistent.
 - The notion of a pop star having a private life would seem as unrealistic as a fairy tale.

- 2** Add the correct prefixes from the box to form C1-level words. You do not need to use all of them.

anti bi dis inter il mis mono out
over post re under

- The hotel staff are ...paid and deserve an immediate rise.
 - The old industrial area will be ...developed as a shopping mall.
 - It's a lovely beach but it's ...crowded in summer.
 - The advertisement ...led us into thinking the flights were free.
 - Shanghai has ...lingual street signs, in Mandarin and English.
 - On the coast, foreign tourists ...number local people.
 - Downtown at night, there's a lot of ...social behaviour such as people shouting.
 - In other cultures, people ...act with each other differently.
- 3** Work in small groups. Match the correct prefixes in Exercise 2 with these meanings, then form as many words as you can with each prefix.
- a) again b) against c) between
d) more / bigger / better e) not enough
f) too much g) two h) wrongly

Part 3

Quick steps to Reading and Use of English Part 3

- Quickly read the title, the example and the rest of the text.
- Decide on the part of speech and if it is positive or negative.
- Try adding different prefixes and/or suffixes to the word in capitals, or forming compounds.

- 4** Look at the exam task instructions and quickly read the text. Why did the writer go to Norway?
- 5** Answer these questions about the example (0), then do the exam task.
- 1 What part of speech is needed and how is it formed?
 - 2 Does the sentence indicate a positive or a negative meaning?
 - 3 What prefix, therefore, is needed?

Exam task

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).

Write your answers **IN CAPITAL LETTERS**.

Example: 0 **UNSPOILT**

Norway's Alps

We sailed along the beautiful (0) coast of northern Norway until we reached the town of Tromso, over 300 kilometres inside the Arctic Circle. With its brightly-coloured wooden houses set against a (1) of snow-capped mountains, it was a remarkable sight. In the afternoon, we travelled to the Lyngen Alps where the (2) scenery took my breath away. Given the remote location, our accommodation there was surprisingly (3) and the large meal of fresh fish we were served that evening was of an (4) high standard for such a small hotel. The next day, refreshed after a wonderful (5) sleep of nearly nine hours, I headed for the practice slope, where (6) cross-country skiers like myself had to learn how to climb uphill with skis on. That far north towards the end of May, there was (7) daylight – and it was my (8) to go midnight skiing.

SPOIL
GROUND
COMPARE
LUXURY
EXPECT
BREAK
EXPERIENCE
INTERRUPT
INTEND

Exam tip >

Read through the completed text to check it all makes sense and is grammatically correct.



Part 2

1 Look at the pictures of the annual Inti Raymi (Festival of the Sun) in the Peruvian city of Cuzco, high in the Andes mountains. Answer the questions below using some of the words in the box.

applause celebrations ceremony costumes gathering feast itinerary onlookers parade participants procession rehearsal speeches tradition volunteers

- 1 What can you see in each picture and what is happening?
- 2 Why do you think this is an important event to the local people?
- 3 How do you think they are feeling, and why?

Quick steps to Listening Part 2

- Read the introduction, the title and the question to get an idea of the context.
- The first time you listen, pencil in your answers on the question paper.
- The second time you listen, check your answers and make necessary changes.

2 Study the exam task. For each question:

- underline the key words
- decide what kind of word, e.g plural noun, is needed.

3 1.05 Do the exam task. Listen for expressions similar to the key words you underlined, but write no more than three words for each answer.

Exam task

You will hear a research student called Ava O'Neill talking about visiting Cuzco in Peru. For questions 1–8, complete the sentences with a word or short phrase.

The ancient city of Cuzco

The words (1) are sometimes used to describe the city because of its historic buildings.

Cuzco was originally designed in the shape of (2)

The Incas built houses in Cuzco without (3) to keep out the cold.

Ava says the (4) in Cuzco was a problem for some people but not for her.

Watching the rehearsals, Ava found the (5) particularly impressive.

Ava was surprised by the wide range of (6) when the main parade began.

Ava believes the builders of the walls first made (7) of certain stones.

Ava had read there were no (8) at the ancient Festival of the Sun.

Exam tip >

Write the words you hear; don't try to rephrase them.

4 Think of a festival that you have been to, or one that you know about. Tell your partner where and when it happens, what it consists of, and why people enjoy it.

2 SPEAKING

Making comparisons

1 Rewrite these sentences about customs and traditions so that the second sentence means the same as the first.

1 The British drink just as much tea as they did in the past.

The British don't drink

2 They carry umbrellas because rain is a lot more frequent there.

They carry umbrellas because it rains

3 The USA has slightly fewer public holidays than some other countries.

The USA doesn't have

4 Having a lot of brothers and sisters isn't nearly as common as it used to be.

Having a lot of brothers and sisters is

5 Years ago, people were far more likely to marry young than they are today.

Today, people are not

6 Diwali is a great deal more widely celebrated internationally than it was.

20 years ago, Diwali was nowhere

7 Some think April Fool's Day is twice as much fun as St Valentine's Day.


Some think St Valentine's Day

2 Tell your partner about customs and traditions in your country. Use comparative forms from Exercise 1 to describe changes and make comparisons with other countries.


Part 2 Page 108

Quick steps to Speaking Part 2

- Listen to the instructions and choose two of the photos to discuss.
- If you don't know a word paraphrase it, e.g. *The blue object next to ...*
- Do all the task: compare the photos **and** answer the questions.

3  **1.06** Read the exam task instructions. Then listen to Luisa and Emilia talking about two of the pictures and answer these questions.

- 1 Which photos does Luisa decide to compare?
- 2 Does she do both parts of the task?
- 3 How does Emilia answer her question?

4  **1.06** Listen again. Which of the comparative structures in Exercise 1 do Luisa and Emilia use?

5 Work in pairs and do the exam task using pictures 1 and 3. Then change roles and do the task using pictures 2 and 3.

Exam task

Each of you will be given three pictures. You have to talk about two of them on your own for about a minute, and also to answer a question briefly about your partner's pictures.

Candidate A, it's your turn first. Here are your pictures. They show people with presents in different situations. Compare two of the pictures, and say what significance the presents might have for the people, and how they might be feeling.

Candidate B, who do you think has given the most thought to their choice of present?

What significance might the presents have for these people?
How might they be feeling?



Exam tip

Remember that the questions the examiner asks you are also written above the photos.

Part 2: report

W Page 103

1 Complete the underlined expressions with the words in the box.

aims balance consider course outlines purpose recommend
 recommendation recommending short solution sum

- 1 To up, immediate action is required.
- 2 My is that visitors should always book ahead.
- 3 One possible would be to impose strict parking regulations.
- 4 The of this report is to assess the town's sports facilities.
- 5 On our overall reaction to the proposals is positive.
- 6 This report the range of job opportunities available.
- 7 I strongly that further research be carried out.
- 8 In we thoroughly enjoyed our stay at the resort.
- 9 The organisers should improving facilities for the disabled.
- 10 The best of action would be to lower the admission fees.
- 11 This report to provide an overview of the current situation.
- 12 I have no hesitation in this superb historic site to travellers.

2 Put the underlined expressions from Exercise 1 into the correct columns (more than one answer might be possible). Which of these expressions are quite formal?

Introduction	Recommendations and suggestions	Conclusion
.....
.....
.....
.....
.....

3 What situations are shown in these pictures? For each one, write a recommendation and a suggestion using expressions from the table above.



4 Answer these questions about the exam task.

- 1 What must you write about?
- 2 Who are you writing for and why do they want a report?
- 3 What points must you include?

Exam task

In your English class, you have been discussing festivals around the world. Your tutor has asked you to write a report on a popular festival in your country that may interest other students. Your report should:

- describe the event, saying where and when it takes place
- say how popular it is and why
- outline some changes you think should be made.

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

5 Quickly read the model report opposite and match headings A–D below with paragraphs 1–4. Then answer the questions.

- A Finding out about chocolate
- B Recommendations
- C Introduction
- D The artistic applications of chocolate

- 1 Does the writer have a generally positive attitude to the festival?
- 2 Is it written in an appropriate style?



A sweet festival in Germany

1

The aim of this report is to provide information on the ChocoArt festival, held each December in the picturesque university town of Tübingen in south-west Germany.

2

As the name implies, this festival is about chocolate as art, with the world's greatest chocolate makers all competing to produce the most impressive creations. There are also fascinating exhibitions of chocolate sculptures, examples of products from around the world and, in the evenings, projections on the walls of the town centre buildings. Shop windows display chocolate fountains, and there is even a chocolate theatre.

3

Attracting over 200,000 visitors annually, the festival has something to appeal to all age groups. For adults there are chocolate-making lessons, while children can visit chocolate workshops and sample such delights as edible smartphones. There are also opportunities to learn about the people who produce the ingredients of chocolate, and how the policy of Fairtrade can make a real difference to their lives. This is often of particular interest to local students.

4

In conclusion, this is an informative and hugely enjoyable festival that leaves a pleasant taste in the mouth. I noticed, however, that rather fewer stalls gave free samples than in previous years and consequently, I would recommend the organisers encourage stallholders to be a little more generous in future. I would also suggest they consider changing the dates from chilly December to a warmer month – even if some of that delicious chocolate might melt.

6 Read the model report again and answer these questions.

- 1 What expressions does the writer use to
 - a) state the purpose of the report?
 - b) make comparisons?
 - c) conclude the report?
 - d) make a recommendation and a suggestion?
- 2 Find one participle clause in the first paragraph and another in the third paragraph.
- 3 Which expressions indicate the writer's attitude to the festival?

7 Look at these exam task instructions and answer the questions in Exercise 4 about it.

Exam task

You work for an agency that promotes your country's tourist industry abroad. Your manager has asked you to write a report on an interesting, lesser-known sight in your country. Your report should describe the place or building, explain its significance to your country, and suggest ways it could become better-known internationally.

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

Quick steps to writing a Part 2 report

- Note down any facts you know about the topic, plus any personal experiences you could mention.
- Decide how many paragraphs you need, and whether to use headings.
- In the first paragraph, state the purpose of your report.
- Present your ideas in a logical sequence and in a fairly formal style.
- End with a suitable conclusion, making recommendations and/or suggestions.

8 Discuss these questions in small groups.

- 1 Which are the most interesting lesser-known sights in your country?
- 2 What facts do you know about them?
- 3 If you have visited them, what are your most vivid memories?
- 4 How could those places attract more visitors from abroad?

9 Choose one of the sights you discussed in Exercise 8. Then look at the Quick steps and plan your report.

Exam tip >

Think of a good title that will indicate to readers the content of your report and encourage them to read it.

10 Write your report. When you have finished, check your work as in Unit 1, Writing Exercise 8 on page 15.

3

Behaving and interacting

LISTENING




Collocations

- 1 Read sentences 1–6 below. Which adjectives in italics do not collocate with the nouns? Which group should the adjective be in?
 - 1 Olivia is a *close* / school / true / childhood / brief / fair-weather friend.
 - 2 Liam is my *new* / family / marriage / previous / dancing / former partner.
 - 3 Nowadays there are far more *lone* / adoptive / personal / single / foster / step- parents.
 - 4 I grew up in a typical *two-parent* / close-knit / extended / nuclear / absent / dysfunctional family.
 - 5 Lola is Miguel's only *immediate* / distant / blood / close / strong / living relative.
 - 6 I think Chandra and Ajay will have a *stable* / lifelong / mutual / stormy / long-term / close relationship.
- 2 Compare two of the pictures and say what kind of relationship the people have. Then listen while your partner does the same with the other two pictures.

Part 1

Exam tip >

After you hear each extract for the second time, forget about it and concentrate on the next pair of questions.

- 3 Look at the exam task. Study the introduction to each extract and the first line of each question, then answer these questions.
 - 1 What is the situation in each extract?
 - 2 Who will you hear?
 - 3 What will they be talking about?
 - 4 What is the focus of each question? e.g. 1 *a reason*, 2 *giving advice*
- 4  **1.07** Listen and do the exam task.

Quick steps to Listening Part 1

- Read each introduction and imagine the situation.
- Underline the key words in the first line of each question.
- The first time you listen, answer those questions you can.
- Listen a second time to check. Answer any you missed.

Exam task

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 One

You hear a couple, Jack and Emily, discussing a problem he has at work.

- 1 Why did Jack and a colleague fall out?
 - A The man had complained to the boss about Jack.
 - B The firm had selected Jack for a particular task.
 - C Jack had forced the man to resign from his post.
- 2 Emily advises Jack to
 - A talk calmly to the man about the issue.
 - B let her speak to the man at lunchtime.
 - C avoid seeing the man if at all possible.

Extract Two

You hear two people discussing a news story they have just watched on TV.

- 3 What was the news story mainly about?
 - A how to tell when people are lying
 - B circumstances in which people tend to lie
 - C the types of people who are most likely to lie
- 4 What surprises the woman about the information in the story?
 - A the high number of lies people tell
 - B how inventive some criminals can be
 - C a technique the police use to detect lies

Extract Three

You hear two students, Amelia and Ollie, in a café talking about flat sharing.

- 5 They both think that finding the right flatmates
 - A is inevitably a slow process.
 - B means you will become close friends.
 - C can create a wider social circle.
- 6 What is Amelia's attitude to standards of tidiness and cleanliness?
 - A Everyone should adopt those of the tidiest person.
 - B It can be annoying when people criticise those of others.
 - C Men tend to be less concerned about them than women.

Reported speech Page 90




1 Read these sentences reporting a further conversation between Amelia and Ollie from the Listening task. Rewrite them in direct speech, underlining the words that change.


Example: Amelia said she'd found her flatmates on that website.

"I found my flatmates on this website."

- 1 She asked Ollie whether he was still living in the same flat.
- 2 He said that he wasn't. He'd moved out the previous week.
- 3 She wanted to know why he'd left.
- 4 He explained that he hadn't been able to study properly.
- 5 She asked what the problem had been.
- 6 He replied that a few months earlier his flatmate had started learning the violin.
- 7 She enquired whether he'd found a quieter place by then.
- 8 He said he had, and that he thought he'd enjoy living there.

2  **1.08** Listen and check your answers. How do they differ from the reported speech versions?

*Example: she → I had found → found
 her → my that → this*

3  Correct the mistakes in these sentences written by exam candidates. In some cases more than one answer is possible. Two sentences are correct.

- 1 Some students **suggested** to go sightseeing on Monday.
- 2 Your brochure **said** that I got a room in a high-class hotel.
- 3 I arrived late and my boss **warned** me not to do that again.
- 4 She **asked** me whether she could look after the kids from time to time.
- 5 He **threatened** his daughter not to speak to her again if she married that man.
- 6 The radio **told** us to not go anywhere because of the snow.
- 7 The electric company **apologised** for not have told me the lights would go out.
- 8 Socrates never **promised** that his students will actually learn anything specific.

4 Rewrite the sentences using the reporting verbs in bold in Exercise 3. Begin 'He ...' or 'She ...'. More than one answer is possible.

- 1 'I didn't break your coffee mug.'
- 2 'Can I help you?'
- 3 'Let's share this flat together.'
- 4 'I'm sorry I woke you up.'
- 5 'I'll pay you back at the end of this month.'
- 6 'You shouldn't touch this wire while the electricity is on.'
- 7 'If you don't get out now, I'll call the police.'
- 8 'Tomorrow's Saturday. Don't wake me before noon.'

5 Complete these sentences about yourself using the reporting verbs in italics. Then write what was actually said. Compare answers with a partner.

*Example: I was late so I explained ... that I'd missed the bus.
 I'm afraid I missed the bus.'*

- 1 I was tired so I *refused*
- 2 My best friend *invited*
- 3 My sister/cousin *complained*
- 4 My mother *reminded*
- 5 The doctor *advised*
- 6 A friend of mine *admitted*
- 7 One of my relatives who had a car *offered*
- 8 A friend who had a new phone *recommended*

Part 5



- 1 In each of these situations, how often do you
- a) talk to people? b) use a device such as a mobile phone?

Quick steps to Reading and Use of English Part 5

- Read the text for gist only.
- Read each question or unfinished statement, but not options A–D.
- Read the relevant part of the text. Answer in your own words.
- Choose the option closest to your own answer.

- 2 Look at the exam task instructions and then quickly read the text. What is the writer's answer to the question in the title?
- 3 Look at this example item (remember, there is no example in the exam) and answer these questions. Then do the exam task.
- 1 Which is the relevant part of the text?
 - 2 Why is answer C correct?
 - 3 Why is each of A, B and D incorrect?

What was the writer's reaction to the scene he describes in the first paragraph?

- A He was concerned that it mainly involved young people. X
- B He wondered whether the same things happened in real life. X
- C He thought those who were walking looked uncomfortable. ✓
- D He was pleased to be in a place where there was no noise. X

Exam tip >

Look for evidence that your answer is right, and also that the other options are wrong.

Exam task

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

Now everyone is connected, is this the death of conversation?

As our meeting places fall silent, save for tapping on screens, it seems we have mistaken connection for the real thing

Simon Jenkins

I first noticed it in a restaurant. The place was oddly quiet, and at one table a group sat with their heads bowed, their eyes hooded and their hands in their laps. I then realised that every one, whatever their age group, was gazing at a handheld phone or tablet. People strolled in the street outside likewise, with arms at right angles, necks bent and heads in awkward postures. Mothers with babies were doing it. Students in groups were doing it. The scene resembled something from an old science-fiction film. There was no conversation.

Every visit to California convinces me that the digital revolution is over, by which I mean it is won. Everyone is connected. *The New York Times* last week declared the death of conversation. While mobile phones may at last be falling victim to considerate behaviour, this is largely because even talk is considered too intimate a contact. No such bar applies to emailing, texting, messaging, posting and tweeting. It is ubiquitous, the ultimate connectivity, the brain wired full-time to infinity.

The MIT professor and psychologist Sherry Turkle claims that her students are close to mastering the art of maintaining eye contact with a person while texting someone else. It is like an organist playing different tunes with hands and feet. To Turkle, these people are 'alone together ... a tribe of one'. Anyone with 3,000 Facebook friends has none.

The audience in many theatres now sit, row on row, with lit machines in their laps, looking to the stage occasionally but mostly scrolling and tapping away. The same happens at

meetings and lectures, in coffee bars and on jogging tracks. Psychologists have identified this as 'fear of conversation', and have come up with the term 'conversational avoidance devices' for headphones.

In consequence, there is now a booming demand for online 'conversation' with robots and artificial voices. Mobiles come loaded with customised 'boyfriends' or 'girlfriends'. People sign up with computerised dating advisors, even claim to fall in love with their on-board GPS guides. A robot seal *line 46* can be picked up in online stores to sit and listen to elderly individuals talk, tilting its head and blinking in sympathy.

In his *Conversation: A History of a Declining Art*, Stephen Miller notes that public discourse is now dominated by ill-tempered disagreement, by 'intersecting monologues'. Anger and lack of restraint are treated as assets in public debate, in place of a willingness to listen and adjust one's point of view. Politics thus becomes a platform of rival angers. American politicians are ever more polarised, reduced to conveying a genuine hatred for each other.

All that said, the death of conversation has been announced as often as that of the book. As far *line 61* back as the 18th century, the literary figure Samuel Johnson worried that the decline of political conversation would lead to violent civil disorder. Writing 70 years ago, George Orwell concluded that 'the trend of the age was away from creative communal amusements and toward solitary mechanical ones'. Somehow we have muddled through.

The 'post-digital' phenomenon, the craving for live experience, is showing a remarkable vigour. The US is a place of ever greater congregation and migration, to parks, beaches and restaurants, to concerts, rock festivals, ball games. Common interest groups, springing up across the country, desperately seek escape from the digital dictatorship, using Facebook and Twitter not as destinations but as route maps to meet up with real people.

Somewhere in this cultural mix I am convinced the desire for friendship will preserve the qualities essential for a civilised life, qualities of politeness, listening and courtesy. Those obsessed with fashionable connectivity and personal avoidance are not escaping reality. They may be unaware of it but deep down they, too, still want someone to talk to.

- 1 The writer believes the main reason for the decreasing use of mobile phones is
 - A the realisation that it is bad manners to use them in public places.
 - B an overall reduction in the use of electronic devices for communication.
 - C the fact that people are increasingly reluctant to speak to one another.
 - D a general feeling that they are rapidly becoming obsolete technology.
- 2 According to Sherry Turkle, certain people nowadays are
 - A determined to return to a more traditional form of social structure.
 - B electronically connected but isolated from genuine human interaction.
 - C incapable of forming true friendships except through social media.
 - D more skillful at communicating with others via music than in words.
- 3 The writer uses the example of the 'seal' in line 46 to show
 - A how far the technology of artificial intelligence has progressed.
 - B that electronic companions are regarded as non-threatening.
 - C how robots can help those unable to find a romantic partner.
 - D the negative impact of internet search engines on conversation.
- 4 What point is made in the sixth paragraph about the current nature of public discussion?
 - A Speakers are expected to behave aggressively towards each other.
 - B Political parties are becoming increasingly extreme in their views.
 - C The behaviour of public figures reflects lower standards in society.
 - D Fewer people dare to contradict the opinions of other speakers.
- 5 The writer mentions 'the book' in line 61 as
 - A an example of something else that people wrongly predicted would disappear.
 - B the basis of the theory that people would soon stop talking to each other.
 - C a way of introducing the works of famous writers from earlier centuries.
 - D the source of information about the current state of political debate in the USA.
- 6 What point does the writer make in the final paragraph?
 - A Nobody can escape the negative effects of the digital revolution.
 - B Some traditional human values are eventually bound to disappear.
 - C Everybody needs human contact whether they realise it or not.
 - D Only those who remain polite and courteous will have friends.

Idioms with *keep*

- 1 Read sentences 1–8. Match the idioms in italics with the meanings in the box.

let someone know what's happening
 continue to know try not to be noticed
 watch for someone to appear
 stop yourself smiling or laughing
 stay calm hope things will turn out well
 do what they said they would

- James promised to help me but he didn't *keep his word*.
- Everyone else was shouting but somehow Nicole managed to *keep her cool*.
- Keep an eye out for* the waiter. If you see him, can you ask for the bill?
- When people found out what Zoe had done, she *kept a low profile* for a while.
- Is it ten already? I'm so busy I can't *keep track of* the time.
- While I'm away you can *keep me posted* on events by email.
- I *couldn't keep a straight face* when that boy claimed to be the world's best guitarist.
- I'll *keep my fingers crossed* that you pass your driving test.

Part 4

Quick steps to Reading and Use of English
Part 4

- Decide what part of speech the key word is, and what can go with it.
- Think about what the question tests and all the changes you need to make.
- Check you haven't left out or added any information.

- 2 Look at the example in the exam task. Answer these questions.

- In the second sentence, how has 'constantly' changed? What part of speech follows it?
- What change to 'attempted' is needed? Singular or plural?
- Which idiom does 'profile' form? Is it positive or negative here?

- 3 Answer exam questions 1–6 using the clues in brackets (which don't appear in the exam).

Exam task

For questions 1–6, complete the second sentence so that it has a similar meaning to the first sentence, using the word given. **Do not change the word given.** You must use between **three** and **six** words, including the word given. Here is an example (0).

Example:

- 0 Sam has constantly attempted not to attract attention since the trial began.

PROFILE

Sam has made constant *ATTEMPTS TO KEEP A LOW PROFILE* since the trial began.

- 1 The recent appearance of so many friendship websites online has been surprising.

SPRUNG (phrasal verb + adverb)

It's surprising that so many friendship websites online.

- 2 Lisa threatened to resign if they did not increase her salary.

UNLESS (reporting structure with *that* + verb form with *unless*)

Lisa threatened that her salary.

- 3 My internet connection was down so I wasn't able to follow events as they developed.

TRACK (structure following *prevent* + idiom)

My internet connection was down, which prevented events as they developed.

- 4 Although Jake promised to continue to contact me, he never emailed me again.

TOUCH (noun + idiom)

Despite Jake's he never emailed me again.

- 5 'We're sorry we didn't keep our word,' the company said.

FOR (reporting verb and structure with *for* + pronoun)

The company word.

- 6 Defending himself against such a powerful opponent was a brave thing to do.

STAND (pronoun + three -part phrasal verb)

It was brave of such a powerful opponent.

Exam tip >

Remember that contractions such as *I'd* count as two words, except *can't* (which is short for *cannot*).



3 SPEAKING

Asking for opinions, suggesting, and (dis)agreeing

1 Complete the expressions with the words in the box and then match them with a, b, c or d.

along feel inclined just leave move point thoughts

- 1 That's what I was thinking, too.
- 2 Let's that one for now.
- 3 I take your but ...
- 4 How do you about this one?
- 5 Shall we on to the next one?
- 6 I'd go with you there.
- 7 What are your on this one?
- 8 I think I'd be more to ...

- a) asking for opinions
- b) making suggestions
- c) agreeing with someone
- d) disagreeing politely

Part 3 **S** Page 109

Quick steps to Speaking Part 3

- Listen carefully to the instructions. Study the task for 15 seconds.
- Discuss each point fully before going on to the next one.
- Listen to what the examiner says after two minutes and prepare to make a decision.

2 Look quickly at the exam task instructions. What kind of things do you have to discuss?

3 **1.09** Listen to students Leona and Mia practising this task. Answer these questions.

- 1 Do they spend about the same amount of time on each of the five factors?
- 2 Do they take turns and speak to each other politely?
- 3 Do they reach agreement on which factor has the most positive effect?



4 **1.09** Listen again and answer the questions.

- 1 How do they begin the conversation?
- 2 Which expressions from Exercise 1 do they use?
- 3 Which other phrases do they use to express a–d?
- 4 How do they end the conversation?

5 Work in pairs. Read the first question and discuss the five factors for two minutes. Then read the second question and spend one minute deciding which factor to choose.

Exam task

Here are some things that can help make people's lives happy and a question for you to discuss. First you have some time to look at the task. Now, talk to each other about how important these factors might be in making individuals happy with their lives.

How important might these factors be in making individuals happy with their lives?

- Success in studies or at work
- Living a healthy lifestyle
- Perceiving beauty in nature and the arts
- Coping with life's problems as they arise
- Having good relationships with family and friends

Now you have about a minute to decide which factor has the most positive effect on human happiness.

6 Compare your decision with other pairs, giving reasons for your choice of most important factor.

Exam tip >

Adding to what your partner says, or politely disagreeing with them, will give you more to say than if you agree all the time!

Register

1 Read texts A, B and C and answer the questions.

- Which text is written in a formal style? Which is informal? Which is neutral, i.e. neither particularly formal nor informal?
- Which of the following are used in each text?

- a) phrasal verbs b) long/less common words
 c) exclamation marks d) passive verb forms
 e) impersonal expressions
 f) conversational expressions
 g) abbreviations h) very short sentences
 i) contracted forms j) formal linking expressions

A


Sorry not to get back to you sooner. I've had a lot on, what with the new job and stuff like that. But we're in luck - I've just found out I've got the whole of next week off! So tell you what: let's get together Monday pm. Let me know asap if that's OK with you.

B

I am sorry it has taken me so long to reply to you, but I have been very busy because of my new job, among other things. Luckily, though, it seems I don't have to work next week, so perhaps we could meet up after lunch on Monday? Please let me know as soon as you can if that would suit you.

C

I would like to express my apologies for the delay in replying to you. I have been extremely occupied on account of my new position, in addition to other matters. Fortunately, however, it has been announced that the office will be closed next week, which therefore means that I would be able to meet you on Monday afternoon. I would be grateful if you could inform me as soon as possible whether that is convenient for you.

2  Replace the formal expressions in these grammatically correct sentences written by exam candidates with more neutral or informal words or phrases. Where might you see each of the formal expressions?

- I was one of the persons in charge of the fund-raising.
- I regret you couldn't come with us to the seaside. I missed you.
- They'll give you training for the tasks you have to execute.
- In my opinion it's better to awaken early, in time for breakfast.
- I'll be waiting at the station, thus you'll be able to see me.
- Nowadays, most families consume their dinner while watching TV.

Part 2: letter

 Page 101

3 Look at the exam task and answer these questions.

- Is the letter extract formal, neutral or informal in style? Give examples.
- Which sentence in the extract requires you to:
 - ask for advice?
 - describe events?
 - report a conversation?
 - give reasons?



Exam task

You are having problems with one of your flatmates and recently you mentioned it to your English-speaking penfriend. Here is part of a letter your penfriend sent you.

So what exactly has your flatmate been doing – or not doing? Have you tried speaking to them? Why do you think they're behaving like that? I've got lots of experience of flat sharing, so is there anything I could give you a few tips on?

Write your **letter** in **220–260** words.

4 Quickly read the model letter on page 31. In which part of the letter does the writer do each of the following?

- | | |
|---|---------------------------------------|
| a) ask the reader for advice | e) ask the reader to reply quickly |
| b) give a reason for not replying quickly | f) describe the main events |
| c) report what was said | g) thank the reader for their letter |
| d) apologise for not replying quickly | h) answer the reader's question 'why' |

5 How does the letter begin and end? How else can you begin and end informal letters and emails? Do these phrases go on a separate line or not?

6 Read the model letter again. Answer these questions.

- 1 What name does Lee give his penfriend?
- 2 What examples are there of a) informal language? b) neutral language?
- 3 Which reported speech forms does the writer use?
- 4 Find phrases in Lee's email that mean:

a) it's certainly not true b) as well as all the other bad things c) very late at night d) talked to someone for a short time e) so far f) not make much difference g) not wanted as a friend

Dear Ashley,

Thanks for your message – it's great to hear from you. And sorry not to get back to you until now, but I've been having a quiet weekend: out in the countryside!

Unfortunately, it's not been so relaxing at home. Far from it. Ever since he moved in, our new flatmate Charlie has refused to tidy up, left both the kitchen and the bathroom in a terrible state, and – to cap it all – has been keeping me awake until all hours with some of the worst music I've ever heard.

So the other week Jamie (my other flatmate) and I had a word with him. Charlie admitted he'd done almost no housework, said he was sorry and explained he hadn't actually flat-shared before. He promised he'd make more of an effort in future, though as yet our chat seems to have had little effect.

I got the impression he's a bit down. He clearly didn't want to talk about it, but I wouldn't be surprised if he's missing his family, both to talk to and to tidy up after him! I also wonder whether he's feeling slightly left out – Jamie and I get on really well, and three's rarely the ideal number.

So what I'd like to ask, firstly, is whether you think there might be something else that's bothering him, and also how we can make him see we want to be friends with him. And finally, how do you suggest we get him to turn the music down?

Hope to hear from you soon.

Best wishes
Lee

Quick steps to writing a Part 2 letter

- Carefully read the task and any text you are given.
- Decide who you are going to write to, why, and whether to use a formal, neutral or informal style.
- Note down points to include and put them under headings.
- Write your letter using a suitable paragraph layout, with the opening and closing on separate lines.

7 You are going to write your own letter. Look at this exam task and answer the questions.

- 1 Will your friend be with you? How does that affect the content?
- 2 Should you write in a formal, neutral or an informal style?
- 3 What points must you include?

Exam task

This is part of a letter you have received from an English-speaking friend.

Guess what! I'm spending next summer in your country, though sadly not in your town. I'm sure I'll enjoy my visit even though I don't speak the language very well – and I'm a bit shy, too. But I really want to make new friends, so please tell me: what are the best ways to meet people there, and why?

Write your letter in 220–260 words.

8 Get ideas for your letter by using these prompts.

- 1 How old is your penfriend? Where will they be staying?
- 2 How could they be more confident speaking your language?
- 3 Why shouldn't they feel shy in your country?
- 4 Which of these would be good ways for them to meet people?
 - doing lessons at a language school
 - taking part in cultural or sports activities
 - exchanging language conversation
 - checking out websites for making friends
 - going to places where people of the same age hang out
- 5 For each of the points you chose in 4, note down at least one reason.

9 Plan your letter. You may want to organise your text like this:

Friendly greeting

Paragraph 1: thank the other person for writing

Paragraph 2: encourage them to speak your language and say why they needn't be shy.

Paragraph 3: ways of meeting people 1 with reasons

Paragraph 4: ways of meeting people 2 with reasons

Request a reply

Friendly close

10 Write your letter. When you have finished, check your work as in Unit 1, Writing Exercise 8 on page 15.

Exam tip >

Don't copy the input material – use your own words.

Part 7

- 1 Discuss these questions in small groups.
 - What are the advantages and disadvantages of running your own business?
 - What kind of business, or other type of organisation, would you like to run? Why?

- 2 Look at the exam task. Quickly read the instructions, the introduction and the main text. Answer these questions.
 - 1 What is the writer's main purpose?
 - A to warn others not to set up that kind of business
 - B to advertise a particular product to readers
 - C to give advice about setting up a small business
 - D to show how recession affects small businesses
 - 2 In general, how is the article organised? How might this help you put some of the missing paragraphs in the right places?

Quick steps to Reading and Use of English Part 7

- Look for the development of an argument or narrative in the main text.
- When you choose one of A–G, make sure it fits the overall structure of the text.
- Check it for language links in the paragraphs both before and/or after the gap.

- 3 Do the exam task.



Exam task

You are going to read a newspaper article about young people setting up their own business. Six paragraphs have been removed from the article. Choose from the paragraphs A–G the one which fits each gap (1–6). There is one extra paragraph which you do not need to use.

Make your idea and start selling it

In a business environment where over 90 per cent of new products fail at launch, getting out there is the only way to truly understand your market, says Alex Neves, director of a ready-to-cook meals company.

At 3.45 a.m. on a rainy morning in May two years ago, I woke to a chorus of alarm clocks, and headed down to a street market in London to meet Phil, my school friend and business partner. On arriving there, I found him setting up the stall with our meal kits: boxes with all the fresh ingredients already chopped, washed and weighed.

1

Neither of us had had any previous business experience. We had, though, followed the advice of countless start-up guides and new business seminars for those just starting out: we had written a business plan, identified market trends and developed a product.

2

While this sort of research was invaluable, we were faced with a slight problem. On the basis of our research findings, we'd have 95 per cent of adults, across all socio-economic groups, buying our products at a cost of £6 per go, at least four nights a week – for all eternity.

3

This gave us confidence that our plan was a good one. However, it also highlighted that maybe we'd missed something, that there were clearly some fundamental questions that hadn't been answered and couldn't be tested in this way: Was our product right? Would people actually buy it?

4

Fortunately, we landed on our feet, selling 100 meals on our first day of trading. And despite a few nail-biting initial hours after the market opened, our rather direct promotional activity (literally grabbing customers off the street) finally paid off. To our great delight, we sold out by the end of the day.

5

The street market offered us a low-cost and flexible platform from which to start building up a record of sales. These proved essential in developing future sales, raising finance from banks and building up relationships with suppliers.

6

The most valuable aspect of our experience in the street market was that it allowed us to communicate with our customers on a daily basis and respond to their feedback on our products, marketing and pricing in real time. Over the three months, we were able to take many small-scale risks and experiment with many different recipes, points of sale and kinds of messaging, allowing us to develop those that worked and tweak those that proved unpopular.

- A That, of course, excludes the extras they would buy for their close friends and family. Clearly, people were so taken with the idea that they would want to share it with others.
- B Above and beyond the pleasing sales figures, the insights gained from that opening session were so useful that we kept our stall at Whitecross Street Market for three months. Looking back, we would not recommend any other approach to businesses that are launching products for the first time.
- C Phil and I had also organised focus groups to try out early prototypes and set up an online questionnaire. We'd even pestered commuters in train stations to find out what they thought of the concept.
- D How much this fairly low-budget advertising campaign achieved in terms of helping to boost sales is difficult to evaluate, not least because it proved impossible to determine what proportion of our customers had actually been influenced by it. All we can say with a fair degree of certainty is that the market research we carried out enabled us to identify the target audience pretty accurately.
- E This was it. After months of painstaking planning, our task was simple: cast aside the books and theory, make up our products and get them into the kitchens of paying customers.
- F This realisation, that the proof of the pudding is in the eating, led us to the 3.45 a.m. wake-up calls and a real drive to test our products on the paying public. We rented a stall at Whitecross Street Market, splashed out on a second-hand chiller, decorated our stall and made the tentative leap from business plan to business.
- G It's amazing how much more seriously people in such crucial sectors take you when they can check out a product that is actually selling. Even if that is only in small quantities, rather than one that is only hypothetical.

Exam tip

If you can't decide between two options for a particular gap, mark both and return to them later.

4 Discuss the meanings of these expressions in the text.

- | | |
|--------------------------------|------------------------|
| market trends (para 2) | launching products (B) |
| promotional activity (para 5) | focus groups (C) |
| raising finance (para 6) | market research (D) |
| marketing and pricing (para 7) | target audience (D) |
| points of sale (para 7) | the paying public (F) |

Phrasal verbs with out

5 Use the context to work out the meanings of these phrasal verbs.

- | | |
|------------------------|--------------------------|
| get out (introduction) | try out (option C) |
| start out (para 2) | splash out on (option F) |
| sell out (para 5) | check out (option G) |

6 Complete the sentences with phrasal verbs. Use the correct form of these verbs with *out*.

back bail check chill cut get kick run

- 1 After a hard day's work, I just like to at home.
- 2 During the last recession, many small businesses of money and had to close.
- 3 Let's that new café. I've heard it's not bad.
- 4 When news of a political crisis, the currency fell sharply on foreign exchange markets.
- 5 Despite their promises, the company of the deal when the economic situation worsened.
- 6 By meat, you can eat more healthily and save money.
- 7 A highly-paid player was of the team for laziness.
- 8 One bank had such huge debts it had to be by the government.

Passive forms Page 91

1 Rewrite the sentences in the passive using the words given. Then match them with uses a–f.

- 1 Next, they send you an email confirming your purchase.
Next, an
- 2 Somebody broke into the office last night.
The
- 3 A gang dressed as clowns held up the bank.
The bank
- 4 Sources have reported that the firm made a loss.
The firm
- 5 People must always follow safety procedures.
Safety procedures
- 6 Many think that unemployment will rise.
It

- a) to state a rule or make a polite request
- b) to indicate we don't know who did something
- c) to describe part of a process
- d) to emphasise the object rather than the subject
- e) to say what people tend to expect, believe, etc.
- f) to indicate we don't know who said something

2 In small groups, use passive verb forms to describe how each of the following works. There are some useful expressions in the box.

basket bid cashpoint credit deduct
purchase receipt SIM card transaction


Example: The card is placed in the machine, then the PIN number ...

- 1 credit card
- 2 online shopping
- 3 pay-as-you-go mobile phone
- 4 internet auction site

Now use the form *It...* to say more about each.

Example: It is said to be the reason why so many people get into debt. It has been reported that thieves have copied cards.

Causatives: *have/get/want something done* Page 92

3  Correct the mistakes in these sentences written by exam candidates. Then match them with uses a–c.

- 1 In the city centre, take care to have not your bicycle stolen
 - 2 We spent a lot on training and we don't want the money be wasted.
 - 3 A car is expensive and costs money every time you get it to be repaired.
- a) When we would like something to happen, or not happen.
 - b) When you arrange for someone else to do something for you. (*informal*)
 - c) When something bad is done to you or your possessions.

4 Reply to these questions using *have, get or want + object + past participle*.

Example: Have you finished writing that book? Yes, I hope to have it published next year.

- 1 Did you know the heel on one of your shoes is broken?
- 2 How would you like me to do your hair?
- 3 What did you tell the insurance company after the burglary?
- 4 If you were a millionaire, what would you have done for you?

5 Complete the second sentence so that it has a similar meaning to the first sentence. Use three to six words, including the word given.

- 1 My friend Steve fixed my old printer for me.
HAD
I my friend Steve.
- 2 It was a problem in the accounts office that delayed the payment.
HELD
The payment would have been made on time if by the accounts office.
- 3 I want them to make me a smart new suit for the interview.
MADE
I for the interview.
- 4 Economists believe that the rise in oil prices caused last year's downturn.
BELIEVED
Last year's downturn by the rise in oil prices.
- 5 Alfie never put any money in his account so the bank closed it.
HAD
Alfie he never put any money in it.
- 6 There were reliable reports yesterday that interest rates would rise soon.
REPORTED
It that interest rates would rise soon.

Fixed phrases

1 Match the underlined C1-level phrases with the meanings in the box.

for now but not permanently as a type except forever
 in general in the first place more than anything else
 much less in order to do something



- 1 Louise is saving up money with a view to buying a house.
- 2 Nathan has no income other than an allowance from his parents.
- 3 My dad rarely has a weekend off work, let alone a whole week.
- 4 I don't want to go out. For a start, it's late. It's also cold.
- 5 Occasionally you can get cheap concert tickets, but by and large they're quite expensive.
- 6 This shop is first and foremost a food store, but it also sells household items.
- 7 Eleni and Georgios have split up for good. They've both got new partners now.
- 8 My motorbike's off the road so for the time being I'm using buses.

2 Complete the sentences with your own ideas.

- 1 My parents are having their house repainted with a view to
- 2 I can't afford to buy a second-hand bike, let alone
- 3 It's a seaside town, so there are no industries other than
- 4 I need a new mobile phone, but for the time being
- 5 Although I've lived abroad for years, I remain first and foremost
- 6 There are still a few homes without a computer, but by and large
- 7 I won't leave home for good until
- 8 I'm in no hurry to get married. For a start,

Part 2

Quick steps to Reading and Use of English Part 2

- Read the title and the text quickly for overall meaning.
- Fill in any words you're sure of.
- For the remaining gaps, look at the context and words around each gap.
- Check the completed text makes sense and is grammatically correct.

3 Quickly read the text, ignoring the gaps for now. Answer these questions.

- 1 What mistake has often been made about new technology?
- 2 What kind of invention is likely to succeed in the future?

4 The example answer (0) completes the fixed phrase *far from*. Think about the words that form fixed phrases with items 1, 4, 5 and 8 as you do the exam task.

Exam task

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).

Example: 0 **FAR**

Making money from inventions

Making a fortune from an invention is (0) from easy. It is all (1) predicting the technology of the future, (2) has always been notoriously difficult. (3) 19th century scientists ruling out the possibility of 'heavier-than-air flying machines', to information technology specialists convinced that home computing 'would never catch on', there is a long history (4) people who should know better getting it completely wrong.

By and (5), it is unwise to say that something will never happen, particularly in the fields of science and technology. How, in view of that, can present-day inventors get it right? The most successful innovations in the coming years (6) predicted to be those for the home, above all technology that (7) makes people's everyday lives easier and conserves scarce energy resources. Anyone who manages to think up a device which can do that (8) well become very rich indeed.

Exam tip

You never have to write contractions like *don't* or *we'd* in Part 2.

4 LISTENING

Money vocabulary

- 1 Explain the meanings of the underlined C1-level expressions.
 - 1 The company will survive as long as it breaks even, but if it makes a loss it may go out of business.
 - 2 Affluent people often have two large homes, whereas even a small flat may be unaffordable for the poor.
 - 3 Customers whose accounts are overdrawn must pay 15% interest on money owed to the bank.
 - 4 This was once a prosperous town, but since the recession many firms have gone bankrupt.
 - 5 If you're well-off you can afford to save each month but if not, you'll find it hard to make ends meet.
 - 6 The gross income of an average worker is currently taxed at a rate of 25%.
 - 7 You can make a small saving on socks in that shop, but don't buy T-shirts there. They're a real rip-off.
 - 8 The firm doesn't have enough funds to repair the damage, but the insurance will cover it.

Part 3

Exam tip >


Don't choose an option until the speaker has finished talking about that point.



- 2 Discuss these questions, using expressions from Exercise 1 where possible.
 - 1 When young people go away to study, where does their income come from and what are their outgoings?
 - 2 Why do some get into financial difficulties and how can they resolve them?

Quick steps to Listening Part 3

- Read the instructions for information about the speaker.
- Underline the key words in the first line of each question. They help you focus on what you need to listen for.
- Choose the option that expresses the same idea as what you hear: you won't hear exactly the same words.

- 3  **1.10** Underline the key words in the first line of each question, e.g. *choice*, *account* in question 1. Then listen and do the exam task.

Exam task

You will hear an interview with a student called Liam, who talks about the financial difficulties he faced during his first year at university. For questions 1–6, choose the answer (A, B, C or D) which fits best according to what you hear.

- 1 Liam's choice of bank account was based on
 - A the availability of interest-free overdrafts.
 - B the gift from the bank to new student customers.
 - C the location of the nearest branch of the bank.
 - D the high credit limit on credit cards for students.
- 2 Liam believes the most useful student discounts are for
 - A travelling by rail.
 - B going to the cinema.
 - C eating out.
 - D online shopping.
- 3 Following the theft of his laptop, Liam wished he had
 - A taken his possessions with him during the vacation.
 - B thought about the need for insurance cover.
 - C made sure his room on campus was more secure.
 - D used a stronger password to protect his data.
- 4 Liam was surprised to discover how much he had been spending on
 - A social activities.
 - B loan repayments.
 - C clothes shopping.
 - D taxi fares.
- 5 When he got into debt, Liam felt
 - A confident he could deal with the situation on his own.
 - B annoyed that nobody had warned him that could happen.
 - C unconcerned as he knew his parents would help him.
 - D apprehensive about what the lenders might do next.
- 6 What advice does Liam give to others who are in debt?
 - A Take out a longer-term loan to pay off the immediate debt.
 - B Spend nothing until you have saved enough to clear the debt.
 - C Set up a regular repayment plan for a fixed period of time.
 - D Negotiate a lower interest rate with those you owe money to.

4 SPEAKING

Expressing opinions


1 Complete each expression. In some cases more than one answer is possible.

- 1 My own is (that) ...
- 2 From my of view, ...
- 3 It to me (that) ...
- 4 The way I it, ...
- 5 To be perfectly, ...
- 6 As far as I
- 7 I'm inclined to that...
- 8 To mind, ...


Part 4 Page 111

Quick steps to Speaking Part 4

- Listen carefully to the instructions because they are not written down.
- If you have no particular views on the subject, quote other people, e.g. *Some people say ...*
- Give reasons and examples.
- Add to your partner's ideas and/or encourage them to say more.

2  1.11 Listen to Esra and Stefan, two strong exam candidates, practising Part 4. Who expresses these opinions? Write E, S or B (for *both*) next to each.

- 1 When they leave the family home, everyone has to learn how to manage money.
- 2 Financial independence can be risky for young people from poorer families.
- 3 The governments of rich countries should spend more on overseas aid.
- 4 Governments and charities should provide aid for poorer countries.
- 5 A lot of rich people are unhappy.
- 6 Some people would be happier if they had more money.

3  1.11 Listen again. Note down the expressions Esra and Stefan use to justify their opinions, e.g. *The main reason is ...*

4 Work in groups of three. Do Part 4 three times, choosing different questions from the list.

When it is your turn to be the examiner:

- ask the others three questions, prompting if necessary with *Why?* or *Why not?*
- make sure they both answer, by asking *What do you think?* or *Do you agree?*
- stop them after five minutes and tell them how well you think they did the task.

List of questions for Speaking Part 4

- 1 Some people find it very difficult to get out of debt. Why do you think this is?
- 2 Do you think electronic means of payment will ever completely replace cash?
- 3 How much do you think people need to earn to live comfortably?
- 4 Do you think schools should teach children how to manage money?
- 5 What are the advantages and disadvantages of having a credit card?
- 6 Do you think today's society places too much importance on making money?
- 7 How important do you think it is to save for the future?
- 8 How much income tax do you think very rich people should pay?
- 9 How far do you agree with the statement 'the best things in life are free'?

Exam tip

Remember it is your English that is being tested, not your ideas – there are no 'right' or 'wrong' answers.



4 WRITING

Addition links

1 The linking expressions below are used at the beginning of sentences and paragraphs to introduce points in a certain order. Put them into the correct groups below.

- a) above all b) additionally c) as well as that
 d) besides e) finally f) firstly g) for a start h) furthermore
 i) in addition j) in the first place k) last but not least l) lastly
 m) more importantly n) most importantly o) moreover
 p) on top of that q) secondly r) to begin with s) what's more
 t) worse still

For the initial point:

For subsequent points:

For the last point:

Which three of those used for subsequent points are quite formal, and which two are fairly informal?

2 Ask yourself the questions about each of the advertisements below. Then use your answers to write a paragraph about one of the ads. Link your points with expressions from Exercise 1.



- | | A | B |
|---|--------------------------|--------------------------|
| 1 Does it attract your attention? | <input type="checkbox"/> | <input type="checkbox"/> |
| 2 Is it aimed at a particular type of person? | <input type="checkbox"/> | <input type="checkbox"/> |
| 3 Does it tell you anything new? | <input type="checkbox"/> | <input type="checkbox"/> |
| 4 Is its message simple? | <input type="checkbox"/> | <input type="checkbox"/> |
| 5 Does it promote the name of the brand? | <input type="checkbox"/> | <input type="checkbox"/> |
| 6 Does it highlight the product's benefits? | <input type="checkbox"/> | <input type="checkbox"/> |
| 7 Is it believable? | <input type="checkbox"/> | <input type="checkbox"/> |
| 8 Does it make you want to do something now? | <input type="checkbox"/> | <input type="checkbox"/> |

Part 1: essay

W Page 99

3 Look at the exam task instructions and notes. Answer these questions.

- 1 What do you have to write about, and for whom?
- 2 Which areas must you write about?
- 3 What can you also include?

Exam task

Write your answer in **220–260** words in an appropriate style. Your class has been watching a TV documentary about the impact of advertising on society. You have made the notes below.

Areas affected by advertising

- our everyday lives
- what we buy
- the economy

Some opinions expressed in the discussion:

"Some of the ads on TV are really funny."

"It makes people spend money on things they don't really need."

"A lot of people work in advertising companies."

Write an essay for your tutor discussing the effects on two of the areas in your notes. You should explain which area you think is affected more and provide reasons to support your opinion. You may, if you wish, make use of the opinions expressed in the discussion, but you should use your own words as far as possible.

4 Example paragraphs A, B and C all deal with the first point in the exam task, i.e. how advertising affects our everyday lives. Read them and answer these questions.

- 1 Each paragraph looks at the effects of advertising on our everyday lives. Which discusses a) the positive effects b) the negative effects c) both?
- 2 Which paragraphs use one of the handwritten opinions? How has each writer rephrased it?
- 3 Find a) addition links b) contrast links c) passive verb forms.

A

We are surrounded nowadays by advertising, and although some television adverts might make us smile, most of it is an unwanted intrusion. To begin with, there are the huge, often ugly billboards in public places. Then there are those irritating little online ads popping up while you work, and when you get home you are met by a pile of junk mail. Worse still, the radio seems to keep playing the same annoying ads all day long.

B

It has been said that advertising is the greatest art form of this century and there is some truth in that, even if it can at times appear tasteless and materialistic. Firstly, the high technical standards in visual advertising have launched the careers of many top photographers and film directors. In addition, it is very much part of popular culture in its use of fashion, music and celebrities. Above all, it can help change attitudes by challenging stereotypes and reflecting the diversity of modern society.

C

Advertising is seen by some as one of modern society's evils. It makes us greedy, they say, targeting even young children with its consumerist message. Furthermore, it constantly interrupts our television programmes, blocks up our email inboxes and wastes our time with unsolicited phone calls. On the other hand, some advertisements are visually beautiful, others make you think and a few can make you laugh out loud. Moreover, some are truly memorable: almost everyone can recall their favourite TV ad from childhood.

5 Read the following model essay and answer the questions.

- 1 What is the purpose of the opening paragraph?
- 2 Which two of the notes does the writer use, and where?
- 3 Which of the handwritten opinions does he use, and how does he rephrase them?
- 4 Which area does he think is affected more by advertising and what reasons does he give?
- 5 What addition links and contrast links does he use?
- 6 What passive forms does the essay contain?
- 7 Where does he give his own opinion and what expression does he use to introduce this?

Advertising is the business of trying to persuade people to buy products or services, and it has increasingly profound and wide-ranging effects on present-day society. The effects on consumer preferences and on the economy in general are particularly significant.

It is difficult to evaluate the influence of advertising campaigns on consumer choice, but it must be substantial or companies would not spend so much on them. Firstly, they inform people about new products, special offers and so forth. In addition, they increase demand by showing brands being used by people like you – or by people you want to be like. This may, however, indicate that consumers are being sold unnecessary items. Secondly, some advertising works subconsciously, so people don't even know why they are choosing particular brands.

Advertising is a major industry. Besides employing thousands of people itself, it stimulates demand for products which in turn leads to higher production and more jobs. What is more, the revenues it generates help support newspapers, television channels and even top football clubs. Advertising, though, is expensive, and ultimately the cost is passed on to the consumer. Also, the large salaries it pays attract some of the country's brightest and most creative young people, who could otherwise be employed in more productive or socially useful sectors.

My own view is that the biggest effect of advertising is on the economy, as it creates employment both directly and indirectly. Its influence on what people choose, conversely, may have been exaggerated, especially as nowadays more objective sources of information about products are available online.

6 You are going to do the exam task. To help you get ideas, discuss these questions with your partner and make notes.

- 1 Which of the points in the model essay and in the example paragraphs in Exercise 4 do you agree with? Which do you disagree with?
- 2 Are internet ads more, or less, effective than TV ads?
- 3 Do successful ads make people buy things immediately?
- 4 Are people more or less likely to buy a product if a celebrity recommends it?
- 5 Do some ads promote harmful things by giving them a glamorous image?
- 6 Why do songs used in ads sometimes become popular?

Quick steps to writing a Part 1 essay

- If the intended reader is your tutor, write in a fairly formal style.
- Discuss issues in a balanced way, including points for and against.
- Connect your points with addition links.

7 Look at the Quick steps, then plan and write your essay. After finishing, check your work as in Unit 1, Writing Exercise 8 on page 15.

Exam tip >

Try to use different words from those in the handwritten comments, e.g. *unaffordable* instead of *too expensive*.

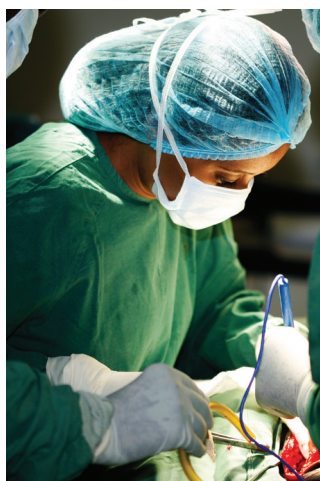
5 Health and sport

LISTENING

Word building

1 Work in small groups. Fill in the missing parts of speech in the table.

Verb	Noun	Adjective	Adverb
	medicine/medic		
	surgery/surgeon		
prevent			
treat			
prescribe			
infect			
		conscious	
	clinic/clinician		



2 Look at the pictures and answer these questions.

- 1 What does each person's job consist of?
- 2 Which of those jobs would you like to do and which wouldn't you like to do? Why?

Part 2

Quick steps to Listening Part 2

- Underline the key words in the questions.
- Decide what kind of information, e.g. a place, you need.
- Listen for ideas similar to the key words.

3 Look at the exam task. Which question(s) focus(es) on:

- types of people?
- a school subject?
- places?
- a physical object?
- abstract ideas?

4 1.12 Do the exam task. For each question, listen for the kind of information you identified in Exercise 3.

Exam task

You will hear a woman called Lin Cheng talking about becoming a medical student.

For questions 1–8, complete the sentences with a word or short phrase.

As a child, Lin was told by her (1) that she should take up medicine as career.

Lin believes the school underestimated her (2)

Lin was not very good at (3) so she decided against studying information technology.

At the medical centre, Lin observed a form of (4) which is unique to a career in medicine.

Lin felt frustrated by her lack of (5) while working at the nursing home.

Lin found talking to (6) the most rewarding aspect of her visits to medical schools.

Receiving the (7) is something Lin says she will always remember.

Lin's long-term aim is to treat patients in (8)


Exam tip >

When you hear an answer, write what you hear. Don't try to use your own words.

Conditional forms Page 93

1 Look at the Grammar Reference on page 93 and then match three of the endings with each sentence. Why is the other one not possible?

- 1 If you'd drunk more water,
 - A you'd have felt a lot better.
 - B you'd feel a lot better.
 - C you'd be feeling a lot better.
 - D you'd felt a lot better.
- 2 Carl would have taken longer to recover
 - A if he had not been so fit.
 - B if he might not have been so fit.
 - C if he were not so fit.
 - D had he not been so fit.
- 3 The surgeon will operate on you
 - A provided you sign this form.
 - B on condition that you sign this form.
 - C if you will sign this form.
 - D supposing you sign this form.
- 4 This medicine is safe
 - A as long as you don't exceed the stated dose.
 - B unless you exceed the stated dose.
 - C in case you don't exceed the stated dose.
 - D assuming you don't exceed the stated dose.
- 5 Others would have caught the disease
 - A provided that he had been carrying it.
 - B if he were carrying it.
 - C had he been carrying it.
 - D if he had been carrying it.
- 6 It'd be best to call the health centre
 - A if you feel dizzy again.
 - B providing you feel dizzy again.
 - C should you feel dizzy again.
 - D were you to feel dizzy again.

2  Correct the mistakes in these sentences written by exam candidates. Use conditional forms without *if*.

- 1 Holidays are good for us under the condition that we are relaxed.
- 2 I am ready to accept your offer unless you take into account my remarks about the plan.
- 3 If I had children, they would be free and independent as long as they prove to be trustworthy and responsible.
- 4 Had there been more computers available, the users had more time for other activities.
- 5 I am extremely grateful were you to allow me to make some small changes to the schedule.
- 6 It is not dangerous for someone to drive a car, in case that he or she follows the rules.

3 Complete the second sentence so that it has a similar meaning to the first.

- 1 Tyler is feeling ill because he ate too much.
Tyler wouldn't
- 2 I'll call the nurse if your temperature doesn't go down.
Unless
- 3 Emma became a doctor because she is a caring person.
If Emma
- 4 You will only lose weight if you do plenty of exercise.
Provided
- 5 Mr Kay didn't know he was unwell so he carried on working.
Had
- 6 Patients are usually treated in one day, but not if surgery is required.
As long as
- 7 What will Eva's children do if she has to go into hospital?
Supposing
- 8 Please inform the receptionist if you need a further appointment.
Should
- 9 To buy medication on this website you must have a prescription.
On condition
- 10 Paramedics will treat minor injuries if there are any accidents.
Were

4 Use conditional forms to discuss the following in pairs.

- 1 Things you would have done differently if you had known then what you know now.
- 2 What your life would be like now if certain things had or hadn't happened.
- 3 What conditions you would attach to making major changes in your life, e.g. choosing a university, getting a job, moving abroad, buying a house, forming a relationship.

5

READING AND USE OF ENGLISH



1



3



4



5



2

Part 8

- 1 How dangerous do you think each of these sports is? Complete the table with the names of the sports in the pictures.

Sport	Number of injuries per 1,000 hours of activity
1	30
2	14
3	11
4	8
5	5

- 2 Which parts of the body do the sports people above risk injuring? Use some of these words:

dislocate fracture sprain tear twist aches
blisters bruises soreness swelling

- 3 How can sportspeople prevent these injuries?
- 4 Look quickly at the exam task instructions, then at the title and introduction to the text. What kind of text is it and what is it about?
- 5 Read the questions, underlining the key words as in question 1. Which questions focus on the same ideas you had in Exercise 3?
- 6 Look at the Quick steps and do the exam task.

Quick steps to Reading and Use of English Part 8

- Underline the key words in each question.
- Scan each part of the text for words or phrases that express the same ideas as the key words.
- Underline the parts of the text that provide the answers.

Exam task

You are going to read a magazine article in which five athletes give advice on avoiding injuries. For questions 1–10, choose from the sections (A–E). The sections may be chosen more than once.

Which athlete makes the following statements?

The average runner is likely to suffer at least one injury every twelve months.

1

There is no evidence that doing other sports helps runners avoid injury.

2

Building up muscle can help prevent injury.

3

Stretching prior to running has no beneficial effects.

4

At the beginning of a training programme, don't try to do too much too soon.

5

The kind of surface you run on makes little difference to the risk of injury.

6

Avoid speeding up right at the end of a run.

7

It is advisable to do some gentle exercise just after you finish running.

8

The biggest risk comes from not having adequate breaks from training.

9

Pain does not always mean you must stop training immediately.

10

Exam tip

Remember that the answers in the text are not in the same order as the questions.

Avoiding injuries

What can athletes do to prevent injuries occurring? Five experienced runners give some advice.

Athlete A

Wearing the correct running shoes is essential if injury is to be avoided. However, the shock transmitted through the body when running on different types of ground hardly varies at all, as the athlete subconsciously adjusts the stiffness of their leg according to whether their foot is about to land on tarmac, track or grass. Even so, it makes sense to reduce the degree of foot impact, and therefore the danger of stress injuries, by diversifying one's general fitness training. This could include cycling and swimming, while weight training has a role to play in this respect by strengthening the body and thereby improving posture and balance. Needless to say, such training should cease at the slightest sign of any discomfort.

Athlete B

Pain, of course, can be a warning sign of impending injury, and many coaching manuals warn of the dire consequences should an athlete be so foolish as to try to run through it. In severe cases that warning undoubtedly makes sense, but I would take issue with it regarding milder conditions such as muscle soreness that are an inevitable by-product of a hard workout. To minimise post-training discomfort, I'd always make a point of doing a little cooling-down work such as stretching. It also makes sense to cross-train, to strike a balance between running and other disciplines like cycling and rowing, both of which have the advantage of providing relief from the constant pavement pounding which must surely have a harmful effect on marathon runners, above all.

Athlete C

Research shows that the key to preventing injuries occurring is to learn how to run injury-free rather than cross-train, which in fact involves practising movement patterns that have nothing at all in common with running. In some cases, such as weightlifting, cross-training activities can actually cause other kinds of damage that can set a runner's training programme back weeks or even months. Conventional wisdom also has it that pre-exercise stretching lowers the risk, whereas studies comparing the incidence of lower-limb injuries among those who stretch before training and those who don't show no difference whatsoever. Stretching at other times, such as in the evening, does seem to reduce injury risk, although there are probably more effective ways of doing so, for instance by habitually training on soft surfaces.

Athlete D

As a runner, the odds are against you remaining injury-free for a full year, and those odds shorten dramatically if you fail to allow sufficient time for your body to recover between sessions, whether they be workouts, training or racing. Second only to that as a risk factor is being over-ambitious in terms of what you can reasonably hope to achieve when taking up serious running. Everyone likes to win and there's no harm in finishing a race strongly, but try to progress step by step at first. At the first sign of any pain or discomfort, take note of what your body is telling you and stop running straightaway.

Athlete E

Over the two and a half years I've been running, I've only had one physical problem severe enough to force a reduction in training, which from what I can gather is about average. To be blunt, I've never really seen the point of so-called preventative measures such as gradually increasing running speeds when you're starting out, or taking regular breaks from training. I suppose the only exceptions are stretching, which everyone seems to agree is essential, and maintaining an even pace while running, on the grounds that finishing strongly may feel empowering, but that is precisely when your running is at its most erratic and your muscles are at their most susceptible to strains and tears.

7 Find C1-level phrases in the text which mean the following.

- | | |
|---|---------------------------------------|
| a) as you would expect (A) | g) none at all (C) |
| b) disagree (B) | h) it is unlikely (D) |
| c) make certain I always do (B) | i) one stage at a time (D) |
| d) give the same amount of attention (B) | j) pay attention to (D) |
| e) important thing in (achieving something) (C) | k) because of a particular reason (E) |
| f) what most people believe (C) | |

Suffixes

1 Answer these questions about each of the C1-level words in the box.

- 1 What part of speech is it? e.g. comparable – *adjective*,
- 2 What suffix does it have? e.g. *-able*,
- 3 What word is it formed from? e.g. *compare*
- 4 Are there any other spelling changes to that word? e.g. *drops final 'e'*
- 5 What part of speech is that word? e.g. *verb*

~~comparable~~ competence inevitably leadership
 participant pointless qualification skilful
 specific statistical summarise threaten

2  Correct the mistakes in these sentences written by exam candidates.

- 1 Like in many other countries, life in the city here is hectic and stressing.
- 2 Modern machinery and facilities would help the factory immensely.
- 3 Old, unuseful sports equipment should be given away.
- 4 The only inconvenient is that generally you can't find a place near the stadium to park.
- 5 The organisers are very apologising about cancelling tomorrow's race.
- 6 I think the government should subsidies people like musicians, artists and actors.
- 7 The aim of this proposal is to state my views about the culture event.
- 8 And they all lived happy ever after.

Part 3

Quick steps to Reading and Use of English Part 3

- Decide what changes you need to make, e.g. noun to verb.
- Check your spelling, especially when adding a suffix.
- Make sure your completed text makes sense and is grammatically correct.

- 3 Look at the exam task instructions and quickly read the text. Why, according to the author, is the use of modern sports technology sometimes unfair?
- 4 Look at the example (0). What change in part of speech is made? What suffix is added?
- 5 Do the exam task. Note changes to the parts of speech.

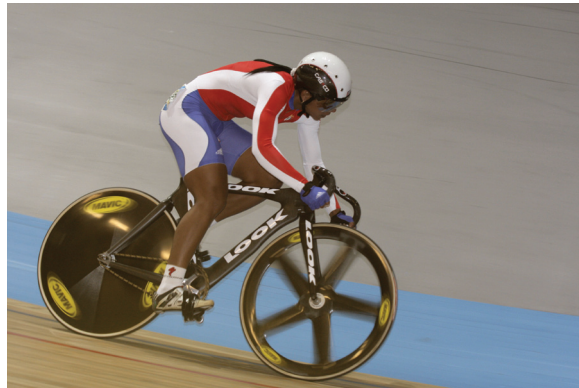
Exam tip >

Remember you have to change all eight words in capitals. Don't leave any unchanged!

Exam task

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).

Example: 0 SUBSTANTIAL



Technology in sport

In certain Olympic sports, there has been a (0) increase in speeds in recent Games. This has been particularly (1) in cycling, for instance, leading to questions about how much of the vastly improved (2) is the result of better training and fitter athletes, and how much of it is down to (3) advances such as the use of lighter materials in bike manufacture. Some would argue that the constant (4) of sports technology is just as important as the ongoing improvements in training methods, making the sport more exciting for (5) and spectators alike. For this to be fair, however, it assumes the (6) of the new equipment to all the competing athletes, which for (7) reasons is unlikely to be the case for some. In everyday situations a saving of just 0.01 seconds may sound (8) , but in an Olympic context, where the result can be decided by thousandths of a second, it can make all the difference between winning and losing.

SUBSTANCE

NOTICE

PERFORM

TECHNOLOGY

EVOLVE

PARTICIPATE

AVAILABLE

ECONOMY

SIGNIFY

Compound adjectives

- 1 Form compound adjectives by matching words from Box A with those in Box B and adding a hyphen, e.g. *cross-country*.

A

cross fair first friendly full high
highly left long record twenty world

B

breaking **country** distance famous
haired handed kilometre length
looking qualified rate risk


Now think of more compound adjectives using one word from each compound, e.g. *cross-cultural*.

- 2 Complete the sentences. Use compound nouns formed from the words in the boxes in Exercise 1.

- In that picture there's a tall woman wearing a hat and a short, man.
- It looks like a race, probably a marathon because they're on a city street.
- She's a woman, but I'm sure she's also a tough competitor.
- It's a Olympic swimming pool, which measures 50 metres.
- That's the Maracana stadium in Rio de Janeiro. Everybody's heard of it.
- Some say hang gliding is a sport, but it's quite safe if you're careful.

- 3 Form compound adjectives using each of these words. Explain the meaning of each.

hard- open- one- short-

- 4  **1.13** Read the Quick steps and the exam task instructions. Then listen to Zeinab and Reza doing Part 2 and answer these questions.

- Which two photos does Zeinab compare?
- Does she do both parts of the task?
- Does Reza speak for about the right length of time?

- 5  **1.14** Listen again to Reza and answer the questions.

- What expression does Reza use to ask the examiner to repeat the question?
- Who does he think has put the most effort into acquiring their skills?
- What reason does he give for his answer?

- 6 Work in pairs and do the exam task using pictures 1 and 2. Then change roles and do the task using pictures 2 and 3.

Exam tip >

The question you answer about your partner's pictures is not written down, so ask the examiner to repeat it if you are not clear what you have to do.

Exam task

Each of you will be given three pictures. You have to talk about **two** of them on your own for about a minute, and also to answer a question briefly about your partner's pictures.

Candidate A, it's your turn first. Here are your pictures. They show people winning Olympic medals. Compare **two** of the pictures, and say how difficult it might have been for them to acquire the skills needed to reach this level, and how those people might be feeling.

Candidate B, who do you think has put the most effort into acquiring their skills? Why?

How difficult might it have been for them to acquire the skills needed to reach this level?

How might these people be feeling?

- 7 Tell your partner how well you think you both did the Part 2 task, including the comments on your partner's pictures.

Part 2 Page 108

Quick steps to Speaking Part 2

- During the other candidate's long turn, listen without interrupting.
- Be ready to comment on the pictures when he or she has finished.
- Listen to the examiner's question and talk for up to 30 seconds.



Purpose links

- In each sentence, underline the two expressions in italics which are possible.
 - We should lower admission fees *to / in order that / in order to* sell more tickets.
 - I bought a new TV *so / so that / so as* I could watch the World Cup on a big screen.
 - The stadium is being rebuilt *in order that / in order to / so that* more spectators can be accommodated.
 - The town needs more facilities, *in order to / so / so as* to cater for a wider variety of sports.
 - I wore protection when I was boxing *so that I wouldn't / to not / in order not* to get hurt.
 - So / So as to / To* ensure fairness, there is a limit on the size and weight of baseball bats.
 - It is important to keep to the footpaths, *in order to not / so as not to / in order that you do not* disturb the wildlife.
 - Some people take up sports like golf *so that / in order to / so as* to make new friends.
- Using purpose links, tell your partner why some people take up the following sports and hobbies.

Example: aerobics – *so as to improve their level of fitness*

astronomy	drawing
hiking	martial arts
Pilates	pottery
Salsa dancing	scuba diving
vegetable gardening	Yoga

Part 2: proposal

W Page 104

Exam tip >

If you use headings in your proposal, try to use different words from those in the exam task instructions.

- Answer the questions about the exam task below.
 - What is the topic of the proposal?
 - Who are you writing for and why do they want a proposal?
 - What style should you write in?
 - Which main points must you include?

Exam task

You see this notice in a local newspaper of the town where you are studying English.

The Government has promised our town a grant to invest in new sports facilities. The Planning Director invites you, as a resident or visitor, to send a proposal saying which sport should receive the money, how it should be spent and why it would benefit people in the town.

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

- Quickly read the model proposal on page 47. Match these headings with the paragraphs. Which relates to each of the main points you identified in Exercise 3?

A sensible investment Improving people's lives The missing sport



Proposal for new sports facilities

Introduction

The aim of this proposal is to suggest the most suitable way of spending the government grant for new sports facilities.

1

This town already has extensive facilities for football, rugby and athletics, as well as an Olympic-size swimming pool and a top-class sports centre catering for a wide range of sporting activities. However, one increasingly-popular sport is conspicuous by its absence: squash.

2

The grant would be spent on constructing a number of squash courts. To do this would not be overly expensive as the surface area needed would be small compared with tennis courts, for instance. Apart from the installation of a glass wall at the front of each so that matches can be watched from outside, no further expenditure would be necessary as squash players provide their own equipment.

3

Squash is one of the most physically demanding of all sports, providing intensive exercise for up to four people over a short period of time. As courts would be in constant use from early morning to late evening, they would be a highly efficient way of raising many people's fitness levels. Moreover, it is likely that players would set up a lively social club, thereby strengthening the sense of community in the town.

Conclusion

I would strongly recommend that squash be chosen. It would be the most cost-effective way of spending the money and also the ideal way to improve people's quality of life.

5 Look at the model proposal again and answer the questions.

- 1 Where and how does the writer
 - a) state the purpose of the proposal?
 - b) make a recommendation?

2 Which verb tense does the writer use to talk about the future? Why?

- 3 Find examples of the following:
 - a) purpose links
 - b) compound adjectives
 - c) addition links

6 Look at the exam task instructions and answer the questions in Exercise 3 about it.

Exam task

You see this notice in the college where you are studying English.

The Students' Association wants to increase the number of clubs at the college. Some of these clubs **will** cater for students' hobbies. Please write a proposal suggesting why your favourite hobby should be included and justifying its inclusion.

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

7 Discuss these questions in small groups.

- 1 Which is your favourite hobby and what does it consist of?
- 2 Does it need any special facilities or equipment?
- 3 What might other people like about it if they took it up?

8 Look at the Quick steps and plan your proposal.

Quick steps to writing a Part 2 proposal

- Make notes on the topic and on the arguments you will use.
- Organise your text clearly into paragraphs, using headings if you wish.
- Use a neutral or fairly formal style if the proposal is for an organisation, tutor or boss.
- State the purpose of your proposal in the first paragraph.
- Aim to persuade the reader(s) to accept your suggestions.

9 Write your proposal. When you have finished, check your work as in Unit 1, Writing Exercise 8 on page 15.

6

Culture old and new

READING AND USE OF ENGLISH



- 3 What are the advantages and disadvantages of seeing art and music: a) live? b) on TV? c) via the Internet?

Part 5

Quick steps to Reading and Use of English Part 5

- Look at the title and introduction, then quickly read the text.
- Remember that the questions follow the order of the information in the text.
- If an answer isn't obvious, cross out the options that are definitely wrong and choose from those remaining.

- 4 Read the text quickly. Which of the points you discussed in Exercise 3 does the writer mention?

- 5 For each exam question:

- 1 study the question or unfinished sentence
- 2 find the relevant part of the text
- 3 draw a vertical line next to it, plus the question number.

- 6 Do the exam task.

Exam tip >

Remember you can answer the questions without understanding every word or phrase in the text.

Exam task

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

Collocations

- 1 Which of these adverbs collocate with each adjective?

Example: generally / highly / widely acclaimed

Adverbs

absolutely completely deeply dreadfully
eagerly generally highly perfectly totally
utterly wonderfully widely

Adjectives

acclaimed anticipated appalling distinctive
enjoyable hilarious imaginative overrated
pointless talented tedious unconventional

- 2 Say how you feel about each of the pictures using collocations from Exercise 1.

Online arts: Click-fix culture

You can watch a rock concert and tour an art gallery from the comfort of your armchair. But can it replace the thrill of the real thing? Fiona Sturges finds out

Fancy an evening at the theatre but can't face sitting there for hours? Theatre companies will happily stream performances live. Want to see a band but put off by the exorbitant ticket prices? No worries. Many mainstream bands allow their concerts to be streamed free of charge. Now galleries are getting in on the act too, enabling sofa-bound art lovers to wander around the world's greatest art institutions, all in high resolution and without fear of getting sore feet. But is it really the same as seeing paintings in the flesh? I decided to find out.

My first stop is the Uffizi in Florence, where I am immediately deposited in front of Botticelli's fifteenth-century *Birth of Venus*. In technological terms, it's very impressive. I can see every bump and line in the surface of the paint. If I were there in person, I would need

one hefty magnifying glass to view it like this. It occurs to me that Botticelli would never have seen it in such detail and I wonder what he would have thought of us all marvelling at every sliver of paint through an online high-resolution prism.

Next, I head to the Museo Reina Sofia in Madrid, one of my favourite galleries. I enjoy myself racing past sculptures and going eyeball to eyeball with assorted portraits in a manner that would be frowned upon were I actually there. There's a lot to be said for viewing art this way. Admission is free and there aren't any queues. Plus, you won't have to listen to the babble of fellow visitors as they loudly broadcast their knowledge of surrealism.

But it's no substitute for the real thing. Billions of pixels can't accurately transmit the scale or colour or atmosphere of a painting or convey the sense of wonder you feel when standing in front of it. And only in a gallery do you have the opportunity to shut out the rest of the world, engage with a work and view it in context. My enduring thought, while strolling around the Reina Sofia online, is how much nicer it would be if I were actually in Madrid.

So how about a gig instead? If any medium has fearlessly embraced new technology it's pop, so the streamed concert is surely live music's logical evolution. Without leaving my postcode, I watch an outdoor music festival famous for its overcrowding. My initial feeling is of smugness as I get the best views of the best bands without the physical discomfort. But as the show goes on my attention starts to drift and I wander off to make a cup of tea.

Filmed concerts, whether on television or online, invariably struggle to convey the tension of live performance. That sensation of a crowd collectively holding their breath as a song reaches its crescendo – you don't get that sitting at home. Watching a band this way can be lonely too. I've got strong feelings about other people at pop concerts, notably those who sing along too loudly or photograph every moment with their mobile phones. But I'd sooner experience live music in a roomful of strangers than be standing there alone.

Art in almost all its forms is meant to be a communal experience. It is also a ritual, one that is about so much more than the cultural event itself. These are pilgrimages made by people in pursuit of a particular visceral sensation. Often the pleasure is as much in the anticipation as the execution. Remove the build-up, the tantalising bit where you imagine how it will be, and you take away a vital part of the experience. line 51

Lying on the sofa, with computers, phones and remote controls all within easy reach, is my default setting. But when it comes to art appreciation, even a slob like me can recognise the basic requirement to leave the house. Ultimately it's a bit like watching holidays on telly. Yes, you can cut out the sweat, the aching legs, the ravenous mosquitoes and the dodgy souvenirs. By staying at home, you can take in the finest views. But it's just not the same if you can't feel the sun on your face.

- 1 What point is the writer making about *Birth of Venus* in the second paragraph?
 - A Modern technology reveals the flaws in the painter's technique.
 - B The painting lacks interest when seen over the Internet.
 - C She enjoyed it more when she actually went to the art gallery.
 - D We can examine it more closely than the artist himself could.
- 2 What, according to the writer, is a disadvantage of going to an art gallery in person?
 - A There is a risk of being disturbed by people trying to show off.
 - B It is impossible to concentrate on paintings because of distractions.
 - C You may be tempted to spend more time seeing the city than the gallery.
 - D There are often too many paintings of famous people from the past.
- 3 How does the writer react to seeing a concert online?
 - A She is glad to avoid the tense atmosphere at the event.
 - B She likes being able to have a drink while she watches.
 - C She enjoys the experience at first but then loses interest.
 - D She feels music has adapted too slowly to modern technology.
- 4 What does the writer say she enjoys about live music?
 - A taking photos of the concert
 - B forming part of the audience
 - C joining in with the songs
 - D watching the concert with friends
- 5 The word 'it' in line 51 refers to
 - A looking forward to the main event
 - B experiencing the actual performance
 - C observing other people enjoying art forms
 - D sharing the experience of travelling to the venue
- 6 The writer compares online art with holidays on television to show that
 - A appreciating art is more relaxing than going on holiday.
 - B art appreciation is less popular than watching TV.
 - C art cannot be fully appreciated from a distance.
 - D to appreciate art it is best to see it in sunny countries.

6 GRAMMAR

Verbs followed by the infinitive and/or -ing

G Page 93



1 Complete the sentences with the correct form of the verb in brackets. Then match each of the verbs in bold with a–f.

- 1 The security guards **caught** a thief (attempt) to steal a painting.
- 2 Anna's parents **should** (let) her have music lessons if she wants them.
- 3 I couldn't **afford** (go) to the ballet.
- 4 I **love** (listen) to blues or jazz.
- 5 I **wouldn't mind** (see) that band live.
- 6 My friends **persuaded** me (join) a theatre group.

- a) infinitive without to
- b) to-infinitive
- c) object + to-infinitive
- d) -ing
- e) object + -ing
- f) to-infinitive or -ing (with similar meanings)

Now add more verbs to each of categories a–f. Write an example sentence using one verb in each category.

2 Complete the sentences using the correct form of a suitable verb. Add an object where necessary.

- 1 To become a top musician, you have to practise
- 2 If tickets keep going up, people should refuse
- 3 In the cinemas, they shouldn't let
- 4 If you miss the start of the film, it isn't worth
- 5 When an artist sees lovely countryside, it can inspire
- 6 He once got into a rock concert by pretending
- 7 At first I couldn't see my friends, but then I spotted
- 8 If you have a backstage pass at a concert, it enables

3 Match the sentence halves and explain the difference in meaning when the verb is followed by *to* + infinitive or *-ing*.

- | | |
|--|--|
| 1 a) I meant to see the exhibition | i) paying a lot to go in. |
| b) Seeing the exhibition meant | ii) but it cost too much to go in. |
| 2 a) We tried to play the song faster | i) but we found we couldn't. |
| b) We tried playing the song faster | ii) but it sounded even worse. |
| 3 a) I'll never forget taking | i) those photos on my phone. |
| b) I'll never forget to take | ii) my phone with me again. |
| 4 a) I remembered to get tickets | i) for the show and feeling so excited. |
| b) I remembered getting tickets | ii) for the show, fortunately. |
| 5 a) I regret to say that | i) your application has been unsuccessful. |
| b) I regret saying that | ii) I didn't want to be in the band. |
| 6 a) The star stopped talking to the journalist | i) standing near the red carpet. |
| b) The star stopped to talk to the journalist | ii) who had misquoted her. |

4 Which of these exam candidates' sentences contain mistakes with verbs followed by the infinitive or -ing? Correct any mistakes.

- 1 I want that everything goes well next weekend.
- 2 I feel like to watch television.
- 3 The longer and the better the boy played, the more people stopped to listen to his music.
- 4 She wanted to be successful, even if it meant to postpone their wedding for a few years.
- 5 You have to remember doing exercise every day if you want to be healthy.
- 6 The fact we could communicate in English enabled us to hold really interesting debates.
- 7 You will get into trouble if you go on to behave like that.
- 8 When I saw how good the film festival was, I really regretted to not invite you.

Frequently confused words

1 Complete the sentences with the best answers, A, B, C or D. Think carefully about the meaning of each word.

1 The print edition of the dictionary is regularly to include new words.

- A renovated
- B renewed
- C upgraded
- D updated

2 The sculpture is worth an \$10 million.

- A assessed
- B evaluated
- C appreciated
- D estimated

3 The buildings in town are nearly a thousand years old.

- A historic
- B outdated
- C elderly
- D historical

4 The soloist her success on a series of acclaimed concerts.

- A assembled
- B built
- C composed
- D manufactured

5 My sister most of her spare time to writing poems.

- A assigns
- B devotes
- C allocates
- D distributes

6 At first, they look like photos, but they're actually drawings.

- A glimpse
- B view
- C gaze
- D glance

2 Quickly read the title and the text in the exam task. What is the writer's overall purpose?

3 Look at each question and decide what part of speech the options are, e.g. 0 verbs.

4 Do the exam task.

Exam tip >

Look at the whole sentence before choosing an option.

Exam task

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).

Example: 0 A urges B stimulates C persuades D encourages

CONTEMPORARY ART MATTERS

Contemporary art plays on the emotions and (0)B.... the mind. It can send powerful messages, (1) political, social or environmental issues. It can also lead to (2) reactions, including outrage from those who like to be shocked.

It is available to everybody. Admission to contemporary art museums is usually free, whereas viewing traditional art often (3) going to expensive art galleries to see the (4)

Major museums may contain thousands of works, and although inevitably some will not be to everyone's (5), many will be quite fascinating. They may even (6) the visitor to create their own pieces; if not for display in a museum, then as a form of street art – which is a wonderful way for young people to (7) their feelings and ideas.

In fact, creating works of contemporary art can be therapeutic, often proving (8) effective in helping people recover from emotional or psychological problems.

- | | | | |
|--------------|-------------|----------------|-----------------|
| 1 A rising | B focusing | C highlighting | D concentrating |
| 2 A hard | B strong | C high | D deep |
| 3 A obliges | B forces | C makes | D means |
| 4 A extracts | B exposures | C exhibits | D exploitations |
| 5 A taste | B fancy | C appetite | D flavour |
| 6 A affect | B inspire | C impress | D influence |
| 7 A inform | B comment | C account | D express |
| 8 A highly | B utterly | C perfectly | D absolutely |

Part 1

Quick steps to Reading and Use of English Part 1

- For each gap, decide what part of speech the four options are.
- Before you look at the options, think of a word that might fit the gap.
- Cross out any options you are sure are wrong, and choose from those that remain.

6 LISTENING



1 Discuss these questions.

- Why do people go to see collections like those in the pictures?
- Which do you find most/least interesting? Why?

Part 4

Quick steps to Listening Part 4

- Look quickly at both tasks to see what you have to listen for in each case, e.g. *problems, opinions*.
- Listen to everything a speaker says before deciding on an answer.
- At the end, check that you have chosen an answer for all the questions.

2 Look quickly at the exam task. Which part of this particular task, Task One or Task Two, focuses on the speakers' feelings, and which on the context?

3 Note down:

- words associated with each of the activities in Task 1.
- words or phrases with similar meanings to the adjectives in Task 2.

4 2.02 Do the exam task. Listen for the words you noted down in Exercise 3, and for the same ideas expressed in different words.

Exam task

You will hear five short extracts in which people describe cultural activities.

While you listen you must complete both tasks.

TASK ONE

For questions 1–5, choose from the list (A–H) the activity each speaker is describing.

- | | | | |
|--|-----------|----------------------|---|
| A watching a DVD at home | Speaker 1 | <input type="text"/> | 1 |
| B going to the opera | Speaker 2 | <input type="text"/> | 2 |
| C going to the theatre | Speaker 3 | <input type="text"/> | 3 |
| D listening to a concert on the radio | Speaker 4 | <input type="text"/> | 4 |
| E viewing an exhibition of posters | Speaker 5 | <input type="text"/> | 5 |
| F going to the cinema | | | |
| G visiting a museum of ancient artefacts | | | |
| H viewing a collection of photographs | | | |

TASK TWO


For questions 6–10, choose from the list (A–H) how each speaker says they felt during the activity.

- | | | | |
|----------------|-----------|----------------------|----|
| A disappointed | Speaker 1 | <input type="text"/> | 6 |
| B puzzled | Speaker 2 | <input type="text"/> | 7 |
| C bored | Speaker 3 | <input type="text"/> | 8 |
| D fascinated | Speaker 4 | <input type="text"/> | 9 |
| E scared | Speaker 5 | <input type="text"/> | 10 |
| F amused | | | |
| G depressed | | | |
| H angry | | | |

Exam tip >

Remember that you may hear answers to Task Two before answers to Task One.

Expressing likes, dislikes & preferences

- 1  **2.03** Complete the dialogue with these words. Then listen to check your answers.

appeal dislike favourite keen mind nothing
prefer preference rather stand

Kim: There's (1) I like more on a Saturday evening than watching that talent show.

Abbie: I can't say it's one of my (2) programmes. If I'm at home then, my own (3) is for a good historical drama.

Kim: They don't really (4) to me, to be honest. I'd much (5) see a good crime series.

Abbie: Really? I'm not at all (6) on those. They all seem the same to me. And there's far too much violence – I really can't (7) that.

Kim: Not in all of them. From what you say, you'd probably (8) the ones that show actual murders, but I don't think you'd (9) the kind of detective series that I enjoy.

Abbie: Maybe, but I still think I'd (10) to watch *Downton Abbey*.

- 2 Which of these expressions in the box are followed by:

- the bare infinitive?
- the *to*-infinitive
- ing*?
- either the *to*-infinitive or *-ing*?

would rather keen on can't stand dislike
don't mind prefer would prefer enjoy hate



- 3 For 1–6, say what you like and dislike about each, then say which you prefer. Use a range of expressions from Exercise 1.

- contemporary art / traditional art
- cinema / theatre
- ballet / opera
- classical music / pop music
- folk music / jazz
- rap & hip hop / rock

Part 1 Page 107

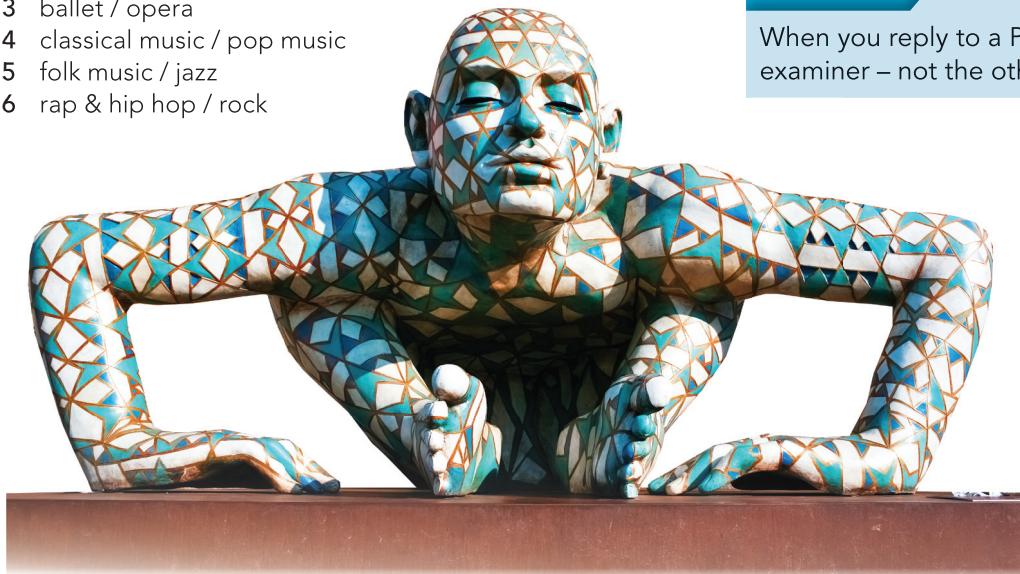
Quick steps to Speaking Part 1

- Be friendly and polite to the other candidate and the examiners.
- Speak clearly and loudly enough for both examiners to hear you.
- If you are asked about your likes or preferences, try to use a range of expressions.

- 4  **2.04** Listen to these extracts from Olga and Nikos practising Part 1. Assess their speaking using the five points in Exercise 4 on page 13 [Unit 1].
- 5  **2.04** Listen again. Which expressions do they use to express likes, dislikes and preferences? What would you add to their comments?
- 6 Work in groups of three: one 'examiner' and two 'candidates'. The examiner asks each candidate some of these questions. The examiner then comments and makes suggestions.
- 1 What kind of TV programmes do you like, and which do you dislike?
 - 2 Do you prefer to listen to music on your own or with friends?
 - 3 What do you enjoy most about being on holiday?
 - 4 Do you prefer to spend your free time at home or going out with friends?
 - 5 What kind of books do you enjoy reading?
 - 6 Do you prefer to watch one episode of a series at a time on TV, or lots of episodes together on DVD?
 - 7 What do you like most about spending an evening in a big city?
 - 8 Do you prefer watching films made in your country or those from other countries?

Exam tip

When you reply to a Part 1 question, look at the examiner – not the other candidate.



6

WRITING

Praising and criticising

- 1 Decide which of the adjectives in the box below are used to praise, and which to criticise. Then add an adverb to intensify each adjective.

Example: *action-packed – to praise, incredibly action-packed*

action-packed brutal far-fetched gloomy
gripping moving powerful predictable
pretentious slow-moving spectacular
stylish subtle unconvincing uninspired
witty

- 2 Note down three films or TV series you would recommend, and three you wouldn't.

Tell your partner about them using the expressions in the box plus the *to*-infinitive or *-ing*.

Give reasons using phrases from Exercise 1.

Example: *I would definitely recommend watching this series. It is totally convincing and extremely powerful.*

I would definitely (not) recommend ...
My advice is (not) ...
I would advise against ...
Viewers would be well advised (not) ...
This series is certainly (not) worth ...



Part 2: review

W Page 105

- 3 Discuss these questions with a partner.
- 1 What kind of things are reviewed in newspapers, magazines and online?
 - 2 What do you expect to find in a review?
 - 3 How far would you be influenced by a good or bad review of a film or TV series?
- 4 Look at the exam task and answer the questions.
- 1 What do you have to review?
 - 2 Who are you writing for and why do they want a review?
 - 3 What must you do in your review?

Exam task

You see this notice on a film review website.

In every imaginable category there are so many great films to watch, both old and new. The trouble is, there just isn't time to see all of them. So to help film lovers make informed choices, we regularly post reviews comparing and contrasting movies. Send us your review of two films of a similar type of any age, together with your recommendations, and we will post it on our site.

Write your review.

- 5 Quickly read the model review on page 55 and answer the questions.
- 1 Did the reviewer enjoy watching
 - a) *Goldfinger*
 - b) *Skyfall*?
 - 2 Which does the reviewer particularly recommend?

Two must-see Bond movies

Skyfall, directed by Sam Mendes, is a massively-popular action film featuring secret agent James Bond. Just as, almost fifty years earlier, Guy Hamilton's *Goldfinger* was, too.

In the older film, Bond has to prevent aptly-named gold smuggler Auric Goldfinger from stealing the US gold reserves in Fort Knox, following narrow escapes from death in England and Switzerland. In *Skyfall* it is the Secret Service itself, in particular Bond's boss M, that is under attack. The action takes place in superbly-shot locations as far apart as Istanbul and Macau, Shanghai and Scotland, as 007 battles Javier Bardem's utterly evil Silva.

These frequent changes of setting help maintain the pace of both films, holding the viewer's attention throughout – as do the highly-accomplished actors who play Bond. Other similarities include the magnificent title songs, sung by Shirley Bassey and Adele respectively, that famous suspense-building incidental music, and even the same Aston Martin car. In both movies, Bond faces genuinely scary opponents, particularly Goldfinger's deadly assistant Oddjob, although *Skyfall* keeps the excitement level a little higher by having longer action sequences.

One key difference is that *Skyfall*'s M is a woman, brilliantly played by Judi Dench. This, unfortunately, does not reflect any real change in the role of female characters in Bond films, even after half a century. Another criticism is the amount of violence, often shown in rather unnecessary close-up.

To sum up, both films are certainly worth watching, but for today's audience, accustomed to the non-stop action of movies like *Mission Impossible*, I would probably recommend *Skyfall*.

6 Answer the questions about the model review.

- 1 In which paragraph(s) does the writer:
 - give a synopsis of each film?
 - make recommendations?
 - give a little background information?
 - mention characters in both films?
 - aim to catch the reader's attention?
 - criticise both films?
 - praise both films?

- 2 According to the reviewer, what similarities are there between the films? What contrasts are there?
- 3 What examples are there of adverb/adjective collocations?
- 4 What style is the review written in?
- 5 What expressions give the reviewer's own opinions?
- 6 Does the review make you want to watch either of the films (again)?

Quick steps to writing a Part 2 review

- Choose a subject for your review and decide if you enjoyed it.
- Think about what your readers will want to know.
- Plan your review, ensuring it contains description, praise and/or criticism and a conclusion.
- Sound enthusiastic if you enjoyed what you are reviewing.
- End either by recommending or advising readers against the subject.
- Give your review an eye-catching title.

7 Look at these exam task instructions and answer the questions in Exercise 4 about it.

Exam task

You see this announcement in an international magazine called *Home Entertainment*.

Nowadays there are so many box sets of TV series on sale in the shops and online that it can be difficult to know which to choose. Our reviews section aims to help people make those choices. We therefore invite readers to send in a review comparing and contrasting two different TV series.

Write your **review**.

8 Discuss these questions in small groups.

- 1 What is your favourite type of TV series?
- 2 Which two series of that type made most impression on you? Why?

9 Look at the Quick steps and plan your review. For each series, make notes about some of these:

- the type of series
- the setting(s) and plot
- the main characters
- the acting
- the soundtrack
- the photography
- themes, e.g. bravery, dishonesty
- who it might appeal to

10 Write your **review** in 220–260 words in an appropriate style. When you have finished, check your work as in Unit 1, Writing Exercise 8 on page 15.

Exam tip >

If you have to review two different things, write a similar amount about each.



7 Green issues

LISTENING



Collocations

1 Look at the pictures and discuss the questions in pairs.

- 1 Where do you think these photos were taken?
- 2 Which would you most like to visit?

2 2.05 Match the words in box A with those in B to form collocations. Then listen to the recorded text to check your answers.

A

carbon climate drought endangered become forest
fossil global habitat melting rainforest rising

B

fuels emissions clearance warming fires change
icecaps conditions destruction sea-levels species
extinct

3 Look at each picture again. Answer the questions using expressions from Exercise 2.

- 1 How important is this kind of area to the Earth's climate and wildlife?
- 2 What kind of dangers does it face, and what might happen if it is not protected?

Exam tip >

Make sure you know which extract you are listening to.

Quick steps to Listening Part 1

- Read each introduction and first line of the questions.
- Think about who will be speaking, why, and about what.
- Don't choose an answer before hearing the whole extract.

Part 1

4 Look at the exam task and answer these questions.

- 1 Which extract relates to which picture?
- 2 Who will you hear and what will they talk about?
- 3 What are the key words in each question?

5 2.06 Listen and do the exam task.

Exam task

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 One

You overhear two colleagues talking about the man's recent holiday.

- 1 What does the man complain about?
A the cost of accommodation
B the lack of snow
C the large crowds
- 2 How does the woman react to what he says?
A She is concerned about the implications.
B She is not convinced he is telling the truth.
C She is sympathetic about the problem he had.

Extract Two

You hear two friends discussing a documentary programme about a tropical rainforest.

- 3 They agree that
A the commentary was irritating at times.
B the photography was of poor quality.
C the programme was too short.
- 4 The man says the programme seemed to have been made
A in Australia.
B by amateurs.
C on a low budget.

Extract Three

You hear part of an interview with a woman called Anne Murphy, who is campaigning against the building of a new factory.

- 5 Anne is opposed to the plan because
A there is no need for additional jobs in the district.
B the river could become polluted by waste.
C the infrastructure would have to be upgraded.
- 6 What would Anne prefer instead of the current plan?
A turning the land into a leisure facility
B leaving the fields exactly as they are now
C building a smaller factory in the same place

Inversion of subject and verb G Page 94

1 Most of these sentences written by exam candidates are correct, but five contain errors. Correct any mistakes. Then answer questions a–f about the expressions in bold.

- 1 **Seldom** have I seen such a determined person.
- 2 **Little** did the children know they were in for so many adventures together in the future.
- 3 **Only when** they start performing they will discover any hidden talents they might have.
- 4 **Not until** the 20th century did travelling become a widespread phenomenon.
- 5 **Never before** Sonia had ever had such a feeling of freedom and strength.
- 6 **Under no circumstances** we can allow this kind of accident to happen again.
- 7 **On no account** should we assume our planet will always provide us with enough food.
- 8 **Hardly** had he finished the sentence, when the telephone rang.
- 9 **At no time** when she was in Paris was Carlota really aware of her true feelings.
- 10 **No sooner** did he finish his studies than he decided to become a wildlife photographer.
- 11 **Nowhere** else in the world will you find this strange-sounding but lovely bird.
- 12 **Not only** private cars contribute to this chaos in our cities, they also pollute the air.

- a) What kinds of adverbial expression require inversion of subject and verb?
- b) Where in the sentence do these expressions usually go?
- c) How does inversion affect the way a sentence sounds?
- d) How does the word order change when there is an auxiliary verb?
- e) What is added when there is no auxiliary verb?
- f) When would you use sentences like these?

2 Rewrite the sentences by putting the words in *italics* at the beginning and making any other necessary changes.

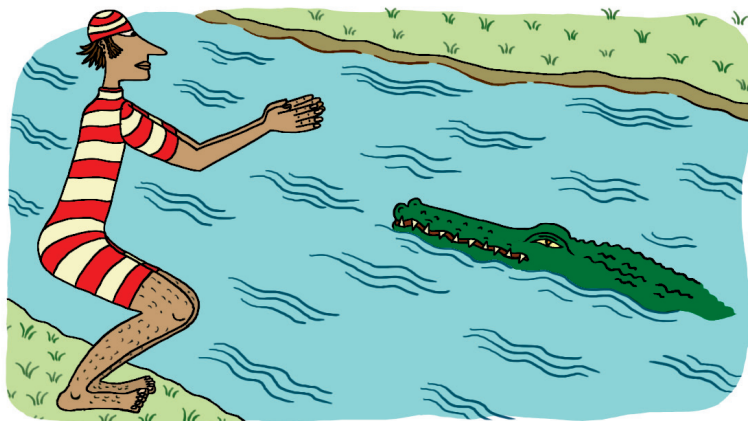
- 1 It was *only when* we arrived in Kenya that we saw hippos and giraffes.
- 2 I'd *hardly* unpacked in my hotel room when my phone rang.
- 3 The nature reserve guards *seldom* catch illegal hunters.
- 4 I have *never before* seen such a spectacular waterfall.
- 5 There are *no longer* any tigers in the northern region.
- 6 The zebras had *no sooner* entered the water than hungry crocodiles appeared.
- 7 Visitors to the forest must *on no account* light fires.
- 8 The local people are *in no way* to blame for the destruction of the forest.

3 Make these sentences more emphatic by using inversion forms from Exercises 1 and 2.

- 1 This is the longest drought there has ever been.
- 2 We had little idea of what would happen when darkness fell.
- 3 There won't be any chance of rescuing survivors until the storm has passed.
- 4 Visitors are not permitted to leave the designated footpaths, for any reason.
- 5 There are bears and also wolves in those hills.
- 6 Wild flowers started to appear as soon as the rains came.
- 7 It is rare to see fish in a river as polluted as this.
- 8 The climbers set off for the summit and almost immediately it began to snow.

4 Imagine you have to do these writing tasks. For each task, write three sentences using the expressions given.

- 1 A list of safely rules for people visiting a safari park.
 On no account
 At no time
 Under no circumstances
- 2 A narrative about an adventure you had.
 Hardly
 No sooner
 Little
- 3 A description of a beautiful part of your country.
 Nowhere else
 Rarely
- 4 An account of events in your country's history.
 Not until
 Only when
 Not since





Part 7

- 1 Compare the pictures using some of these expressions.

commuters congestion fuel consumption gridlock
car horns car occupancy jams rush hour smog
exhaust fumes

- 2 Discuss these questions.

- 1 Is traffic getting better or worse where you live? Why?
- 2 In which parts of the world do you think it is getting much worse? Why?
- 3 The amount of traffic in some cities is actually reducing. What reasons can you think of for this?

Quick steps to Reading and Use of English Part 7

- Fill in any gaps you are sure about first.
- Don't leave any gaps blank.
- At the end, make sure the option left over does not fit any of the gaps.

- 3 Look at the exam task. Quickly read the title, the main text and options A–G, then answer these questions.

- 1 What does *motormania* mean? Look at the introduction for a phrase that means the same.
- 2 Which of the reasons you discussed in Exercise 2 question 3 are mentioned?
- 3 What kind of text is it? What kind of clues, therefore, should you look for to do the task?

- 4 Do the exam task. Use these clues to help you.

- 1 For questions 1, 3, 4 & 6, find reference words and phrases with similar meanings.
- 2 For question 2, look for the previous *explanation(s)*.
- 3 For question 3, also look for an addition link.
- 4 For question 5, find an addition link and a contrast link.

Exam task

You are going to read a newspaper article about changes in car usage. Six paragraphs have been removed from the article. Choose from the paragraphs A–G the one which fits each gap (1–6). There is one extra paragraph which you do not need to use.

The end of the road for motormania

Something unexpected is happening to our car-crazy culture. What are the forces driving us out of motoring?

Is the west falling out of love with the car? For environmentalists it seems an impossible dream, but it is happening. While baby boomers and those with young families may carry on using four wheels, a combination of our ageing societies and a new attitude among the young seems to be breaking our 20th-century car addiction. Somewhere along the road, we reached the high point of the car and are now cruising down the other side.

1

The phenomenon was first recognised in *The Road... Less Traveled*, a 2008 report by the Brookings Institution in Washington DC, but had been going on largely unnoticed for years. Japan reached it in the 1990s. They talk there of “demotorisation”. The west had its tipping point in 2004. That year the US, UK, Germany, France, Australia and Sweden all saw the start of a decline in the number of kilometres the average person travelled in a car that continues today.

2

Demographics are another possible explanation. It is surely no accident that 'peak car' happened first in Japan, which has the world's oldest population. Pensioners do not drive to work, and many don't drive at all. There is also the rise of "virtual commuters" who work from home via the Internet.

3

Social scientists detect a new 'culture of urbanism'. The stylish way to live these days is in inner-city apartments, not the suburbs. Richard Florida, an urban studies theorist at the University of Toronto in Canada, points out that the young shop online, telecommute, live in walkable city neighbourhoods near public transport and rely more on social media and less on face-to-face visiting. Given those changes, they can think of better ways to spend their money than buying a car.

4

The industrialised world still has plenty of less-green trends too. Falling car occupancy is one. In the US, the average car on the average journey carries 1.7 people, half a person less than in 1970. So even if we individually travel less, our cars may travel just as much.

5

But the good news is that those straight lines on the planners' graphs predicting ever rising car-kilometres and ever-worsening carbon emissions from internal combustion engines are being proved wrong. Meanwhile, the use of everything else, from bikes and buses to trains and trams, is unexpectedly going up.

6

Some think car use will revive if and when economies recover. But it looks like something more profound is going on. Florida calls it a "great reset" in society that will have profound consequences – not least for the environment. Even our most treasured consumer aspirations can have a peak. Enough can be enough.

Exam tip >

Highlight the language links you find so that you don't waste time looking for them again.

- A** Of course, environmentalists shouldn't get carried away with all this. In the developing world, the car boom is only now getting under way, despite gridlock in cities from Shanghai to São Paulo. That trend makes any claim of an impending global peak in car usage far-fetched.
- B** What could be driving us off the road? Fuel costs and rising insurance premiums may be a factor. And urban gridlock, combined with an absence of parking places and congestion charging, makes an increasing number of us look on the car as a dumb way to move around in cities where there are public transport alternatives.
- C** Planners need to take note of these miscalculations. And, if they have any sense, they will start to reinforce these trends with improved public transport, an end to urban sprawl and more investment in inner cities.
- D** In the US, similarly, the decline of the car among the young is most dramatic not in the gridlocked city centres but in the car-dependent suburbs. In sprawling cities like Atlanta and Houston where the automobile is king, driving is down by more than ten per cent.
- E** Likewise, by insisting on driving bigger and more powerful cars we are wiping out the gains from more fuel-efficient vehicles. And sometimes we simply replace driving with flying.
- F** That peak takes several forms. Sales of new cars have almost halved in the US, down from nearly 11 million in 1985 to about 5.5 million now. We shouldn't take much notice of that, though. Cars last longer these days, and sales go up and down with the economy. But we have hit peak car ownership, too. And, more to the point, peak per-capita travel.
- G** Besides these new employment patterns, leisure lifestyles are also changing. The biggest fall in car use in the US is among people under 35. The fraction of American 17-year-olds with a driver's licence has fallen from about three-quarters to about half since 1998. Twenty-somethings have recently gone from driving more than the average to driving less.

5 Use the context to work out the meanings of these phrasal verbs. What other meaning can each have?

- 1 carry on (1st paragraph)
- 2 go on (2nd paragraph)
- 3 rely on (4th paragraph)
- 4 look on (option B)
- 5 insist on (option E)


Phrasal verbs with on

- 1 Complete the sentences using phrasal verbs with *on*. Choose from these verbs in the box.

call catch come draw move run stay take

- After the party had ended, I to help tidy up.
- The report research carried out in several countries.
- If electric cars with the public, the air will be much cleaner.
- Marko is looking tired. I think he's too much work.
- If that light, it means you're running out of petrol.
- Environmentalists have the Government to finance green projects.
- This device rechargeable batteries.
- OK, we've discussed that picture, so let's to the next one.

Giving examples

- 2  **2.07** Fill in each gap with one suitable word, then listen to check your answers.

Environmentalists are calling on all of us to recognise that waste is fast becoming a major problem.

(1) at the amount we throw out every year. A family of three, (2), produces more than a ton of rubbish every year, and this is steadily rising. A case in (3) is plastic, used in ever greater quantities and often ending up in the bin. An obvious (4) of this is the plastic shopping bag. Also, (5) paper waste. Did you know that every year the average family throws out the equivalent of six trees?

- 3 Discuss the problem of waste creation in society, giving some of these points as examples.

- the good food that is thrown out
- the old electronic devices that become hazardous waste
- the cars and other vehicles that are broken up
- the rubbish that goes into landfills
- the garbage that is burnt
- the rivers and seas that are polluted

- 4 Look quickly at the exam task instructions. What do you have to talk about?


Exam task

Here are some ways we can reduce the amount of waste we create and a question for you to discuss. First you have some time to look at the task. Now, talk to each other about how effective these suggestions might be in reducing the amount of waste we create.


How effective might these suggestions be in reducing the amount of waste we create?

- Recycle as much rubbish as possible
- Give away unwanted clothes
- Buy products that have little or no packaging
- Read online versions of newspapers and magazines
- Buy only as much food as you need

Now you have about a minute to decide which suggestion would be most effective in reducing the amount of waste we create.

- 5  **2.08** Listen to this extract from Aishar and Haziq practising Speaking Part 3. Answer these questions.

- Which prompt are they discussing?
- Which student sounds less confident at first?

- 6  **2.08** Listen again. What questions and phrases does Aishar use to encourage Haziq to speak and feel more confident?

- 7 Look at the Quick steps and Exam tip, then do both parts of the exam task in pairs. Help your partner if necessary.

- 8 Compare your decision with other pairs, saying which suggestion you chose and why.

Exam tip >

Avoid spending too long talking about one of the prompts. Remember, you need to discuss them all.

Quick steps to Speaking Part 3

- Begin by saying something like *Shall we start with this one? or Do you want to go first or shall I?*
- Take turns with your partner throughout.
- Consider both the positive and the negative aspects of each prompt.

Idioms: nature

1 Match these idioms with their meanings. Are any of them similar in your first language?

- 1 play with fire
- 2 down to earth
- 3 over the moon
- 4 out of the blue
- 5 a drop in the ocean
- 6 a breath of fresh air
- 7 the tip of the iceberg
- 8 keep your head above water

- a a small part of a big problem
- b new, different and exciting
- c completely unexpectedly
- d tiny amount compared to what is needed
- e have just enough money to live on
- f take a foolish risk
- g delighted about something
- h sensible and practical

2 Complete the sentences with idioms from Exercise 1.

- 1 Frieda was when she passed her music exam.
- 2 Creating a new virus in the laboratory is an example of scientists
- 3 It isn't easy when you're living on a student's income.
- 4 One person using solar energy is but if everyone does so it'll make a difference.
- 5 I hadn't heard from Jody in years, but I had an email from him.
- 6 Lee's ideas are fine in theory but don't work in practice. Selma, though, is far more
- 7 So far we've only found a few trees with the disease, but sadly they're likely to be
- 8 After so many years at school, I'm finding life at university is

Part 4

Quick steps to Reading and Use of English Part 4

- Look for any other changes you need to make, e.g. adjective to adverb.
- Make sure your answer fits the words both before and after the gap.
- Write no more than six words and no fewer than three.

3 Look quickly at the exam task. Which questions mainly test: a) a phrasal verb? b) an idiom? c) inversion of subject and verb?

Example: 0 idiom

4 Do the exam task.

Exam task

For questions 1–6, complete the second sentence so that it has a similar meaning to the first sentence, using the word given. **Do not change the word given.** You must use between **three** and **six** words, including the word given. Here is an example (0).

Example:

0 The government's announcement of investment in tidal energy came as a complete surprise.

BLUE

The government **ANNOUNCED OUT OF THE BLUE** that there would be investment in tidal energy.

1 Immediately after the storm began, lightning struck the roof.

SOONER

No lightning struck the roof.

2 There seems little chance of paper shopping bags becoming popular with consumers.

ON

Paper shopping bags seem unlikely consumers.

3 Visitors are not allowed to approach the animals in the Reserve, for whatever reason.

SHOULD

Under no the animals in the Reserve.

4 Alone in that small boat, I had no idea what time it was any more.

TRACK

Alone in that small boat, I had completely time.

5 Those trucks cause air pollution and they make a terrible noise, too.

ONLY

Not the air, they make a terrible noise, too.

6 Ollie's attempt to make his in-laws feel relaxed by telling a joke was not a success.

ICE

Ollie tried with his in-laws by telling a joke.

Exam tip

Sometimes more than one answer is possible, but you must only give one of them.

Sentence adverbs

- 1 We can use an adverb, often at the beginning of the sentence followed by a comma to show how we feel about the fact or event we are writing about. Replace the *underlined* words in the following sentences with adverbs in the box.

admittedly apparently fortunately
generally happily mysteriously
obviously sadly unexpectedly
unsurprisingly

- Last winter was one of the coldest ever recorded, which nobody had expected.
 - When people are asked where they want to live, in most cases they say 'in the countryside'.
 - From what I've read, they're going to build a dam across the river.
 - Part of the forest was destroyed by fire, which was a pity.
 - A bridge collapsed during the storm. It was lucky that nobody was injured.
 - It came as no surprise that the company said it was not to blame for the oil slick.
 - Two children went missing during the flood, but the good news is they are now safe.
 - I don't know if there's a Recycling Centre, but I'm afraid it's true I haven't tried very hard to find out.
 - There's a real crisis in fishing. It is clear that too many boats are chasing too few fish.
 - I don't know why, but all the apples have disappeared from the tree in my garden.
- 2 Comment on each situation by writing a sentence containing a sentence adverb.
- You have heard that summers are going to get hotter.
 - You lost your mobile phone but someone found it and gave it back to you.
 - People were asked if they wanted to give up eating meat. Most said 'no'.
 - You failed your biology exam but you know you hadn't done enough revision.
 - You hear footsteps behind you but when you look round there's no-one there.
 - A friend you haven't seen or heard from for years knocks on your door.

Part 1: essay

W Page 99



- 3 Discuss the questions in small groups.

- Which picture shows each of these endangered animals?
Black Rhinoceros Snow leopard Southern Water Vole Vicuña
- Which is native to a) Africa b) Asia c) Europe d) South America?
- Which other creatures at risk of extinction do you know of?
- What reasons can you think of for species becoming endangered?

- 4 Look at the exam task instructions and the first three notes. Answer these questions.

- What do you have to write about, and for whom?
- Which points must you choose from?
- What must you also write about two of those points?

- 5 Look at the three opinions in the exam task. For each one, decide which of A, B or C is the best way of paraphrasing each opinion in an exam answer. Say why in each case.

- A Protecting animals is something that people should be taught how to do.

B Schools and the media should show the public how they can help conserve wildlife.

C The public should be given lessons in what to do about the situation.
- A Habitats can be restored to enable species at risk of extinction to thrive again.

B The populations of endangered species should be encouraged to increase.

C One way to help the recovery of endangered animal populations is to improve their environment.
- A Laws should protect all living creatures, wherever they may be.

B Harming animals, or damaging the places where they live, ought to be illegal.

C There should be strict laws against the harming of wildlife or their habitats.

Exam task

Write your answer in **220-260** words in an appropriate style.
Your class has attended a debate on how governments around the world should help protect endangered species. You have made the notes below.

Ways governments could help protect endangered species:

- education
- protected zones
- legislation

Some opinions expressed in the discussion:

"People should be shown how they can help conserve wildlife."

"We can help endangered animal populations recover by improving their environment."

"It ought to be illegal to harm animals or damage the places where they live."

Write an essay for your tutor discussing **two** of the points in your notes. You should **explain which way you think would be more effective, giving reasons** to support your opinion. You may, if you wish, make use of the opinions expressed in the discussion, but you should use your own words as far as possible.

6 Read the model essay. Then answer the questions.

- 1 Which two of the notes does the writer use, and in which paragraphs?
- 2 Which two handwritten opinions does she use, and how does she paraphrase them?
- 3 Which way does she think would be more effective and what reasons does she give?
- 4 Which of the following does she use?
 - inversion of subject and verb
 - sentence adverbs
 - addition links
 - contrast links

At no time in recorded history have so many species of animal faced extinction. Alarmingly, scientists say that our planet is currently undergoing a mass extinction episode, brought about by a combination of factors that include habitat destruction, diseases, pollution, uncontrolled hunting, and – above all – climate change.

One solution is to pass strict laws protecting both wildlife and their habitats. Not only must the hunting or capturing of endangered or threatened species be made a criminal offence, the sale, export or import of products from those animals should also be prohibited worldwide. Clearly, such regulations will be difficult to enforce in certain countries, but they are essential if the trade in ivory, for instance, is to be stopped. In addition, the law must prevent damage to natural habitats by pollution, uncontrolled building or the use of pesticides.

Another approach would be to create protected zones where a recovery plan would enable endangered animals, especially those most affected by habitat loss, to return to their previous population levels. Crucially, such zones would be kept free from water contamination, illegal hunting and invasive species, while wildlife-friendly land management practices would be encouraged and animals relocated there from less safe environments.

On balance, however, I would prefer to see legislation. Unfortunately, there simply are not the resources available to establish protected zones for all the animals at risk, and the loss of one species inevitably leads to the extinction of others within the ecosystem. The law, on the other hand, can be applied globally to combat what is now, undeniably, a global crisis.

- 7** You are going to do the exam task. If you intend to write about education, get ideas by thinking about these points and making notes.
- The educational system, the government and the media should make everyone aware of the threats to the survival of animal species, and the consequences of extinctions.
 - People should be encouraged to help conserve wildlife by, for example, providing habitats in their gardens, avoiding the use of pesticides or not keeping invasive species as pets, and by reporting any illegal hunting, dumping of waste or water contamination.

Quick steps to writing a Part 1 essay

- If you feel strongly about the topic, use some emphatic language such as inversion of subject and object.
- Stay within the word limits. Writing too much creates a negative impression, while too little may prevent you dealing with all aspects of the task.

- 8** Look at the Quick steps, then plan and write your **essay** in **220–260** words in an appropriate style. When you have finished, check your work as in Unit 1, Writing Exercise 8 on page 15.

Exam tip >

As elsewhere in the exam, you can write in U.S. or U.K. English as long as you use it consistently.

8

Learning and working

READING AND USE OF ENGLISH



Part 8

1 Explain the differences between these pairs of words.

- | | |
|--------------------|-----------------|
| 1 a) learning | b) instruction |
| 2 a) lecture | b) tutorial |
| 3 a) lecturer | b) professor |
| 4 a) scholar | b) scholarship |
| 5 a) seminar | b) workshop |
| 6 a) enrol | b) qualify |
| 7 a) graduate | b) graduation |
| 8 a) undergraduate | b) postgraduate |
| 9 a) educated | b) educational |
| 10 a) prospectus | b) syllabus |

2 Discuss these questions.

- 1 What different ways of learning are shown in the pictures?
- 2 Which of these ways of learning do you think suits you best? Why?
- 3 Which other ways of learning do you like? Which do you dislike? Why?

3 Look at the exam task. Quickly read the text and decide which kind of learner is most similar to you.

Quick steps to Reading and Use of English Part 8

- When you have found an answer, read the question again and study the evidence in the text carefully.
- Cross out questions as you answer them.
- If you can't decide, eliminate the obviously incorrect letters and guess.

4 Look at the Quick steps, underline the key words in questions 1–10 and do the exam task.

Exam tip

Remember that you will need to use at least one option more often than others.

Exam task

You are going to read an article in which a psychologist assesses four different kinds of learner. For questions 1–10, choose from the kinds of learner (A–D). The kinds of learner may be chosen more than once.

According to the psychologist, which kind of learner ...

likes to take into account what has happened in the past before they act?

has little interest in ensuring something remains effective once it has become operational?

feels the need to make sure different things fit into an overall pattern?

may be irritated if they encounter obstacles to the introduction of innovations?

quickly loses interest in conversations they believe to be pointless?

prefers to avoid taking part in anything that has not been sufficiently well thought through?

dislikes it when people fail to take the subject seriously enough?

enjoys participating in group activities?

needs to see the immediate relevance and usefulness of learning something?

would always be opposed to basing an opinion on insufficient evidence?

Four different kinds of learner

Learner A

People in this group adapt and integrate observations into complex but logically sound theories. They think problems through in a vertical, step-by-step logical way, assimilating disparate facts into coherent theories. They tend to be perfectionists who won't rest easy until everything is tidy and forms part of a rational scheme. They like to analyse and synthesise, and are keen on basic assumptions, principles, theories, models and systems. Their philosophy prizes rationality and logic, so questions they frequently ask are: 'Does it make sense?', 'How does this go with that?', and 'What are the basic assumptions?' They tend to be detached, analytical and dedicated to rational objectivity rather than anything subjective or ambiguous, approaching problems in a consistently logical manner. This is their 'mental set' and they rigidly reject anything that conflicts with it. They prefer to maximise certainty and feel uncomfortable with subjective judgements, lateral thinking and anything that treats the matter in hand with less respect than they feel it deserves.

Learner B

These people are keen on trying out ideas, theories and techniques to see if they work in practice. They positively search out new ideas and take the first opportunity to experiment with applications. They are the sort of people who return from courses brimming with new ideas that they want to try out in practice. They like to get on with things and act quickly and confidently on ideas that attract them, and are liable to resent any rules or regulations that may impede their implementation. They also tend to be impatient with discussions that they believe are not goal-orientated, and their attention soon begins to wander if they feel they are going round in circles. They are essentially practical, down to earth people who like making practical decisions and solving problems. They see problems and opportunities as a challenge, and their philosophy is: 'There is always a better way' and 'If it works, it's good'.

Learner C

People in this group involve themselves fully and without bias in new experiences, they enjoy the here and now, and are happy to be dominated by immediate experiences. They are open-minded, not sceptical, and this tends to make them enthusiastic about anything new. Their philosophy is: "I'll try anything once", so they tend to act first and consider the consequences afterwards. Their days are filled with activity and they tackle problems by brainstorming. As soon as the excitement from one activity has died down they are busy looking for the next, as they tend to thrive on the challenge of new experiences but are bored with implementation and longer term consolidation. They are gregarious people constantly involving themselves with others but, in doing so, they seek to centre all activities around themselves. These people like to stand back to ponder experiences and observe them from many different perspectives.


Learner D

They collect data, both first hand and from others, and prefer to think about it thoroughly before coming to a conclusion. The thorough collection and analysis of data about experiences and events is what counts so they tend to postpone making definitive judgments for as long as possible. Their philosophy is to be cautious, never to make wild guesses or jump to conclusions. They are thoughtful people who like to consider all possible angles and implications before making a move, and will be reluctant to become involved in activities that others put forward without having carefully considered the likely outcome. They prefer to take a back seat in meetings and discussions, listening to others and getting the drift of the discussion before making their own points. They tend to adopt a low profile and have a slightly distant, tolerant, unruffled air about them. When they do something it is in response to earlier as well as current events, and others' observations as well as their own.

5 Use the context to explain the meanings of these expressions.

- | | |
|---------------------------|----------------------------|
| 1 won't rest easy (A) | 7 first hand (D) |
| 2 the matter in hand (A) | 8 come to a conclusion (D) |
| 3 brimming with (B) | 9 what counts (D) |
| 4 open-ended (B) | 10 take a back seat (D) |
| 5 go round in circles (B) | 11 getting the drift (D) |
| 6 die down (C) | 12 adopt a low profile (D) |

Relative clauses **G** Page 94

1  Correct the mistakes in these sentences written by exam candidates. In each case explain why it is wrong.

- 1 You, that have always been concerned about education, should understand this.
- 2 I can attend the interview any time except Friday evenings, which I have a Spanish class.
- 3 We were disappointed there was no price reduction for students who they were not from this country.
- 4 Firstly, the report on college food does not refer to its quality, what seems suspicious.
- 5 Seferis was a Greek poet who's work was dedicated to his country.
- 6 It is difficult to move to a country that you are unfamiliar with the language, culture and everything around you.
- 7 My job is to plan activities for club members which ages are between 16 and 18.
- 8 The school is advertising its Business English course which is taught very well.
- 9 There have been serious complaints from students, which are refusing to use the canteen.
- 10 In the meeting, that took place yesterday, some members made interesting suggestions.

2 Complete each sentence with a relative pronoun, adding commas if necessary. In which sentences can the relative pronoun be omitted? Why? / Why not?

- 1 My younger brother showed me the essay he had written.
- 2 That's the primary school I met my best friend.
- 3 On Sundays the library is closed I read at home.
- 4 Students parents have a low income can apply for a grant.
- 5 The teacher I liked most was Mr Anderson.
- 6 Maths was my favourite subject was our first lesson of the day.
- 7 My mother is a lecturer did her PhD at Cambridge.
- 8 The college I studied at has since closed.

3 In more formal styles, 8 above could be written *The college at which I studied has since closed*. Rewrite these sentences using a preposition + relative pronoun.

- 1 The research the theory is based on is unreliable.
- 2 The people Stephen studied with were all experts.
- 3 We were shown the desk the President sits at.
- 4 There is an Open Day that prospective students are invited to.
- 5 He is a philosopher who many books have been written about.
- 6 The day the Queen was born on was a Friday.
- 7 That distant star has a planet we know little about.
- 8 The person I wrote to has yet to reply.

4 We can place quantifiers such as *all of*, *both of* or *many of* before *which* and *whom*. Join the sentences as in the example.


Example: I read that textbook. I didn't understand half of it.

I read that textbook, half of which I didn't understand.

- 1 I have two sisters. They are both at university.
- 2 Nicky sent off two job applications. Neither of them was successful.
- 3 I've lost touch with most of my ex-classmates. Many of them went abroad to study.
- 4 This department has done a lot of research. All of it has been published.
- 5 Astronomers observed a large number of meteorities. Few of them reached the ground.
- 6 In the study we interviewed hundreds of people. The majority lived locally.
- 7 This is where the ancient city stood. Little of it remains today.
- 8 The talk was attended by a large audience. None of them left before the end.



Words with a prefix and a suffix

- 1  Correct the mistakes in these sentences written by exam candidates. What is the base word in each case?
- 1 It is an unescapable fact that people regret things they have done.
 - 2 The public use our firm's car park illegally.
 - 3 There are several reasons for the unsatisfaction of the staff.
 - 4 Some overprotecting parents keep that role even when their kids are grown up.
 - 5 Undeniable, there are advantages to living longer.
 - 6 It is the children's outbringing that will help them cope with life's problems.
 - 7 My friend unexplicably took the other boy's side.
 - 8 Being in a winning team brings an undescribable feeling of pride.

Spelling changes

- 2 The words in the box form new words by changing their internal spelling. Make these changes and complete the sentences.

broad depth detain maintain prove
repeat resolve strong

- 1 The police now have sufficient that the men stole the computers.
- 2 The river is being to allow bigger ships to reach the port.
- 3 Our aim is to the cultural ties between the two countries.
- 4 The old college building needs a lot of expensive
- 5 For somebody so young, Mia has an amazing of knowledge.
- 6 Urgent talks are taking place to find a to the crisis.
- 7 Try to avoid any of those mistakes.
- 8 At my parents' school, was a common punishment.

Part 3

Quick steps to Reading and Use of English Part 3

- Remember that answers may depend on the whole context, not just the words before and after the gap.
- Check whether the word in capitals needs more than one change.

- 3 Quickly read the text and answer the questions.
- 1 What are 'employability skills'?
 - 2 Do you think they are a useful addition to university courses?
- 4 Do the exam task. Which answers require both a prefix and a suffix? Which need internal spelling changes?

Exam tip >

If you need a noun, decide if it is countable or uncountable.

Exam task

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).

Example: 0 REASONABLY

Graduates need employability skills

Years ago, anyone with a degree could be (0) confident of finding a job.	REASON
But with ever more graduates looking for work, that confidence has now been replaced by (1) even among those with a Master's. Graduates, no matter how well qualified, are (2) being required to show they also have 'employability skills', such as numeracy, business awareness and the (3) to deal with problems creatively.	CERTAIN INCREASE
Fortunately for (4) undergraduates, many universities already aim to develop such skills as part of their courses, frequently with the help of professional (5) working in the relevant business sector. The approach often has both (6) and practical elements, for instance designing a marketing campaign and then working with actual clients.	CAPABLE PROSPECT
Activities are done in groups, thus (7) that students become used to team work. Any (8) to take part can be overcome by pointing out that for many employers the ability to work in a team is essential.	ADVICE THEORY SURE WILLING

Part 2

- 1 Work in small groups. Which of the expressions in the box mean a–e? What differences in meaning are there?

appoint be employed dismiss
fill a position fire go into hire
hold down a job lay off let go
make redundant on benefits out of a job
practise quit recruit resign retire
sack serve step down take on

- a) get or do a job
b) give somebody a job
c) leave a job
d) make somebody leave a job
e) without a job
- 2 Discuss these questions.
- How many people are out of work in your country?
 - In which industries have a lot of people been laid off?
 - What are the most common reasons for people being dismissed?
 - Why do some people find it difficult to hold down a job?
 - Which organisations recruit people of your age?
 - What kind of work or profession would you like to go into?
 - What would make you resign from a job?
 - At what age would you like to retire?

- 3 Look at the photo and answer the questions about being an airline pilot.

- What personal qualities are needed?
- What training is required?
- What are the advantages and disadvantages of the work?



Quick steps to Listening Part 2

- Be sure you know how numbers, including ordinals (1st, 2nd, etc.) and fractions, are pronounced.
- Take care with words or numbers that appear to fit a gap, but are not the right answer.
- Write up to three words.

- 4 Study the exam task. What kind of word, phrase or number is needed for each answer?

- 5  2.09 Read the Quick steps and Exam tip, then do the exam task.

Exam task

You will hear airline pilot Anita Ricci talking about her work. For questions 1–8, complete the sentences with a word or short phrase.

My job: airline pilot

Anita's (1) wasn't good enough for her to become a military pilot.

Most airline pilots start their careers as a (2) pilot.

It is becoming less common to have a (3) on an aeroplane.

Anita cannot fly a plane on her present route for more than (4) without a break.

Anita likes flying into Swiss airports because of the excellent (5) there.

Anita says that as a pilot you have to be able to accept (6) from others.

Over (7) pilots applied recently to work for Anita's company.

Anita says airlines are particularly sensitive to changes in (8)

Exam tip >

It is simpler to write any numbers as figures, for example 96 rather than *ninety-six*. You also avoid the risk of making spelling mistakes.



Adding emphasis

- 1 For each of a–d, complete the second sentence with one word. Then answer questions 1–4 about each of those sentences.
- I want to study physics at university.
What I want to study at university ... physics.
 - I took the job as I needed the money.
The reason I took the job ... that I needed the money.
 - The manager replied to my email.
The person who replied to my email ... the manager.
 - I sent off my application last month.
It last month when I sent off my application.
- Which information is emphasised?
 - How does the sentence begin?
 - What comes before a form of the verb *be*?
 - Is any other change needed?
- 2 Rewrite the sentences to emphasise the underlined expressions, using the words in brackets.
- You need to work harder. (What)
 - Travelling to work causes the most stress. (It)
 - Bankers seem to make the most money. (The people)
 - Emma resigned because she didn't like her boss. (The reason)
 - I found all the form-filling really boring. (It)
 - My friend and I first met at the office. (The place)
- 3 Tell your partner the following, using emphatic forms from Exercises 1 and 2.
- The job you'd most like to do.
 - The most boring thing you have to do.
 - The country you'd most like to live in.
 - The kind of people who annoy you most.
 - The time when you feel most relaxed.
 - Something you would like to achieve.

Part 4 Page 111

Quick steps to Speaking Part 4

- Whenever the examiner asks you a question, try to think of two or three replies.
- If you prefer not to give an opinion immediately, say something like *It depends* or *I'm not sure*, and outline arguments on both sides.
- If you partly agree with an opinion, say something like *Yes, up to a point, but ...*

- 4  **2.10** Listen to this extract from Maxim and Dariya practising Part 4 and answer the questions.
- What question does the teacher ask them?
 - Which speaker considers arguments on both sides before giving their opinion?
 - Does the other speaker completely agree?
- 5  **2.10** Listen again and answer the questions.
- What expressions does Maxim use to avoid giving an opinion immediately?
 - What expression does Dariya use to show she partly agrees with Maxim?
 - Which phrases beginning *What ...* and *It ...* do they use?
- 6 In groups of three, do Part 4 three times. Each time, one of you is the examiner. Follow these instructions.
- Ask the 'candidates' three questions, if necessary prompting with *Why?* or *Do you agree?*
 - Stop them after five minutes and comment on how well they did the task.
- ### List of questions for Speaking Part 4
- Which jobs in your country are considered to be good jobs?
 - Which job would you least like to do?
 - Would you prefer to work on your own or as part of a working team?
 - Do you think it is more important to make a lot of money or to enjoy your job?
 - In what ways do you think people's working conditions should be improved?
 - Why do some people find it difficult to choose a career?
 - Would you prefer to have one career, or a series of different jobs during your working life?
 - Which is more important for an employee: qualifications or experience?
 - Which is better: working in an office or working online from home?

Exam tip

Don't worry if the examiner stops you before you have said everything you intended to. There is a strict time limit for each part of the Speaking test.

8

WRITING

Formal language

1 Which of these are common in formal writing, and which are more likely to be found in informal writing?

- | | |
|----------------------------|-----------------------------|
| 1 long words | 6 conversation expressions |
| 2 exclamation marks | 7 contracted forms of words |
| 3 passive forms | 8 impersonal tone |
| 4 long, complete sentences | 9 question tags |
| 5 phrasal verbs | 10 abbreviations |

2 Replace the underlined informal expressions with more formal words from the box.

are well informed understand the situation excessive
 extremely disappointed fortunate misunderstand me
 I am quite interested in I was completely unaware

- I like the sound of the vacancy advertised by your company.
- I feel the price you have quoted me is over the top.
- Please don't get me wrong when I make this point.
- I realise that I am in luck to be given this opportunity.
- It's news to me that the firm intends to close this office.
- I would be gutted not to be offered this position.
- I am extremely grateful for your explanation. I now completely get the picture.
- It is clear from our correspondence that you know your stuff.

Part 2: formal letter

 Page 101

3 'Work experience' typically involves school or college students doing one or two weeks unpaid work in term time. Discuss these questions in small groups.

- What are the advantages for students of doing work experience?
- How does the employer also benefit?
- If you are a student, what kind of work experience would you like to do? If you are already working, what kind would you like to have done when you were at school?

4 Look at the exam task and answer the questions.

- Who are you writing to?
- Why are you writing to them?
- What must your letter contain?
- What style should you write in?

Exam task

Your company has a number of vacancies for students who wish to do two weeks' work experience during the next summer term. You have been asked by your manager to write a letter to a local college. Your letter should explain:

- what your company does
- what kind of work the students would do
- how they would benefit from working for the company.

Write your letter.

5 Which of the following would be appropriate for this task? Which would not? Why?

- They can chill out with their mates in the coffee bar.
- They would develop their skills in a professional working environment.
- We've got loads of fun jobs for the guys at your college.
- The full-time staff would ensure they made the most of their time here.
- Check out our website for more info!
- I trust you will find this information helpful.
- I look forward to hearing from you.
- Speak soon.



6 Quickly read the model letter below. In which paragraph does the writer do each of the following?

- 1 describe the work students would do
- 2 say what her company does
- 3 outline its work experience programme
- 4 suggest what the reader should now do
- 5 give a reason for writing
- 6 explain how students would benefit

Dear Sir or Madam,

I am writing to inform you that this hotel will be able to offer work experience to twelve students aged 16 to 18 during the summer term. Placements will last a fortnight and no wages will be paid.

The hotel employs over 100 full-time staff, the majority of whom live in the local community. In addition to providing luxury accommodation, we serve high quality meals in our restaurant and café, and offer extensive leisure facilities including a gymnasium, swimming pool and sauna.

Placements will involve working with reception staff, housekeepers, maintenance workers and porters, kitchen staff and waiters, fitness instructors and lifeguards. Young people will be expected to carry out the same tasks as permanent employees, but suitable training will be given. They will receive health and safety instruction when their placement commences, and will be supervised at all times. They will also be assessed throughout and receive constructive advice from their supervisors.

On successful completion of their placement, students will be awarded a Work Experience Certificate and a detailed description of the work they have done, both of which will be useful additions to their CV. Moreover, their placement will introduce them to the world of work, possibly giving them ideas for careers and enabling them to make contacts for future networking. What will benefit them most, however, is the opportunity to develop their employability skills, regarded by many employers as essential for those seeking their first job.

I would be most grateful if you could pass this information on to your students.

Yours faithfully,
Montserrat Oriol

7 Answer the questions about the model letter.

- 1 In what style is the letter written?
- 2 What formal beginning and ending does the writer use?
- 3 Which two quantifier + preposition + relative pronoun forms does she use?
- 4 Which emphatic *What* form does she use?
- 5 Which formal expressions in the letter mean the following?

tell big gym staff training begins looking for very pleased

8 Read these exam task instructions and answer the questions in Exercise 4 about it.

Exam task

You see this newspaper advertisement.

The Central has vacancies for young people on our annual two-week Work Experience programme. Unpaid work will be available in our kitchens, restaurants and leisure facilities, as well as in maintenance, housekeeping and reception.

Tell us which job you would like to do and why, why you would be suited to working in a hotel environment, and what you hope to learn from the experience.

Send your application to: Ms Klaudia Nowak, Human Resources Manager, Central Hotel

Write your **letter**.

9 Look at the Quick steps and plan your letter. Which of these points are relevant to this exam task?

- 1 your willingness to learn from others
- 2 your experiences as a hotel guest
- 3 what you want to find out about yourself
- 4 how much you would like to earn
- 5 any experience you already have of the work you want to do
- 6 why you should be given a management position at the hotel
- 7 how you rate your interpersonal skills
- 8 your capacity to work hard

10 Write your **letter** in 220–260 words in an appropriate style. When you have finished, check your work as in Unit 1, Writing Exercise 8 on page 15.

Exam tip

Don't include any postal email addresses in the Writing paper.



Science vocabulary

- 1 Work in small groups. Make sure you understand these words, then discuss the questions.

analysis approach concept criteria
 deduction evaluation factors features
 hypothesis method principle procedure
 relevance significance theory variables

- Which picture shows the way you are or were usually taught science? Which do you think is more effective?
- Which is or was your favourite science subject at school? Which did you like least?
- Which was the most interesting scientific experiment you have ever done?
- What would you like to use science to find out? How would you do it?

Part 3

- 2 Discuss these questions.

- What do you think happens at a science fair (a competitive exhibition of science projects) for young people, and how do students prepare for it?
- Have you ever taken part in one? If not, would you like to? Why? / Why not?

Quick steps to Listening Part 3

- Read the questions in the pause after the instructions.
- Decide what kind of information, e.g. a regret, is needed.
- The first time you listen, don't worry if you miss a question. Leave it and go on to the next one.
- On the second listening, answer questions you missed.

Exam task


2.11 You will hear an interview with physics teacher Kieran Shaw, who has taken his students to a Science Fair. For questions 1–6, choose the answer (A, B, C or D) which fits best according to what you hear.

- What does Kieran criticise about the previous Science Fair?
 - the number of prizes
 - the standard of judging
 - the quality of the projects
 - the number of projects
- Kieran says the fall in the number of participants at some science fairs might be caused by
 - a belief that science fairs are old-fashioned.
 - worry among parents about the cost of projects.
 - reluctance to attend science fairs at weekends.
 - a general reduction in schools' budgets.
- Which does Kieran believe is a problem among his students?
 - parents giving students too much help
 - more boys than girls involved in projects
 - rich students having more resources for projects
 - too much emphasis on competition rather than cooperation
- Kieran says the most important factor in choosing a topic is whether it is likely to
 - need expensive equipment in order to do experiments.
 - keep the students interested throughout the project.
 - be sufficiently simple for students of that age group.
 - differ significantly from the topics chosen by others.
- According to Kieran, what mistake do some students make during their presentation?
 - They don't go into enough detail about their project.
 - They can't remember the speech they memorised.
 - They tend to speak too slowly to the judges.
 - They use words they don't fully understand.
- Kieran predicts that this year's winner will be the project about
 - the variation in people's eyesight during the day.
 - the relative cleanliness of different objects.
 - the coolest clothes to wear in summer.
 - the best place to store fruit.

Exam tip

Remember that the questions follow the order of the information in the recording.

Modal verbs **G** Page 96

1  Correct the mistakes in these sentences written by exam candidates. Explain why each sentence is wrong.

- 1 In the end I could solve the problem by paying cash.
- 2 Suddenly the lights went out and I must find my way out in the dark.
- 3 In this catalogue there is a printer that can interest us.
- 4 You mustn't bring much money because you'll be staying at my house.
- 5 You've been overworking so you can have developed some health problems.
- 6 It had to be very hard to survive in prehistoric times with those dangerous animals around.
- 7 Yesterday's accident can be prevented.
- 8 They left the refrigerator full of food so we needn't go to the supermarket when we arrived.

2 Choose the correct option and say why it is right.

- 1 Free samples of this product *must* / *can* / *need* to be obtained by going to our website.
- 2 Jeremy copied his biology essay from the Internet. He *may not* / *shouldn't* / *mustn't* have done that.
- 3 In those days, dangerous chemicals *could* / *may* / *were able to* be bought in the shops.
- 4 I heard your company is closing down. You *have to* / *should* / *must* be very worried.
- 5 Students *shouldn't* / *mustn't* / *needn't* pay to go into the Science Museum.
- 6 You *can* / *might* / *must* have burnt your hands if you hadn't been wearing gloves.
- 7 That group only started their project last week. They *mustn't* / *mighn't* / *can't* have finished already!
- 8 The lab has been completely destroyed. There *might* / *must* / *should* have been a huge explosion.
- 9 If you're not feeling well, Annie, I think you *should* / *must* / *have to* stay at home today.
- 10 You *didn't need to take* / *needn't have taken* / *didn't have to take* a taxi. I could have picked you up from the station.

3 Reply to the comments by using a form of the modal in brackets.

Example: I think I saw you downtown last night. (could)
You couldn't have done. I was at home all the time.

- 1 This crowd is huge. I wonder how many people are here? (must)
- 2 I've got no money at all left. (should)
- 3 It was compulsory at my school to do double maths from the age of 14. (have to)
- 4 I left my phone on the bar and now it's gone! (must)
- 5 Marcos and Anna set off in the car six hours ago, but they still haven't arrived. (might)

- 6 The chemistry exam was so difficult, wasn't it? (be able to)
- 7 Mr Grey always carries his umbrella. He even took it with him to Dubai! (need)
- 8 I'm sure I've just seen a family of aliens! (can)



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

- 1 I think it was a mistake to send that email to her.
SHOULD
I don't think that email.
- 2 I regret not being able to complete my project on time.
COMPLETED
I wish my project on time.
- 3 It would be fairer to candidates if making a speech were voluntary.
HAVE
It would be fairer if candidates a speech.
- 4 It's possible that I broke the glass by accident, though I didn't notice doing so.
MIGHT
I the glass, though I didn't notice doing so.
- 5 It was wrong to let people take part in such a dangerous experiment.
ALLOWED
People take part in such a dangerous experiment.
- 6 Carmela said that she was going to call me, but it looks like she's forgotten.
MUST
Carmela that she would call me.

Part 5



- Discuss the questions.
 - Compare the pictures. What impression of science and scientists does each give? Which do you think is closer to the reality of working in science?
 - What are TV science programmes like in your country? How could they be improved?
- Quickly read the exam text and answer these questions.
 - What are the meanings of a) *dumb* in the title and b) *dumbing down* in the first paragraph?
 - What does the introduction tell you about the purpose of the text?
 - In what ways are the writer's views similar or different to your answers to question 2 in Exercise 1?

Quick steps to Reading and Use of English Part 5

- For items like *The word 'this' in line 5 refers to ...*, study the sentences immediately before and after it.
- If an item says the writer aims to *show* something, look for an example.
- Where an item says the writer *implies* something, look for what they indicate about it without saying so directly.
- Don't leave any blanks, make an intelligent guess.

- Study the Quick steps, then look at the beginning of each question. Which focus on:
 - the writer's opinion or attitude?
 - a suggestion by the writer?
 - an example?
 - a reference word?

- Do the exam task.

Exam tip >

Choose your answers by focusing on what the text says, not on your own knowledge of or opinions about the topic.

Exam task

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

Science on TV: it's not dumb, but it could be smarter

Science broadcasting would be greatly improved by involving viewers in the experimental process, says Alice Bell

A new science series started on television last month. Cue lots of people muttering about dumbing down, casting disapproving looks in the presenting scientist's direction. They shouldn't. Complaining about dumbing down is dumb. It misses what all good popularisation does. It also detracts from other questions about science programmes. Is there too much focus on what scientific thought delivers, not the methods, processes and politics that make it? Does television too often package science as a pantomime set of characters rather than connect the public to the reality of research? Is it stuck in line 13 the past?

Science changes as it makes its way on to television, just as it does as it travels to newspapers, magazines, books, exams and through the various media of the scientific community (journals, emails, gossip over coffee at a conference). People who take a dim view of media professors need to get over themselves and stop assuming the difference between professional and popular science sits on a hierarchical frame that places the former on top. Popularisation doesn't make knowledge something less than it was. Often it picks up new perspectives as well as simply inviting more people to support or even be part of the enterprise. Done well, popularisation isn't pathological to research; it's lifeblood.

Still, there are problems with many traditional approaches to the way we share science. There is a history of snobbishness against scientists who take time to talk to the public, but equally silly is a snobbishness against presenters who aren't actually scientists. These days the more

serious TV channels favour professional scientists to present, even if they rarely write the script and often stray outside their area of expertise. It's a shallow form of scientific authenticity, and one that patronises the audience and curtails scientific expertise.

I especially worry that science is often rendered as something to be simply consumed by the public. If we're using the metaphor of scientific literacy, in a sense it's 'read-only' research. Retelling science for explanatory or entertainment purposes might give us a great picture of what the scientific idea looks like, but often removes a lot about how the scientists got to these conclusions. It doesn't show the workings of science or share the science-in-the-making, meaning it's harder to critique or get involved with – or simply enjoy as entertaining and educational in itself. I'd like to see an attempt to share the means of production of science, not just sell its products.

The interviews with working scientists on a current radio series bring out the texture of science, a sense of what drives scientists, the frustrations, boredom, adventure and accidents their work can include. But this is still a matter of telling a story rather than involving audiences. That's not to say I'm against storytelling science, just that we have to be aware of the narrative forces in play. Some time ago there was a lot of fuss about a nature documentary filming polar bear cubs in a wildlife centre rather than in the wild, as appeared to be the case. But this sort of fabrication is routine, just as we routinely leave out bits of science to tell interesting, exciting and useful stories. We'd get lost otherwise. Televisual science is always a construction, and it's often worth deconstructing and arguing over how we choose to do this. But it can be a meaningful and necessary construction too, just as a scientific paper is a meaningful construction we might argue over.

I don't mind the odd bit of sparkle and showmanship around science. Nor do I mind shows that just invite audiences to passively watch or listen – as long as we have more critical and interactive projects too. We might be in a golden age of science television but we shouldn't stop asking questions about it. We need to be imaginative about what science is, who it talks to and how it might be better; not simply find ever more ways to spread the status quo.

- 1 The word 'it' in line 13 refers to
 - A the current approach to research in science.
 - B the way the broadcast media cover science.
 - C the attitude of politicians towards science.
 - D how the public see science and scientists.
 - 2 What point is the writer making in the second paragraph?
 - A Science can benefit from becoming more popular.
 - B Popular science is inferior to professional science.
 - C Scientific journals report on science without altering it.
 - D The quality of research is being harmed by popular science.
 - 3 What is the writer's attitude to the presenting of science programmes?
 - A Science programmes should always be presented by actual scientists.
 - B Presenters often seem to assume that viewers know nothing about science.
 - C Television scientists should talk only about their own branch of science.
 - D Scientists should be working in science, not presenting TV shows.
 - 4 The writer believes that the public are frequently being denied
 - A the opportunity to enjoy programmes about science.
 - B information about the results of scientific research.
 - C the experience of hearing scientists talk about their work.
 - D an insight into how the scientific process works.
 - 5 The writer mentions the programme about polar bears to show that
 - A scientists often find it impossible to agree with one another.
 - B the makers of science documentaries are often untrustworthy.
 - C in science it is impossible to report every detail of the story.
 - D documentaries cannot show the scientific process realistically.
 - 6 What does the writer call for in the last paragraph?
 - A an end to the trivialisation of science in television programmes
 - B a more balanced approach when covering science on television
 - C greater public awareness of the current nature of science
 - D television quiz shows that focus exclusively on science
- 5 Find expressions in the text with these meanings (paragraph numbers in brackets).
- 1 this is the signal for (something to begin) (1)
 - 2 show disapproval (2)
 - 3 the first of two (previously mentioned things or people) (2)
 - 4 considered in a particular way (4)
 - 5 involves (5)
 - 6 that are having an effect (5)
 - 7 an occasional (6)
 - 8 existing situation (6)

Part 2

Dependent prepositions


- 1 Look at these extracts from the Reading text on page 75.

We have to be aware of the narrative forces ...

We need to be imaginative about what science is ...

Which preposition, *about, against, by, for, in, of, to, or with*, often follows each of the C1-level adjectives in the box?

alert biased compatible deprived eligible
equivalent frustrated hostile inadequate
insensitive knowledgeable notorious prejudiced
protective resident restricted superior untouched

- 2  Which of these sentences written by exam candidates contain an incorrect preposition? Correct any errors.

- 1 The village is adjacent by the sea.
- 2 That information is not consistent with the truth.
- 3 A smart phone would be very handy to reading my e-mails.
- 4 Some people are ignorant of the basic principles of science.
- 5 The ideal candidate has to be receptive of new ideas.
- 6 Japan is renowned for its innovations in technology.
- 7 Alfonso, horrified of what he had seen, called the police.
- 8 At first, Elena was sceptical to what the archaeologist was telling her.

- 3 Complete the sentences with the adjectives in the box plus suitable prepositions.

eligible equivalent handy ignorant notorious
renowned restricted sceptical

- 1 To avoid overcrowding, the number of visitors was
..... six hundred.
- 2 This little device is measuring height and
distance.
- 3 One mile is about 1.6 kilometres.
- 4 The research was flawed so we are the results.
- 5 You have to be aged 18 or over to be this
competition.
- 6 That man is either the facts, or simply not telling
the truth.
- 7 It's a particularly dangerous road, serious
accidents.
- 8 Cambridge University is academic excellence in
teaching and research.

Quick steps to Reading and Use of English Part 2

- Remember that every gap must be filled in.
- Pencil in your answers on the question paper so you can easily check the completed text makes sense.
- Never write two answers.
- Check your spelling.

- 4 Read the text quickly. How does the writer answer the question in the title?
- 5 The example answer completes the expression *distracted by*. As you do the exam task, decide which prepositions can go with the words next to gaps 2, 4, 5 and 7.

Exam tip

Use capital letters when you write on the answer sheet.

Exam task

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

Example: 0 **BY**

Why are overheard calls so annoying?

People are more distracted (0) mobile phone conversations than background chat in the same room, (1) to a study at San Diego University.


The research also shows that an overheard phone conversation is significantly more memorable (2) someone involuntarily listening in than if the conversation (3) place between people in the same location.

Volunteers were asked to do anagram puzzles while, unknown (4) them, researchers conducted a scripted conversation in the background, either between two people in the room or between someone on a mobile phone and an unknown caller.

Participants only heard the conversation once and were unaware (5) the fact it was part of the study. Those (6) overheard the one-sided conversation found it more distracting and annoying, and remembered more words from it.

A possible explanation is that we keep trying to figure out what is going on, becoming frustrated (7) our failure to do so. (8) knowing where the conversation is heading is what makes overheard cell-phone calls so irritating.

Speculating

- 1  2.12 Use modal verbs to complete this conversation between two bus passengers. Then listen to check your answers.

A: 'Hey, that's a long queue!'

B: 'Some of them are looking fed up. They (1) standing there for hours.'

A: 'Yes, they (2) been. I wonder why?'

B: 'They (3) hoping to get tickets for that concert.'

A: 'I suppose they (4) be. Or they (5) queuing for the sales. They start later today.'


- 2 In pairs, use modals with *-ing* to speculate about these situations.

*Example: You see two people looking angry with each other.
They might have been arguing. OR
They must be getting on badly.*


- It's nearly exam time and your classmate is looking very tired.
- There's a big football match on but you don't know how your team is doing.
- You're phoning a friend who's on a train, but you lose the connection.
- You get up in the morning and see there's half a metre of snow outside.
- You call round at friend's house on a Saturday morning but there's no-one in.
- You wake up in the middle of the night thinking you've just won the lottery.

Part 2

 Page 108

- 3  2.13 Read the exam task instructions. Then listen to two strong students, Nico and Mia, talking about two of these pictures and answer these questions.

- Which photos does Nico compare?
- How does he say those jobs were done in the past?
- What difficulties nowadays does he mention?
- Which technological advance does Mia choose? Why?

- 4  2.13 Listen again. Which of these do Nico and Mia use to speculate about the pictures?

- modal + *be* + *-ing*
- modal + *have* + past participle

Quick steps to Speaking Part 2

- Use modal forms + *ing* to speculate about present and recent events.
- If you make a mistake, you can correct it, but don't keep stopping or you won't have time to complete the task.
- Talk until the examiner stops you.

Exam task

Each of you will be given three pictures. You have to talk about **two** of them on your own for about a minute, and also to answer a question briefly about your partner's pictures.

Candidate A, it's your turn first. Here are your pictures. They show people **working with different kinds of technology**. Compare **two** of the pictures, and say **how the jobs might have been done in the past**, and **how difficult it might be for the people to work with this technology**.

Candidate B, which of these technological advances do you think is the most beneficial to society?

How might the jobs have been done in the past?
How difficult might it be for the people to work with this technology?



- Work in groups of three and do the exam task using pictures 1 and 2. Then change roles and do the task twice more, using pictures 2 and 3 and then pictures 1 and 3.
- Tell the others in your group how well you think they did Part 2, and listen to their comments on your speaking.

Exam tip

Practise for the exam by timing yourself speaking for 60 seconds.

Result links

- 1 Complete the sentences with the words in the box. Which are formal? Which form fixed phrases? Underline these, as in the example.

account consequence consequently else otherwise
owing reason result so such view

Example: Sales of the device have fallen as a result of price rises.

- There is less rainfall nowadays and for that the desert is growing.
 - Robots are now sophisticated that they can carry out many household tasks.
 - Some people prefer not to use credit cards online to the risk of theft.
 - More tests must be done on this new medicine. , people's health could be at risk.
 - The new device was found to be unsafe and in production was ended.
 - On of the high radiation levels, long-distance space travel may be impossible.
 - It's a great invention that I don't know how I managed without it!
 - We must build higher sea defences or the city will one day be flooded.
 - More and more people are shopping online. , some stores have gone out of business.
 - In of the fact that people can watch TV online, television sets may become obsolete.
- 2 Rewrite the sentences using the words in brackets.
- The project was abandoned as it had gone over budget. (consequence)
 - The instructions were too complicated for me to understand. (so)
 - There was a defect in the device so it was withdrawn from sale. (account)
 - If you don't charge your phone up soon, the battery will run out. (else)
 - A virus got into the system, leading to all the computers crashing. (consequently)
 - I can't stop playing that game because it's so addictive. (such)
 - The temperature suddenly rose so the machine stopped working. (owing)
 - If I kept looking at my email, I'd spend all day answering messages. (otherwise)

Part 2: report

W Page 103

- 3 Look at the pictures and answer the questions.
- What do you think these astronomers enjoy about their work?
 - Which other jobs in science do you think would be interesting and/or rewarding?
 - Have you ever considered a career in science? Why? / Why not?



- 4 Answer the questions about this exam task.
- What is the topic of the report?
 - Who are you writing for and why do they want a report?
 - What points must you include?

Exam task

Your school wants to increase the percentage of its students studying science subjects to advanced level. The head teacher has asked you to write a report on attitudes towards science among the students.

Your report should evaluate the appeal of science at the school, explain why comparatively few students want to become scientists, and suggest ways of encouraging more of them to consider a future career in science.

Write your **report**.

- 5 Quickly read the model report on page 79 and write a brief heading above each paragraph.

Science at school and at work

A

Concern has been expressed about a relative lack of interest in science as a school subject or future career. This report focuses on the views of students and puts forward suggestions for improving the image of science.

B

The vast majority of students who opt for science subjects feel they made the right decision. They enjoy conducting experiments in the well-equipped laboratories and appreciate the fact that the teaching staff are more highly qualified than their counterparts in arts subjects. In consequence, science students believe they are learning in a more stimulating environment.

C

Unfortunately, however, some students think twice before choosing sciences, owing to their reputation as comparatively difficult subjects that involve memorising facts and figures. Moreover, there is a widespread belief that high marks are harder to obtain in the sciences.

D

In addition, science has a serious image problem. Many are discouraged by the perceived lack of glamour of science as a profession, by film stereotypes of mad professors and computer geeks, and by the suspicion with which the media often treat scientific research, for instance concerning genetically modified food.

E

To create a more positive impression of science, students should be invited to participate in Science Fair projects, scientific work experience programmes and virtual Open Days at university science faculties. They should also be made aware of the benefits of studying science, such as developing thinking skills, discovering how things work and – one day – finding real solutions to real problems.

6 Read the model report again and answer the questions.

- 1 Which paragraph deals with each of the points in the exam task instructions?
- 2 How does the writer introduce the topic of the report?
- 3 What style is the report written in? Give some examples.
- 4 Which result links are used in paragraphs B and C?
- 5 What four suggestions are there in the final paragraph? Do you agree with them?

7 Look at these exam task instructions and answer the questions in Exercise 4 about it.

Exam task

Your job involves making long-distance business trips. Colleagues who are about to begin making similar trips have asked you which electronic device you always take with you when you travel. Now they have requested a report on that device.

Your report should explain why you chose that kind of device, evaluate its usefulness in practice, and suggest how it could be improved.

Write your **report**.

8 In pairs, think of three kinds of portable electronic device and discuss these questions about each.

- 1 How convenient is it to carry?
- 2 How easy is it to use?
- 3 What drawbacks or limitations does it have?
- 4 How could these problems be overcome?

9 Choose one of the types of device you discussed in Exercise 8. Then look at the Quick steps and plan your report.

Quick steps to writing a Part 2 report

- Underline the key words as you read the instructions.
- Think about who you are writing for and what they will want to know.
- Use your own words, not those in the instructions.
- Use a variety of structures and vocabulary.
- Check that any headings reflect the content of the paragraphs.

10 Write your **report** in 220–260 words in an appropriate style. When you have finished, check your work as in Unit 1, Writing Exercise 8 on page 15.

Exam tip >

If you don't know enough facts about the topic to write a report on it, choose another question.

Part 6



- Complete the definitions with the words *extrovert* and *introvert*, then answer the questions.
 - An is very confident and likes being with other people.
 - An is shy, quiet and often prefers to be alone.
 - Which photo shows someone with each of these traits?
 - In what other ways might they differ from each other?
- How extrovert or introvert are you? Do this quiz!

Extrovert/Introvert Quiz	Yes	No
1 I prefer one-to-one conversations to group activities.	<input type="checkbox"/>	<input type="checkbox"/>
2 I often prefer to express myself in writing.	<input type="checkbox"/>	<input type="checkbox"/>
3 I seem to care less than my peers about wealth, fame and status.	<input type="checkbox"/>	<input type="checkbox"/>
4 I dislike small talk, but I enjoy talking in depth about topics that matter to me.	<input type="checkbox"/>	<input type="checkbox"/>
5 People tell me that I'm a good listener.	<input type="checkbox"/>	<input type="checkbox"/>
6 People say I talk quietly.	<input type="checkbox"/>	<input type="checkbox"/>
7 I prefer not to show or discuss my work with others until it's finished.	<input type="checkbox"/>	<input type="checkbox"/>
8 I do my best work on my own.	<input type="checkbox"/>	<input type="checkbox"/>
9 I tend to think before I speak.	<input type="checkbox"/>	<input type="checkbox"/>
10 I often let calls go through to voicemail.	<input type="checkbox"/>	<input type="checkbox"/>
11 I can concentrate easily.	<input type="checkbox"/>	<input type="checkbox"/>
12 In classroom situations, I prefer lectures to seminars.	<input type="checkbox"/>	<input type="checkbox"/>

- Check the meanings of the words in the box used in academic writing. Use them to complete the sentences.

proposition perception questionable classification merit consistently

- This basic diagram shows the of animals into two main groups.
- In your essay, discuss the main points for and against the following
- The research has been of a high standard and thoroughly deserves the prize.
- It is whether this new treatment can actually reduce stress.
- The draft plans for reforming local health care have and should be given serious consideration.
- Our of what constitutes 'normal' behaviour has changed in recent decades.

Quick steps to Reading and Use of English Part 6

- Where an item relates to all four extracts, draw a vertical line next to the relevant part of each.
- Remember not all parts of the text are tested.
- If you're unsure of any answers, eliminate any that are clearly wrong and then guess.

- Quickly read the text. Which of the reviews is/are:
 - generally positive?
 - generally negative?
 - partly positive and partly negative?
- Answer these questions about the exam task.
 - What are the key words or phrases in each item?
 - Which item involves finding information in all four reviews?
- Do the exam task, remembering to mark the relevant parts of each review.

Exam tip

Remember that you may not need to understand every word in the text to answer the questions.

Exam task

You are going to read four reviews of a book about different personality types. For questions 1–4, choose from the reviews A–D. The reviews may be chosen more than once.

Which reviewer

makes a similar criticism of Cain's apparent lack of objectivity as reviewer B?

 1

disagrees with reviewer C about the strength of Cain's main argument?

 2

expresses a different view from the others regarding Cain's division of people into two categories?

 3

has a different view to reviewer D about who will enjoy this book?

 4

Quiet

Four reviewers comment on Susan Cain's book *Quiet: The Power of Introverts in a World That Can't Stop Talking*

A Cain's central proposition is that over the past century the US has moved from a 'culture of character' to a 'culture of personality', as social admiration has shifted from ideals of private honour to public perception, leading to the inexorable rise of the 'extrovert ideal'. I find this highly questionable, and Cain also appears to be setting up a new categorisation which does not hold water. Extrovert and introvert are simply not the same sort of things as female/male, black/white or alive/dead; it is more useful to see the terms as adjectives, describing points on a long, loose arc than as identities. Overall, this is a remarkably noisy 'extroverted' book, bombarding the reader with unharmonious 'facts' and psychobabble ('over stimulating', to use one of Cain's terms). Lovers of quiet won't like *Quiet* – we would rather go for a nice walk in the country.

B *Quiet* is written for introverts. This involves telling us how great introverts are, how they are so sensitive you can measure their responses to things by how much their pupils dilate when faced with loud music or flashing lights. They think harder about things before they do them, and spend fruitful hours alone. At some points in this book, it is hard to avoid the impression that extroverts are bullies or at least that Cain's simplistic extrovert/introvert contrast is really a balance of jock versus geek, played out so reliably in movies about US high schools. Cain does everything she can to play this down, and say that extroverts can read this book, too (she has sales to consider, after all); but in test after test, outgoing individuals respond less well to difficult upbringings, cope less well when deprived of sleep, and are missing out on the evolutionary advantages of blushing.

C This book has a convincing idea at its heart: that the western world has become so enamoured of what Susan Cain calls the 'extrovert ideal' that it is missing out on the talents of half its population. If you can't speak in public, wilt in meetings and hate networking, then you are an introvert and you are destined to be ignored by an attention-deficit world. Cain argues – correctly, I think – that this is mad. It is a strong point and she brings in serious data to back it up. In the end, though, her insistence that one of two sizes fits all means that this book becomes little more than another *Men Are From Mars, Women Are From Venus* tick-box work. People are more complicated, subtle and surprising than these either-or classifications. And not every introvert is an unrecognised genius, nor every extrovert an idiot thug.

D Recognising the complexity of human nature, the author of *Quiet* avoids falling into the trap of labelling introversion and extroversion as a clearly-defined distinction. Instead, Susan Cain's approach is to treat them as two extremes on a scale that covers a whole range of personality types, each with its own particular characteristics. Unlike others who have published works on this topic, she makes no judgment on the relative merits of tending towards one of these extremes or the other, and in fact calls for greater objectivity when assessing the weaker and stronger points of extroverts and introverts. That in itself is one reason why this perceptive and consistently readable book is particularly likely to appeal to those who regard themselves as belonging to the latter group.


7 Use the context to work out the meanings of these phrasal verbs.

- 1 set up (A)
- 2 play out (B)
- 3 play down (B)
- 4 miss out on (B & C)
- 5 back up (C)
- 6 call for (D)

8 Complete the sentences with the correct forms of the phrasal verbs in Exercise 7.

- 1 The firm tried to the harmful effects of very loud noise on factory workers.
- 2 The story of good triumphing over evil has been in so many films.
- 3 Advice about the need to get enough sleep is by recent research.
- 4 The government has an enquiry into the serious problem of online bullying.
- 5 The victims of the accident have an enquiry into its causes.
- 6 People who don't take part in social activities a lot of fun.

Wishes and regrets Page 97

1  Correct the mistakes in these sentences written by exam candidates. In each case explain why it is wrong.

- 1 Instead of looking for solutions to life's problems, we just wish they disappear.
- 2 I think it is time that we consider changing the time of our meetings.
- 3 If only did tourists show more respect when they visit our country.
- 4 I'd rather my father was with me when I was a child, but he often had to work abroad.
- 5 I wish I could spend longer in that village, but I didn't have time for everything.
- 6 Our office uses very old software and I think it's time we should change it.
- 7 Kate wished she wouldn't have looked at those photos because what she saw shocked her.
- 8 It's high time you to come to visit me here because I know you need to relax.

2 Underline the correct option in each sentence.

- 1 It's high time you and I *will have / had / are having* a serious talk about our relationship.
- 2 If only I *didn't have / hadn't / wouldn't have* to take the bus every morning.
- 3 I wish that firm *stopped / would stop / will stop* phoning me all the time.
- 4 It's time Kyle *sought / seeks / had sought* specialist advice for his condition.
- 5 We'd rather *you'd / you would've / you've* asked permission before you took the day off.
- 6 I wish I *would / could / might* remember people's names better.
- 7 Amelia wishes she *didn't spend / hadn't spent / wouldn't have spent* so much yesterday.
- 8 Don't you wish you *were / could be / was* able to read people's minds?

3 Complete the second sentence so that it has a similar meaning to the first sentence.

- 1 Jake knows that he shouldn't have lied to them.
Jake wishes that a lie.
- 2 It's a pity you didn't contact me about this sooner.
I'd rather touch with me about this sooner.
- 3 I would so much like to be able to speak Spanish fluently.
If only Spanish.
- 4 Zoe should have realised before now that she needs to work harder if she wants to pass.
It's high time Zoe a greater effort if she wants to pass.
- 5 The Minister regretted causing such controversy by his speech.
The Minister wished that controversial speech.
- 6 Joe keeps asking me for loans, which is really annoying.
I really wish Joe him money.

4 What would you say in these situations? Write two sentences for each, using the prompt.



- 1 You spent all night revising, but now you can't stay awake in the exam. (wish)
- 2 Whenever you go out in your friend's car, it breaks down. (it's time)
- 3 You see a fantastic but ridiculously expensive holiday advertised. (if only)
- 4 A company keeps sending you junk email. (wish)
- 5 You don't want your friends to call round at your house too early. (would rather)
- 6 You said something unkind to a friend and now they won't speak to you. (if only)
- 7 There was a great concert last weekend but you couldn't go. (wish)
- 8 By the end of the week, you haven't got enough money to go out with your friends. (it's time)

Three-part phrasal verbs

- 1 Replace the underlined words with the correct form of these C1-level phrasal verbs. Add pronouns where necessary.

brush up on check up on come up against
do away with get back to get through to
read up on stand up to

- When I have time, I want to study some books about child psychology.
 - Some people find they have to deal with discrimination when they apply for jobs.
 - I'll be in touch with you later with more information.
 - The boss is always trying to discover what I'm doing while I'm working.
 - I need to improve the level of my Spanish.
 - You should defend yourself against bullies.
 - When Luke is in this kind of mood, it's difficult to make him understand.
 - It's high time they abolished the minimum age limit to become President.
- 2 Complete the phrasal verbs by adding one word from A and B. The words can be used more than once.

A: away down out round up
B: from of on to with

- Young people often look successful adults as role models.
- Sadly, Alice seems to have fallen Maria.
- The doctor advised me to cut sugar.
- Parents often tell their children to stay kids who misbehave.
- My brother made an excuse to get helping with the housework.
- I keep meaning to visit my aunt, but I never actually get it.
- I'm not surprised Anna's so stressed. She has a lot to put at home.
- Safety officials are investigating the events that led the accident.

Exam tip >

If you can't think of the whole answer, write what you can – you might get one mark.

Part 4

Quick steps to Reading and Use of English Part 4

- Decide if the sentence is positive or negative.
- Write only the missing words and the key word.
- Check your spelling. You lose marks for mistakes.

- 3 Look at the exam task and answer these questions. Then do the exam task.

- Which words in the example (0) do you think get marks?
- What does each question mainly test?

Exam task

For questions 1–6, complete the second sentence so that it has a similar meaning to the first sentence, using the word given. **Do not change the word given.** You must use between **three** and **six** words, including the word given. Here is an example (0).

Example:

- I advise you not to get involved in that argument.
STAY
If I were you, I WOULD STAY OUT OF that argument.
- We really should get someone to repair the printer.
HIGH
It's repaired.
- In this town, very few drivers escape punishment for illegal parking.
AWAY
In this town, hardly parking illegally.
- I think it would be better if Mr Jay could make an immediate decision.
MIND
I would rather immediately.
- I succeeded in persuading Jo not to quit her job.
TALK
I managed her job.
- The manager now regrets not picking Lionel for the team.
LEFT
The manager now wishes that he the team.
- The Government's policy has been strongly criticised recently.
COME
The Government's policy has recently.

10 LISTENING

Personality adjectives



- In small groups, discuss these questions.
 - Read the C1-level adjectives that describe personality in the box below. Which usually have positive meanings, and which negative? Which can be either?
 - What is the opposite of each adjective?

anti-social conscientious cool courageous
 extrovert idealistic imaginative insecure
 insensitive modest naive natural
 narrow-minded outgoing self-centred
 self-conscious talkative trustworthy
 unconventional well-balanced

- Think of celebrities, or characters from films or TV shows, that six of these adjectives could describe. Ask your partner if they agree.

Part 4

Quick steps to Listening Part 4

- Remember that speakers may say things that distract you from the right answer.
- If you have to correct one of your answers, make sure it hasn't led to other mistakes.
- Never leave a blank. Always make an intelligent guess.

- Look at the exam task. What does Task One focus on? What is the focus of Task Two?

- Note down words and phrases associated with the reasons for choosing each job in Task 1 and each kind of personality in Task 2.
- 2.14** Do the exam task. Listen for words and meanings from Exercise 4.

Exam task

You will hear five short extracts in which five people are talking about their jobs and personalities.

While you listen you must complete both tasks.

TASK ONE

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

- | | | | |
|--|-----------|--------------------------|---|
| A to work regular hours | Speaker 1 | <input type="checkbox"/> | 1 |
| B to go into the family business | Speaker 2 | <input type="checkbox"/> | 2 |
| C to make use of their qualifications | Speaker 3 | <input type="checkbox"/> | 3 |
| D to help people experiencing difficulties | Speaker 4 | <input type="checkbox"/> | 4 |
| E to take on a challenge | Speaker 5 | <input type="checkbox"/> | 5 |
| F to gain experience in a particular field | | | |
| G to use their creative abilities | | | |
| H to obtain financial rewards | | | |

TASK TWO

For questions 6–10, choose from the list (A–H) the way each speaker describes their own personality.

- | | | | |
|-----------------|-----------|--------------------------|----|
| A ambitious | Speaker 1 | <input type="checkbox"/> | 6 |
| B extrovert | Speaker 2 | <input type="checkbox"/> | 7 |
| C idealistic | Speaker 3 | <input type="checkbox"/> | 8 |
| D conscientious | Speaker 4 | <input type="checkbox"/> | 9 |
| E pessimistic | Speaker 5 | <input type="checkbox"/> | 10 |
| F emotional | | | |
| G sociable | | | |
| H open-minded | | | |

Exam tip

Don't worry if a speaker uses a word you don't know. You may not need to understand it to do the task.

Reaching a decision

1 In Speaking Part 3, which expressions would you use for each of 1–5 below?

- Another way of looking at it would be ...
- So we're agreed, then.
- I think I'd go for ...
- Yes, but don't you think ...
- Let's leave it at that, shall we?
- OK, which shall we have?
- I'd be in favour of ...
- That's the one we'll choose, then.
- Which do you think would be best?
- Let's just agree to disagree.

- suggesting which to choose
- asking your partner to choose
- trying to change your partner's opinion
- saying you both agree
- saying you can't agree

Parts 3 & 4

S Page 109-111

Quick steps to Speaking Part 3

- During the last minute, try to reach a decision with your partner through negotiation.
- If you can't agree, say so, e.g. *OK, I don't think we'll reach agreement on that point.*

2 Read the exam task instructions. What do you have to talk about first? What do you then have to decide?

Exam task

Here are some ways people can reduce the amount of stress in their daily lives and a question for you to discuss. First you have some time to look at the task. Now, talk to each other about how useful these methods might be in helping people reduce stress in their daily lives.


How useful might these methods be in helping people reduce stress in their daily lives?

- taking up a hobby
- doing regular exercise
- listening to relaxing music
- taking regular breaks from work or study
- turning off the mobile phone and computer

Now you have about a minute to decide which method would be the most effective in helping people reduce everyday stress.

Exam tip

When the test is over, say goodbye but don't ask the examiners to comment on your speaking. They're not allowed to.

3  **2.15** Listen to Alina and Ivan practising the second section of Part 3. Answer these questions.

- Which method are they discussing?
- Do they agree in the end?

4  **2.15** Listen to Alina and Ivan again. Which expressions from Exercise 1 do they use?

5 Work in groups of three. Look at the Quick steps to Speaking Part 3, then do both parts of the exam task twice. Take turns as 'examiner'. Try to reach a decision each time.

Quick steps to Speaking Part 4

- If your partner is talking a lot and you feel it is your turn, interrupt very politely.
- Add more points and keep talking until the examiner says 'thank you'.

6 Stay in your groups. Look at the Quick steps to Speaking Part 4 and do Part 4 three times.

- Ask the 'candidates' three questions, if necessary prompting with follow-up questions such as *Why?* or *Do you agree?*
- Stop them after five minutes and comment on how well they did the task.

List of questions for Speaking Part 4

- Do you think life is more stressful today than it was 50 years ago?
- What are some of the consequences of stress in people's lives?
- Do you think the amount of noise in present-day urban living is a cause of stress?
- How important is it for people to achieve a balance between work and leisure in their lives?
- Some people say our concern with success in life leads to stress. What is your opinion?
- Do you think people sleep too little or too much these days?
- Can anxiety sometimes be a good thing, for instance before an exam or doing sports?
- How important is it for people to have a long holiday every year?
- Nowadays, money is the greatest cause of anxiety. To what extent do you agree?

Concession

- 1 Complete each sentence with one of the words in the box. Underline any fixed phrases they form.

how may same so wherever
whichever who yet

- You can call me in the evening, no matter late it is.
 - Leah is quite a calm person. Even, she occasionally becomes impatient.
 - It be the most expensive perfume on the market, but it certainly isn't the best.
 - He can wait in the queue like everyone else, no matter he is.
 - The sound quality wasn't perfect, but we enjoyed the concert all the
 - You can choose a red, green or blue card, you prefer.
 - Jordan rarely smiles, and I think he's quite happy with life.
 - Lucy's dog Vanilla always travelled with her, she went.
- 2 Rewrite the sentences using the expression in brackets.

- You can say anything you like but I won't change my mind. (whatever)
- Jessica carried on working, but she was obviously exhausted by then. (even so)
- It makes no difference where you go, this phone lets you stay in touch. (no matter)
- The TV critics say it's a wonderful series, but I still think it's boring. (however)
- Nobody's heard of Ethan James, even though he's a brilliant artist. (and yet)
- Although the talk was rather long, the speaker made some good points. (all the same)
- Despite being unable to recall names, Max has an excellent memory for numbers. (may)
- Amy doesn't care what people say, she'll keep on doing what she feels is right. (no matter)

- 3 Complete the sentences with your own ideas.

- Young people nowadays are influenced by the media, wherever
- Everyone should receive a good education, no matter
- Someone may seem very intelligent, but
- Two children in a family can have exactly the same upbringing. Even so,
- Some adults didn't do well at school, and yet
- Throughout life people continue learning, however

Part 1: essay

W Page 99

Quick steps to writing a Part 1 essay

- In your introduction, comment generally on the topic and indicate the content of your essay.
- In your closing paragraph, try to leave the reader with something to think about.
- Make sure any corrections you make are clear.

- 4 Look at the exam task instructions and the first three notes. Answer these questions.
- What do you have to write about, and for whom?
 - Which points must you choose from?
 - What must you also write about two of those points?
- 5 Look at the first Quick step, then read these three possible opening paragraphs for this essay. Which is best? Why?

A There are clearly a number of factors, or influences, that can help determine an individual's personality. In this essay I shall deal with two of the most important: genetics and society in general.

B The issue of how a person's character is formed has long been controversial. The main division is between those who claim personality traits are inherited, and those who believe they are shaped by the social environment in which they live.

C Personality can be defined as all the attitudes, beliefs, emotions, thoughts and qualities that distinguish one person from another. Clearly the differences between individuals can be enormous, but what are the forces that shape their character?

Exam task

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

You have watched a discussion on factors that help determine an individual's personality. You have made the notes below:

Influences that determine personality:

- genetics
- family life
- society in general

Some opinions expressed in the discussion:

"Just as physical characteristics come from our genes, so do psychological ones."

"Children imitate their parents' behaviour and eventually become similar people."

"School life has an enormous role in forming a child's character."

Write an essay for your tutor discussing **two** of the factors in your notes. You should **explain which factor you think is more important in determining personality, giving reasons** to support your opinion. You may, if you wish, make use of the opinions expressed in the discussion, but you should use your own words as far as possible.

6 Read the model essay opposite and answer these questions.

- 1 Which two of the notes does the writer use, and in which paragraphs?
- 2 Which two handwritten opinions does he use, and how does he paraphrase them?
- 3 Which factor does he think is more important and what reasons does he give?
- 4 Which concession links does he use?

The so-called nature versus nurture debate is one of the most divisive in Psychology. On the one hand, some maintain that our personality and consequently our behaviour are the result of inherited characteristics, while others believe we are entirely the product of society.

According to the latter, the human mind at birth is a complete blank which later develops certain traits as a result of life's experiences. Of particular importance is the school environment, where the child's way of interacting, their response to rules and how they are treated by others all help shape their character. Society's values also play a significant part. For instance, certain cultures encourage individuals to cooperate, whereas in others the emphasis is on competition.

In contrast, some scientists claim that our DNA not only determines attributes like our height or life expectancy, it also affects traits such as how open, extrovert or conscientious we are. They believe we are born destined to grow into a certain kind of person with certain abilities, no matter what our environment. Others on the 'nature' side of the argument include Freud, who believed humans to be innately aggressive, and Chomsky, who stated we are born with a set of innate rules for learning language.

My own view is that we may have inborn characteristics and abilities, but their modification by our environment is an even more powerful force. Siblings, however similar their DNA, often have completely different personalities. And recent research indicates that having a good sense of humour is learned from those around us, not determined genetically.

7 You are going to do the exam task. If you intend to write about family life, get ideas by thinking about these points and making notes.

- A child's emotions, both positive and negative, develop as a result of interacting with parents, and with siblings if they have them.
- Qualities such as intellectual curiosity, sociability and self-confidence can be encouraged or discouraged by parents.
- Family structures can vary widely between and within cultures.
- Studies of twins seem to show that their personalities remain very similar wherever they live and whoever they live with.

8 Look at all the Quick steps, then plan and write your essay. When you have finished, check your work as in Unit 1, Writing Exercise 8 on page 15.

Exam tip >

Show where one paragraph ends and another begins, either by leaving a line between them or indenting.

Unit 1 Review of verb tenses

Referring to the present

The **present simple** is used

- 1 to refer to routine actions or habits:
*Stefan **goes** to the cinema most weekends.*
- 2 to refer to repeated events:
*Tropical storms often **occur** in the Caribbean.*
- 3 to show that a situation is regarded as permanent:
*Sarah **works** for a small TV production company. (It's a permanent job.)*
- 4 to show that something is always true, or a definite fact:
*Two and two **make** four.*

The **present continuous** is used

- 1 to describe an action which is happening now:
*This storm **is causing** damage all over the country.*
- 2 for a temporary situation:
*I'm **using** Jack's car while he's on holiday.*
- 3 for changes or developing situations:
*The number of hurricanes **is increasing** year on year.*
- 4 with *always* or *forever* to express irritation:
*The editor **is always/forever making** me rewrite the articles I submit.*

! The present continuous is normally used with active verbs:

*The editor **is talking** to the sports journalists at the moment.*

It is not normally used with **stative verbs** (which describe a state, such as existing or feeling):

~~*The head of the TV channel **isn't believing** this programme is too controversial to be broadcast.*~~
*The head of the TV channel **believes** this programme is too controversial to be broadcast.*
✓

However, some stative verbs can be used in the present continuous when they describe actions:
*What **are** you **having** for lunch?*

Here, *have* is used as an active verb, meaning to eat.

The **present perfect** is used

- 1 to refer to the present result of a past action or event:
*I can't phone for an ambulance – I've **lost** my mobile.*
- 2 to show that an event or action that started in the past has continued until the present:
*Thousands of homes **have been built** in this town in the last few years, and many more are planned.*
- 3 to refer to an event or action that happened at an unspecified time in a period up to now:
*I've **seen** that film already. (the period is my life up to the present)*
- 4 to focus on the number of times an action has been repeated:
*I've **read** this article ten times and I still don't understand it.*

The **present perfect continuous** is used to refer to an event or action that started in the past and has continued until the present. While the present perfect focuses on a completed action, the present perfect continuous usually focuses on one that is ongoing:

*I've **written** the article. (It's finished.)*
*I've **been writing** the article all morning. (It probably isn't finished.)*

Referring to the past

The **past simple** is used for past events, actions or habits:

*We last **experienced** a tropical storm only a week ago.*
*I always **watched** the TV news when I lived abroad.*

It is normally used with a specific time reference (*a week ago, in 2010, when I lived abroad*).

The **past continuous** is used

- 1 to show a continued action which was happening when another action took place:
*The magazine was launched just when the sales of news magazines **were falling**.*
*The phone rang when I **was watching** an interesting documentary on TV. (I may or may not have stopped watching to answer the phone.)*
- 2 to refer to two actions happening at the same time in the past:
*While some journalists **were discussing** the latest developments, others **were watching** the breaking news online.*

The **past perfect** is used to show that an action happened earlier than another past action; it makes the sequence of events clear:

*I didn't watch the programme about hurricanes on TV last night, because I'd already **seen** a similar programme. (I saw the similar programme before last night's programme was shown.)*

The **past perfect continuous** is used

- 1 to refer to an action that happened during a period leading up to another past action:
*The newspaper **had been losing** so much money that the owner decided to close it down.*
- 2 to show how long an action continued until a certain point in the past:
*The reporters **had been following** the film star for days before they were able to interview her.*

Used to / didn't use to + infinitive and **would + infinitive** are used

- 1 to refer to repeated actions or habits in the past that are no longer the case:
*Before digital cameras were invented, people **used to take** / **would take** photos on film.*
*When I was a teenager, I **didn't use to take** many photos, but now I do.*
- 2 to refer to a past state. **Would** cannot be used here:
*This **used to be** a very quiet neighbourhood.*
*This **would be** a very quiet neighbourhood.*

Used to is not normally used with time expressions specifying the duration of the action:

- I **used to live** in Edinburgh before I moved to London.*
*I **lived** in Edinburgh for five years before I moved to London.*
*I **used to live** in Edinburgh for five years before I moved to London.*

Referring to the future

will + infinitive (the future simple) is used

- 1 to predict the future:
*Aftershocks from yesterday's earthquake **will probably continue** for several days.*
- 2 to express a decision that has just been made, usually by the speaker:
*I know! We'll **go** to the Science Museum.*
- 3 to express the speaker's insistence on doing something:
*We **will find** somewhere better to live – I promise you.*

going to + infinitive is used

- 1 for decisions or intentions about the future:
*The owner of the local bookshop **is going to invite** a well-known author to give a talk. (The speaker is reporting what the owner has decided to do.)*
- 2 for predictions about the future based on evidence, or to refer to the outcome of a process that has already started:
*You drive much too fast. You're **going to have** an accident one of these days.*
*My sister's **going to have** a baby at the end of March.*

The **present continuous** is used to refer to something already arranged:

*We're **meeting** the journalist tomorrow morning.*

The **present simple** is used for future events fixed by a timetable or schedule:

- The sun **rises** at 5.30 tomorrow.*
*The next train **is** at 11 o'clock.*

The **future continuous** is used

- 1 for temporary actions in progress at a particular time in the future:
*This time next week, we'll **be flying** to Brazil.*
- 2 to ask about the listener's plans, often to lead on to a request:
***Will you be going** out this evening? If not, can I come round and see you?*

The **future perfect** is used

- 1 for actions in a period up to a particular time in the future:
*The oil spill **will have caused** a lot of damage by the time the flow from the ship can be stopped.*
- 2 for actions which will be completed before a particular time in the future:
*I'll **have finished** lunch long before you arrive.*

The **future perfect continuous** is used for actions in a period up to a particular time in the future, emphasising the length of time:

*At the beginning of next March, I'll **have been working** in the same job for 17 years.*

In **time and conditional clauses referring to the future** **will** is not normally used to refer to the future. Instead, present tenses (simple, continuous and perfect) are used:

- If the volcano **erupts**, the surrounding area will be badly affected. (not **will erupt**)*
*I'll ring you at 7p.m. **unless you're having** dinner then. (not **will be having**)*
*As soon as the flood water **has receded**, the residents will start clearing up their homes. (not **will have receded**)*

Unit 2 Participle clauses

The **present participle active (-ing)** is used to make a statement where the subject is omitted because it is the same as the subject of the main clause. The events of the two clauses can relate to each other in various ways:

- 1 cause and effect; the participle clause, which states the cause, normally comes first:
***Realising** the mountain top was covered in mist, we decided to turn back. (= Because we realised ...)*
- 2 description of the subject of the main clause; the participle clause normally comes second:
*The volunteers arrived at the clinic **feeling** a little nervous.*
- 3 two simultaneous events with the same subject; the participle clause normally comes second:
*The woman hurried after her dog, **calling** to him to come back.*

- 4 one event happening during another; the longer event is in the participle clause, which normally comes second:

*The new volunteer hurt himself (while) **playing** football.*

The **perfect participle, active** (*having -ed*) is used to show that the event of the participle clause happened first. The clauses can be in either order:

***Having eaten** all the food it could find in the camp, the bear wandered away.*

The **perfect participle, passive** (*having been -ed*) is used when the action of the participle clause happens before the action of the main clause. The participle clause usually comes first:

***Having been attacked** during his previous visit, he was very careful about where he went.*

The **past participle** (*-ed*) has a passive meaning. The participle clause usually comes first. It can express

- 1 cause:
***Ignored** by the other children, the boy played by himself.*
(= Because he was ignored ...)
- 2 description:
***Surrounded** on three sides by mountains, the village rarely enjoys much sunshine.*
- 3 condition:
***Kept** in a cool place, yoghurt will remain fresh for a long time.* (= If yoghurt is kept in a cool place ...)

Unit 3 Reported speech

In **reported speech** the full meaning needs to be understood and conveyed in the report, including references to time and place. In these, *say* is used, however, many other verbs are available, such as *suggest*, *whisper*, *protest*, *claim*, etc.

Tense changes ('backshifting')

When direct speech is reported using a past tense (e.g., *She said ...*), other verbs often change, e.g. present tenses are replaced by the corresponding tense in the past.

- 1 Present simple to past simple:
*'My flatmate **is** very untidy.'*
*He said his flatmate **was** very untidy.*
- 2 Present continuous to past continuous:
*'Amelia **is** making some hot chocolate.'*
*He said Amelia **was** making some hot chocolate.*
- 3 Present perfect to past perfect:
*'My flatmate **has** become my best friend.'*
*She said that her flatmate **had** become her best friend.*

- 4 Present perfect continuous to past perfect continuous:
*'I **ve** been looking for an affordable flat for six months.'*
*She said she'd **been** looking for an affordable flat for six months.*

- 5 Past simple to past perfect:
*'I **went** to Peru for a year before going to university.'*
*She said she **had** been to Peru for a year before going to university.*

Backshifting is not essential here:

*She said she **went** to Peru for a year before going to university.*

- 6 *Can* to *could*, *will* to *would*, *must* to *had* to
'Jack can speak three languages fluently.'
*She said Jack **could** speak three languages fluently.*

'I'll be in touch within a week.'

*He said he **would** be in touch within a week.*

*'You **must** apply for a visa before your trip.'*

*He said I **had** to apply for a visa before my trip.*

Backshifting is usually avoided

- 1 if the reporting verb is in the present tense:
*'I **hope** to visit my parents.'*
*She says she **hopes** to visit her parents.*
- 2 if what is reported is still true:
*'I'm **going** to have a baby next month.'*
*She said she's **going** to have a baby next month.*
- 3 when the modal verbs *would*, *should*, *might*, *could* and *ought* to are reported:
*'John **could** already have arrived.'*
*He said that John **could** already have arrived.*

Reported questions

These use the word order subject-verb, just as in statements, and there is no question mark:

'Is this your usual way of spending the evening?'

*He asked me if **this was** my usual way of spending the evening.*

'Where's your car?'

*He asked me where **my car was**.*

Reported requests

Requests that use *will*, *can* or *may* are reported using *would*, *could* or (rarely) *might*. The word order is subject-verb, just as in statements, and there is no question mark.

'Will you lend me your book?'

*She asked me if I **would** lend her my book.*

Reported commands

Commands are usually reported using *tell*, *order* or *command* and the infinitive of the main verb:

'*Call for an ambulance at once.*'

He **told me to call** for an ambulance at once.

'*Don't give the children any sweets.*'

She **told me not to give** the children any sweets.'

Time references

If *today*, *this evening*, *tonight*, etc. in direct speech are reported when the day is in the past, *that day/evening/night* is used:

'*I'm going to the cinema **this evening.***'

She said she was going to the cinema **that evening.**

If *tomorrow* in direct speech is reported when that day is in the past, *the next/following day* is used instead:

'*I'm going to Vietnam **tomorrow.***'

She said she was going to Vietnam **the next/following day.**

Similarly, *next week* is replaced by the *next/following week*.

Yesterday and *last week* are reported as *the previous day/week* or *the day/week before*:

'*I started a new job **last week.***'

She said she had started a new job **the previous week/the week before.**

Place references

References to places depend on the precise meaning of what is reported:

'*I'm very happy **here.***'

can be reported as

*Sally said she was very happy **there.*** (the speaker is in a different place from Sally) OR

*Sally said she was very happy **here.*** (the speaker is in the same place)

Note that if Sally is *still* happy, the reported verb will be *is*:

*Sally said she's very happy **here/there.***

Unit 4 Passive

The passive is used only with transitive verbs, that is, verbs that take an object:

*Phil and I **asked focus groups** to try out early prototypes.*

In the passive this becomes:

*Focus groups **were asked** to try out early prototypes.*

Intransitive verbs, such as *appear*, *happen* cannot be used in the passive.

The passive is often used in fairly formal writing, such as news reports, and academic, scientific and technical writing:

- 1 to describe part of a process:
*Orders **are delivered** within 48 hours.*
- 2 to emphasise the object rather than the subject:
*The book **was completed** when the novelist was in her 80s.*
- 3 to state a rule or make a polite request:
*Identity badges **must be worn** at all times.*
- 4 to say what people tend to expect, believe, etc.:
*It **is thought** that the invention will be very successful.*
- 5 to indicate that we don't know who did something:
*These houses **were built** in the 1960s.*
- 6 to indicate that we don't know who said something:
*The company **is said** to have made a loss of nearly \$1 million.*

If a passive includes the agent of the action, this normally comes at the end of the sentence, and follows *by*:

*That was invented **by** my tutor!*

Phrasal verbs are not split in the passive:

*Every tenth vehicle **was pulled over** by the police so they could check its tyres.*

Forming the passive with be

The passive is normally formed using the verb *be* in an appropriate tense, plus the past participle of the main verb. In passive sentences, the tense of *be* is the same as the tense in the corresponding active sentence:

Tense	Active	Passive
Present simple	We sell ready-to-cook meals.	Ready-to-cook meals are sold.
Present continuous	We are selling ready-to-cook meals.	Ready-to-cook meals are being sold.
Present perfect	We have sold ready-to-cook meals.	Ready-to-cook meals have been sold.
Past simple	We sold ready-to-cook meals.	Ready-to-cook meals were sold.
Past continuous	We were selling ready-to-cook meals.	Ready-to-cook meals were being sold.
Past perfect	We had sold ready-to-cook meals.	Ready-to-cook meals had been sold.
Future simple	We will sell ready-to-cook meals.	Ready-to-cook meals will be sold.

Future continuous (the passive is rarely used)	We will be selling ready-to-cook meals.	Ready-to-cook meals will be being sold.
Future perfect	We will have sold ready-to-cook meals.	Ready-to-cook meals will have been sold.
Going to future	We are going to sell ready-to-cook meals.	Ready-to-cook meals are going to be sold.
Modal verbs	We can/could/would/should/may/might/must sell ready-to-cook meals.	Ready-to-cook meals can/could/would/should/may/might/must be sold.
Need	We need to sell ready-to-cook meals.	Ready-to-cook meals need to be sold/need selling.
Modal perfect	We could/would/should/may/might/must have sold ready-to-cook meals.	Ready-to-cook meals could/would/should/may/might/must have been sold.

Forming the passive with get

The passive is sometimes formed with *get*, most often in informal, spoken English:

*There wasn't room on the stall for all the meals, so a few **got left** in the van.*

If an adverb is used as part of the verb phrase, it follows *be* but precedes *get*:

*The retailer's loyalty card **was finally launched** in 2002.*

*The retailer's loyalty card **finally got launched** in 2002.*

The causative have and get

To have something done (or more informally, *to get something done*) can mean that the subject of the sentence causes the action to be done:

*Alex and Phil **had / got** their business plan **checked** before they showed it to the bank.*

With *get*, this structure is also used when the subject of the sentence carries out the action:

*They **needed to get** the stall **set up** before the market opened.*

Get is used to give a sense of urgency:

*Stephanie **needs to get** her car **repaired**.*

Have, but not *get*, can also be used to refer to an experience (usually bad) that happened to the subject of the sentence:

*Alex and Phil **had** the day's takings **stolen**.*

Impersonal passives with verbs like *think, claim, say, believe, consider, expect, know, report, etc.*

These allow us to give an opinion as if it was a general feeling, rather than a personal one.

- 1 *It + be* is an impersonal way of introducing our attitudes and feelings without mentioning ourselves:
***They think** that the public is losing confidence in cheques.* (active)
***It is thought** that the public is losing confidence in cheques.* (passive)
- 2 The subject of the finite clause can become the subject of the passive sentence, using an infinitive:
***People believe** that money is a source of happiness.* (active)
***It is believed** that money is a source of happiness.* (passive with it)
*Money is **believed to be** a source of happiness.* (passive with the subject of the clause – *money* – as subject of the sentence followed by infinitive)
*People **know** that the company is losing money.*
*It is **known** that the company is losing money.* (passive with it)
*The company is **known to be losing** money.* (passive with the subject of the clause – *the company* – as subject of the sentence)

Make and let

Make + object + infinitive without *to* requires *to* in the passive:

The thieves **made the shopkeeper open** the safe. (active)

The shopkeeper **was made to open** the safe. (passive)

Let + object + infinitive has no passive form. Instead *be allowed to* is used:

The tutor **let me leave** when I had finished my essay. (active)

I **was allowed to leave** when I had finished my essay. (passive)

Unit 5 Conditional forms

Conditional clauses are used to show that one circumstance or set of circumstances depends on another:

*If you **look after** your health, you'll **reduce** the risk of developing certain diseases.*

It will be easy to get to the conference on time if you go by train.

Note a comma is used after the conditional clause. *Unless* (i.e. 'if ... not') or *Providing / Provided (that)* (i.e. 'if and only if') can also be used to start a conditional clause.

- 1 **Zero conditional** is used for something that is timeless or generally true:
*If water is **boiled**, it **turns** into steam.*
*Water **doesn't turn** into steam unless it's **boiled**.*
- 2 **First conditional** is used for a possibility in the present or future:
*If that's Kevin on the phone, I'll **talk** to him.* (The conditional clause refers to the present.)
*If you **take** a painkiller before you go to bed, you **may feel** better in the morning.* (The conditional clause refers to the future.)
Would like is sometimes used in the conditional clause of a polite request:
*If you'd **like** to follow me, I'll **take** you to the doctor's office.*
- 3 **Second conditional** is used for something hypothetical, unlikely, impossible or not true in the present or future; the condition is not expected to be fulfilled:
*If you **took** this medicine, it **would cure** you.* (I don't expect that you'll take the medicine.)
*If I **were/was** you, I **wouldn't wait** much longer.* (I'm not you.)
 The **second conditional** is used in tentative, polite requests:
*I **would be** grateful if you **gave** me further details of what gym membership involves.*
- 4 **Third conditional** is used for something in the past that is hypothetical, not true:
*If Carl **hadn't been** so fit, he **would have taken** much longer to recover.* (He was very fit, so he recovered quickly.)
- 5 **Mixed conditionals** most commonly use parts of the second and third conditionals:
*If you'd **seen** the doctor sooner, you'd **be** much healthier now.* (Something in the present that results from something in the past – mixed third and second conditionals.)
*If she **was/were** a doctor, she **would have been** able to help you.* (She isn't a doctor so couldn't help you in the past – mixed second and third conditionals.)
- 6 In fairly formal language, *the conditional clause* can begin with inversion of the subject and auxiliary verb *was / were / had / should*, instead of using *if*:
*If you **were** to train regularly, your running speed **would** improve.*
***Were** you to train regularly, your running speed **would** improve.* (more formal)
*If it **rains** heavily, the race **will be** cancelled.*
***Should** it rain heavily, the race **will be** cancelled.* (more formal)

Unit 6 Verbs followed by the infinitive

and/or -ing

Sometimes the object of a verb is another verb, rather than a noun phrase.

- 1 Verbs followed by *to* + infinitive include: *afford, agree, appear, arrange, ask, attempt, choose, dare, decide, expect, fail, hope, learn, manage, need, offer, pretend, promise, refuse, seem, struggle, tend, threaten, want, would like*:
*Filmed concerts **struggle to convey** the tension of live performance.*
*Many people **want to see** a band but are put off by high ticket prices.*
- 2 Verbs followed by object + *to* + infinitive include: *advise, allow, ask, enable, encourage, **expect**, force, invite, **need**, persuade, remind, teach, tell, **want**, **would like***. Those in bold can also be used intransitively (see 1 above):
*Art collections on the Internet **enable everyone to study** them from home.*
*My father **taught me to ride** a bike.*
*Jackie **wanted me to see** his favourite band.* (note *want*, along with other verbs, can be used in more than one group – see 1 above)
- 3 Verbs followed by object + infinitive without *to* include: *make, let*.
*The actors **let me take** some photos of them.*
*When I was a child, my parents **made me do** my homework as soon as I got home from school.*
- 4 Verbs followed by *-ing* include: *admit, avoid, bother, can't bear, can't stand, deny, dislike, enjoy, finish, hate, imagine, involve, keep, miss, mind, suggest*.
*I **enjoy seeing** sculptures and paintings online.*
- 5 Verbs ending with a preposition are always followed by an *-ing* form, e.g. *break off, carry on, get round to, give up, insist on, look forward to, take on, think about*.
*After seeing the museum's collection online, I **looked forward to visiting** the museum in person.*
- 6 Verbs followed by object + *-ing* include verbs relating to the senses, e.g. *feel, hear, see, smell, watch*:
*I **watched the band giving** a stunning performance.*
*If I **hear people talking** on their mobile phones at a gig, I just want to leave.*
- 7 Verbs followed by either *to* + infinitive or the *-ing* form, with the same meaning include: *begin, bother, can't bear, continue, hate, intend, like, love, prefer, start*.
*Many people **like to join** in the singing.*
*Many people **like joining** in the singing.*

Sometimes there is a slight difference in meaning:

I like going to the dentist. (I enjoy it.)

I like to go to the dentist on my way to work. (This is my preference, but it doesn't necessarily mean that I enjoy my visits to the dentist.)

- 8 Verbs followed by either *to* + infinitive or the *-ing* form, with different meanings include: *forget, go on, mean, regret, remember, stop, try*:
- I'll never forget seeing Botticelli's painting The Birth of Venus for the first time.* (I actually saw the painting, and I'll never forget that experience.)
- I forgot to see The Birth of Venus when I went to Florence.* (I intended to see it, but I forgot to.)
- Fiona went on visiting the Museo Reina Sofia website until she had seen everything.* (She didn't stop until she'd seen everything.)
- Fiona went on to visit the Museo Reina Sofia website.* (She finished what she was doing, then visited the Museo website.)
- Going to the Uffizi meant queuing outside for a couple of hours.* (Going to the Uffizi involved queuing.)
- We meant to see the new museum, but there wasn't enough time.* (We intended to see it, but didn't.)
- We regret informing you about the error, as it has obviously caused you considerable anxiety.* (We informed you, but now we are sorry we did so.)
- We regret to inform you that the concert has been cancelled.* (We are sorry for what we are about to do.)
- I can remember going to the theatre for the first time.* (I went to the theatre and now I clearly remember it.)
- I remembered to go to the bank.* (I remembered that I had to go to the bank, and then I went there.)
- Tom stopped drinking coffee when he realised it kept him awake.* (He used to drink coffee, but now he doesn't.)
- Sheila stopped to make some coffee.* (Sheila stopped whatever she was doing in order to make some coffee.)
- I tried looking in the garden, but I still couldn't find my keys.* (I looked in the garden hoping to find my keys.)
- I tried to look for my glasses, but I felt too ill to move.* (I wanted to look for my glasses, but couldn't.)

Unit 7 Inversion of subject and verb

Inversion means having a verb, usually an auxiliary, before the subject of a sentence as in questions:

Have the nature reserve guards caught the illegal hunters?

Inversion is also used

- 1 to emphasise an adverbial phrase, normally one that is negative in meaning, e.g. *only, no sooner, not once, never, rarely, seldom, scarcely, hardly, little, few, under no circumstances*:

The tourists had no sooner arrived than they noticed some giraffes in the distance. (Without inversion.)

*No sooner **had the tourists** arrived than they noticed some giraffes in the distance.* (With inversion.)

This drought is not only severe, it is also unexpected. (Without inversion.)

*Not only **is this drought** severe, it is also unexpected.*

- 2 to emphasise degree (amount), using e.g. *so, such, much, many, more, most, little*:
- The antelope little realised that it was being eyed by a watchful lion.* (Without inversion.)
- Little **did the antelope** realise that it was being eyed by a watchful lion.* (With inversion. This emphasises how little the antelope realised what was happening.)
- 3 in second and third conditionals, placing *were, had* or *should* before the subject:
- Were the nature reserve** to be closed, the local tourism industry would collapse.* (= If the nature reserve were to be closed, or was closed)
- Had any photographers** been present, they would have been delighted with the opportunities the animals presented.* (= If any photographers had been present)
- Should visitors** visit this part of the rainforest, they must keep to the paths.*
(= If visitors [should] visit this part of the rainforest, they must keep to the paths.)
- 4 if we put adverbs of time or place, such as *here, there, out, in, then, now*, at the beginning of the sentence for emphasis:
- Here comes** a herd of elephants.*

Unit 8 Relative clauses

Defining relative clauses

Defining relative clauses are used to give information that is essential for identifying exactly what a noun refers to:

*The hotel **where Kate had a temporary job last summer** has just closed down.* (This gives essential information, defining which hotel the speaker means.)

*The restaurant offers work experience to people **who are studying catering**.* (This gives essential information, defining which people the speaker means.)

The relative pronouns used in defining relative clauses are: *which* or *that* (for things); *who* or *that* (for people); *where* (for places); *when* (for times); *whose* (to indicate possession, usually by people):

*There are times **when** my job becomes very stressful.*

*I enjoy working with people **who / that** are friendly.*

*I'd like to work with people **whose** sense of humour is similar to my own.*

If the relative pronoun is the object in the defining relative clause it can be omitted:

*The office **(that / which) he works in** gets very hot in the summer. (The office gets hot in the summer. He works **in the office**.)*

In more formal English, prepositions can be moved from the end of the relative clause to before the relative pronoun. In these cases, only the relative pronouns *which* (for things) and *whom* (for people) can be used:

*The office **in which he works** gets very hot in the summer.*

*The manager **to whom he reports** is very demanding. (This is a formal alternative to *The manager (who / that) he reports to is very demanding*.)*

What is a pronoun meaning *the thing(s) that / which*. It isn't used to refer to people. Unlike relative pronouns, it doesn't follow a noun. If it is the subject of a clause, the verb is always singular:

***What I enjoy most about going shopping** is chatting to people and finding bargains. (*what* introduces the subject of the sentence, i.e. The two things that I enjoy most about going shopping.)*

*You'd better explain **what you mean**. (*what* introduces the direct object of the sentence.)*

*The trainer devoted too little time to **what the trainees regarded as essential**. (*what* introduces something that follows a preposition.)*

*This is **what I want to do for the rest of my life**. (*what* introduces the complement of the sentence.)*

Non-defining relative clauses

Non-defining relative clauses are used to give extra information. This type of relative clause is usually separated from the main clause with commas. If the clause is omitted, it is still clear what exactly the noun refers to. This is not the case with defining relative clauses:

*Her brother **who lives in Spain** is a doctor. (Defining: she has more than one brother, but only one who lives in Spain.)*

*Her brother, **who lives in Spain**, is a doctor. (Non-defining: she has only one brother, so 'who lives in Spain' is extra information. *Her brother* is enough to identify the person.)*

We cannot use *that* or *what* in non-defining relative clauses.

The relative pronoun cannot be omitted from non-defining relative clauses:

Jill's job, ~~she really enjoys~~, offers plenty of scope for promotion.

*Jill's job, **which she really enjoys**, offers plenty of scope for promotion. ✓*

As in defining clauses, a preposition can come before the pronoun of a non-defining relative clause:

*I may be invited for a job interview, **in which case** I'll need to take a day off work.*

The relative pronoun can follow a quantifier or noun, together with a preposition. This tends to occur in non-defining relative clauses, and in more formal language:

*She has two brothers, **both of whom** studied business.*

*There are over a hundred applicants for the job, **most of whom** have had a great deal of work experience.*

*The new film studies course, **an outline of which** is available on the college website, is attracting a large number of applicants.*

Other uses

In both defining and non-defining relative clauses, *whose* generally refers to people rather than to things:

*The physicist **whose work won a Nobel prize** has since left the university.*

*The book, **whose theoretical basis is unreliable**, has been severely criticised. (This is a less common structure than the following, without *whose*.)*

*This book, **which is based on an unreliable theory**, has been severely criticised.*

Why and *that* can be used as a relative pronoun after *reason*:

*The reason **(why / that) there are so many students in the class** is that the lecturer is very well-known.*

We can use *why* without *reason* as in the following example:

*Most graduates find jobs soon after leaving, **which is (the reason) why I applied to this university**.*

Some relative clauses can be reduced by omitting the relative pronoun and auxiliary verb(s) and leaving the present or past participle. The auxiliary verb *be* can be omitted from a continuous tense, leaving the present participle (-ing):

*There were over fifty students **(who were) waiting for the lecturer to arrive**.*

*Most people **(who / that are) hoping to meet the popular biologist will be disappointed**.*

Similarly, if the relative clause is in the passive, the relative pronoun and auxiliary verb(s) can be omitted:

*Several of the courses **(which / that are) offered by the college** have a very good reputation.*

Unit 9 Modal verbs

There are many functions of modal verbs and some of the most common are listed here.

Ability

To express ability in the present, we use **can** or **be able to**:

*This apparatus **can** detect earth tremors.* (A permanent characteristic.)

*This apparatus **is able to** detect earth tremors.* (A permanent characteristic.)

*Julia **can** watch the programme tomorrow evening.* (A single occasion.)

*Julia **is able to** watch the programme tomorrow evening.* (A single occasion.)

For general ability in the past (i.e. continuing over a period of time), we use **could** or **be able to**:

*We **couldn't do** / **weren't able to do** many science experiments at school because we **didn't** have much equipment.*

*A lot of chemicals that you **could buy** / **were able to buy** in shops in the past are now on restricted sale.*

To express ability on one specific occasion in the past, we use **be able to**, not **could**:

*In the end, the college **was able to** raise enough money to buy new science equipment.*

Possibility and impossibility

To express possibility, we normally use **may**, **might** or **could**:

*This new TV programme about astronomy **may** / **might** be interesting.* (**may** tends to express more confidence that it will happen than **might** does)

*TV companies **could** make more of an effort to publicise their science programmes.* (It is possible in theory, but TV companies haven't said anything about doing it.)

To express past possibility, we use **could have**, **may have** or **might have**:

*The programme **could have** included more explanation of atoms.* (It didn't.)

*The presenter **may have** / **might have** forgotten that most viewers know very little about physics.* (The speaker is speculating – he doesn't know if it happened.)

To express an event that is impossible in the present, we use **can't**:

*I **can't** use my smartphone because the battery is flat.*

To express an event that is impossible in the past, we use **couldn't have**:

*The psychologist **couldn't have** won the prize without the work done by her team.*

Certainty and logical deduction

To express certainty because we have evidence, we use **must**:

*She goes abroad on holiday several times a year, so she **must** have a good income.*

To express certainty something is not the case, we use **can't**:

*This chemical reaction shows there **can't** be oxygen present.*

To express certainty about the past, we use **must have**:

*The audience **must have** thought the speaker had forgotten to bring his notes.*

To express certainty that something was *not* the case in the past, we use **can't have**:

*She **can't have** left her phone in the cinema – she made a call after the film.*

Obligation

To express obligation in the present, we often use **must** when the obligation comes from the speaker:

*You **must** all wash your hands thoroughly after working with chemicals.* (The speaker is giving an order, or imposing an obligation.)

When the obligation comes from elsewhere, we often use **have to**, or informally **have got to**:

*You **have to** / **'ve got to** register in advance if you want to attend the lecture.* (The speaker is reporting an order or obligation imposed by someone else.)

*John **has to** / **'s got to** finish his homework before his parents allow him to go out.*

No obligation

To express a lack of obligation to do something, we normally use **don't have to** or **don't need to**:

*Pandas **don't have to** / **don't need to** move fast because they aren't attacked by other animals.* (This is a factual lack of obligation.)

*You **don't have to** / **don't need to** carry out any more experiments if you don't want to.* (The lack of obligation could come from the speaker, from someone else, or from circumstances.)

To show the lack of obligation is the speaker's decision, we use **needn't**:

*You **needn't** carry out any more experiments if you don't want to.* (The lack of obligation could come from the speaker.)

To show something was unnecessary in the past, and may or may not have happened, we use **didn't need to**:

*Sue **didn't need to** analyse the data because that had already been done.* (It was clear at the time that it was unnecessary to analyse the data, implying that she probably didn't analyse it.)

To express that something that happened was unnecessary, we use **needn't have**:

*Sue **needn't have** analysed the data because that had already been done. (She analysed the data, but it later became clear that it was unnecessary.)*

Permission

To ask whether something is allowed, we use **can**, **could** or **may**. **Can** is informal, and **may** is formal:

***Can / Could / May** I give my presentation first, please?*

To express permission, we use **can** or **may** (which is formal):

*You **can / may** watch the student presentations as long as you don't interrupt.*

To show something that was permitted as a general rule in the past, we use **could** or **be allowed to**:

*When I was a child, I **could / was allowed to** stay up late to watch educational programmes on TV.*

To show something that was permitted on a particular occasion in the past, we use **be allowed to** not **could**:

*The children **were allowed to** stay up late last night to watch a TV programme about electronics.*

To show something is not allowed, we use **can't** or **mustn't**:

*You **can't / mustn't** go into the main hall because there's an exam going on.*

To show something was not allowed in the past, we use **couldn't**:

*When I was a child, I **couldn't** stay up late to watch TV, even to see educational programmes.*

Recommendations

To make a recommendation, we often use **should / shouldn't** or, less often, **ought to / ought not to**:

*You **should / ought to** read this book if you want to really understand the subject.*

*You **shouldn't / ought not to** let other people's phone conversations distract you.*

The past forms are **should have / shouldn't have** and, less often, **ought to have / ought not to have**:

*The journalist **should have / ought to have** explained all the technical terms.*

*The journalist **shouldn't have / oughtn't to have** assumed everyone was familiar with the technical terms.*

Unit 10 Wishes and regrets

To talk about a present situation which we would like to change, we use **wish** or **if only** + past simple:

*Joanna **wishes she had** more time for going to concerts. (This is Joanna's wish.)*

***If only** Joanna **didn't work** so hard. (This is the speaker's wish.)*

*I **wish I was / were** better at maths.*

To express regret about a past situation, we can use **wish** or **if only** + past perfect:

*I **wish / If only I'd** been more self-confident when I was a teenager. (but I wasn't)*

To express annoyance, we use **wish** or **if only** + **would**:

*I **wish / If only** people **would** stop saying I'm introverted. (It is annoying that people say that about me.)*

To talk about something which we would like to happen in the future, we use **wish** or **if only** + subject + **could** + infinitive:

*I **wish I could go** to the theatre with you tomorrow. (I would like to go. This usually implies that I can't go.)*

***If only I could go** to the theatre with you tomorrow. (I feel very strongly that I would like to go. This implies that I can't go.)*

To express a preference now, we use **would rather** + past simple if the subject of **would rather** is different from the subject of the following clause:

*I'd **rather you didn't** open the present just yet. (I is the subject of **would**; you is the subject of the following clause.)*

When the two subjects are the same, the infinitive without **to** is used:

*Jake **would rather stay** at home.*

To express a preference now about the past where the subjects are different, we use **would rather** + past perfect:

*Stephen **would rather you hadn't borrowed** his bike.*

When the two subjects are the same, we use the perfect infinitive without **to** (**have done**):

*Zoe started work when she left school. She **would rather have gone** to university.*

It's (about / high) time + past simple means that the speaker wants something to happen:

*It's **about time she realised** how narrow-minded she's being.*

*It's **high time you made** up your mind about what career you want.*

We cannot use **wish** + **would** + infinitive if the subject of **wish** is the same as the subject of **would**:

*Kate **wishes she would have** her novel published.*

*Kate **wishes she could have** her novel published. ✓*



WRITING GUIDE

This is a guide to how to approach the Writing in *Cambridge English: Advanced*. It suggests some ways to prepare for it, and what you should bear in mind during the exam. You should refer to the 'During the exam' checklist as you work through the questions and model answers in the guide.

Before the exam

- In Writing you must answer Part 1, where there is no choice, and you must choose one of the three questions in Part 2. The same number of marks are available for both parts, so you should spend 45 minutes on each of your two answers.
- Work out how many lines of the answer sheet you need for 240 words in your handwriting. Then in the exam you can count the lines, which is much quicker than counting the words. The word limit of 220–260 should be one or two lines more or less than you need for 240 words.
- Time your writing, so that you know roughly how long it takes you to write 240 words. Once you've planned your answer, writing it will probably take around 20 minutes: this means there is plenty of time for planning and improving.
- Practise writing answers to *Cambridge English: Advanced* questions, spending no more than 45 minutes on each, including time for planning, writing and improving.
- Make sure you have answered the question fully, and that everything you have written is relevant.
- Get used to writing without dictionaries and computer spelling checks, as you can't use them in the exam.
- Keep a record of useful vocabulary and grammatical structures that you come across, including linking expressions, words that you might misspell, formal and informal synonyms, words used in connection with particular topics, and so on.
- Read a wide range of material in English. This will help you improve your own writing.

During the exam

- Read all the questions before you start work on either task. You do not have to write the Part 1 task first.
- Plan the amount of time you're going to spend on each task, dividing it into time for planning, writing and improving. You should spend a total of about 45 minutes on each task.

Planning

- Underline key words in the questions that will remind you what you need to write about. Then make a plan, just writing a few words or phrases for each point, and checking that they are in a logical order.
- Keep referring back to the question, to make sure that everything in your plan is relevant, and that your answer includes everything you are asked to do.

Writing

- Write your answer, making sure it is clear to the intended reader, and written in a style that is suitably formal or informal for that person.
- Try to use a wide variety of vocabulary and grammatical structures. Where appropriate, try to use synonyms rather than using the same word twice.
- Write full, grammatically correct sentences with good linking expressions, using a wide range of language, and avoiding spelling or punctuation errors.
- You should aim to write in either British or American English and not a mixture, particularly with regard to spelling.
- Estimate the length of your text, without wasting time counting every word.
- Don't waste time trying to remember a particular word: it's usually quicker to work out an alternative way of expressing the idea, perhaps by using a clause or sentence to explain what you mean.

Improving

- Read the question again, then read your answer, trying to imagine that you are the intended reader. Check that everything is clear.
- You may find it helpful to write *both* your answers before improving them: that way, you will read your answer with fresh eyes, and are more likely to see ways of making it better.

- Draw a line through anything that you don't want the examiners to read, and use letters, numbers or symbols like (A), (1) or * to show where something new should be read. If necessary, write notes for the examiners, e.g. 'Please read the third paragraph before the second.'
- After improving the content of your answer, read it again to check for 'spoilers', particularly grammar, spelling or punctuation mistakes. These can cost you marks if they make it difficult to understand what you mean.

Remember

- There are some blank pages at the back of the answer sheet, which you can use for your plans. Draw a line through these when you have finished as they are not part of the answer you want the examiners to read.
- If you use the blank pages for part of your final answer, make sure the examiners can see what to read, for example, you could write 'continued at (A)' and put (A) in the appropriate place on the blank pages.
- The examiners need to be able to read what you have written, so write as clearly as possible. It is best not to write entirely in capital letters.
- Your answers will be marked on how well they are written, not on whether the examiners agree with you.

Part 1

What to expect in Part 1

- Part 1 tests your ability to write an essay, developing and supporting an argument on a given topic, in 220–260 words.
- You are given a set of notes on the topic, including three bullet points. You must select two of the bullet points, and base your essay on those two points only.
- You will be asked to explain which of the two points is more important in a particular way, and to give reasons for your opinion.
- You are also given three short opinions related to the bullet points. You can use these to help develop your essay, if you want to, but you should do so **in your own words**, as far as possible.
- You should spend a total of about 45 minutes on the task, including time to plan and improve it.
- You need to organise your essay into paragraphs, with an appropriate beginning and ending.
- You should develop your essay by giving reasons for the opinions you express.
- Your essay should have a positive effect on the reader, be well organised with one part leading clearly to the next, and have a layout that makes it easy to read – particularly by being divided into paragraphs.
- You must write in a neutral to formal style.

How to do Part 1

- Read all the instructions and notes carefully. Underline the key words. Think about all three bullet points, and decide which two of them you prefer to write about.
- Make brief notes for: an introduction, each of the bullet points, and your conclusion.
- Your introduction could explain why the topic is important, for example, and refer to how the two bullet points relate to the topic.
- For each of the two chosen bullet points, you might find it useful to divide your notes into 'for' and 'against'. Make notes on your opinion, and your reasons for holding that opinion. You might also make notes on why other people might disagree with you.
- Decide whether you want to refer to any of the opinions included in the task. If so, make a note under the appropriate heading.
- Your conclusion should answer the question about which bullet point is more important.

Practice task and model answer

1 Read the Part 1 task below and answer the questions.

- 1 What is the background situation?
- 2 What is the topic of the essay?
- 3 Who will read it?

You have attended a panel discussion on ways in which the needs of an ageing population can be met. You have made the notes below.

Ways in which the needs of an ageing population can be met

- more residential care homes
- more jobs available for elderly people
- more entertainment

Some opinions expressed in the discussion:

"I'd rather get help in my own home than move into a care home."

"Work gives people a way of organising their day."

"Too many forms of entertainment are intended for young people."

Write an essay for your tutor discussing **two** of the ways in your notes. You should explain **which way you think is more important** giving reasons to support your opinion.

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

2 Read this model essay and answer the questions.

- 1 What style is the essay written in? Give three examples that show this.
- 2 How has the writer organised the essay?
- 3 In the writer's opinion, which way is more important?

Introduction, giving the background – why the population is ageing – and introducing areas where the elderly might have specific needs

Reason

Good linking expression (*In connection*) indicating new topic

Good words as an alternative way of expressing second opinion

Conclusion and writer's opinion, with reason

Linking word (*nevertheless*)

As medicine develops, life expectancy rises, increasing the proportion of the population over the age of 65. This presents numerous challenges for society as a whole, in areas ranging from healthcare to transport, and no country has fully come to grips with the issues involved.

Many more people survive strokes, heart attacks and other diseases than in the past, but they may suffer from impaired health and require assistance in some form. One solution is residential care homes, with trained support available round the clock. A major drawback, however, is the shortage of affordable places. Despite the high cost, governments should provide more homes, and, if necessary, subsidise the residents. **Without this intervention, moving to a home would be out of reach of many people, who risk ending up without the support they need.**

In connection with the question of work, for many elderly people retirement brings empty days to fill, without the **income** required to **pass the time enjoyably**. Having a job can provide a **structure** that might once have seemed very **demanding**, but is now missed. Some people would rather work, perhaps from home, and perhaps part-time. Such activity could be organised at a local or even national level, with employers offering tasks that are suitable for retired people.

Much could be done to meet the needs of an ageing population, and it is hard to prioritise just one area. **Nevertheless**, I believe that having an adequate number of places in residential care homes to meet demand is probably **the most important**, as health is a fundamental need.

Part 2

What to expect in Part 2

- Part 2 tests your ability to write one of the following texts in 220–260 words: a **formal or informal letter**, a **report**, a **proposal**, a **review**.
- You choose one task from three possible questions.
- Questions are based on a variety of topics, such as work, social issues, the environment, health, education and travel.
- For all Part 2 tasks you are given a context, a purpose for writing and an intended reader. The task may include a short text, such as a letter, notice or advertisement, plus instructions.
- Remember you have about 45 minutes to complete the task, including time to plan and improve it.
- To complete the task in full, you must deal with every element of the question.
- Remember that your aim, as in Part 1, is to communicate effectively with the person or organisation specified in the question. You need to make sure they can follow your line of argument and that you have written it in the correct tone.
- Your answer needs to be well organised, with one part leading clearly to the next, and to have a layout that makes it easy to read.
- Aim to demonstrate that you have a wide knowledge of English grammar and vocabulary, and to make sure your grammar, spelling and punctuation are correct – mistakes in any of these areas can cause communication difficulties.
- You need to organise your text into paragraphs, with an appropriate beginning and ending.
- You should develop your text, particularly by giving reasons for your opinions.

How to do Part 2

- Look quickly through questions 2–4 and decide which of them you think you can do best. If you don't fully understand a question (for example, if you don't understand to *sponsor* in the report question below), it's best not to answer that one.
- Study the task and highlight the points you must deal with. Think about the intended reader and therefore how formally you need to write.
- Make some notes on what to include. Then reread the question and your notes, and cross out any that aren't relevant to the question.
- Plan the structure of your answer, using a heading for each paragraph, including an introduction, your main topics, and a conclusion. Put your best ideas under paragraph headings. For a report or proposal you should use headings in your text, but not for letters or reviews.
- Add a few important words and phrases to your plan, but don't waste time writing complete sentences.
- Then reread the question, and write your answer, using your plan. If you move away from the plan, make absolutely sure that you are still answering the question.
- Remember to demonstrate your command of a wide range of English.

Letter

What to expect in a Part 2 letter

- You may need to write to, for example, the editor of a newspaper or magazine, the director of a company, the principal of a college or an English-speaking friend.
- Make sure you write in an appropriate style. To a friend you should write informally; to the other people mentioned above, write in a more formal style.
- A letter question may ask you to comment on something that has happened, give advice, express your feelings about something, describe your own or your company's needs, persuade, request, answer questions, etc.

How to do a Part 2 letter

- Plan your letter in paragraphs, and include an appropriate beginning and ending.
- Do not include any addresses.
- Make sure you deal with all the points that are specified.
- Begin your letter with the reader's name if you know it, e.g. *Dear Susie* to a friend or *Dear Ms Gerrard* to somebody you don't know personally. In the latter case, end your letter *Yours sincerely*. *Ms* is used when writing to a woman if you don't know whether or not she is married.
- If you don't know the reader's name, begin your letter *Dear Sir or Madam* when writing to an organisation and you don't know who the specific reader is going to be. In these cases, end with *Yours faithfully*.
- You shouldn't start a letter *Dear friend* or use job titles, such as *Dear Manager*.
- Make sure you use a range of expressions.
- Make sure the purpose of your letter is clear.

Practice task and model answer

1 Read the Part 2 task below and answer the questions.

- 1 Who must you write to?
- 2 What will be the main topic of your reply?
- 3 What requirements are there in the task?

You have received a letter from an English friend.

I'm doing a project at college about how people's lives have changed over the last few decades in different countries. Can you tell me about the situation in your country? I'd like to hear about improvements and also about anything that's worse now.

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

2 Read the sample letter written by Mischa and answer the questions.

- 1 How appropriate is the style that Mischa has written in? Give three examples as evidence of this.
- 2 Is the organisation of his letter correct?
- 3 Which paragraphs deal with the various requirements of the task?

Dear Marian

Great to hear from you. I hope you're well and enjoying your college course.

Your project sounds very interesting. I've just had a chat with my grandparents, to find out how their way of life has changed during their lifetime, and a few things came up that you might like to hear about.

They said their standard of living is much higher now than it used to be, mainly because they have far more money to spend – even though they're pensioners. When they were much younger, and my grandfather went out to work, it was a struggle to cope on the money he earned, especially as they had several children to bring up.

Now they can spend much more on leisure activities and holidays, so whereas they couldn't afford to go abroad on holiday until they were in their 50s, nowadays they go skiing in Switzerland or Italy every winter, and in the summer they like to go on a river cruise in another country, too.

The biggest change, they say, is in the amount of freedom that they have. As kids, they were under pressure from their families and everyone they knew had to do certain things and behave in certain ways, but now there's much greater tolerance of different ways of living.

On the other hand, they feel that people don't stick together the way they used to – instead of everyone helping each other, people tend to be more self-centred.

Well, I hope you can use this in your project, Marian.

All the best
Mischa

Letters begin with social remarks before introducing any major topic.

Introduces the main topic in a positive way.

The writer is surprised that, as pensioners, his grandparents have more money to spend.

Linking word (*whereas*) to introduce a contrast

Informal vocabulary

Good linking expression in new paragraph, to show change from improvement to something that is worse now

Short paragraphs common in informal letters

Report

What to expect in a Part 2 report

- A report task normally requires you to provide information – factual or invented – about a situation in the present or past. You may also be asked to suggest a future course of action.
- The instructions make the situation clear, and also who you are writing to: this could be, for example, a college tutor, a manager at work, or members of a club.

How to do a Part 2 report

- As with any question that you choose in Part 2, make sure you can quickly think of some relevant ideas to write about, possibly including any experience you or someone you know may have had.
- Make sure you write in an appropriate style: for a report this is usually neutral or formal.
- Plan your report in a logical order, using headings. The headings will depend on the precise situation, but the first might be *Background* or *Introduction* and the last might be *Recommendation*.

Practice task and model answer

1 Read the Part 2 task below and answer the questions.

- 1 What is the report about?
- 2 Who is the intended reader of your report?
- 3 What three things must you write about?

Six months ago, your company started to sponsor a local sports club and your manager has asked you to write a progress report.

Your report should explain why your company chose to sponsor that sports club, describe the form that the sponsorship takes, and suggest with reasons why it should or should not continue.

Write your **report**.

2 Read this model report and answer the questions.

- 1 How formal is the report? Give three examples of this style.
- 2 Which heading matches each part of the instructions?
- 3 What recommendation is made?

Report on sponsorship of youth football team

Title

Introduction

The purpose of this report is to assess the company's sponsorship of the local youth football team.

Gives the purpose of the report, in different words from the instructions.

Reasons for sponsorship

The company received negative publicity when a chemical leakage from the factory polluted the river. It was therefore decided that efforts should be made to improve the company's image locally. The town's youth football team was chosen as it was struggling financially. It was felt that helping the club would provide very positive publicity for the company.

Section headings

Explains why the company decided to start sponsorship, and why it chose the football team.

Details of sponsorship

The company offered to meet the football club's expenses in full, initially for two years. Sponsorship covers the cost of hiring the council-owned football pitch that the club uses. **Previously the club could only afford to hire the pitch for three hours once a week; the company has doubled this to two three-hour sessions each week.**

Gives details of the form the sponsorship takes.

Shows how the club benefits from being sponsored.

The company has also agreed to pay for a new football kit for club members, which should be available before the start of the next football season.

Recommendation

Some letters in local newspapers suggest that the company's motives for sponsoring the team were suspect. However, this is outweighed by a considerable amount of positive publicity, as the youth football club is very popular in the town and its financial struggles were a cause of concern. For this reason, and because the sponsorship has raised the company's profile and greatly improved its image locally, I strongly recommend that we continue.

Considers both negative and positive effects.

Reports usually (but not always) include a recommendation about future action.

Proposal

What to expect in a Part 2 proposal

- The proposal task tests your ability to write persuasively. It focuses on a future action, requiring you to make one or more recommendations and to give reasons for making them.
- The instructions include a description of a situation.
- You may be asked to write for a manager, a tutor, or a group of people such as members of the same club.
- The main difference between a report and a proposal is that a report focuses on the present or past, possibly ending with a recommendation for the future, while a proposal focuses on future action, probably with information about the present or past that makes the recommended action necessary.

How to do a Part 2 proposal

- Before choosing a proposal question, be sure you can think of enough information about the topic to write a proposal. What you propose should seem reasonable, but remember your proposal is marked on the quality of your English, not on the quality of your ideas.
- Decide what style to use, depending on who the intended reader is. A proposal is usually written in a neutral or formal style.
- Note any knowledge or personal experience you can mention, and include this in your plan.
- Plan your proposal in a logical order, using headings. The headings will depend on the precise situation, but the first might be *Background* or *Introduction* and you might also need *Present situation* and *Recommendations*.

Practice task and model answer

1 Read the Part 2 task and answer the questions.

- 1 What is the topic of the proposal?
- 2 Who will read your proposal?
- 3 What two things do you have to do?

You are studying at a university in the UK and see this notice on the website of the town council.

The town council is concerned that there are very few opportunities for foreign university students in the town to meet local residents. It has allocated a sum of money to be spent on improving contact.

The council invites anyone interested to send a proposal outlining problems with the present situation and suggesting how it could be improved. The council will consider all proposals before making a decision.

Write your **proposal**.

2 Read this model proposal and answer the questions.

- 1 What style is the proposal written in? Give three examples that show this.
- 2 Which headings correspond to which parts of the instructions?
- 3 What recommendation is made?

Improving contact between local residents and foreign students

Background

Since the foundation of the university five years ago, the number of foreign students has been growing year on year. There are now in the region of 500. Many live on campus, but a large number live in the town, mostly in rented accommodation which they tend to share with other foreign students.

Some factual information that is relevant to the task.

Present situation

Within the university, students from all countries seem to be fully integrated. In the town, **however**, there is little social contact between foreign students and local residents.

Use of linking word

Recommendation

My proposal is to run a course of cookery lessons, one evening a week throughout the academic year, with students from various countries, as well as local people, giving instruction in how to prepare dishes from their country or region.

Presents the main points before going on to the justification and details.

Food is a shared interest of most people, and there is **evidence** that such classes create a friendly, sociable atmosphere. I suggest that each week, a group of people from a particular country are responsible for teaching and for helping the participants. This would increase the opportunities for interaction, compared with having only one trainer. The course should be held in a suitable venue that is accessible for both local people and students living on campus, such as the domestic science room in the secondary school.

A justification for the proposal – not just the writer's opinion.

Explains how the proposal could be implemented.

Support for proposal

I have discussed my proposal with a number of foreign students, and most of them are very enthusiastic about it as a way of broadening knowledge of their own culture, and of meeting local people.

Shows backing for the writer's proposal – this makes it more convincing than if it is just one person's opinion.

Review

What to expect in a Part 2 review

- In a review you are normally asked to describe something you have experienced, e.g. a film, a visit to a tourist attraction or restaurant, a book, etc., and to give your opinion of it. You are asked to consider specific aspects of what you are reviewing.
- You might also be asked whether you would recommend it to other people.
- The question specifies where the review is to be published, for example, an English-language newspaper, magazine or website.
- The target reader is made clear, so you should write in an appropriate style and include appropriate information.

How to do a Part 2 review

- Make sure you read a wide range of reviews online, in newspapers and in magazines before the exam.
- Make notes of ways to express reservations, and how to move from positive to negative comments, or vice versa.
- Before starting to write a review, decide whether the overall impression you want to give is positive, negative or mixed. Keep this in mind, and make sure it is clear to the reader.
- Think about your experience, or simply use your imagination: you can invent the film, book, etc. that you write about.
- Think about your readers and what they will be interested in being told.
- Make sure the level of formality is appropriate for the people who will read your review.
- Make notes, and put them in a logical order using headings for your own use: reviews do not normally include headings.

Practice task and model answer

- 1 Read the Part 2 task and answer the questions.
 - 1 What is being reviewed?
 - 2 Where will the review be published and who are the intended readers?
 - 3 What two things do you have to do as part of your review?

You see the announcement below in a local magazine called *Eating out*.

Improving the eating out experience

We have numerous restaurants in this area, so it can be hard for people to decide where to eat. That's why we want to publish reviews of restaurants. We're particularly interested in why you had certain expectations of a restaurant, and whether your experience in the restaurant was better – or worse – than you had expected.

Send us your review of a restaurant where you've eaten, explain what your expectations were, and give your reasons for your opinions.

- 2 Read this model review. In which paragraph(s) can you find the following?
 - 1 a summary of the writer's intentions regarding returning to the restaurant
 - 2 a description of the writer's expectations of the evening
 - 3 an explanation of why the writer had certain expectations

Review of 'Lanterns'

'Lanterns' is the most expensive restaurant in this area and its advertising stresses its upmarket characteristics, with photos of well-dressed guests, candles and linen napkins on the tables, for instance. **You can hardly blame me** for expecting everything to be first class: the venue itself, the food and of course the service.

I took my parents to 'Lanterns' to celebrate their golden wedding anniversary, intending it to be not just a meal, but a special occasion that we would all look back on with pleasure for years to come.

Unfortunately, our evening was **nothing of the sort**. **Admittedly** the atmosphere of the restaurant seemed very welcoming when we arrived, as was the waiter who greeted us, but we stood waiting for several minutes before being shown to our table. And 'waiting' was the keynote of the evening: a long pause before we were given menus, and a long enough wait for each course to make us think somebody had been sent out to buy the ingredients.

The food itself was pleasant enough, but bland. I know not everyone wants salt in their food, but some pepper, herbs or spices wouldn't have gone amiss.

As I paid the extremely large bill, the waiter asked if we'd enjoyed the evening. I said the service had been slow, expecting an apology. Instead he tried to justify it, saying that most guests are not in a rush. **Well**, neither were we, but we still felt we'd been forced to stay considerably longer than we wanted to. 'Lanterns' certainly won't be seeing me again.

Introduces the restaurant, giving readers who don't know it a clear idea of what it is like.

Addresses the reader directly, to make them feel involved.

The first person 'I' emphasises the personal nature of the review. Makes it less formal.

Informal phrase

Linking expression (*Admittedly*) to indicate that what follows contrasts with what is said in the previous sentence.

Informal word suitable for the personal tone of the review.



SPEAKING GUIDE

This guide will help you prepare for the Speaking test in the *Cambridge English: Advanced* examination.

About the Speaking test

- The test lasts for 15 minutes for two candidates and 23 minutes for three.
- There are always two examiners. One talks to you and assesses your English; the other assesses your English without talking to you.
- You need to be able to answer questions, talk without interruption for a minute, and play an active role in discussion. You also need to be able to develop an argument systematically, explain why you agree or disagree with someone else's opinions, express shades of opinion and certainty, speculate, and so on.
- Your English is assessed on your performance throughout the test, on the following basis:
 - the range of grammatical forms you use
 - the range of appropriate vocabulary you use
 - your ability to produce extended stretches of language with ease and with very little hesitation, while providing contributions that are relevant, coherent and varied, and using a wide range of linking words and phrases
 - your pronunciation
 - your interaction with the examiner and other candidate(s) and how you negotiate towards an outcome.

Before the Speaking test

- Familiarise yourself with all parts of the Speaking test, and think how you can best demonstrate your command of English.
- Listen to programmes in English on the television, radio or Internet. In talks, pay attention to how the speaker leads the listener through their argument, for example by using linking words and phrases. In discussions, notice how people interact with each other, how they express their opinion, concede a point, try to persuade, and so on.
- Keep a vocabulary book, where you write new words and phrases with explanations (in English) of the meaning, and examples showing how they are used in sentences.
- Also make lists of functional phrases and sentences, that is, what you can say to disagree politely, interrupt politely, explain again when the listener hasn't understood, paraphrase when you can't think of a particular word, and so on.

Part 1

What to expect in Part 1

- It is about two minutes long.
- The questions you are asked are intended to help you relax.
- They focus on you and aspects of your life, such as your work or studies, where you live, how you spend your free time, etc.

How to prepare for Part 1

- Don't learn complete sentences – be spontaneous!
- You might find it useful to make a list of questions about yourself, your work or studies, hopes and plans, or hobbies.
- Consider what you could say about various aspects of where you live.
- If you're in an English-speaking country, look for situations where you need to speak English, for example, join a club.
- Role-play situations with other students.

How to do Part 1

- Aim to answer each question in a couple of sentences – not with just a word or phrase. Think of the question as a starting point; for example, if you are asked where you live, you could name the place, say whether it is a city, town or village, then briefly describe it, and go on to say how you feel about living there.
- Make sure the other candidate and both the examiners can hear you. This is particularly important to remember if you normally speak quietly, or are nervous.
- Try to look and sound confident! Look at the examiner when he or she is speaking to you. Taking deep breaths may help you to relax.

Useful language for Part 1

Asking for repetition

Sorry. Would you mind repeating that, please?

I'm afraid I didn't quite get that.

Could I ask you to say that again, please?

Giving reasons and explanations

The reason I like it is ...

It may not be obvious, but the reason is ...

Let me just explain why.

Giving examples

One of the main attractions of the town is ...

The best example is probably ...

Developing a point

Let me expand on that.

Talking about possibilities

I haven't made up my mind yet, but I might ...

I'm thinking of ... , but I haven't decided yet.

One possibility that I'm considering is ...

Part 2

What to expect in Part 2

- It is about four minutes long.
- The examiner gives you three colour photos, and will ask you to choose two of them to compare, and then answer two questions.
- You can also read the questions which are printed on the same page.
- You need to speak in a coherent, organised way, using the two photos as a starting point for demonstrating your knowledge of grammar and vocabulary.
- To answer the questions, you will need to speculate, for example about how the people in the photographs feel, or the effects of their actions.
- You have one minute for this 'long turn'. Nobody will interrupt you while you are speaking.
- When you have finished, the examiner will ask the other candidate a question about your photos.
- Listen to the other candidate while they are speaking, as the examiner will then ask you a question about their photos. You have up to 30 seconds for your answer.

How to prepare for Part 2

- Look for images on the Internet by entering a word or phrase, such as 'happiness' or 'people enjoying music'. Then spend some time talking about them with a partner. Think about how to organise what you're going to say, for example: what the images have in common; what's different; why the people are in those situations; how they probably feel; what might happen next.
- Don't just describe the images, but speculate about feelings, what might have just happened, and so on. You should also compare the images.
- If possible, do this with a friend, so that you get ideas from each other about what you might say.
- Record and listen to yourself, to identify ways in which you can improve. So, for example, if you hesitate quite a lot, you should practise speaking some more, or if you mostly use simple sentences, try to use more complex structures.
- Ask people to listen to you speaking for a minute or two about two images, and ask them to comment and suggest ways of improving.
- Get used to how much you can say in a minute, by timing yourself while you are talking. If you find that you run out of things to say before a minute is up, stop and think about what else you could find to say about the images, then try again. If you speak for less than a minute in the test, you aren't giving yourself enough time to show how much English you know.
- Spend some time thinking about what you could say about two particular images, and try writing a talk about them. You should aim at about 150 words for a one-minute talk.

How to do Part 2

- Listen carefully to the two questions and read them in the booklet you are given showing the photos.
- Quickly decide which two photos you could find most to talk about, and make sure you only talk about those two.
- Start by saying which two pictures you intend to talk about.
- Make sure you answer the questions.
- Don't give a detailed description of the photos: your aim is to compare and contrast them, and to answer the questions in some depth.
- If you can't think of a particular word you need, you can refer to it in a different way. See *Useful language for Part 2*.
- Don't worry about making mistakes: you don't need to speak perfect English in order to do well. If you realise you've made a mistake, you can quickly correct yourself.
- When you answer the questions, don't simply give your opinion: it needs to be supported by reasons and examples.

Useful language for Part 2

Saying which pictures you're talking about

I'm going to compare the picture on the left with the one in the centre.

I've chosen the photograph that shows ... and the one with ...

Describing similarities

In certain respects the pictures are quite similar because ...

What the two photos share is ...

They're quite alike in that ...

A common feature of both photos is ...

Describing differences

What makes the two photos different is ...

The biggest difference between them is ...

What distinguishes the two pictures is ...

While / Whereas the people in one photo seem to be ... , in the other one people are ...

Speculating

They might be ...

It's just possible that they're ...

I wouldn't be surprised if ...

There's just a chance that they're ...

Giving your opinion

In my opinion, ...

I'd say that ...

It seems to me ...

My own feeling is that ...

My own view is that ...

If you ask me, ...

Putting forward an opinion you don't agree with

Some people might think that ... , but to me ...

It's sometimes said that ... , but ...

Admittedly it might be argued that However, ...

If you can't think of a particular word

I can't remember what it's called, but it's used when ...

The word has just gone out of my head. It means something like ...

Part 3

What to expect in Part 3

- It is about four minutes long.
- It is a discussion between you and the other candidate. The examiner will give you a task, and will then stay out of the discussion.
- There is no right or wrong answer, and you won't be penalised if you don't reach a decision.
- You need to be able to play an active role in an in-depth discussion, which includes developing an argument systematically, explaining why you agree or disagree with someone else's opinions, expressing shades of opinion and certainty, and so on.
- The examiner asks you and your partner to discuss some written stimuli, consisting of a question in a box, with brief descriptions of around five situations.
- You have 15 seconds to read the question and situations, then the examiner will ask you the question that is in the box. You have two minutes for your discussion.
- After two minutes, the examiner will ask you a different question about the stimuli, and you have a minute to discuss that question and make a decision.

How to prepare for Part 3

- Think of various situations that involve making a decision, for example, reasons for going to university in another country. Write down as many relevant factors as you can think of. This will help you to think quickly of points to make in the test.
- Record your discussion and listen to it, thinking about how you can improve the way you take part. Notice, for example, whether you dominate the conversation or take a passive role. In both cases you should aim to play a more equal part in the discussion.
- Make sure you carry out a range of functions, for example, asking for the other person's opinion, commenting on it, expressing an opinion persuasively, expressing degrees of certainty, etc.
- Make sure your discussion lasts for two minutes, so that you get used to speaking for the full time.

How to do Part 3

- Listen carefully to the instructions and use the 15 seconds to read and think about the written stimuli.
- When the examiner asks you the question, after 15 seconds, start straightaway. See *Useful language* below.
- Talk briefly about each situation, giving reasons for your opinions and for your responses to your partner's comments.
- Don't always agree with your partner. If you disagree, say so politely. If you agree, say so, but you could also mention what some other people might think. See *Useful language* below.
- If you have personal experience of the situations, you could mention that. If not, speculate about the situations. See *Useful language* in Part 2.
- Aim to talk about all the situations in the time available. From time to time, suggest moving on to the next situation. See *Useful language* below.
- After two minutes, the examiner will ask you a question requiring a decision. You won't be penalised if you don't have time to reach a decision.
- If the other candidate doesn't say much, encourage them by asking them what they think, or asking their reasons for holding their opinions. See *Useful language* below.
- If you feel the other candidate isn't giving you a chance to speak, you should interrupt them politely. See *Useful language* below.

Useful language for Part 3

Getting started

Shall we start with this one?

Let's make a start.

Would you like to kick off, or shall I?

That's quite an interesting question. What's your opinion?

Agreeing

That's just what I was thinking.

That's a very good point.

Absolutely.

You've got a point there.

That's exactly what I would have said.

Agreeing, but mentioning other people's opinions

I totally agree, but some people might say ...

I'm with you on that, but it's sometimes claimed that ...

Disagreeing and giving reasons

I'm not sure I agree. For one thing, And for another, ...

I don't really see it quite that way. After all, ...

Asking the other person to comment on your opinion

Would you go along with that?

Would you agree with that?

How do you feel about that?

What do you reckon?

Asking for reasons

Why do you say that?

Is there any particular reason why you think that?

Is that because ... ?

Asking for clarification

I'm not sure I follow you.

What exactly do you mean?

Could you explain in a little more detail, please?

Clarifying

Sorry if I didn't explain it very well. What I meant was ...

Let me put it another way.

That wasn't quite what I had in mind. I meant something like ...

Interrupting politely

Could I just come in here?

Let me just add to what you're saying.

Sorry, but could I just say ...

Managing the conversation

Shall we move on?

Let's go on to the next one.

What about this situation?

Reaching a decision

Which one do you think is the most important?

Do you think we've settled the question?

We've got very different opinions, so let's agree to differ.

Part 4

What to expect in Part 4

- It is about five minutes long.
- The examiner asks you spoken questions, and you discuss them with the other candidate.
- The questions are related to the topic in Part 3.
- You will need to express and justify opinions, agree or disagree, and speculate.
- The examiner may ask you to respond to an opinion the other candidate has expressed, so listen carefully to what they say.

How to prepare for Part 4

- With one or two other students, find topics for discussion, such as stories in the news, or events in your own or other people's lives.
- Brainstorm words and phrases that might be useful in relation to each topic. If you keep a vocabulary book, make lists, using the topics as headings. Remember to include examples of sentences containing the words and phrases.
- Ask each other WH-questions (*Who? Where? When? How? Why?*), as these lead to more detailed answers than yes/no questions.
- See also suggestions for preparing for Part 3.

How to do Part 4

- Listen carefully to the questions (you won't be able to read them).
- You should answer the questions in more depth and at greater length than in Part 1.
- If you don't have an opinion already, explore possibilities and speculate. See *Useful language* below. Don't just say *I don't know*.
- Respond to what the other candidate says. While they are speaking, you could agree briefly by saying *Exactly* or *That's true*. Respond at greater length when they finish speaking.
- Remember that the assessment is based on the quality of your English – not on your opinions or whether or not the examiner agrees with you.

Useful language for Part 4

What to say if you're not sure of the question

If I've understood the question correctly, ...

I may have got this completely wrong, but I think ...

What to say if you haven't formed an opinion

It isn't something I know much about, but ...

I've never really thought about it before, but ...

Exploring possibilities and speculating

I'm not sure, but perhaps ...

It's conceivable that ...

It strikes me that this might ...

Trying to change someone's opinion

But what about ...?

Maybe, but isn't it true that ...?

Though wouldn't you agree that ...?

Isn't it possible that ...?

Adding points

There's also the fact that ...

In addition, ...

We also shouldn't forget the fact / possibility that ...

WORDLIST

adj = adjective, *adv* = adverb, *n* = noun, *v* = verb,
pv = phrasal verb, *prep* = preposition, *exp* = expression
conj = conjunction

Unit 1

- alarmed** *adj* worried or frightened by something (8)
- appalled** *adj* very shocked and feeling great disapproval (8)
- break** *v* (*news*) If news or a story breaks, or if someone breaks it, it becomes known by the public for the first time. (12)
- circulation** *n* (*of newspaper*) the number of people that a newspaper or magazine is regularly sold to (11)
- contrary to** *adj + prep* opposite to what someone said or thought (14)
- conversely** *adv* in an opposite way (14)
- cover** *v* (*news story*) to report the news about a particular important event (11)
- current affairs** *n* political news about events happening now (10)
- demography** *n* The demography of an area is the number and characteristics of the people who live in an area, in relation to their age, sex, if they are married or not, etc. (10)
- disgusted** *adj* feeling extreme dislike or disapproval of something (8)
- distressed** *adj* upset or worried (8)
- draft** *v* to write down a document for the first time, including the main points but not all the details (11)
- helpless** *adj* unable to do anything to help yourself or anyone else (8)
- hysterical** *adj* unable to control your feelings or behaviour because you are extremely frightened, angry, excited, etc. (8)
- imply** *v* to communicate an idea or feeling without saying it directly (13)
- infer** *v* to form an opinion or guess that something is true because of the information that you have (13)
- irritated** *adj* annoyed (8)
- overwhelmed** *adj* feeling sudden strong emotion (8)

- phenomenon** *n* something that exists or happens, especially something unusual or interesting (11)
- readership** *n* the group of people who regularly read a particular newspaper, magazine, etc. (11)
- revenue** *n* the income that a government or company receives regularly (11)
- run** *v* (*publish*) to publish something in a newspaper or magazine (11)
- source** *n* (*of information*) someone or something that supplies information (12)
- speechless** *adj* unable to speak because you are so angry, shocked, surprised, etc. (8)
- subscription** *n* an amount of money that you pay regularly to receive a product or service or to be a member of an organisation (11)
- tablet** *n* (*computer*) a small, flat computer that is controlled by touching the screen or by using a special pen (11)
- transition** *n* a change from one form or type to another, or the process by which this happens (10)
- unsafe** *adj* not safe (8)

Unit 2

- allude to** *pv* to mention someone or something without talking about them directly (17)
- applause** *n* the sound of people clapping their hands repeatedly to show enjoyment or approval of something such as a performance or speech (20)
- bilingual** *adj* (*of a person*) able to use two languages equally well, or (*of a thing*) using or involving two languages (19)
- chilly** *adj* (*of weather, conditions in a room, or parts of the body*) cold (23)
- discourse** *n* a speech or piece of writing about a particular, usually serious, subject (17)
- edible** *adj* suitable or safe for eating (23)
- enhanced** *adj* improved (17)
- ethically** *adv* in a way that is morally right (17)
- feast** *n* a day on which a religious event or person is remembered and celebrated (20)
- gathering** *n* a party or a meeting when many people come together as a group (20)

hence *adv* that is the reason or explanation for something (17)

inevitably *adv* in a way that cannot be avoided (19)

itinerary *n* a detailed plan or route of a journey (20)

luxurious *adj* very comfortable and expensive (19)

mislead *v* to cause someone to believe something that is not true (19)

motivated *adj* If someone is motivated by a particular desire or belief, that desire or belief causes them to behave in the way that they do. (17)

negligible *adj* too slight or small in amount to be of importance (17)

outnumber *v* to be greater in number than someone or something (19)

overcrowded *adj* containing too many people or things (19)

participant *n* a person who takes part in or becomes involved in a particular activity (20)

procession *n* a line of people who are all walking or travelling in the same direction, especially in a formal way as part of a religious ceremony or public celebration (20)

redevelop *v* to change an area of a town by replacing old buildings, roads, etc. with new ones (19)

refreshed *adj* less hot or tired (19)

scenario *n* a description of possible actions or events (17)

symptomatic *adj* If something bad is symptomatic of something else, it is caused by the other thing and is proof that it exists. (17)

unspoilt *adj* not changed or damaged by people (19)

voluntary *adj* Voluntary work is done without being paid and usually involves helping people. (16)

whilst *conj* while (17)

workshop *n* a meeting of people to discuss and/or perform practical work in a subject or activity (23)

Unit 3

be inclined to *exp* to have an opinion about something, but not a strong opinion (29)

close-knit *adj* describes a group of people in which everyone helps and supports each other (24)

come up with *pv* to suggest or think of an idea or plan (27)

distant relative *n* someone in your family who is not closely related (24)

dysfunctional *adj* not behaving or working normally (24)

extended family *n* a family unit that includes grandmothers, grandfathers, aunts and uncles, etc. in addition to parents and children (24)

foster parent *n* a person who acts as the parent of someone else's child for a limited period, without becoming their legal parent (24)

keep a low profile *exp* to avoid attracting attention to yourself (28)

keep a straight face *exp* to manage to stop yourself from smiling or laughing (28)

keep an eye out for *exp* to watch carefully for someone or something to appear (28)

keep someone posted *exp* to make sure that someone always knows what is happening (28)

keep track of *exp* to continue to know about something (28)

keep your cool *exp* to stay calm (28)

keep your fingers crossed *exp* to hope that things will happen in the way that you want them to (28)

keep your word *exp* to do what you said you would (28)

lifelong *adj* lasting for the whole of a person's life (24)

lone parent *n* someone who has a child or children, but no partner living with them (24)

meet up *pv* to meet another person in order to do something together (27)

mutual *adj* (of two or more people or groups) feeling the same emotion, or doing the same thing to or for each other (24)

neutral *adj* (style) neither formal nor informal (30)

spring up *pv* (*appear*) to appear suddenly (27)

stable *adj* (*relationship*) not likely to change or end suddenly (24)

stand up to *pv* to defend yourself against a powerful person or organisation when they treat you unfairly (28)

to cap it all *exp* used when you mention something in addition to all the other (bad) things that have happened (31)

Unit 4

- affluent** *adj* having a lot of money or owning a lot of things (36)
- auction** *n* a usually public sale of goods or property, where people make higher and higher bids (=offers of money) for each thing, until the thing is sold to the person who will pay most (34)
- back out** *pv* to decide not to do something that you said you would do (33)
- bail out** *pv* to help a person or organisation that is in difficulty, usually by giving or lending them money (33)
- bankrupt** *adj* declared by law as unable to pay what you owe (36)
- bid** *n* an offer of a particular amount of money for something that is for sale (34)
- break even** *exp* to have no profit or loss at the end of a business activity (36)
- by and large** *exp* when everything about a situation is considered together (35)
- deduct** *v* to take away an amount or part from a total (34)
- first and foremost** *exp* more than anything else (35)
- for a start** *exp* first, or as the first in a set of things (35)
- for good** *exp* for ever (35)
- for the time being** *exp* a particular period of time for which something has been happening, or that is needed for something (35)
- funds** *n* (*plural*) money needed or available to spend on something (36)
- gross** *adj* (*before tax*) A gross amount of money has not had taxes or other costs taken from it. (36)
- interest** *n* (*money charged on loan*) money that is charged by a bank or other financial organisation for borrowing money (36)
- let alone** *exp* used after a negative statement to emphasise how unlikely a situation is because something much more likely has never happened (35)
- make a loss** *exp* to lose more money than you make (34)
- make ends meet** *exp* to have just enough money to pay for the things that you need (36)

- other than** *exp* in a negative sentence, used to mean 'except' (35)
- overdrawn** *adj* (*of a person*) having taken more money out of your bank account than the account contained, or (*of a bank account*) having had more money taken from it than was originally in it (36)
- pay-as-you-go** *adj* describes a system in which you pay for a service before you use it and you cannot use more than you have paid for (34)
- procedure** *n* a set of actions that is the official or accepted way of doing something (34)
- prosperous** *adj* successful, usually by earning a lot of money (36)
- rip-off** *n* (*informal*) something that is not worth what you pay for it (36)
- splash out on** *pv* to spend a lot of money on buying things, especially on things that are pleasant to have but that you do not need (33)
- subject to** *exp* likely to be affected by something (35)
- transaction** *n* an occasion when someone buys or sells something, or when money is exchanged or the activity of buying or selling something (34)
- unaffordable** *adj* too expensive for people to be able to buy or pay for (36)
- well off** *adj* rich (36)
- with a view to doing something** *exp* with the aim of doing something (35)

Unit 5

- blister** *n* a painful swelling on the skin that contains liquid, caused usually by continuous rubbing, especially on your foot, or by burning (42)
- clinical** *adj* describes medical work or teaching that relates to the examination and treatment of ill people (40)
- comparable** *adj* similar in size, amount, or quality to something else (44)
- competence** *n* the ability to do something well (44)
- conscious** *adj* (*awake*) awake, thinking, and knowing what is happening around you (40)
- conventional wisdom** *n* beliefs or opinions that have existed for a long time and that most people agree with (43)

dislocate *v* to force a bone suddenly out of its correct position (42)

first-rate *adj* extremely good (45)

fracture *v* If a bone fractures or is fractured, it breaks or cracks. (42)

infect *v* to pass a disease to a person, animal, or plant; If a place, wound, or substance is infected, it contains bacteria or other things that can cause disease. (40)

make a point of *exp* to always do something or to take particular care to do something (43)

needless to say *exp* as you would expect; added to, or used to introduce, a remark giving information that is expected and not surprising (43)

on the grounds that *exp* a reason for what you do or say, or for being allowed to say or do something (43)

paramedic *n* a person who is trained to do medical work, especially in an emergency, but who is not a doctor or nurse (41)

pointless *adj* Something that is pointless has no purpose and it is a waste of time doing it. (44)

relief *n* rest from something difficult (43)

skilful *adj* good at doing something, especially because you have practised doing it (44)

specific *adj* relating to one thing and not others; clear and exact (44)

sprain *v* to cause an injury to a joint (= place where two bones are connected) by a sudden movement (42)

statistical *adj* relating to statistics (44)

strike a balance *exp* If you strike a balance between two things, you accept parts of both things in order to satisfy some of the demands of both sides in an argument, rather than all the demands of just one side (43)

summarise *v* to express the most important facts or ideas in a short and clear form (44)

surgeon *n* a doctor who is specially trained to perform medical operations (40)

surgical *adj* connected with or used for medical operations (40)

swelling *n* a part of your body that has become bigger because of illness or injury (42)

take issue with *exp* to disagree with strongly (43)

take note of *exp* to give attention to something, especially because it is important (43)

Unit 6

acclaimed *adj* praised and approved of (48)

allocate *v* to give something to someone as their share of a total amount, for them to use in a particular way (51)

anticipate *v* to imagine or expect that something will happen (48)

appalling *adj* shocking and very bad (48)

assign *v* If you assign a time for a job or activity, you decide it will be done during that time. (51)

brutal *adj* cruel, violent, and completely without feelings (54)

distinctive *adj* Something that is distinctive is easy to recognise because it is different from other things. (48)

evaluate *v* to judge or calculate the quality, importance, amount, or value of something (51)

exhibit *n* an object that is shown to the public in a museum, etc. (51)

exposure *n* (*made public*) the fact of something bad that someone has done being made public (51)

far-fetched *adj* very unlikely to be true, and difficult to believe (54)

gloomy *adj* unhappy and without hope (54)

gripping *adj* describes something that is so interesting or exciting that it holds your attention completely (54)

hilarious *adj* extremely funny and causing a lot of laughter (48)

imaginative *adj* new, original, and clever; good at thinking of new, original, and clever ideas (48)

outdated *adj* old-fashioned and therefore not as good or as fashionable as something modern (51)

overrated *adj* If something or someone is overrated, they are considered to be better or more important than they really are. (48)

predictable *adj* happening or behaving in a way that you expect and not unusual or interesting (54)

pretentious *adj* trying to appear or sound more important or clever than you are, especially in matters of art and literature (54)

renovate *v* to repair and improve something, especially a building (51)

subtle *adj* achieved in a quiet way that does not attract attention to itself and is therefore good or clever (54)

tedious *adj* boring (48)

unconventional *adj* different from what is usual or from the way most people do things (48)

unconvincing *adj* If an explanation or story is unconvincing, it does not sound or seem true or real. (54)

uninspired *adj* not exciting or interesting (54)

urge *v* to strongly advise or try to persuade someone to do a particular thing (51)

utterly *adv* completely (48)

view *v* to look at or watch something (49)

Unit 7

a breath of fresh air *exp* someone or something that is new and different and makes everything seem more exciting (61)

a drop in the ocean *exp* a very small amount compared to the amount needed (61)

commuter *n* someone who regularly travels between work and home (58)

congestion *n* traffic on roads or in towns, making movement difficult (58)

consumption *n* the amount used (58)

designated *adj* officially having the stated purpose (57)

down to earth *exp* sensible and practical (61)

drought *n* a long period when there is little or no rain (56)

emission *n* an amount of gas, heat, light, etc. that is sent out (56)

exhaust fumes *n (plural)* the waste gas from an engine, especially a car's (58)

extinct *adj* not now existing (56)

fossil fuel *n* fuels, such as gas, coal and oil, that were formed underground from plant and animal remains millions of years ago (56)

gridlock *n* a situation where roads in a town become so blocked by cars that it is impossible for any traffic to move (58)

habitat *n* the natural environment in which an animal or plant usually lives (56)

ice cap *n* a thick layer of ice that permanently covers an area of land (56)

keep your head above water *exp* to just be able to manage, especially when you have financial difficulties (61)

legislation *n* a law or set of laws suggested by a government and made official by a parliament (63)

mysteriously *adv* in a way that is strange and cannot be understood (62)

occupancy *n* someone's use of a room, building or vehicle (58)

out of the blue *exp* If something happens out of the blue, it is completely unexpected. (61)

over the moon *exp* delighted about something (61)

play with fire *exp* to act in a way that is very dangerous and to take risks (61)

smog *n* a mixture of smoke, gases, and chemicals, especially in cities, that makes the atmosphere difficult to breathe and harmful for health (58)

tip of the iceberg *exp* a small, noticeable part of a problem, the total size of which is really much greater (61)

unsurprisingly *adv* in a way that does not make you feel surprised (62)

Unit 8

adopt a low profile *exp* to avoid attracting attention to yourself (65)

appoint *v* to choose someone officially for a job or responsibility (68)

be what counts *exp* to have most importance or value (65)

brim with *exp* If someone is brimming with a good quality or thing, they have a lot of it. (65)

come to a conclusion *exp* to decide what to think about something (65)

die down *pv* to gradually decrease (65)

dismiss *v (sack)* to remove someone from their job, especially because they have done something wrong (68)

enrol *v* to put yourself or someone else onto the official list of members of a course, college, or group (64)

fill a position *exp* to find someone to do a job (68)

get the drift *exp* to understand the general meaning of what someone is saying (65)

go round in circles *exp* to keep doing or talking about the same thing, without achieving anything (65)

hold down a job *exp* to manage to keep a job for a period of time (68)

lay off *pv* to stop employing someone, usually because there is no work for them to do (68)

let go *exp* (*sack*) to stop employing someone, usually because there is no work for them to do (68)

make redundant *exp* to stop employing someone, usually because there is no work for them to do (68)

open-ended *adj* An open-ended activity or situation does not have a planned ending, so it may develop in several ways. (65)

postgraduate *n* a student who has already got one degree and is studying at a university for a more advanced qualification (64)

prospectus *n* a document giving details of a college, school, or business and its activities (64)

recruit *v* to persuade someone to work for a company or become a new member of an organisation, especially the army (68)

scholarship *n* an amount of money given by a school, college, university, or other organisation to pay for the studies of a person with great ability but little money (64)

step down *pv* to leave an important job or position, especially to allow someone else to take your place (68)

syllabus *n* (a plan showing) the subjects or books to be studied in a particular course, especially a course that leads to an exam (64)

take a back seat *exp* to choose not to be in a position of responsibility in an organisation or activity (65)

the matter in hand *exp* the subject or situation being considered (65)

tutorial *n* a period of study with a tutor involving one student or a small group (64)

undergraduate *n* a student who is studying for their first degree at college or university (64)

Unit 9

biased *adj* showing an unreasonable like or dislike for a person based on personal opinions (76)

compatible *adj* able to exist, live together, or work successfully with something or someone else (76)

criteria *n* (*plural*) standards by which you judge, decide about, or deal with something (72)

deduction *n* the process of reaching a decision or answer by thinking about the known facts, or the decision that is reached (72)

deprived *adj* not having the things that are necessary for a pleasant life, such as enough money, food, or good living conditions (76)

dumb down *pv* to make something simpler and easier to understand, especially in order to make it more popular (74)

eligible *adj* having the necessary qualities or satisfying the necessary conditions (76)

equivalent *adj* having the same amount, value, purpose, qualities, etc. as something else (76)

hostile (to) *adj* unfriendly and not liking or agreeing with something (76)

hypothesis *n* an idea or explanation for something that is based on known facts but has not yet been proved (72)

ignorant *adj* not having enough knowledge, understanding, or information about something (76)

in a sense *exp* thinking about something in one way, but not in every way (75)

inadequate *adj* not good enough or too low in quality (76)

be a matter of *exp* If something is a matter of doing a particular thing, that is what you need to do in order to achieve it. (75)

journal *n* a serious magazine or newspaper that is published regularly about a particular subject (74)

knowledgeable *adj* knowing a lot (76)

notorious *adj* famous for something bad (76)

prejudiced *adj* showing an unreasonable dislike for something or someone (76)

principle *n* a basic idea or rule that explains or controls how something happens or works (72)

protective (toward) *adj* wanting to protect someone from criticism, hurt, danger, etc. because you like them very much (76)

renowned *adj* famous for something (76)

restricted *adj* limited, especially by official rules, laws, etc. (76)

sceptical *adj* doubting that something is true or useful (76)

significance *n* important because it affects other things (72)

superior *adj* better than average or better than other people or things of the same type (76)

take a dim view *exp* to disapprove of something (74)

the former *exp* the first of two people, things, or groups previously mentioned (74)

the odd *exp* the occasional (75)

the status quo *exp* the present situation (75)

variable *n* a number, amount, or situation that can change (72)

Unit 10

antisocial *adj* often avoiding spending time with other people (84)

brush up on *pv* to improve your knowledge of something already learned but partly forgotten (83)

check up on *pv* to try to discover what someone is doing in order to be certain that they are doing what they should be doing (83)

classification *n* the act or process of dividing things into groups according to their type (80)

come up against *pv* to have to deal with a problem (83)

conscientious *adj* putting a lot of effort into your work (84)

consistently *adv* continuing or developing steadily in the same way (80)

constitute *v* to be or be considered as something (80)

do away with *pv* to get rid of something, or stop using something (83)

extrovert *n* an energetic happy person who enjoys being with other people (80)

get back to *pv* (reply) to talk to someone again, usually on the phone (83)

get through to *pv* to succeed in making someone believe or understand something (83)

idealistic *adj* believing that very good things can be achieved, often when this does not seem likely to others (84)

insecure *adj* Insecure people have little confidence and are uncertain about their own abilities or if other people really like them. (84)

introvert *n* someone who is shy, quiet, and unable to make friends easily (80)

merit *n* the quality of being good and deserving praise (80)

modest *adj* not usually talking about or making obvious your own abilities and achievements (84)

naive *adj* If you are naive, you are too willing to believe that someone is telling the truth, that people's intentions in general are good, or that life is simple and fair. People are often naive because they are young and/or have not had much experience of life. (84)

narrow-minded *adj* not willing to accept ideas or ways of behaving that are different from your own (84)

outgoing *adj* (*character*) friendly and energetic and finding it easy and enjoyable to be with other people (81)

perception *n* a belief or opinion, often held by many people and based on how things seem (80)

play down *pv* to make something seem less important or less bad than it really is (81)

proposition *n* an idea or opinion (80)

questionable *adj* not certain, or wrong in some way (80)

read up on *pv* to spend time reading in order to find out information about something (83)

self-centred *adj* only interested in yourself and your own activities (84)

self-conscious *adj* nervous or uncomfortable because you are worried what people think about you or your actions (84)

talkative *adj* talking a lot (84)

trustworthy *adj* able to be trusted (84)

Answer key

Unit 1

LISTENING

Part 4

1 Suggested answers

- 1 The meteorite strike (D) and the volcanic eruption (B) are clearly natural and the oil spill (A) is almost certainly man-made, but although the wildfire (C) might be caused by lightning, it is usually started accidentally or on purpose by people. It could also be partly the result of man-made global warming and drought.
- 2 Student answers will vary from country to country, but it may depend on the amount and quality of film available, the number of casualties, the harm to the environment and – in the case of the oil spill – criticism of large companies.

- 2 **1** five **2** the event each speaker is talking about; what surprised each speaker most about the event **3** three

3 Suggested answers

Task one: **A** ground, shaking, trembling **B** sea, pollution, sticky **C** wind, blow, speed **D** burn, trees, bushes
E lava, throw, flow **F** space, speed, impact
G water, soak, boat **H** twist, lift, dark

Task two: **A** number, injured (victims, casualties, hurt) **B** cause (explain, result, consequence) **C** decrease, speed (slow down, move, decelerate) **D** direction (course, head, destination) **E** extent, damage (how much, scale, destroy) **F** lack, noise (sound, quiet, silence) **G** where (location, spot, centred) **H** number, unreported (quantity, no news, ignored)

Exam task

- 4 **1** H **2** D **3** B **4** A **5** G **6** F **7** D **8** H **9** B **10** E

Recording script

Part 4 consists of two tasks. You'll hear five short extracts in which people are talking about unusual events they witnessed. Look at Task 1. For questions 1–5, choose from the list (A–H) the event each speaker is talking about. Now look at Task 2. For questions 6–10, choose from the list (A–H) what surprised each speaker most about the event. While you listen you must complete both tasks.

You now have 45 seconds to look at Part 4.

Speaker 1

Woman: As I looked across the countryside, I saw that (1) distinctive shape sweeping across the distant fields and then over the surface of the lake, which at that time of the year was of course full. There, it picked up huge quantities of water and then continued overland on its way. It could have gone in any direction, but I'd had a strange feeling that it was coming after me and sure enough it kept on heading my way, closer and closer. I'd been expecting it to make a really deafening sound but (6) what struck me was the way it twisted across the open flat farmland in virtual silence, and somehow that made it even more alarming.

Speaker 2

Man: It was when I reached a point overlooking the valley that I saw it gradually moving east far below me, consuming everything in its path as such intense ones always do. It was quite a scary sight, though when I thought about it rationally (7) it seemed highly unlikely it would suddenly alter course and put me in danger. But when it reached the bushes at the foot of the hill where I was standing, that was exactly what happened. (2) Fuelled by the dry vegetation on the steep slope, it began racing towards me and I fled back down the way I'd come to safety. Later I was told they tend to accelerate when they spread uphill, on other occasions reaching homes on higher ground with tragic results.

Speaker 3

Woman: I suppose I should have been shocked when I saw for myself just how many square miles it covered, and (3) how dense were the clouds of smoke where attempts were being made to burn it off, but having previously studied satellite photos I knew pretty much what to expect. I still, though, felt deep sadness at the immense harm that sticky mess was causing to wildlife, both above and beneath the surface. That feeling wasn't helped by my travelling companion reminding me of the depressing statistics in such cases, but (8) what really shook me was the figure he quoted for the frequency of such disasters, the majority of which the media are either unaware of or choose to ignore. Apparently it runs into dozens, every month.

Speaker 4

Man: My friend Lauren and I were out walking in the hills on a hot, sunny day when we noticed a kind of (4) trembling under our feet, rather like when you're standing on a bridge and a lorry goes past. But there were no vehicles in sight, no road or rail tunnels below us – and the nearest volcano was half a continent away. Then Lauren said she'd seen a local press report about an oil company pumping liquid underground to extract oil and gas, which caused huge sections of the rock to suddenly shift below that part of the countryside.(9) So that was the explanation, as apparently even the really major ones can be pretty quiet. I was speechless.

Speaker 5

Woman: I'd heard warnings on the radio so I was half-expecting something like this to happen here, but (10) destruction on this kind of scale was not something I'd envisaged. Trapped on the roof, I surveyed the dreadful scene around me. Local landmarks such as the flower gardens were unrecognisable, and when eventually they reappeared they would be covered in thick black mud. Much worse, though, would be the effect on people's homes, where possessions would be (5) soaked and ruined. Other houses were burning, no doubt because of electrical appliances left switched on. I did spot two firefighters rowing along a street, but their priority was to take the very young and the very old to safety, not to try to put out fires.

GRAMMAR

- 1 1 a) I see them at weekends/every weekend – a habit. (Present simple)
- b) I'm seeing them next weekend – an arrangement. (Present continuous)
- 2 a) The theme tune began immediately after the end of the programme. (Past simple)
- b) The theme tune had already begun before the programme ended. (Past perfect)
- 3 a) They had started taking photos before Melanie walked in (probably of other people), and continued doing so. (Past continuous)
- b) They started taking photos (of Melanie) when she walked in. (Past simple)
- 4 a) We'll start watching the film before you get here. (Future continuous)
- b) We'll wait until you arrive before we start watching that film. (Future simple)
- 5 a) At some time in her life, she has written that book. (Present perfect)
- b) She is still writing that book, or has just finished writing it. (Present perfect continuous)

- 6 a) When our plane takes off, the thunderstorm will be over. (Future perfect)
 - b) When our plane takes off, there will still be a thunderstorm but it will be nearly over. (Future continuous)
 - 7 a) The change in government policy led to rapid growth. (Past simple)
 - b) Rapid growth ended when the government policy changed. (Past perfect continuous)
 - 8 a) I'll start working abroad when I'm 25 and continue for several years. (Future simple)
 - b) I have already started or will start working abroad several years before I'm 25. (Future perfect continuous)
- 2 1 Do you come → Are you coming, Will you be coming, Are you going to come (simple present not used for future plans)
 - 2 I'm waiting → I'll be waiting (future continuous for a background action)
 - 3 know → have known (present perfect needed with *for* + time reference, showing something started in the past and still continues)
 - 4 send → am sending, am going to send (present continuous for current action/writing convention)
 - 5 was waiting → had been waiting (past perfect continuous for a past action continuing up to another past action)
 - 6 you'll come → you come (present simple after future time markers such as *when, as soon as*)
 - 7 arranged → had arranged (the arrangement was made before the meeting, so it has to be past perfect)
 - 8 are needing → need, will need, are going to need (*need* is a state verb with no continuous form)
- 3 1 have enjoyed 2 get 3 've been waiting 4 'll have explored 5 was reading 6 'll do 7 had already become 8 'll have been living

4 Suggested answers

2000: started primary school. I was living in the city centre; I used to walk to school.
2005: started secondary school. I'd learned to swim before then; I'd been studying English for two years by then.
2012: left school. I've made new friends since then; I've been studying at university since then.

5 Suggested answers

2016: will graduate. I'll be living in another city by then.
2017: will get a job. I'll have travelled around the world by then.
2022: will buy a flat. I'll have been saving for five years by then.

READING AND USE OF ENGLISH

Part 7

- 1 Students' own answers
- 2 Sales of news & current affairs magazines, and worldwide sales of printed newspapers have been rising. Sales of printed books and European printed newspapers, as well as online advertising in newspapers have been falling.
- 3 1 reference words and phrases; contrast links
2 1 *all of which* refers back to a number of assertions in the missing paragraph.
2 *As for* indicates a further example, with the previous example(s) in the missing paragraph.
3 *Yet* introduces a contrast with information in the missing paragraph.
A *In other words* introduces an explanation of a point in the missing paragraph.
B *these* refer back to *sales* of this kind previously mentioned (in fact they aren't; it is the distractor).
C *Such* adds emphasis to *varying national trends* described in the missing paragraph.
- 3 4 And even 5 Already 6 this
D One E But; it F similar G So; that; so little

Exam task

1 E 2 D 3 F 4 G 5 C 6 A; not needed: B

READING AND USE OF ENGLISH

Part 1

- 1 These don't collocate: 1 put 2 publish 3 perform
4 show 5 broadcast 6 promote
- 2 1 edit 2 submit 3 broadcast 4 scheduled
5 draft 6 run; broadcast; cover 7 covering 8 carrying, running, putting, publishing, reporting, featuring, covering
- 3 Only if they ask people's permission first, and pay them for their material.
- 4 events
- 5 1 social 2 images 3 images/on social media
4 (public) interest 5 research 6 role 7 steps
8 permission

Exam task

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

- 6 Students' own answers

SPEAKING

- 1 1 sensitive 2 brought up 3 implies 4 risen
5 attend 6 economical 7 lay 8 opportunity

Part 1

- 2 1 True, though it may be a little longer if there are three candidates.
2 True, the other is the Assessor.
3 False, questions are asked of each individual.
4 False, though candidates should be polite at all times.
5 False. It would sound unnatural and the examiners would not allow it.
6 True. If candidates don't know the exact words – or remember the exact details – to give completely honest answers, they can make them up.

3 Suggested answers

- 1 present simple; possibly also present perfect, past simple
- 2 present simple; possibly also present continuous
- 3 future continuous; possibly also future perfect
- 4 present simple; future
- 5 present simple
- 6 present simple
- 7 2nd conditional

4 Suggested answers

Cristina 1 Y 2 Y 3 Y 4 Y 5 Y

Markus 1 Y 2 P He doesn't use a wide range of vocabulary, but the words he does use are not incorrect. Therefore his knowledge is difficult to judge. 3 N He doesn't use any linking structures and he often hesitates. 4 P His grammar is correct but he doesn't use a wide range of structures so his knowledge is difficult to judge. 5 N He doesn't give much information and the examiner has to keep asking him questions.

Recording script

Teacher: OK, Cristina. Where are you from?

Cristina: I'm from Getafe, which is quite a big town about ten kilometres to the south of Madrid.

Teacher: What do you do there?

Cristina: I'm a student. I've been studying information technology at the university in Móstoles since about two years ago.

Teacher: What do you think you'll be doing in five years' time?

Cristina: Can you repeat that, please?

Teacher: What do you think you'll be doing in five years' time?

Cristina: It's hard to say, really, but I hope very much I'll be working in a big company. Maybe abroad because it is very difficult to find a job in Spain, even with a degree.

Teacher: How important do you think it is to speak more than one language?

Cristina: It's definitely very important, especially English. And if you speak both Spanish and English you can have many opportunities in the future, in the western part of the world anyway.

Teacher: OK, Markus. Where are you from?

Markus: I grew up in Hamburg.

Teacher: What do you most enjoy about learning English?

Markus: The grammar. It is relatively simple, I think.

Teacher: Do you prefer to get the news from television, newspapers or the Internet?

Markus: The Internet.

Teacher: Why?

Markus: You can compare, er, sources of news. In many cases, they report the same story in completely different ways.

Teacher: What would you do if you suddenly became very rich?

Markus: I would buy a house. I'd like to have an extremely large garden.

5 Suggested answers

Well, as a matter of fact I grew up in Hamburg, which is a big port city in northern Germany.

That's not an easy question to answer, but perhaps the grammar. It is relatively simple, I think, at least compared to German grammar.

I suppose nowadays it's mainly from the Internet, like most people.

You can compare sources of news because in many cases they report the same story in completely different ways, depending on their political point of view.

I've never really thought about it before, but I imagine I would buy a house. And if possible I'd like it to have an extremely large garden, with a wide variety of trees and plants.

WRITING

- 1 1 whereas; while 2 Whereas; Although 3 Despite the fact that; Even though 4 In contrast; However
5 Contrary to; In spite of 6 Nevertheless; Despite this
7 In spite of the fact that; Though 8 Conversely; On the other hand
- 2 1 many ordinary criminals have been released, political prisoners remain in jail.
2 though health care has improved, it is still not up to international standards.
3 of the fact that unemployment has fallen / of the fall in

- unemployment, the number of homeless people has risen.
4 the workers' income is increasing, (but) on the other hand their quality of life is going down.
5 (that) that country produces a lot of food, ordinary people have little to eat.
6 to what some people say, we don't spend enough on overseas aid.
7 fruit prices have risen, farmers are getting paid less.
8 they/it ban(s) all opposition.

3 Suggested answers

- 1 Whereas the people in the first photo obviously have plenty of money, those in the second one can't even afford to buy their own food.

Part 1

- 4 1 You have to write about ways people in richer countries can become more aware of poverty and ways of raising awareness of poverty as a global issue. Your tutor.
2 You must write about any two of the notes, i.e. education, charity campaigns, increased media coverage.
3 You can include one or more of the three opinions given. You shouldn't use exactly the same words in your essay.
- 5 1 1st paragraph
2 increased media coverage, 2nd paragraph; education, 3rd paragraph
3 1st opinion in 3rd paragraph (*attention should also...*), 3rd opinion in 2nd paragraph (*Regular in-depth reports...*)
4 increased media coverage, 4th paragraph. She thinks education would be too slow and not affect older people; also, everyone takes notice of the media.
5 Yes, it is. It's fairly formal.
6 despite, however, although, nevertheless, whereas

Unit 2

READING AND USE OF ENGLISH

Part 6

1 & 2

Students' own answers

- 3 1 No 2 They all relate to the same topic, in this case international volunteering. 3 formal, academic
4 attitude and opinion 5 attitudes and opinions expressed in more than one text.
- 5 1 whilst 2 negligible 3 hence 4 allude to 5 motivated
6 ethically 7 enhanced 8 scenario 9 symptomatic
10 discourse
- 6 2 different, others, why, work 3 same, A, long-term effects, volunteers 4 shares, C, who, volunteers

Exam task

1 D 2 D 3 C 4 B

GRAMMAR

Suggested answers

- 1 **1g** We eventually stopped for a rest because we were feeling tired. / Because we were feeling tired, we eventually stopped for a rest.
- 2h** A lion approached. It was looking / It looked hungry.
- 3b** In order not to take any chances, they kept away from the cliff edge. / They kept away from the cliff edge in order not to take any chances.
- 4f** As soon as Carlos noticed the huge hole in the road, he hit the brakes. / Carlos hit the brakes as soon as he noticed the huge hole in the road.
- 5d** We bought our tickets and then we boarded the ferry.
- 6a** As long as they are handled carefully, those creatures are not dangerous. / Those creatures are not dangerous as long as they are handled carefully.
- 7c** The bridge collapsed, so we were (left) stranded on the island.
- 8e** The Atacama, which is the world's driest desert, is located in Chile and Peru. / The Atacama, which is located in Chile and Peru, is the world's driest desert.

- 2 **1** It appears that we, the readers, are driven crazy with thirst. *Suggested answer:* We read how the crew, driven crazy with thirst, survive in an open boat.
- 2** It sounds as though Sean was barking. *Suggested answer:* Barking loudly, a large dog approached Sean.
- 3** It sounds as though the speaker has been washed. *Suggested answer:* I noticed my clothes had turned pink after being washed in hot water.
- 4** It implies that tall buildings are scared of heights. *Suggested answer:* Scared of heights, Joey avoids tall buildings.
- 5** It implies that both Tanya and I finished my breakfast. *Suggested answer:* Having finished my breakfast, I set off on foot with Tanya.
- 6** It implies the footpath does not wish to damage the plants. *Suggested answer:* Not wishing to damage the plants, walkers use the footpath.
- 7** It appears you are watered every day. *Suggested answer:* Watered every day, these plants grow quickly, you will find.
- 8** It appears the ticket was running. *Suggested answer:* Running to catch the train, I dropped my ticket onto the platform.

3 Suggested answers

- 1** Looking tired, Marta said she had been travelling all night.
- 2** Climbing in the mountains, we saw an eagle fly past.
- 3** Worn with matching trousers, this jacket looks great.
- 4** Being tall, Joaquin could see over the crowd's heads.
- 5** Exhausted by the journey, I slept for 18 hours.
- 6** Our vehicle broke down, leaving us stuck in the forest.
- 7** Having studied Mandarin for five years, my sister speaks it well.
- 8** Not having anyone to talk to, Jack felt lonely.

- 4 1** Leaving/Having left at 6 am, **2** Not wanting to waste time, **3** leading to the foothills of the Central Range
- 4** Reaching/Having reached **5** Covered in snow, they
- 6** Descending/Having descended to a river, **7** built centuries ago **8** feeling hungry, **9** Realising that would mean more snow, **10** Having decided to carry on,
- 11** Looking back at that moment, **12** bearing in mind

READING AND USE OF ENGLISH

- 1 1** inconveniently → inconveniently **2** disincreased → decreased **3** insure → ensure **4** unprecise → imprecise **5** incapable → incunable **6** inevitably → inevitably **7** inexistent → non-existent **8** unrealistic → unrealistic
- 2 1** under **2** re **3** over **4** mis **5** bi **6** out **7** anti **8** inter
- 3 a)** again – re **b)** against – anti **c)** between – inter **d)** more, bigger, better – out **e)** not enough – under **f)** too much – over **g)** two – bi **h)** wrongly – mis

Suggested answers

redo, reinstall; antivirus, anti-climax; interchange, interpersonal; outperform, outsmart; underweight, underachieve; overcook, overweight; bilateral, bicentennial; misspell, misunderstanding

Words with prefixes not used: disinterested, disagreeable; illegal, illiterate; monolingual, monosyllabic; postgraduate, postwar

Part 3

- 4** to go (midnight/cross-country) skiing
- 5 1** adjective; add *-ed* or *-t* **2** positive **3** un-

Exam task

- 1** background **2** incomparable **3** luxurious **4** unexpectedly **5** unbroken **6** inexperienced **7** uninterrupted **8** intention

LISTENING

Part 2

1 Suggested answers

1 Both photos show how the people of Cuzco celebrate the festival. The first shows a man looking very serious sitting in a special chair. I think he is being carried by a group of men – I can just see their heads. He's dressed in a colourful way and he could represent the Sun God. I think this must be part of an important ceremony. The other photo shows women in traditional costume leading a pretend animal through the streets. I think it's supposed to be a llama. I think this could be part of a procession from the church and we can see crowds of people watching. **2** Events like this can unite communities and provide identity, especially to peoples whose culture may have been affected by colonisation.

3 They are enjoying themselves, probably because of the occasion, the chance to meet extended family and friends, good food, dressing up, getting a day off from hard work in the fields or factories.

- 2 1 words, city, because, buildings: noun phrase
2 Cuzco, designed, shape: noun (phrase) 3 Incas, houses, without, cold: noun 4 problem, some, not, her: noun
5 rehearsals, impressive: noun 6 surprised, wide range, parade: plural noun 7 builders, first made, stones: plural noun 8 read, no, ancient Festival: plural noun

Exam task

- 1 (an) open-air museum 2 a mountain lion
3 windows 4 (fierce) sun 5 folk dancing
6 (multicoloured) costumes 7 models 8 spectators

Recording script

You'll hear a research student called Ava O'Neill talking about visiting Cuzco in Peru. For questions 1–8, complete the sentences with a word or short phrase.

You now have 45 seconds to look at Part Two.

The Peruvian city of Cuzco is a total experience, from its location 11,000 feet up in the Andes mountains, its history as the ancient capital of the Inca Empire and its unique culture, to (1) the blend of Inca and Spanish architecture from different centuries that has led to researchers referring to it as an open-air museum.

Its origins actually go back over a thousand years, but it was in the 13th century that the invading Incas reached Cuzco. They (2) planned and built the city so that it resembled a mountain lion, and districts and individual streets still bear the names of body parts such as the head and back, while the tail was formed by straightening the point where two rivers joined.

Although night-time temperatures in Cuzco can be quite mild, that is certainly not the case all year round. (3) On account of that, many of the original Inca homes there lacked windows and had just a single door, which would have been covered by a thick mat during the chillier months. There would also have been a straw roof that had to be replaced every few years.

My colleagues and I were there in late June, and I noticed on the first afternoon that (4) a number of the others were looking distinctly uncomfortable as the fierce sun began to beat down, but as an Australian I'm accustomed to that. The height above sea level was another matter, leaving all of us short of breath at times, especially when climbing the steep hills around the city.

Having arrived a couple of days ahead of the Festival of the Sun, we were able to watch some of the performers practising for the big day. (5) What really stood out for me was the folk dancing, though some of the concerts and parades were well worth watching, too.

On the 24th, the day of the Festival itself, the city centre was packed as the procession set off. (6) The multi-coloured costumes were fabulous, even more varied than I'd imagined, as the participants moved slowly up the hill to the ancient site called Saksaywaman where the main ceremony would take place.

That is where the magnificent walls are located. Standing nearly six metres tall and measuring up to 400 metres in length, they were built of huge stones that fitted together perfectly. Given that some of them weighed 200 tons each, the only way the Incas could have achieved that, my research indicates, is by (7) sculpting models in lighter materials to the exact size and shape required, and then reproducing them in stone.

I stood there marvelling at the sight of the walls, and at the colourful scene as the ceremony began. Looking at the vast crowds of (8) spectators, I recalled a paper written by a local historian which made the point that in Inca times there weren't any. In one way or another, all the thousands of people at the Festival in those days were participants.

SPEAKING

- 1 1 any less tea than they did in the past.
2 a lot more frequently there.
3 quite so / quite as many public holidays as some other countries.
4 far / much / a lot less common than it used to be.
5 nearly so / nearly as likely to marry young as years ago.
6 near so / near as widely celebrated internationally (as it is now).
7 isn't half as much fun as April Fool's Day.

Part 2

- 3 1 1 and 2 2 Yes 3 She says the children's parents probably gave them more thought.
- 4 the present seems a lot more important to her than to the couple
The little girl is obviously feeling much more excited than the couple
they probably thought a bit less about what to buy than the parents

Recording script

Teacher: Luisa, it's your turn first. Here are your pictures. They show people with presents in different situations. Compare **two** of the pictures, and say what significance the presents might have for the people, and how they might be feeling.

Luisa: OK, erm, in this picture there's quite a lot of people at what looks like a wedding. Or maybe it's after the ceremony itself, because of, er, the way the couple are dressed, and there's a lot of presents for them on the table, still wrapped in paper. In this one, on the other hand, there is a child opening a present at a party and looking very happy. It could be a toy that she's asked her parents for, or perhaps she just likes surprises, because the present seems a lot more important to her than to the couple, who at the moment are probably thinking about other things, like their future together - starting with their honeymoon! The little girl is obviously feeling much more excited than the couple about the present, but they're enjoying the occasion and later they will have time to see the gifts their relatives and friends have given them. Perhaps nice things for their new home, and that will make them happy, too.

Teacher: Emilia, who do you think has given the most thought to their choice of present?

Emilia: Well, it's likely the people at the wedding chose something from a list they were given of possible presents, so they probably thought a bit less about what to buy than the parents of the little girl. Unless of course she told them what to get! Erm, I think that would be quite unusual for a girl of that age.

3 Suggested answers

- 1 The owners should consider refurbishing it. I strongly recommend having it repainted.
- 2 One possible solution would be to provide free overnight accommodation. I have no hesitation in recommending an enquiry into how this occurred.
- 3 My recommendation is that more covered areas are provided. The best course of action would be to postpone the festival until the rain stops.
- 4 1 A popular festival in your country 2 Your tutor; to show other students who may be interested in the festival.
3 A description of the event, including where and when it takes place; how popular it is and why; changes you think should be made
- 5 1 C 2 D 3 A 4 B
1 Yes 2 Yes
- 6 1 a) The aim of this report is to ... b) rather fewer ... than; a little more generous c) In conclusion, d) ... consequently, I would recommend + noun + infinitive without *to*; I would also suggest they consider + *-ing*
2 held each December; Attracting over 200,000 visitors annually

3 Suggested answers

- sweet festival picturesque town chocolate as art
the world's greatest most impressive
fascinating exhibitions something to appeal to all delights
opportunities to learn make a real difference
of particular interest informative hugely enjoyable
leaves a pleasant taste in the mouth delicious
- 7 1 An interesting, lesser-known sight in your country
2 Your manager; the agency you work for wants to promote a lesser-known tourist sight in your country more.
3 A description of the sight, its significance to your country, how it could become better-known internationally

WRITING

Part 2

- 1 1 sum 2 recommendation 3 solution 4 purpose
5 balance 6 outlines 7 recommend 8 short
9 consider 10 course 11 aims 12 recommending

2 Suggested answers

Introduction: The purpose of this report is to; This report outlines; This report aims to

Recommendations and suggestions: My recommendation is; One possible solution would be to; I strongly recommend that; ... should consider; The best course of action would be; I have no hesitation in recommending

Conclusion: To sum up; On balance; In short

Quite formal: The purpose of this report is to; I strongly recommend that; The best course of action would be; I have no hesitation in recommending

10 Model answer

The caves near the coast

Introduction

This report looks at the magnificent Nerja caves in southern Spain. Located in the foothills of the impressive Almirajara mountain range, the caves were discovered completely by chance about 50 years ago when a group of boys were out exploring.

Ready for visitors

Since then further parts of the cave system have been opened, steps cut into the rock and lighting installed in order that visitors can see the spectacular geological features there. These include vast caverns and what is said to be the world's biggest limestone column.

Part of Spain's history and culture

In Spain the caves are now officially listed as a historic site. There is a section, currently closed to the public, containing wall paintings that are many thousands of years old, and these have immense historical significance. In addition, one of the caverns is so big that it is used for the Festival of Music and Dance, featuring famous Spanish opera singers, classical musicians and dancers.

Conclusion

In short, the Nerja caves are one of this country's greatest attractions, and it is a pity that so few of the millions of tourists who come to the Spanish coast ever visit them. The best course of action, I believe, would be to advertise the caves more widely in other countries, and I would also recommend launching a publicity campaign in tourist areas. In the summer months, this could inform people that even when the temperature is 40 degrees, the air inside the caves is always cool and fresh.

Unit 3

LISTENING

- 1 1 brief (relationship) 2 family (friend) 3 personal (friend) 4 absent (parents) 5 strong (relationship) 6 mutual (friend)

Part 1

- 3 Extract 1 – 1 a conversation, probably at home 2 Jack and Emily, a couple 3 a problem Jack has at work
Questions: 1 reason 2 function (giving advice)
Extract 2 – 1 a conversation at home 2 two people 3 a TV news story
Questions: 3 topic 4 function (expressing surprise)
Extract 3 – 1 a conversation in a café 2 two students 3 flat sharing
Questions: 5 shared opinion 6 attitude

Exam task

- 1 B 2 C 3 A 4 C 5 C 6 B

Recording script

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 one

You hear a couple, Jack and Emily, discussing a problem he has at work.
Now look at questions one and two.

F: So what happened? I thought you two got on well?

M: We used to, yes. But when he heard last week that the new contract had been assigned to me he suddenly stopped speaking, and today he started a row when he saw me in the canteen. At one point it got so heated he threatened to take it up with the general manager, though I knew he wouldn't actually go that far. Any more than he'd walk out on the job, as at one point he said he might.

F: I suppose in a way you can understand why he's so upset. He's been there longer than you, after all. But I know he can be quite aggressive, so rather than try to discuss it rationally with him I think I'd do my utmost to keep out of his way until he calms down a little. I'd certainly find somewhere else to eat, or a different time. When does he usually have lunch?

M: Twelve-thirty.

F: So how about having lunch at noon, for the time being at least?

M: That makes sense, yes

Extract two

You hear two people discussing a news story that they have just watched on TV.
Now look at questions three and four.

M: That was quite interesting, wasn't it? Particularly the bit about eye contact. So looking straight at you says nothing at all about whether someone's telling you the truth or not.

F: Yes, I've always thought that was a myth. It's not as if cleverer liars were unaware some people believe that, and I'm sure some criminals try it on. Though, as the reporter said, the police aren't fooled, they just ignore it.

M: But the effective ways of spotting liars – I liked some of those used by detectives, such as noticing how quickly people answer a question.

F: Yes, it's logical they'll take longer to reply if they're having to invent a complicated story. And also getting suspects to give their version of events in reverse order. It'd never occurred to me before, but that must be much harder if you're making it up as you go along.

M: And what did you think of the figure quoted for the number of lies the average person admits to telling each day? About one and a half, wasn't it?

F: Yes, though I suspect some of them might have been lying about how often they lie!

Extract three

You hear two students, Amelia and Ollie, in a café talking about flat sharing.

Now look at questions five and six.

M: So after all the flat sharing we've done over the last couple of years, what lessons do you think we've learned?

F: The crucial thing is the initial choice of people. Because if you don't take your time doing that, you can end up with all kinds of tensions. What you really want is a relaxed relationship with the others, and also the hope – especially if you're new in town – that they'll take you out to places and help you socialise.

M: I suppose you might get lucky and hit it off with the first ones you meet, and if they happen to be sociable types, you'll get to hang out with their mates, too – but more often it's about making compromises with acquaintances, isn't it?

F: It's certainly true you have to compromise when it comes to keeping the place clean. I think I have pretty high standards of hygiene and I wouldn't share with anyone – male or female – who was really messy, but I don't think there's any need to make a fuss about trivial things. I mean, it's a real pain if some perfectionist starts complaining just because, say, you leave the odd mug in the sink.

GRAMMAR

- 2 **1** Are you still living in the same flat? **2** No, I'm not. I moved out last week. **3** Why did you leave? **4** I couldn't study properly. **5** What was the problem? **6** A few months ago, my flatmate started learning the violin. **7** Have you found a quieter place now? **8** Yes I have, and I think I'll enjoy living there.
- 1** no 'whether', he → you, was → are
2 no 'that', he → I, wasn't → 'm not, He → I, 'd moved → moved, the previous week → last week
3 'did' added, he → you, 'd left → leave
4 he → I, hadn't been able to → couldn't
5 word order: verb 'be' before subject, had been → was
6 earlier → ago, his → my, had started → started
7 no 'whether', 'have' added, he → you, 'd found → (have) found, by then → now
8 'yes' added, he → I, had → have, no 'that', he → I, thought → think, he → I, 'd → 'll

Recording script

F: Are you still living in the same flat?

M: No, I'm not. I moved out last week.

F: Why did you leave?

M: I couldn't study properly.

F: What was the problem?

M: A few months ago my flatmate started learning the violin.

F: Have you found a quieter place now?

M: Yes I have, and I think I'll enjoy living there.

- 3 **1** Some students suggested going/we (should) go sightseeing on Monday.
2 Your brochure said that I would get a room in a high-class hotel.
3 correct
4 correct
5 He threatened his daughter that he would not speak to her/ not to speak to his daughter again if she married that man.
6 The radio told us not to go anywhere because of the snow.
7 The electric company apologised for not telling/not having told me the lights would go out.
8 Socrates never promised that his students would actually learn anything specific.

4 Suggested answers

- 1** S/he said (that) s/he hadn't broken my coffee mug
2 S/he asked (me) if s/he could help me.
3 S/he suggested sharing/(that) we (should) share that flat together. **4** S/he apologised for waking/having woken me up. **5** S/he promised (that) s/he would/to pay me back at the end of the/that month. **6** S/he warned me not to touch/against touching that wire while the electricity was on.
7 S/he threatened to/that s/he would call the police if s/he didn't get out immediately. **8** S/he said the next day was Saturday. S/he told us not to wake her before noon.

5 Suggested answers

- 1** to get up in the morning. 'I'm not getting up in the morning!' **2** me to her party. 'Do you want to come to my party?' **3** that I'd been using her make-up. 'You've been using my make-up, haven't you?' **4** me not to forget to call. 'Don't forget to call!' **5** me to drink lots of fluids. 'You should drink lots of fluids.' **6** not telling me the truth. 'I'm afraid I didn't tell you the truth.'
7 to drive me to the station. 'Shall I drive you to the station?' **8** I get one like that. 'You should get a phone like this!'

READING AND USE OF ENGLISH

Part 5

- 2 No, it isn't.
- 3 1 the first paragraph 2 'People strolled in the street outside likewise, with arms at right angles, necks bent and heads in awkward postures.' 3 A 'every one, whatever their age group', so not mainly young people B 'The scene resembled something from an old science-fiction film.' It only resembled a film; it was in fact real. D 'The place was oddly quiet' 'Odd' means strange, and there is no suggestion he found the silence pleasant.

Exam task

1 C 2 B 3 B 4 B 5 A 6 C

READING AND USE OF ENGLISH

- 1 1 do what they said they would 2 stay calm 3 watch for someone to appear 4 try not to be noticed 5 continue to know 6 let them know what's happening 7 stop yourself smiling or laughing 8 hope things will turn out well

Part 4

- 2 1 It has become the adjective *constant*. A noun or noun phrase. 2 It becomes a noun. Plural. 3 Keep a low profile. Positive.

Exam task

1 have sprung up | recently / have recently | sprung up
2 she would resign | unless they increased 3 me (from) / my | keeping track of 4 promise / promising | to keep / stay in touch 5 apologised for not keeping / apologised for breaking | its / their 6 him | to stand up to

SPEAKING

- 1 1 just 2 leave 3 point 4 feel 5 move 6 along
7 thoughts 8 inclined
a 4, 7 b 2, 5 c 1, 6 d 3, 8

Part 3

- 2 Success in life, good health, appreciation of natural and artistic beauty, coping with problems, good relationships with relatives and friends – as possible factors in human happiness.
- 3 1 Yes 2 Yes 3 No
- 4 1 Shall I start?, Yes, go ahead.
2 I'd go along with you there. How do you feel about this one? What are your feelings on this?
3 c Right, d I'm not so sure about that, d But...surely? c That's true. d Yes, but...what about...? b Can't...? b And how about...? c Oh, I totally agree. c Absolutely. d my own view is that
4 I don't think we're going to entirely agree on that last point., No; let's leave it at that.

Recording script

Teacher: Here are some things that can help make people's lives happy and a question for you to discuss. First you have some time to look at the task. Now, talk to each other about how important these factors might be in making individuals happy with their lives.

Leona: Shall I start?

Mia: Yes, go ahead.

Leona: OK then, the first thing is I don't think you have to be particularly successful in your studies or work to be happy, but if you aren't doing as well as perhaps you should, then that can make you quite unhappy.

Mia: I'd go along with you there. I mean, people who get top marks in everything don't seem any happier than the rest of us, and those who do badly don't look miserable all the time, either. So maybe 'success' isn't the right word, and it's actually 'knowing you've done your best' that brings happiness.

Leona: Right. So how do you feel about this one, a healthy lifestyle?

Mia: Oh, I think that's really important. If you do plenty of exercise and keep fit, you feel a whole lot better all the time. Definitely.

Leona: I'm not so sure about that. Footballers don't always look that happy with life, do they? And there are plenty of people who do no exercise but still seem very contented.

Mia: But only if they stay healthy, surely? People who often get sick are unlikely to enjoy life very much.

Leona: That's true. So maybe it's best to do just enough exercise to reduce the risk of illness.

Mia: OK, shall we move on to the next one?

Leona: Uh-huh.

Mia: What are your thoughts on this?

Leona: Appreciating the beauty of nature.... yes, that can make a real difference.

Mia: Yes, but if we're talking about life in general, what about people who live in cities and don't often get to see the countryside? Can't they be happy?

Leona: Well yes, because even in the biggest cities there are parks where you can see trees and flowers, and birds.

Mia: And how about art?

Leona: That depends, really. Some people get pleasure from it but others don't.

Mia: It can make a big difference if you can lift your spirits whenever you want to by just looking at beautiful pictures, or listening to music.

Leona: That brings us on to the next one, doesn't it? And I think that's essential, because if you let things get you down you can never truly be happy.

Mia: Oh, I totally agree. Worrying or getting angry all the time must make you very unhappy. You've got to be able to deal with your problems or life becomes a nightmare.

Leona: And that's so much easier if you have support from family and friends, like it says in the last point.

Mia: Absolutely. It's often lonely people who look sad, the ones who live by themselves and don't have any friends.

Teacher: Now you have about a minute to decide which factor has the most positive effect on human happiness.

Leona: Well, I think we more or less agree that whether you're successful or not doesn't make that much difference, that staying healthy matters but without going to extremes...

Mia: And that appreciating natural and artistic beauty can certainly help...

Leona: Yes, but for me it's being able to handle everything that life throws at you that makes all the difference to overall happiness. Friends and relatives can help, but in the end it's down to you as an individual.

Mia: Hmm, my own view is that humans are social beings, and that means we can't ever be genuinely happy unless we have a close relationship with others.

Leona: Well, I don't think we're going to entirely agree on that last point.

Mia: No; let's leave it at that.

Teacher: Thank you.

WRITING

1 1 A informal B neutral C formal

2 Suggested answers

phrasal verbs: A get back to, find out, get together;

B meet up

long/less common words: C apologies, extremely, occupied, position, fortunately, announced, convenient

exclamation marks: A I've got the whole of next week off!

passive verb forms: C has been announced

impersonal expressions: C it has been announced

conversational expressions: A Sorry, had a lot on, what

with, stuff like that, we're in luck, the whole, tell you

what, if that's OK with you

abbreviations: A pm, asap

very short sentences: A Sorry not to get back to you sooner.

contracted forms: A I've, we're, I've, I've, let's, that's

B don't

formal linking expressions: C on account of, in addition to, however, therefore

2 Suggested answers

1 persons – people 2 regret – 'm sorry 3 execute – carry out 4 awaken – wake up 5 thus – so 6 consume – eat, have

Where you may see the words: 1 sign in a lift 2 letter to an employee 3 business document 4 children's story 5 scientific paper 6 research document

Part 2

3 1 Informal/neutral – certainly not very informal.

Conversational *so* to begin a sentence, dash, contracted form *I've*, informal expressions *got*, *lots of*, *all sorts*, *tips*, and ending the last sentence with a preposition, rather than using a formal preposition + *which* relative clause. But no slang, abbreviations or exclamation marks; there is the use of the long-ish words *behaving* and *experience*, and the paragraph is written in complete sentences.

2 ask for advice: 4th sentence; describe events: 1st sentence; report a conversation: 2nd sentence; give reasons: 3rd sentence

4 a 5th paragraph b 1st paragraph c 3rd paragraph
d 1st paragraph e last line f 2nd paragraph
g 1st paragraph h 4th paragraph

5 *Dear* + first name of recipient, *Best wishes* + first name of sender (probably the most often used for friends/colleagues). *Hi* + first name, *Hello* + first name, *Hi*; All the best, Best, Bye for now, Cheers, Love, Lots of love, Kisses etc. (all followed by first name). All on separate lines.

6 1 Ashley (never *Dear friend*)

2 a) Use of first name after *Dear*; informal words e.g. *thanks*, *great*; punctuation: use of dashes, exclamation marks; contracted forms; short sentences, e.g. I got the impression

he's a bit down; phrasal verbs, e.g. *get back to, move in*, informal linkers, e.g. *and, so*; shortened forms, e.g., *sorry, hope to*; informal ending *Best wishes* plus first name only.

b) Longer, more complex sentences, e.g. *Ever since...*, *He clearly didn't want...*; longer words, e.g. *unfortunately, impression*; addition links, e.g. *firstly, finally*.

3 He admitted he'd done almost no housework

said he was sorry

explained he'd been suffering from a long-term injury

he promised he'd make more of an effort

4 **a** far from it **b** to cap it all **c** all hours **d** have a word with **e** as yet **f** had little effect **g** left out.

- 7** **1** Your penfriend will have to make his/her own friends as he/she will not be with you. **2** informal/neutral
3 language level, shyness, best ways of making friends in your country with reasons

10 Model answer

Dear Thomas,

Thanks for your letter. I'm glad to hear all's well, and that you're looking forward to your stay here. It'll be hot, so bring plenty of factor 50 sunscreen!

But please don't worry about your Italian. You certainly speak it well enough to chat with people, and I'm sure you'll become even more fluent after you've been here couple of weeks. It doesn't matter if you make a few grammar mistakes – that's all part of learning, isn't it? You'll find that people here are really friendly. They love talking and it's easy to get into conversation wherever you are. In fact, it's the best place in the world to get over any shyness!

That means you can make new friends in places like cafés, and even on the bus or train. Like anywhere, though, it's easier if you have a common interest, so perhaps you could join a club in the town where you're staying. For instance, I know you're crazy about mountain biking, just as many young Italian people are – so why not find a local cycling club on the Internet and contact them?

Also, you could check out the online ads for language exchanges: you spend half the time talking in your language and half in the other person's language. Of course, lots of people here want to learn English, and you want to practise your Italian – so it'd be ideal. It's also a fantastic way of getting to know people!

Write back when you can.

All the best,

Alessandro

Unit 4

READING AND USE OF ENGLISH

Part 7

- 2** **1 C** **2** Suggested answers: narrative of events, with thoughts on each; by matching paragraphs with the sequence of events and the writer's response to them.

Exam task

1 E **2 C** **3 A** **4 F** **5 B** **6 G**; D not needed.

- 4** market trends: the direction and movement of demand for a product
promotional activity: using publicity and/or advertising to raise a product's profile
raising finance: obtain loans
marketing and pricing: promoting and selling products, deciding the price of an item for sale
points of sale: places where items are available for purchase
launching products: introduce a new item on the market
focus groups: people brought together to discuss a particular subject
market research: gathering information about consumers' needs and preferences
target audience: group of people to which an advertisement or product is directed
the paying public: people who actually buy the products

5 Suggested answers

(*splash out on* contrasts with 'second-hand', so its use is probably ironic.)

get out: go to different places and meet people

start out: begin to do something in life or business

sell out: there are no more of that to buy

try out: use something to see if it works

splash out on: spend a lot of money on

check out: examine to be certain it is true or suitable

- 6** **1** chill out **2** ran out **3** check out **4** got out
5 backed out **6** cutting out **7** kicked out **8** bailed out

GRAMMAR

- 1** **1** c email confirming your purchase is sent to you.
2 b (and possibly d) office was broken into last night.
3 d was held up by a gang dressed as clowns.
4 f is reported to have made a loss.
5 a must always be followed.
6 e is thought that unemployment will rise.

2 Suggested answers

- 1** The card is placed in the machine, the PIN number is entered, the OK button is pressed, the money is sent to the seller's account, the purchase is completed.
2 Items are added to the shopping basket, the total bill is calculated, payment is made, the purchase is completed, the goods are sent.

- 3 A SIM card with credit is bought, the cost of each call/text is deducted, more credit is added to the account.
 4 An item is chosen from a list, a bid is made, the item is won, the payment is made online, the item is sent to the winner's address.

Sentences with *It*

- 2 It is thought that more than 50% of households now use online shopping.
 3 It's claimed that pay-as-you-go mobile phones are cheaper to use.
 4 It has been estimated that twenty million people have bought items on eBay.
- 3 1 c not to have your bicycle stolen
 2 a we don't want the money (to be) wasted
 3 b you get it repaired.

4 Suggested answers

1 Yes, I must get / have it repaired. 2 I want it cut short, please. 3 I told them I'd had a lot of items stolen.
 4 I would have / get all my meals made for me by a top chef.

- 5 1 had my old printer fixed by 2 it had not / hadn't been held up 3 want a smart new suit made 4 is believed to have been caused 5 had his bank account closed because 6 was reliably reported yesterday

READING AND USE OF ENGLISH

- 1 1 in order to do something 2 except 3 much less
 4 In the first place 5 in general 6 more than anything else
 7 forever 8 for now but not permanently

2 Suggested answers

1 selling it. 2 get a new car. 3 tourism. 4 I'll have to make do with this old one. 5 an Australian. 6 everyone is now online. 7 I get a well-paid job. 8 I want to see the world.

Part 2

3 Suggested answers

1 Thinking that it would never happen, or become popular.
 2 Those that make people's lives easier and also conserve energy.

- 4 Fixed phrases: 1 all about 4 a (long) history 5 by and 8 well

Exam task

1 about 2 which 3 From 4 of 5 large 6 are
 7 both 8 may / might / could well

LISTENING

- 1 1 neither makes money nor loses money; spend more than it earns 2 having lots of money; too expensive for people to buy 3 having had more money taken out than was in the account; money charged by a bank for borrowing

4 financially successful; cannot pay debts so unable to continue in business 5 having a lot of money; have just enough money for essentials 6 total before tax; made to pay tax 7 spending less money than usual; unfairly expensive (informal) 8 money to pay for something; provide financial protection

Part 3

3 Suggested answers

2 believes, most useful, discounts
 3 theft, laptop, wished 4 surprised, how much, spending
 5 debt, felt 6 advice, in debt

Exam task

1 B 2 D 3 A 4 B 5 A 6 C

Recording script

You'll hear an interview with a student called Liam, who talks about the financial difficulties he faced during his first year at university. For questions 1–6, choose the answers (A, B, C or D) which fits best according to what you hear.

You now have 70 seconds to look at Part 3.

Int: My guest today is Liam Callaghan, a second-year history undergraduate who had some difficulties managing money when he went to university. So Liam, as a student suddenly living on your own in another city, I suppose the first thing you had to do was set up a bank account. How did you decide which bank to choose?

Liam: I'd already arranged a student loan and to be honest my only concern was getting my hands on the cash as easily as possible. All the main banks had branches on campus which meant any of them would do. And I wasn't bothered about things like how much they'd let you borrow on a credit card, or whether they'd let you overdraw without having to pay interest. So (1) it came down to what they were giving away in an attempt to attract people like me.

In the end I opted for the one offering the clock radio in the hope it would get me up in the mornings, though it wasn't very successful in that respect.

Int: And how did you get on managing your finances? Did you find having a student card made things much cheaper?

Liam: Yes and no. Things like cut-price tickets to see films are fine if that's what you like doing, but I'd rather stay at home with a take-away meal on my lap as I watch DVDs. (2) Now they are something you can make quite a saving on, with some websites giving a percentage off if you're in full-time education. The same goes for textbooks and other stuff you need. I also saved a lot on long-distance coach fares, much more than going by train. People talk about how a student railcard can save you money, but the fact is you get a better deal by booking your tickets in advance, like everyone else.

Int: Did you go home during the holidays, or stay in the hall of residence?

Liam: I went home at Easter, though unfortunately while I was away my room was broken into, and my laptop stolen.

Int: Really?

Liam: Yes, (3) I shouldn't have left valuables there, I realise that now. Especially as they weren't insured. I'd assumed they'd be covered by my parents' policy because I'd got them to extend their contents insurance to cover my things while I was away, but when I tried to claim I was told it only applied during term time. The laptop was the biggest loss, both financially and in terms of losing all the study notes I had on it, not that they'd be any use to anyone else even if they could access the files. A friend asked me why it was so easy for them to get into my room, but the truth is there's not much you can do to keep determined thieves out when almost everybody's away.

Int: That must have been a shock for you. Did you have to replace the laptop yourself?

Liam: Yes, and it was at that point I noticed I was spending too much overall. It wasn't that I was splashing out on suits or shoes or anything like that, or going to expensive nightclubs and restaurants. Actually, if my friends and I did go out, we'd usually just have a coffee somewhere and share a cab home, which actually worked out cheaper than taking the bus. (4) No, what was taking me over budget was paying back some cash I'd borrowed a few months earlier. I'd got it from one of those money shops without working out the true interest rate.

Int: So now you owed money. How did you feel about that?

Liam: Well, in situations like that it's always easy to say somebody should've warned you, but really I had no-one else to blame but myself. I also knew that my family weren't in a financial position to come to my rescue so (5) it was up to me to sort it out. I didn't doubt my ability to do so as long as the people I owed money to kept their side of the agreement, and I had no reason to believe they wouldn't. It all worked out in the end, but it wasn't an experience I'd care to repeat.

Int: What would you advise other students in that situation to do?

Liam: Firstly, to face up to reality. There's no way the debt will go away and there's no chance of talking lenders into charging you less interest on it, so all you can do is (6) find out the minimum amount they'll accept over how many months, make a deal on that basis and stick to it. There's always a temptation to relieve the pressure by borrowing elsewhere and paying that back over a longer period, but all you're doing then is prolonging the situation. Of course, to reduce any debt you've got to cut back on your spending, though I wouldn't recommend going without essentials. Yes, you have to economise – but don't forget to eat.

Int: Liam Callaghan, many thanks.

SPEAKING

1 Suggested answers

1 opinion, view, feeling 2 point 3 seems, appears
4 see, understand 5 honest, frank 6 'm concerned, know, can tell 7 believe, think 8 my

Part 4

2 1 E 2 S 3 S 4 B 5 B 6 S

3 for one thing, because, the point is, so, it's clear that, I mean, in fact, because

Recording script

Teacher: For young people, what are the advantages and disadvantages of being financially independent from their parents?

Esra: The way I see it is that achieving financial independence is an essential step in becoming an adult. For one thing it enables you to set up your own home and run your own life, and I think that makes you act more responsibly when you realise just how difficult it can be to make ends meet. Though that, of course, can also be a big disadvantage if you're not good at limiting your spending, because then you might end up not being able to pay your bills. And that can lead to all sorts of problems.

Teacher: Do you agree?

Stefan: In part, yes. But it seems to me that being independent has a different meaning for people from different backgrounds. The point is, if your family are poor they can't support you if things go wrong and you can end up living on the street, whereas richer people know their parents will always, er, bail them out. So that's a big advantage if you're well off.

Teacher: How can we reduce the huge difference in wealth between rich and poor countries?

Stefan: To my mind, the obvious solution is for richer countries to increase the amount of aid they give, which at present is only a tiny fraction of their national income. And not just make promises for the future. They must actually do it: now, and every year.

Esra: My own view on this is that aid alone isn't enough, however much is given. It's clear that too much of it disappears into the pockets of corrupt officials. It's far better in the long-term to increase investment and trade so that poorer countries can develop their own industries. Where aid is necessary, for instance to improve children's health, it's best done by specialist international charities like Oxfam rather than by governments.

Stefan: Both are important, in my opinion.

Esra: Yes I agree, but I think we need to consider how we can make state aid more effective before we start talking about increasing it.

Teacher: Some people say 'Money can't buy you happiness'. How far do you agree with this?

Esra: Oh definitely! I mean, you only have to look at all those miserable rich people in the glossy magazines and on TV to see that. There are much better ways of becoming happy than getting rich, like having lots of good friends, doing a worthwhile job, having interesting hobbies and so on.

Teacher: What do you think?

Stefan: Yes, it's true. In fact, the actual process of getting rich probably makes those people unhappy because they're too busy trying to make money to enjoy life. Though again I'd say there's a difference here between rich and poor, because having very little money is without doubt a cause of great unhappiness for some people. For them a bit more money might actually bring a little happiness.

Teacher: Thank you.

WRITING

- 1** *initial point*: firstly, for a start, in the first place, to begin with
subsequent points: additionally, as well as that, besides, furthermore, in addition, more importantly, moreover, on top of that, secondly, what is more, worse still
last point: above all, finally, last but not least, lastly, most importantly
Quite formal: furthermore, moreover, what is more
Fairly informal: as well as that, on top of that
(The remainder of the phrases for subsequent points are neutral.)

Part 1

- 3** **1** the impact of advertising on society; for your tutor(s).
2 Any two of: our everyday lives, what we buy, the economy **3** One or more of the three handwritten comments.
- 4** **1** a) B b) A c) C
2 A some television adverts might make us smile, B a few can make you laugh out loud
3 a) A to begin with, then, worse still; B firstly, in addition, above all; C furthermore, moreover b) A although; B even if; C on the other hand c) A you are met; B it has been said; C is seen by some
- 5** **1** To define the term 'advertising', state the purpose of the essay, and tell the reader which two main points it will deal with.
2 what we buy (2nd paragraph), the economy (3rd paragraph)
3 "It makes people spend money on things they don't really need": consumers are being sold unnecessary items. "A lot of people work in advertising companies": Advertising is a major industry. Besides employing thousands of people itself,

- 4 The economy. It creates employment both directly and indirectly. Its influence on what people choose may have been exaggerated, nowadays more objective sources of information about products are available online.
- 5 Addition links: firstly, in addition, secondly, besides, what is more, also
Contrast links: but, however, though, conversely
- 6 consumers are being sold, the cost is passed on, could otherwise be employed
- 7 Last paragraph: 'My own view is ...'

Model answer

Advertising is all around us. At home, while travelling and at work, we are urged to buy this or do that via every conceivable form of media. The effects of this are felt by consumers and non-consumers alike.

Advertising is seen by some as one of modern society's evils. It makes us greedy, they say, targeting even young children with its consumerist message. Furthermore, it constantly interrupts our television programmes, blocks up our email inboxes and wastes our time with unsolicited phone calls. On the other hand, some advertisements are visually beautiful, others make you think and a few can make you laugh out loud. Moreover, some are truly memorable: almost everyone can recall their favourite TV ad from childhood.

How effective is advertising? Even if an advertisement fails to motivate consumers to buy the product immediately, the positive feelings it creates may make them do so months or years later. In addition, individuals often tell friends about ads they like, potentially influencing their choices, too. Some consumers, however, are put off products by ads they find annoying or offensive. Furthermore, new media advertising is less successful than old. Television commercials rely on engaging a largely passive audience, whereas internet users tend to be too busy to click on ads.

Overall, therefore, advertising in the digital age is declining as a factor determining what people buy, especially given the range of items available online from all over the world. It remains, though, a powerful influence on our lives, not least because so many adverts are so cleverly made.

Unit 5

LISTENING

1

Verb	Noun	Adjective	Adverb
X	medicine/medic	medical	medically
X	surgery/surgeon	surgical	surgically
prevent	prevention	preventative	X
treat	treatment	X	X
prescribe	prescription	X	X
infect	infection	infectious	infectiously
X	consciousness	conscious	consciously
X	clinic/clinician	clinical	clinically

Part 2

- 3 types of people: 1, 6; a school subject: 3; places: 8; a physical object: 7; abstract ideas: 2, 4, 5

Exam task

- 1 classmate 2 academic ability 3 math(s)/mathematics
4 job satisfaction 5 medical knowledge 6 (current) students
7 acceptance letter 8 (the) developing countries

Recording script

You will hear a woman called Lin Cheng talking about becoming a medical student. For questions 1–8, complete the sentences with a word or short phrase.

You now have 45 seconds to look at Part 2.

When you tell people you're studying to be a doctor, they sometimes ask whether your family first suggested it to you, but although my parents are delighted that I'm now a medical student, I don't think they ever mentioned it back then. (1) The only one who did, I think, was a classmate who I'd given first aid to after she'd got hurt in the gym. I think the gym teacher was quite impressed and she too may have felt that I might become a doctor, but if so she kept it to herself.

Actually none of the other staff ever suggested it to me as a possible career, either. On reflection, (2) they probably considered I lacked the academic ability necessary to do a degree in medicine. I think I can prove them wrong about that, though it's certainly one of the longest and most demanding degree courses.

But that wasn't what I first did at university. I'd always liked science subjects and when I was seventeen I had to make my mind up which courses I wanted to apply for. For a while (3) I was considering doing I.T. but in the end I had to face up to the fact that maths wasn't one of my strong points; unlike chemistry, which I'd always been reasonably good at, and that's what I decided to do.

I enjoyed my time at university and in the main found the course interesting, but I knew I wasn't suited to doing chemical research and after graduation I started work as a research assistant at the local medical centre. There I came into contact with doctors for the first time, and listening to them (4) it soon became apparent to me that the job satisfaction they feel is of a kind experienced in no other profession. Other careers may offer the high salary, the respect of other people or the lifelong opportunity to keep learning, but not that.

I then did some work experience at a local nursing home, which gave me a real insight into the world of health care. Helping the patients there was immensely rewarding and (5) I wished I could have done more for them, though of course my medical knowledge at that time was far too limited for me to do so.

Motivated by this experience I did some studying in my spare time, and six months later I felt ready to take the admissions test required by medical schools. I also attended open days at several of them. I'd assumed that I would learn most from the staff there, and although talking to them was certainly worthwhile, (6) it was what current students had to say that really made an impression on me, and helped me make my mind up which place would suit me best.

Eventually I sent off my application form, stating my choice of school. I heard nothing for quite some time and I was half expecting a rejection, but then I received a message – an email I think it was – asking me to go for an interview. And then, finally, (7) that unforgettable moment when the acceptance letter popped through the door. I immediately texted all my friends, inviting them to a celebration party.

I'm about halfway through my course now, well aware that I still have an enormous amount to learn before I can even begin to think of myself as a doctor, but I do have some tentative ideas for the future. I want to spend the first few years in a local hospital, perhaps working in A & E, and maybe then do a PhD at a specialist hospital. But (8) ultimately what I'd most like to do is apply my medical knowledge and skills to helping those where the need is greatest: the developing countries. One of the great attractions of medicine as a career is that it offers enormous flexibility, and opportunities to make a difference to the lives of some of the most vulnerable people on Earth.

GRAMMAR

- 1 1 not D – incorrect conditional form 2 not B – incorrect conditional form 3 not D – supposing means 'what if' (C uses double *will* for polite requests) 4 not C – *in case* does not mean *if*; it should be *if, as long as*, etc. 5 not A – *provided (that)* is not used in the past/third conditional 6 not B – *providing, as long as*, etc. not normally used for negative ideas.
- 2 1 under → on 2 unless → provided/on condition (that), as/so long as 3 prove → proved 4 had → would have had 5 am → would be 6 in case → provided; in case that → as long as
- 3 1 be feeling ill if he hadn't / had not eaten too much. 2 your temperature goes down, I'll / I will call the nurse. 3 weren't / were not a caring person, she wouldn't / would not have become a doctor. 4 (that) you do plenty of exercise, you will lose weight. 5 Mr Kay known he was unwell, he would / might / may not have carried on working. 6 surgery is not required, patients are usually treated in one day. 7 Eva has to go into hospital; what will her children do? 8 you need a further appointment, please inform the receptionist. 9 that you have a prescription, you can buy medication on this website. 10 there to be any accidents, paramedics will treat minor injuries.

4 Suggested answers

1 I wouldn't have become so infatuated with that boy band if I'd known they'd be history a year later. 2 I'd still be living in the countryside if my parents hadn't decided to move to the city. 3 I would take the job as long as it paid a good salary.

READING AND USE OF ENGLISH

Part 8

- 1 1 rugby 2 basketball 3 running 4 Alpine skiing 5 tennis

2 Suggested answers

- dislocated shoulder, fractured toes, sprained ankle, torn muscle, twisted knee, aches in their calves or thighs, blisters on their feet, bruises on their legs, soreness on their heels, swelling of their ankles
- 4 An article in five parts; experienced athletes/runners giving advice on how to avoid injuries.
- 5 2 no evidence, other sports, avoid 3 building, muscle, prevent 4 stretching, prior, no beneficial 5 beginning, programme, don't, too much 6 surface, little difference, risk 7 avoid, speeding, end 8 advisable, exercise, after, finish 9 biggest risk, not, breaks 10 pain, not, must, stop

Exam task

- 1 D 2 C 3 A 4 C 5 D 6 A 7 E 8 B 9 D 10 B
- 7 a) as you would expect – needless to say
b) disagree – take issue with
c) make certain I always do – make a point of doing
d) give the same amount of attention – strike a balance between
e) important thing in (achieving something) – the key to
f) what most people believe – conventional wisdom
g) none at all – no ... whatsoever
h) it is unlikely – the odds are against
i) one stage at a time – step by step
j) pay attention to – take note of
k) because of a particular reason – on the grounds that

READING AND USE OF ENGLISH

- 1 competence: 1 noun 2 -ence 3 competent
4 drops final 't' 5 adjective
inevitably: 1 adverb 2 -ly 3 inevitable
4 drops final 'e' 5 adjective
leadership: 1 noun 2 -ship 3 leader 4 no 5 noun
participant: 1 noun 2 -ant 3 participate 4 drops 'ate'
5 verb
pointless: 1 adjective 2 -less 3 point 4 no 5 noun
qualification: 1 noun 2 -ion/-ation 3 qualify 4 'y'
changes to 'i', 'c' added 5 verb
skilful: 1 adjective 2 -ful 3 skill 4 drops final 'l'
5 noun
specific: 1 adjective 2 -ic 3 specify 4 drops final 'y'
5 verb
statistical: 1 adjective 2 -al 3 statistic 4 no 5 noun
summarise: 1 verb 2 -ise 3 summary 4 drops final 'y'
5 noun
threaten: 1 verb 2 -en 3 threat 4 no 5 noun
- 2 1 stressing → stressful 2 immensely → immensely
3 unuseful → useless 4 inconvenient → inconvenience
5 apologising → apologetic 6 subsidies → subsidise
7 culture → cultural 8 happy → happily

Part 3

- 3 Some athletes may not be able to afford it.
- 4 noun to adjective, -(t)ial added
- 5 *Changes in parts of speech:* 1 noun/verb to adjective
2 verb to noun 3 noun to adjective 4 verb to noun 5 verb
to plural noun 6 adjective to noun
7 noun to adjective 8 verb to negative adjective

Exam task

- 1 noticeable 2 performance 3 technological
4 evolution 5 participants 6 availability
7 economic 8 insignificant

SPEAKING

- 1 fair-haired, first-rate, friendly-looking, full-length, high-risk, highly-qualified, left-handed, long-distance, record-breaking, twenty-kilometre, world-famous
Suggested answers: dark-haired, first-class, good-looking, full-time, high-speed, highly-paid, right-handed, middle-distance, record-setting, twenty-pound, internationally-famous
- 2 1 fair-haired 2 long-distance 3 friendly-looking
4 full-length 5 world-famous 6 high-risk
- 3 **Suggested answers**
hard-line, hard-hearted, hard-wearing, hard-up; open-air, open-ended, open-minded, open-mouthed; one-off, one-sided, one-stop, one-way; short-sighted, short-tempered, short-term, short-staffed

Part 2

- 4 1 The gymnast and the sailing crew 2 Yes 3 Yes

Recording script

Teacher: Zeinab, it's your turn first. Here are your pictures. They show people winning Olympic medals. Compare two of the pictures, and say how difficult it might have been for them to acquire the skills needed to reach this level, and how these people might be feeling.

Zeinab: Well, they both show people competing in Olympic events. All three must have trained very hard to get to this standard because you have to be extremely fit either to be a gymnast or to sail this kind of boat. I'd say, though, that becoming a top gymnast takes a lot more practice in terms of balance and timing. On the other hand, the women in the boat have to learn to work closely together, to coordinate everything, so this isn't an individual sport like gymnastics. They're also racing against others at the same time, with the risk of collision, while the gymnast does his turn completely alone. That means, though, he's probably feeling very nervous right now, especially as the crowd and his opponents are all watching, waiting for him to make the slightest mistake. The sailors are possibly feeling less nervous than him, not least because there's nobody else around.

Teacher: Reza, who do you think has put the most effort into acquiring their skills?

Reza: Sorry, could you say that again, please?

Teacher: Who do you think has put the most effort into acquiring their skills?

Reza: My own feeling is that it's probably the relay runner. He's had to train as hard as a top sprinter in terms of fitness and becoming one of the fastest men in the world. He's also had to practise getting up to exactly the same speed as the incoming runner within the regulation distance, as well as the technique of taking the baton correctly and at just the right time. Because if he drops it, or impedes any of his opponents or breaks any of the other rules, his whole team will be disqualified.

Teacher: Thank you.

- 5 1 Sorry, could you say that again, please? 2 The relay runner 3 He had to train for speed and handover technique.

Recording script

Teacher: Reza, who do you think has put the most effort into acquiring their skills?

Reza: Sorry, could you say that again, please?

Teacher: Who do you think has put the most effort into acquiring their skills?

Reza: My own feeling is that it's probably the relay runner. He's had to train as hard as a top sprinter in terms of fitness and becoming one of the fastest men in the world. He's also had to practise getting up to exactly the same speed as the incoming runner within the regulation distance, as well as the technique of taking the baton correctly and at just the right time. Because if he drops it, or impedes any of his opponents or breaks any of the other rules, his whole team will be disqualified.

Teacher: Thank you.

WRITING

- 1 1 to; in order to 2 so; so that 3 in order that; so that 4 in order to; so as to 5 so that I wouldn't; in order not to 6 So as to; To 7 so as not to; in order that you do not 8 in order to; so as to

2 Suggested answers

astronomy – in order to study the stars and planets
drawing – so as to develop a creative talent
hiking – to spend time in the countryside
martial arts – so they can learn how to defend themselves
Pilates – to improve their flexibility and strength
pottery – in order to make useful or beautiful objects
Salsa dancing – to have fun; in order to get fit; so they meet people
scuba diving – in order to explore the sea under the surface
vegetable gardening – so they can grow their own food
Yoga – in order to learn how to relax; to develop a spiritual discipline

Part 2

- 3 1 a grant for new sports facilities 2 The Planning Director, to decide which sport should receive the money and how it should be spent 3 neutral or formal 4 which sport should be chosen, how the money should be spent, why spending it on your choice of sport would benefit people in the town
- 4 1 The missing sport (which sport should be chosen)
2 A sensible investment (how the money should be spent)
3 Improving people's lives (why spending it on your choice of sport would benefit people in the town)
- 5 1 a) first paragraph: The aim of this proposal is to ...,
b) last paragraph: I would strongly recommend that ... be ...
2 Conditional. It is impolite to assume your proposal will be accepted, so it is better to use *would rather than will* to talk about the future: would be spent, would not be, would be, would be, would be, would be, would be, would set up, would strongly recommend, would be
3 a) to (suggest); to (do this); so that (matches)

b) Olympic-size, top-class, increasingly-popular, cost-effective c) as well as; moreover; also

- 6 1 why your favourite hobby should be chosen as a new club
2 The Students' Association, it wants to increase the number of clubs at your college 3 neutral or formal 4 a description of your favourite hobby, an explanation of why other students would enjoy it

Exam task

Model answer

Proposal for a new club

Introduction

The purpose of this proposal is to put forward a suggestion for a new hobby-based club for this college.

Fascinating and worthwhile

Reading is the ideal way to spend a quiet evening or a lazy weekend. It can cure boredom or stress by taking you into another world, cheaply and easily. Books can be bought, borrowed or – increasingly – accessed online. You can read them at home, while travelling or when on holiday, on a screen or on old-fashioned paper. They might be historical novels, biographies, science fiction, books of poetry or of any other genre; written in your first language or in the one you are learning. It is impossible to run out of books to read, even in a lifetime.

Sharing ideas

Discussing books with others makes reading even more enjoyable. By setting up a book club, meeting once a week in the library, the college would enable students to exchange opinions about books they have read, discuss issues raised by the content, and encourage each other to read more widely. Students could take turns suggesting a book of the week, which would motivate the others to finish it by the time they next met. If there is a film version of the book, the group could see that together, too.

Conclusion

Reading is an essential part of college life. I believe that a college book club would help make students more aware of the fact that it is also a highly pleasurable free-time activity.

dreadfully / highly / totally / utterly / generally overrated
absolutely / completely / generally / totally / utterly pointless
highly / wonderfully talented;
dreadfully / highly / utterly tedious
highly / totally / utterly / wonderfully unconventional

Part 5

- 5 1 paragraph 2 2 paragraphs 3–4 3 paragraphs 5–6
4 paragraph 6 5 paragraph 7 6 paragraph 8

Exam task

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

GRAMMAR

- 1 1 attempting (e) 2 let (a) 3 to go (b) 4 listening/to listen (f) 5 seeing (d) 6 to join (c)
a) Mainly modals
b) arrange, appear, attempt, expect, manage, seem, e.g. We arranged to meet at nine.
c) assist, cause, encourage, forbid, order, teach, e.g. My parents taught me to be polite.
d) appreciate, can't help, fancy, miss, put off, resent, e.g. They miss seeing each other.
e) discover, find, hear, notice, see, watch, e.g. I noticed a man standing there.
f) begin, can't bear, commence, continue, hate, start, e.g. He hates to get up/getting up early.

2 Suggested answers

- 1 playing every day. 2 to buy them. 3 people eat noisy food. 4 going in. 5 them to paint a beautiful landscape. 6 to be with the band. 7 them standing in the crowd. 8 you to go to the post-gig party.

- 3 1 a, ii intended; b, i involved, it was necessary
2 a, i attempted but it was impossible; b, ii did it as an experiment 3 a, i will always remember the experience; b, ii won't make the same mistake again 4 a, ii did what I needed to do; b, i recalled the action 5 a, i am sorry about giving bad news; b, ii wish I hadn't said that 6 a, ii refused to speak to them again; b, i paused while walking and spoke

- 4 1 want that everything goes well → want everything to go well 2 feel like to watch → feel like watching 3 correct 4 meant to postpone → meant postponing 5 remember doing → remember to do 6 correct 7 go on to behave → go on behaving 8 regretted to not invite you → regretted not inviting / regretted not having invited you

READING AND USE OF ENGLISH

- 1 1 D 2 D 3 A 4 B 5 B 6 D

Part 1

2 Suggested answer

To say why contemporary art is important to individuals and society.

Unit 6

READING AND USE OF ENGLISH

1 Suggested answers

eagerly / generally / widely anticipated
absolutely / completely / totally / utterly appalling
highly distinctive
highly / totally / wonderfully enjoyable
absolutely / totally / utterly hilarious
deeply / highly / wonderfully imaginative

3 1 verbs/present participles 2 adjectives 3 verbs
4 nouns 5 nouns 6 verbs 7 verbs 8 adverbs

Exam task

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

LISTENING

Part 4

2 Contexts in Task 1; feelings in Task 2.

3 Suggested answers

Task 1: **A** disc, series, set **B** stage, sing, perform
C scene, actors, row **D** broadcast, music, performance
E display, wall, colour **F** film, director, trailer
G cases, old, exhibit **H** take, shot, images

Task 2: **A** not ... expected, let down, spoil **B** unsure, mystified, wonder **C** fed up, lost interest, yawn
D interested, intrigued, couldn't stop looking **E** afraid, frightened, terrified **F** funny, laughing, comical **G** down, miserable, low spirits **H** irritated, bothered, got on (my) nerves

Exam task

1 C 2 A 3 E 4 H 5 G 6 B 7 C 8 D 9 G
10 A

Recording script

Part 4 consists of two tasks. You will hear five short extracts in which people describe weekend activities.

Look at Task 1. For questions 1–5, choose from the list (A–H) the activity each speaker is describing.

Now look at Task 2. For questions 6–10, choose from the list (A–H) how each speaker says they felt during the activity.

While you listen you must complete both tasks. You now have 45 seconds to look at Part 4.

Speaker 1

Woman: Actually, I'd already seen the film version so there weren't any real plot surprises, but I was in one of the front rows and overall it was a reasonably enjoyable couple of hours. To be honest, I wasn't expecting it to be up to much after what the critics had said about it, but at times I found myself wondering whether they'd actually seen the same thing as me. How one of them could say, for instance, that they felt 'thoroughly bored throughout' remains a mystery to me. In future I'll take a little less notice of the reviews, not just of drama but of exhibitions and opera, too.

Speaker 2

Man: There was certainly some rather clever photography, especially in the urban locations, and the soundtrack featuring some original songs was above average, too. But, as I'd read in a review somewhere, it was clear that the plot lacked originality, and before long the thought of having to put up with an entire box set of it literally had me yawning. My friends, though, seemed to find it quite absorbing so I had no option but to sit through the whole thing, wishing all the time I'd managed to persuade them to switch on that live broadcast of classical music instead.

Speaker 3

Woman: I was immediately struck by the craftsmanship, the skill and the dedication that must have gone into producing them. Some could have passed for photographs, they were that realistic, while others were so striking I couldn't take my eyes off them. That of course was why they'd been produced in the first place, from the time of the revolution and then up to and including the next great conflict. I imagined them stuck on walls and in railway stations as terrifying events took place, and could feel the immense power of the messages they must have conveyed at the time. I would have taken some photos but of course it isn't allowed there.

Speaker 4

Man: I'd gone along after seeing posters advertising the event, and I wasn't disappointed. Although shot in the so-called golden hour near the end of the day when shadows are softer, the images shine a harsh light on the reality of living in one of the most deprived parts of the country. Striking in their simplicity, and without accompanying notes as they speak for themselves, they capture the sense of utter hopelessness felt by people living in those conditions, leaving me with much the same feeling. My spirits sank even further when I thought about how little present-day society seems to care. We don't even make documentaries or films about them anymore.

Speaker 5

Woman: We'd been looking forward to our afternoon there, but it was a real let-down, almost amateurish in fact. There was an almost total lack of information, the facilities were poorly maintained and there were virtually no exhibits of any significance. A friendly but clueless member of staff explained that the most interesting objects were out on loan to the archaeology department of the university, and suggested we could see them being dug up in what he called 'the film'. This turned out to be a poor-quality video shown on an old TV, so we didn't bother. We might just have found all this amusing, but for the fact that we could have been at the theatre with friends instead.

SPEAKING

- 1 1 nothing 2 favourite 3 preference 4 appeal 5 rather
6 keen 7 stand 8 dislike 9 mind 10 prefer

Recording script

- Kim:** There's nothing I like more on a Saturday evening than watching that talent show.
- Abbie:** I can't say it's one of my favourite programmes. If I'm at home then, my own preference is for a good historical drama.
- Kim:** They don't really appeal to me, to be honest. I'd much rather see a good crime series.
- Abbie:** Really? I'm not at all keen on those. They all seem the same to me. And there's far too much violence – I really can't stand that.
- Kim:** Not in all of them. From what you say you'd probably dislike the ones that show actual murders, but I don't think you'd mind the kind of detective series that I enjoy.
- Abbie:** Maybe, but I still think I'd prefer to watch *Downton Abbey*.

- 2 a) would rather
b) would prefer
c) keen on, can't stand, dislike, don't mind, enjoy
d) prefer, hate

Part 1

4 Suggested answers

Olga: 1 Y 2 P 3 N 4 P 5 P
Nikos: 1 Y 2 Y 3 Y 4 Y 5 Y

Recording script

- Teacher:** What do you like doing online?
- Olga:** I enjoy reading articles. And emailing people.
- Teacher:** Do you prefer to watch films on TV or at the cinema?
- Olga:** I don't really mind. But if it's a new film with lots of action, then I prefer to see it on a big, er, screen. With my friends.
- Teacher:** What do you like to do in your spare time?
- Nikos:** Well, whenever I get a moment to myself I like to read. I'm really keen on science fiction.
- Teacher:** Do you prefer to listen to pop music or to folk music?
- Nikos:** Sorry, could you say that again?
- Teacher:** Do you prefer to listen to pop music or to folk music?
- Nikos:** I don't think I've ever thought about that before, but I suppose most of the time I'd rather listen to pop, if it's good of course. Though I enjoy hearing the traditional music of my country, too. Especially on social occasions like weddings.

- 5 Olga: I enjoy reading, I don't really mind, I prefer to see
Nikos: I like to read., I'm really keen on, I'd rather listen, I enjoy hearing

WRITING

1 Suggested answers

Criticise: dreadfully brutal, extremely far-fetched, generally gloomy, utterly predictable, highly pretentious, awfully slow-moving, completely unconvincing, absolutely uninspired
Praise: totally gripping, deeply moving, tremendously powerful, truly spectacular, marvellously stylish, extremely subtle, highly witty.

2 Suggested answers

I would definitely recommend this film to anyone who likes romantic comedies.
My advice is not to waste your time watching this.
My advice is to see this as soon as you possibly can. I would advise against watching this.
Viewers would be well advised to avoid this film.
This series is certainly worth trying.

Part 2

3 Suggested answers

1 Newspapers and magazines: books, films, plays, concerts, albums, singles, exhibitions, shows, TV programmes.
Online: almost anything where there is consumer choice, from hoovers to hotels.

- 2 A brief description of the product, service or form of entertainment, praise and/or criticism, recommendation or not.
- 4 1 Two films of a similar type, e.g. action, comedy, old or new. 2 A film review website. To help film lovers make informed choices about which films to watch. 3 Review two films of a similar type, compare and contrast them, and make recommendations.
- 5 1 a) in general yes b) in general yes 2 Skyfall
- 6 1 synopsis in 2; recommendations in 5; background information in 1; characters in 2 & 3; reader's attention in 1 (and title); criticises in 4; praises in 1, 3 & 5.
2 *Similarities*: both very popular James Bond action films; both set in a variety of locations; pace holds the viewer's attention; good actors playing Bond; title songs; incidental music; car; scary opponents; role of women remains the same.
Contrasts: made 50 years apart; different directors and actors playing Bond; different places & villains; different focus of the attack; villain's assistant in *Goldfinger* is notable, but *Skyfall* more exciting because of long action sequences. Bond's boss is a woman in *Skyfall*. *Skyfall* criticised for its violence.
3 massively-popular, aptly-named, superbly-shot, utterly evil, highly-accomplished, genuinely scary, rather unnecessary.
4 neutral/fairly formal
5 ... are certainly worth watching; I would probably recommend
6 Students' own answers
- 7 1 two different TV series 2 An international magazine called *Home Entertainment*, to help readers choose box sets of TV series 3 compare and contrast the two series

10 Model answer

Two unmissable TV series

Downton Abbey and *Sherlock* are two hugely popular fiction series that have received numerous awards in various countries.

In both cases the writing, directing, acting, photography and music have been critically acclaimed, although they are quite different programmes. While *Sherlock* focuses primarily on the detectives Holmes and Watson, *Downton Abbey* is about the lives of a large aristocratic family and their servants. Interestingly, it was written recently but is set in the early twentieth century, whereas *Sherlock* is based on books written around that time but updated to a present-day setting.

The two series succeed in maintaining the viewer's interest and creating suspense in different ways. Each *Sherlock* story has a single complex plot, while in *Downton* there are compelling interlinked storylines. The latter is also set against an interesting historical background of events such as the sinking of the *Titanic*. *Sherlock*, on the other hand, will particularly appeal to those who enjoy trying to solve the case before the detective.

Some, however, may dislike the rather cold, arrogant personality of Holmes. In contrast, the larger cast in *Downton* includes likeable characters such as Violet Crawley, brilliantly played by Maggie Smith. Others though may feel that it romanticises situations of extreme social inequality, or simply be tired of costume dramas.

Nevertheless, I would recommend both series. Viewers who like visually spectacular programmes with a range of believable characters and a touch of romance would undoubtedly enjoy *Downton*, while anyone who appreciates depth of characterisation and fascinating, intricate plots should order their box set of *Sherlock* immediately.

Unit 7

LISTENING

- 1 The photos are Khao Yai National Park in Thailand; the Bernese Alps in Switzerland; Elterwater in the English Lake District.
- 2 1 carbon emissions 2 fossil fuels 3 rainforest clearance
4 forest fires 5 global warming 6 climate change
7 drought conditions 8 melting ice caps 9 rising sea-levels
10 habitat destruction 11 endangered species
12 become extinct

Recording script

With rising carbon emissions caused by the widespread use of fossil fuels, as well as extensive rainforest clearance and increasingly frequent forest fires, it is hardly surprising that global warming, also called climate change, is quickening its pace. Its damaging effects range from drought conditions in warmer countries to melting ice caps in the polar regions, and rising sea-levels around the world. For wildlife, these changes can lead to habitat destruction, increasing the number of endangered species – with the risk that some will eventually become extinct.

3 Suggested answers

Rainforest: 1 Vital for absorbing CO₂ from atmosphere, holding moisture, habitat for huge variety of plants and animals.

2 Threatened by clearance leading to permanent loss of trees, animal habitats, undergrowth.

Alpine: 1 Important for climate cooling & precipitation, as a water resource, habitat for alpine flora and fauna, etc.

2 Higher temperatures can melt ice/snow, lower rainfall/snow can lead to reduced snow cover, rivers and streams drying up, soil erosion, loss of flora & fauna.

Temperate: 1 Forests absorb CO₂, lakes and rivers provide water resources, vegetation provides habitat for wide range of animals.

2 Land being urbanised, rivers and air being polluted, rising temperatures affecting flora & fauna, rising sea-levels submerging coastal areas.

Part 1

- 4 **1** 1 alpine scene 2 rainforest 3 temperate countryside
2 1 two colleagues; the man's recent holiday 2 two friends; a documentary about a tropical rainforest 3 Anne Murphy and an interviewer; a campaign against building a new factory.
3 *Suggested answers:* 1 what, man, complain 2 how, woman, react 3 agree 4 man, programme, seemed, made 5 opposed, because 6 prefer, plan

Exam task

1 B 2 A 3 A 4 B 5 C 6 A

Recording script

You'll 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 One

You overhear two colleagues talking about the man's recent holiday. Now look at questions one and two.

M: Higher up on the main slopes there was far less than in previous years; in fact there were huge bare patches on some of them. It must have put a lot of other people off, too. The whole resort area is usually quite crowded but this time there was hardly a soul in sight, even though all the hotel prices were heavily discounted. So all in all it was something of a wasted trip, really.

F: Well, I think I'd have counted myself lucky just to be somewhere that beautiful at this time of year! But if what you saw there is part of a more general pattern, and it does seem the same thing's been happening in mountainous areas in other parts of the world, then it looks as though we're seeing the physical results of climate change sooner than we expected even just a few years ago.

M: Or maybe it's just a temporary thing, as some people claim. Periods of warm and cold weather go in cycles, don't they?

F: To some extent, certainly. But I think we're looking at a longer-term trend now.

Extract Two

You hear two friends discussing a documentary programme about a tropical rainforest. Now look at questions three and four.

F: It was over-ambitious, really, wasn't it? I mean, trying to pack into 40 minutes the entire evolution of the rainforests, the range of trees, plants and animals in them, plus all the danger they're now in. It's just not possible.

M: I don't think I could have sat through any more of that, to be honest. Especially with the narrator talking to viewers as if they were schoolkids. It was like being back in biology lessons. He sounded like he'd never done a voice-over before.

F: Actually, I thought he had quite a pleasant voice, though I must admit I could have done without it whenever I was trying to listen to all those marvellous background sounds: the birds and monkeys and everything.

M: I've seen better camera work, too. At times that looked more like a home video.

F: There were some nice shots, though. Especially those taken from above the tree tops.

M: Yes, they were very much the exceptions, and they must've paid some actual professionals quite a lot to get those. Though they could have saved all that money by filming it in Cairns, in north-east Australia. There's a cable car near there that runs right above the rainforest.

Extract Three

You hear part of an interview with a woman called Anne Murphy, who is campaigning against the building of a new factory. Now look at questions five and six.

Int: Anne, can you tell us why you're so opposed to this scheme?

Anne: Quite simply it's a local beauty spot, and whoever had the idea of putting a food processing factory in those lovely green fields right next to the river simply doesn't care how much damage it would do. I know the plan includes an effective water treatment plant, but such a large development would be impossible without new roads, power lines and so on, with all the harm that would do to the countryside.

Int: And what do the farmers say about this?

Anne: Well, there's a lot of compensation on offer and they're likely to take it. Actually, they've now said that if this scheme doesn't go ahead they'll find another buyer for the land, so doing nothing with it isn't an option, either. Finding an alternative use for it, perhaps as a country park or something like that, sounds like the best bet. I know that some of the people on the town council have argued for going ahead with the plan on a slightly reduced scale, but that's completely out of the question as far I'm concerned.

GRAMMAR

- 1 **1** correct **2** correct **3** they will discover → will they discover **4** correct **5** Sonia had ever had → had Sonia ever had **6** we can allow → can we allow
7 correct **8** correct **9** correct **10** did he finish → had he finished **11** correct **12** Not only private cars contribute → Not only do private cars contribute
- a) Adverbials with a negative or limiting meaning.
b) At the beginning (or the beginning of a clause).
c) It sounds more emphatic/dramatic. **d)** The auxiliary precedes the subject. **e)** The correct form of do.
f) Usually only in formal writing, or formal speeches.
- 2 **1** Only when we arrived in Kenya did we see hippos and giraffes. **2** Hardly had I unpacked in my hotel room when my phone rang. **3** Seldom do the nature reserve guards catch

illegal hunters. **4** Never before have I seen such a spectacular waterfall. **5** No longer are there any tigers in the northern region. **6** No sooner had the zebras entered the water than hungry crocodiles appeared. **7** On no account must visitors to the forest light fires. **8** In no way are the local people to blame for the destruction of the forest.

3 Suggested answers

1 Never before has there been such a long drought.
2 Little did we know what would happen when darkness fell. **3** Not until the storm has passed will there be any chance of rescuing survivors. **4** On no account are visitors permitted to leave the designated footpaths.
5 Not only are there bears in those hills, there are also wolves. **6** No sooner had the rains come than wild flowers started to appear. **7** Rarely do you see fish in a river as polluted as this. **8** Hardly had the climbers set off for the summit when it began to snow.

4 Suggested answers

1 must you swim in the river; should you leave your vehicle; can you feed the animals.
2 had I left the house when I heard footsteps behind me; had I started calling when the line went dead; did I expect the journey to be so difficult.
3 will you see such wonderful forests; can you find so many species of butterfly; are there such lovely beaches.
4 the 19th century did it become independent; the railway lines were built did it become possible to travel easily; the last century have so many people been out of work.

READING AND USE OF ENGLISH

Part 7

Suggested answers

Although the first photo is in a large city, the traffic is very light. The road is very wide with four lanes and the traffic is free-flowing. It looks like a business district with lots of offices but it can't be rush hour. The second photo is also in a city but much busier. The road has three lanes but it doesn't seem to be as well ordered as the first photo. For example, I can't see any lane markings. It's probably rush hour. I wouldn't like to be on the motorbike as the exhaust fumes must be quite bad. It also could be quite noisy with drivers blowing their car horns trying to get people to move out of their way. Traffic jams must be common at certain times of the day here. There are different types of vehicles in this photo including private cars, taxis and buses. However, in the third picture, there are mainly private cars, although I can see a few taxis. I suspect the drivers are mainly commuters trying to get to or from work but it will take them a long time because the road is in gridlock. All the cars are quite big so the fuel consumption must be high. I can't see clearly but I don't think the car occupancy will be high. I think they should introduce a law to stop cars with only one person from using the roads

at certain times of day. The pollution here must be terrible and it must take ages to go anywhere! I'd hate to live anywhere where the congestion on the roads is that bad.

- 3 **1** *car-crazy culture* **3** Discursive, i.e. it develops an argument. Addition links, contrast links, reference words, synonyms and near-synonyms.
- 4 **1** **1** the high point of the car; that peak; The phenomenon **3** rise of 'virtual commuters'; these new employment patterns **4** car boom; less green trends **6** unexpectedly going up / miscalculations; these trends **2** may be a factor. And urban gridlock; ... a dumb way **3** Besides **4** Likewise; But

Exam task

1 F 2 B 3 G 4 A 5 E 6 C

- 5 carry on: continue doing (also continue)
go on: happen (also continue)
rely on: use/need/depend on (also trust)
look on: consider in a particular way (also watch but not become involved)
insist on: keep doing something even if it is not a good idea (also demand to have something).

SPEAKING

- 1 **1** stayed on **2** draws on **3** catch on **4** taken / taking on
5 comes on **6** called on **7** runs on **8** move on
- 2 **1** Look **2** say **3** point **4** example **5** take

Recording script

Environmentalists are calling on all of us to recognise that waste is fast becoming a major problem. Look at the amount we throw out every year. A family of three, say, produces more than a ton of rubbish every year, and this is steadily rising. A case in point is plastic, used in ever greater quantities and often ending up in the bin. An obvious example of this is the plastic shopping bag. Also, take paper waste. Did you know that every year the average family throws out the equivalent of six trees?

Part 3

- 4 Suggestions for reducing the amount of waste we create
- 5 **1** Give away unwanted clothes **2** Haziq, the man

Recording script

Aishar: So how do you feel about this one?
Haziq: I think it's a good idea.
Aishar: Any particular reason?
Haziq: Well, a lot of people throw out clothes they've only worn a couple of times, which is a terrible waste.

Aishar: That's a good point.
Haziq: So instead of doing that they could put them, say, in one of those things you see in the street for used clothes.
Aishar: Right, I know the ones you mean. Or you could take them to a charity shop, Oxfam for instance, who sell them to raise money. Either way someone gets to wear them, free or at a lower price.
Haziq: Yes, and that means they don't become waste.
Aishar: OK, the next one. What are your thoughts on this?

- 6 So how do you feel about this one?, Any particular reason?, That's a good point., Right, I know the ones you mean., What are your thoughts on this?

READING AND USE OF ENGLISH

- 1 **1** f **2** h **3** g **4** c **5** d **6** b **7** a **8** e
- 2 **1** over the moon **2** playing with fire **3** to keep your head above water **4** a drop in the ocean **5** out of the blue
6 down to earth **7** the tip of the iceberg
8 a breath of fresh air

Part 4

- 3 **1** inversion **2** phrasal verb **3** inversion **4** idiom
5 inversion **6** idiom

Exam task

- 1** sooner had the storm begun | than **2** to | catch on with
3 circumstances | should visitors approach
4 lost track | of (the) **5** only do | those trucks pollute
6 unsuccessfully | to break the ice

WRITING

- 1 **1** unexpectedly. **2** , generally **3** Apparently, **4** sadly. **5** Fortunately, **6** Unsurprisingly, **7** happily **8** , admittedly, **9** Obviously, **10** Mysteriously,

2 Suggested answers

- 1** Apparently, summers are going to get hotter.
2 Fortunately / Happily etc., someone found it and gave it back to me. **3** Unsurprisingly / Sadly / Unexpectedly etc., most said 'no'.
4 I failed my exam but admittedly I hadn't done enough revision.
5 I looked round, but mysteriously there was no-one there.
6 Unexpectedly, s/he knocked on my door.

Part 1

- 3 **1&2** A Snow leopard – Asia B Vicuna – S America
C Black Rhinoceros – Africa D Southern water vole – Europe
3 certain types of gorilla, turtle and seal; giant panda, blue whale, African penguin, Asian elephant, etc.
4 *Suggested answers:* loss of habitat owing to development, use of pesticides, climate change affecting temperatures and rainfall patterns, invasive species, diseases, hunting, etc.
- 4 1 How governments around the world should help protect endangered species; for your tutor.
2 education, protected zones, legislation
3 Say which you think would be more effective, giving reasons.
- 5 1 A too similar to the original; B best; C oversimplified
2 A best; B oversimplified; C too similar to the original
3 A oversimplified; B too similar to the original; C best
- 6 1 protected zones 3rd paragraph; legislation 2nd paragraph
2 “It ought to be illegal ...” → *One solution is to pass strict laws ...* 2nd paragraph
“We can help endangered ...” → *create protected zones, where ...* 3rd paragraph
3 Legislation, because there are not enough resources to establish protected zones for all the animals at risk, but laws can be applied globally.
4 Inversion: At no time in recorded history have so many species, Not only must the hunting or capturing of endangered or threatened species be made.
Sentence adverbs: Alarmingly; Clearly; Crucially; Unfortunately; undeniably
Addition links: not only...also; in addition; another
Contrast links: but; however; on the other hand

8 Model answer

Never before have so many different kinds of creature been threatened with extinction by human activity. Tragically, many species have already disappeared, and unless urgent action is taken many more will be lost to this planet forever. The disaster is on such a scale that governments everywhere must act immediately.

They should do so, firstly, by passing strictly-enforced laws banning not only the harming of endangered or threatened species, but also any damage to their habitats, the plants they feed on and any other creatures they depend on within the food chain. Hunting and fishing for sport should also be outlawed, as should the transportation of invasive species between countries. The killing or smuggling of species at risk, plus the trade in products from those creatures, must be punished severely.

Secondly, all citizens need to be made aware of the extent of the crisis, its consequences for the world, and what they can do to help. This should begin at school, with all children taught to respect animal life and shown how to take part in local conservation schemes. Also, wildlife documentaries and films could inform adults about the main issues, such as the direct and indirect impact of climate change on animals. The latter includes the increased incidence of wildfires, desertification, and flooding caused by rising sea levels.

Unfortunately, however, education takes time to bring about change. Suitable legislation, in contrast, could quickly transform the situation, which is why I believe that international treaties committing all governments to the measures outlined above would be the more effective strategy.

Unit 8

READING AND USE OF ENGLISH

Part 8

- 1 1 a) the process of getting knowledge or a new skill
b) the activity of teaching or training someone
2 a) a formal talk given to a group of people, especially students
b) a period of study with a tutor involving one student or a small group
3 a) someone who teaches at a college or university
b) teacher of the highest rank in a department of a university
4 a) person who studies a subject in great detail, especially at a university
b) serious, detailed study OR money given by a school, college, university, etc. to pay for the studies of a person
5 a) discussion involving a teacher or expert and a group of

people

b) meeting involving practical work in a subject or activity

- 6 a) put your name down for a course, college, etc.
b) successfully finish a course so that you are able to do a job

- 7 a) a person who has a first degree from a university OR to complete a degree course successfully

b) finishing a degree at a university or school OR the ceremony at which degree certificates are awarded

- 8 a) student studying for their first degree at university
b) student who already has one degree and is studying at university for a more advanced qualification

- 9 a) having learned a lot at school or university and having a good level of knowledge

b) providing education or relating to education

- 10 a) document giving details of a school, university or business and its activities

b) subjects or books to be studied in a particular course, especially a course that leads to an exam

2 Suggested answers

1 attending a lecture; attending a tutorial; taking part in a group activity; self-study

3 Learning by doing a particular task; learning from friends or relatives; online learning

Exam task

1 D 2 C 3 A 4 B 5 B 6 D 7 A 8 C 9 B 10 D

- 5 1 will not be satisfied 2 the subject being considered
3 completely full of 4 having no set limit 5 keep doing or talking about the same thing without achieving anything
6 become quieter 7 experienced yourself 8 consider the facts and decide what is true, correct, etc. 9 the most important thing 10 choose not to be in a position of responsibility 11 understand the general meaning of what someone is saying 12 avoid attracting attention to oneself

GRAMMAR

- 1 1 You, that → You, who: *that* is not used in a non-defining relative clause.
2 which I have → when I have: we use *when* as a relative pronoun for time references.
3 who they were not → who were not: *who* is the subject of the verb 'were' so 'they' is not needed.
4 what seems suspicious → which seems: *what* means 'the thing that'; it would not make sense here.
5 who's work → whose work: the possessive relative pronoun is *whose*; *who's* means 'who is' or 'who has'.
6 that you are → where you are: *where* is used as a relative pronoun for place references.
7 which ages → whose ages: *whose* is the possessive relative pronoun.
8 course which is taught → course, which is taught: non-defining relative clause; there is only one Business English course.
9 which are refusing → who are refusing: *who* is the relative

pronoun for people in non-defining relative clauses.

- 10 that took place → which took place: *that* is not used in a non-defining relative clause.

- 2 1 My younger brother showed me the essay which / that he had written.
2 That's the primary school where I met my best friend.
3 On Sundays, when the library is closed, I read at home.
4 Students whose parents have a low income can apply for a grant.
5 The teacher who / that I liked most was Mr Anderson.
6 Maths, which was my favourite subject, was our first lesson of the day.
7 My mother, who is a lecturer, did her PhD at Cambridge.
8 The college which / that I studied at has since closed.
1 Omission possible because *which/that* is the object in its clause.
2 Omission not possible with *where*.
3 Omission not possible with *when*.
4 Omission not possible with *whose*.
5 Omission possible because *who/that* is the object in its clause.
6 Omission not possible in non-defining relative clause.
7 Omission not possible in non-defining relative clause.
8 Omission possible because *which/that* is the object in its clause.

- 3 1 The research on which the theory is based is unreliable.
2 The people with whom Stephen studied with were all experts.
3 We were shown the desk at which the President sits.
4 There is an Open Day to which prospective students are invited.
5 He is a philosopher about whom many books been written.
6 The day on which the Queen was born was a Friday.
7 That distant star has a planet about which we know little.
8 The person to whom I wrote has yet to reply.
4 1 I have two sisters, both of whom are at university.
2 Nicky sent off two job applications, neither of which was successful.
3 I've lost touch with most of my ex-classmates, many of whom went abroad to study.
4 This department has done a lot of research, all of which has been published.
5 Astronomers observed a large number of meteorities, few of which reached the ground.
6 In the study we interviewed hundreds of people, the majority of whom lived locally.
7 This is where the ancient city stood, little of which remains today.
8 The talk was attended by a large audience, none of whom left before the end.

READING AND USE OF ENGLISH

- 1 1 unescapable → inescapable – escape
2 illegally → illegally – legal
3 dissatisfaction → dissatisfaction – satisfy
4 overprotecting → overprotective – protect
5 Undeniable → Undeniably – deny, deniable
6 outbrining → upbringing – bring
7 unexplicably → inexplicably – explain, explicable
8 undescrivable → indescribable – describe
- 2 1 proof 2 deepened 3 strengthen 4 maintenance
5 breadth 6 resolution 7 repetition 8 detention

Part 3

- 3 The abilities and experience people need in the actual workplace

Exam task

- 1 uncertainty 2 increasingly 3 capability
4 prospective 5 advisors / advisers 6 theoretical
7 ensuring 8 unwillingness
Both a prefix and a suffix: uncertainty, ensuring, unwillingness
Internal spelling changes: capability, advisors, theoretical

LISTENING

Part 2

- 1 a) get or do a job: be employed, go into, hold down a job, practise, serve
b) give somebody a job: appoint, fill a position, hire, recruit, take on
c) leave a job: quit, resign, retire, step down
d) make somebody leave a job: dismiss, fire, lay off, let go, make redundant, sack
e) without a job: on benefits, out of a job
a) go into a profession; practise law/medicine etc.; serve in the army/as mayor etc.; hold down a job with difficulty
b) hire (US); fill a position, i.e. when there is a vacancy
c) retire when old; step down from a position of responsibility
d) dismiss/fire (US); sack (UK) for misconduct etc.,
e) on benefits (UK) i.e. receiving state benefits
- 4 1 noun 2 adjective 3 noun 4 number 5 noun
6 noun 7 number 8 noun/phrase

Exam task

- 1 eyesight 2 reserve 3 flight engineer 4 12 / twelve hours 5 views (you get) 6 criticism 7 3,000 / three thousand 8 the economic situation / the economy

Recording script

You'll hear airline pilot Anita Ricci talking about her work. For questions 1–8, complete the sentences with a word or short phrase.

You now have 45 seconds to look at Part 2.

It's a fabulous job to have, though when I was turned down by the Air Force I thought I'd never actually be a pilot. I had the right degree, I performed well in the psychological test and my general fitness level was fine, but (1) it was my eyesight that let me down. It just didn't meet the standards required for flying combat aircraft. Fortunately, though, I was accepted for training at a civilian flying school.

To become a pilot there's a huge amount to learn, from physics and meteorology to navigation and understanding aircraft systems. And even when you qualify it's highly unlikely your first job will be as a regular pilot. (2) You'll probably be a reserve pilot, waiting on call at or near an airport rather like passengers on standby – except that you'll have to be on the plane within 90 minutes to help fly it.

There are normally two pilots on the flight deck: the captain and the first officer. (3) Some older aircraft might also have a flight engineer, though as happened with radio operators and navigators several decades ago they're being replaced by technology, in this case by computers.

The working hours aren't bad, with around 14 days a month off. Though for someone like me who's (4) currently flying between Europe and South America, some of those are inevitably spent far from home. For international flights you can be on duty up to sixteen hours, of which twelve are the most you can spend continuously at the controls, whereas for domestic routes the maximum is eight hours without a break.

Naturally, you particularly enjoy landing in certain places. Some because you're arriving in warm sunny weather in the southern hemisphere when it's gloomy midwinter in the north, while (5) at others it's the great views you get from the flight deck window, especially in Switzerland, say.

For some pilots the downside is the testing that takes place twice a year, throughout your career. And if you're not up to scratch you're out of a job. It's as simple as that and I don't have a problem with it. I know that as in any profession there's always room for improvement, so (6) whenever I receive criticism I try to learn from it, knowing that what is said is always meant constructively.

In many ways I'm fortunate to have this job. Few pilots are taken on by major airlines and fewer still reach senior positions where they may earn a hundred thousand a year. (7) Not long ago, this airline had three thousand applications when they advertised twenty-five posts. They were all from qualified pilots.

And even if you are taken on, job security is not great. Major airlines have been known to go out of business, and (8) any ups or downs in the economic situation tend to have a disproportionate effect on the airline industry. Routes may be cut and aircraft orders cancelled. So if you're thinking of a career as a pilot, choose your airline carefully – then stick with it.

SPEAKING

- 1 a) is b) was c) was d) was
 a) 1 physics 2 What 3 the background information 4 no
 b) 1 I needed the money 2 The reason 3 the background information 4 that
 c) 1 the manager 2 The person 3 the background information 4 who
 d) 1 last month 2 It 3 It 4 when
- 2 1 What you need to do is work harder. 2 It is travelling to work that causes the most stress. 3 The people who seem to make the most money are bankers. 4 The reason Emma resigned was that she didn't like her boss. 5 It was all the form-filling that I found really boring. 6 The place where my friend and I first met was the office.

3 Suggested answers

1 What I'd most like to do is be an astronomer. 2 What I find really boring is tidying my room. 3 The country where I'd most like to live is Australia. 4 The people who annoy me most are those who keep trying to sell you things over the phone. 5 It's in August that I feel most relaxed. 6 What I most want to achieve is happiness at work and at home.

Part 4

- 4 1 Do you think people should choose a career when they are very young? 2 Maxim 3 No, only partly.
- 5 1 It's hard to say. You could argue that ... 2 To a certain extent, yes, but... 3 what matters is; it's the young people who

Recording script

Teacher: Maxim, do you think people should choose a career when they are very young?

Maxim: I'm sorry, could you repeat that?

Teacher: Do you think people should choose a career when they are very young?

Maxim: It's hard to say. You could argue that the people who do best in life are the ones who decide at an early age what they want to do and then get on and work towards that. But given that most people will probably have more than one career as society changes and technology develops, some would say there's no real hurry. So maybe what matters is being able to acquire skills when they become necessary, rather than trying to make plans now for an uncertain future.

Teacher: Do you agree, Dariya?

Dariya: To a certain extent, yes, but I do think it's the young people who already know they want to be doctors, lawyers, teachers and so on who will ultimately be the most successful, particularly as they'll be in professions that will always be needed. And I don't think they'll ever be replaced by computers, either.

WRITING

- 1 formal 1, 3, 4, 8; informal 2, 5, 6, 7, 9, 10

- 2 1 I am quite interested in 2 excessive 3 misunderstand me 4 fortunate 5 I was completely unaware 6 extremely disappointed 7 understand the situation 8 are well informed

Part 2

3 Suggested answers

- 1 It looks good on the CV, making it easier for students to find permanent work when they leave school/college. It shows future employers you have motivation and interest in that field. It introduces a teenager to the world of work. It can give a young person ideas for a future career. It can identify skills, and weaknesses, that they may not have known they have. They can try out different kinds of work without any commitment. They get the chance to speak to employees to find out what working in that industry is really like. They can make contacts in that industry. They might even find their work becomes permanent.
- 2 Raises the company's profile within the local community. Helps young people entering the labour market adapt more easily to work and a working environment. Develops recruitment channels. Raises awareness of career opportunities within the company.
- 4 1 a local college 2 to tell the college that your company has vacancies for students who wish to do two weeks' work experience during the next summer term 3 information about what your company does, the kind of work the students would do, and how they would benefit from working there 4 formal

- 5 1 inappropriate: *chill out* and *mates* are too informal

2 appropriate 3 inappropriate: *we've got, loads, fun* (adjective) and *guys* are too informal 4 appropriate 5 inappropriate: *check out, info* and the exclamation mark are too informal 6 appropriate 7 appropriate 8 inappropriate: it is an email or text message ending.

6 1 3rd paragraph 2 2nd paragraph 3 1st paragraph 4 last paragraph/line 5 1st paragraph 6 4th paragraph

7 1 fairly formal 2 Dear Sir or Madam; Yours faithfully, 3 the majority of whom; both of which 4 What will benefit them most, however, is ... 5 tell – inform big – extensive gym – gymnasium staff – employees training – instruction begins – commences looking for – seeking very pleased – most grateful

8 1 Ms Klaudia Nowak, Human Resources Manager, Central Hotel 2 To apply for work experience. 3 The kind of hotel work you would like to do and why, the reasons why you would be suited to working in a hotel environment, what you hope to learn from the experience. 4 formal

9 Relevant – 1, 3, 5, 7, 8

10 Model letter

Dear Ms Nowak,

I am writing to apply to do work experience at the Central Hotel this summer, as advertised in today's newspaper. I am aged seventeen and next year will be my final year at school, after which I hope to attend college to study to become a chef.

I would therefore be most interested in working in the hotel kitchens, if possible as a chef's assistant. I already have some experience of this kind of work, having recently helped my uncle and aunt prepare meals at their restaurant during the school holidays.

I have always had a keen interest in food and cooking, taking great satisfaction from preparing healthy and appetising meals. I also enjoy working as part of a team. This, I am sure, is extremely important in the kitchens of such a large hotel where so many different kinds of food need to be prepared. In addition, I am capable of working under pressure, for example when there is a sudden rush of orders and very little time in which to prepare the meals.

Working alongside expert chefs would teach me an enormous amount about cooking and food presentation. As well as learning new techniques, I would discover how to prepare new dishes and also how to improve those I already make. Above all, I would be in an environment where my creative skills could develop, simply by observing professionals in action and, I hope, talking to them about their work.

I enclose my CV and look forward to hearing from you.

Yours sincerely,
Jaime Alonso

Unit 9

LISTENING

Part 3

2 Suggested answer

Groups of students from different schools or colleges present scientific projects in the hope of winning a prize for the best in different categories, usually based on age. A panel of judges studies each project, and the students are interviewed about it. Preparation usually takes months once a group has chosen the topic for their project, usually involving both classwork and homework.

Exam task

1 B 2 A 3 A 4 B 5 D 6 B

Recording script

You'll hear an interview with physics teacher Kieran Shaw, who has taken his students to a Science Fair. For questions 1–6, choose the best answer (A, B, C or D) which fits best according to what you hear.

You now have 70 seconds to look at Part 3.

Int: Good morning from the conference centre, where the Science Fair is taking place. It's an annual event designed to give young people the opportunity to learn more about the scientific process through experimentation, problem solving, and in-depth learning. With me is Kieran Shaw, a Physics teacher accompanying his students. Tell me, Kieran, what do you think of this fair compared to that of previous years?

Kieran: It's excellent, certainly up to last year's already high standards as far as the projects themselves are concerned, and with the same number entered, which I think is about right. I just hope they manage to avoid (1) last year's row over the final choice of winners, which was controversial to say the least. There's a different panel this time and that should make a difference, but there's no change in their policy of awarding three prizes in each category, and I think that also makes sense.

Int: You say the numbers taking part here have held up, but is that the case in other fairs?

Kieran: Not everywhere, no. And I'm a little worried that we might start to see fewer people taking part in them generally.

Int: Is that because of the economic situation, with schools having to make cutbacks?

Kieran: In most cases it costs schools little or nothing for students to attend, so that's unlikely to be a factor, and neither is the expense involved in developing and presenting the projects, which most students' families find reasonably affordable. (2) Of more concern is the feeling in some quarters that actually going somewhere to see science in action belongs to the pre-internet era, though the majority of the students themselves seem as keen as ever to attend fairs, despite the fact that it usually means giving up a Saturday to do so!

Int: There are also some issues surrounding the fairs themselves, aren't there?

Kieran: Yes, one of the key ones being the traditional male dominance of science subjects, leading to girls being under-represented in these projects – though happily there's a good gender balance across my groups. They're also good at working in and between groups, so there isn't the over-competitive atmosphere that some people complain about. (3) A more valid point is that someone whose father, say, is a chemist may not be doing all the work themselves, and I have had to look into one or two cases like that. It's also sometimes alleged that those from wealthy backgrounds can afford to go for more complex projects, but I think there's a good socio-economic mix in each of my groups, too.

Int: So what's the main criterion when selecting a topic? Its originality?

Kieran: Well, that's certainly a factor to take into account, but (4) first and foremost it must be something capable of holding the participants' attention over the months leading up to the fair. Avoiding areas that might be too complicated for young students to explain clearly in their presentation matters, too – as, by the way, does anything that may require spending a lot on apparatus – but not to the same extent.

Int: How do students get on doing their presentations? I imagine some are pretty nervous.

Kieran: Yes, and to overcome their nerves some of them try to learn everything off by heart and then make a speech to the judges, which of course isn't how it works. The judges will look at the display and perhaps briefly at their notes, and then ask them some questions. It's important they don't rush their answers, but it's also best to keep them simple, (5) avoiding any jargon they're unable to explain if asked to by the judges. That happens quite often, and doesn't give a good impression. The important thing is knowing what everything in their notes means, and being able to answer questions about it.

Int: Finally, Kieran, which project do you think will win in the senior category?

Kieran: I'd say there are three clear front runners, and (6) the odds are that the one measuring the amount of bacteria present on various kitchen utensils will come out on top. Of course, I'd rather the project on where fresh cherries deteriorate most slowly won because that's my group's entry, but I don't think it'll happen for them this time. As runner-up, I'd pick the one about whether the quality of our vision is different in the morning and afternoon. Or perhaps the one designed to test the theory that it's best to wear black in hot weather because it is much more efficient than white at absorbing heat from our body – which of course is a much closer energy source than the sun.

Int: You learn something every day! Thank you, Kieran.

READING AND USE OF ENGLISH

Part 5

2 **1** a) stupid b) lowering the level of difficulty and the intellectual content **2** The writer wants to see an improvement in science broadcasting.

3 **a)** opinion / attitude 2, 3, 4 **b)** suggestion 6 **c)** example 5 **d)** reference word 1

Exam task

1 B 2 A 3 C 4 D 5 D 6 B

5 **1** Cue **2** take a dim view **3** the former **4** in a sense **5** is a matter of **6** in play **7** the odd **8** the status quo

Part 2

1 alert to biased against compatible with deprived of eligible for equivalent to frustrated by hostile to inadequate for insensitive to knowledgeable about notorious for prejudiced against protective of resident in restricted to superior to untouched by

2 **1** adjacent by → adjacent to **2** correct **3** handy to → handy for **4** correct **5** receptive of → receptive to **6** correct **7** horrified of → horrified by **8** sceptical to → sceptical about

3 **1** restricted to **2** handy for **3** equivalent to **4** sceptical about **5** eligible for **6** ignorant of **7** notorious for **8** renowned for

4 Suggested answer

Because we can only hear one side of the dialogue, we have to concentrate particularly hard to try to understand what it is about.

Exam task

1 according **2** for / to **3** takes / took **4** to **5** of **6** who **7** by **8** Not

SPEAKING

1 (Contracted forms also possible) **1** must have been **2** must have **3** might / could / may / must be **4** might / could / may **5** might / could / may be

Recording script

A: Hey, that's a long queue!

B: Some of them are looking fed up. They must've been standing there for hours.

A: Yes, they must've been. I wonder why?

B: They might be hoping to get tickets for that concert.

GRAMMAR

- 1** **1** could → was able to: for a specific occasion in the past.
2 must → had to: *had to* is the past form of *must*.
3 can → might / may: for a specific possibility.
4 mustn't → don't need to / needn't / don't have to: *mustn't* is for a prohibition.
5 can → might / may / could have: the form *can have* + *-ed* is never used.
6 had to be → must have been: a deduction about the past. *Had to* is for an obligation in the past.
7 can be → could have been prevented: past theoretical possibility. *Can be* is the present form.
8 needn't → didn't need to: it wasn't necessary to do it. *Needn't* is the present form.
- 2** **1** can: possibility **2** shouldn't: criticism of past action
3 could: theoretical past possibility **4** must: deduction
5 needn't: no necessity **6** might: past possibility
7 can't: deduction about the past
8 must: deduction about the past **9** should: advice
10 needn't have taken: action done unnecessarily

3 Suggested answers

1 There must be thousands. **2** You shouldn't have spent so much, then. **3** Oh, we didn't have to do double maths at my school. **4** It must have been stolen, I'm afraid. **5** They might have been held up by traffic. **6** Yes, I wasn't able to answer many questions, either. **7** He needn't have taken it there! **8** You can't have done. Everyone knows aliens don't exist.

Exam task

1 I should have / should've | sent her **2** (that) I could have / could've | completed **3** did not / didn't have | to make **4** might have | accidentally broken **5** should not / shouldn't have | been allowed to **6** must have / must've forgotten | (that) she said

A: I suppose they might be. Or they may be queuing for the sales. They start later today.

2 Suggested answers

1 He might / could / may / must have been revising all night. 2 They could / may / might be winning 4-0. 3 He must be going through a tunnel. 4 It must have been snowing all night. 5 She could / may / might be out shopping / might have gone shopping. 6 I must have been dreaming.

Part 2

- 3 1 the office worker and the farmer 2 by hand in both cases; later by typewriter in the case of the office worker 3 farmer: learning to use the machinery, having to concentrate; office workers: having to concentrate on a screen, tiring, risk to eyesight, email interruptions 4 The robot in the operating theatre. She thinks this has been most beneficial to society as it can help cure people more easily and avoids mistakes that even good surgeons can make.
- 4 modal + *be* + *-ing*: may be doing, might be using, might be feeling, must be concentrating, might (also) be getting interrupted, must be saving
modal + *have* + pp: must (surely) have taken, must have been, might not have been

Recording script

Teacher: Nico, it's your turn first. Here are your pictures. They show people working with different kinds of technology. Compare two of the pictures, and say how the jobs might have been done in the past, and how difficult it might be for the people to work with this technology.

Nico: They show people doing jobs using computers and modern machinery. Although the first photo shows people indoors and the other is outside in the fields, it must be a lot easier for them now than before that technology was invented.

The people indoors may be preparing to give a presentation. They might be researching facts and figures online which previously must have been very difficult to find. The massive machine might be harvesting crops and the farmer could be using the computer to check the machine is working properly. It probably takes a day to harvest a field now whereas in olden times it must have taken many days to do by hand.

It must have been back-breaking work, too, so it's made life much easier for farmers. Learning to use that machinery, though, might not have been so easy for people used to working entirely with their hands. So they have to concentrate hard, which they didn't really need to do in the past. The office workers, too, must be concentrating hard on the screen, and if they do that all day it could get very tiring, especially for their eyes. They might also be getting interrupted all the time by emails, which didn't use to happen back in the days when everything was done on paper!

Teacher: Mia, which of these technological advances do you think is the most beneficial to society?

Mia: Probably the robot in the, er, operating theatre. With all the progress in microsurgery that's making it possible to cure illnesses and injuries more easily, these devices must be saving many lives. And by replacing humans, they avoid the risk of mistakes that even the most skilled surgeons can sometimes make. Also, some robots enable operations to be carried out in remote parts of the world, where there aren't many doctors.

Teacher: Thank you.

WRITING

- 1 1 reason – for that reason 2 so – so ... that
3 owing – owing to 4 Otherwise 5 consequence – in consequence 6 account – on account of
7 such – such a ... that 8 else – or else 9 Consequently
10 view – in view of (the fact that)
Formal phrases: owing to, on account of, consequently, in view of the fact that

2 Suggested answers

- 1 The project had gone over budget and in consequence, it was abandoned.
2 The instructions were so complicated that I couldn't understand them.
3 On account of a defect, the device was withdrawn from sale.
4 You'd better charge up your phone soon, or else the battery will run out.
5 A virus got into the system. Consequently, all the computers crashed.
6 That's such an addictive game that I can't stop playing it.
7 Owing to the sudden rise in temperature, the machine stopped working.
8 I don't keep looking at my email. Otherwise, I'd spend all day answering messages.

Part 2

3 Suggested answers

- 1 Working with state-of-the-art technology; the possibility of making new discoveries.
- 2 Archaeologist discovering ancient civilizations; biochemist discovering a cure for a disease.
- 4 1 Attitudes towards science among students at your school.
2 The head teacher who wants to increase the proportion of its students studying science subjects to advanced level.
3 An evaluation of the appeal of science at the school; an explanation of why comparatively few students say they want to become scientists; suggestions for ways of encouraging more of them to consider a future career in science.

5 Suggested answers

- A Introduction B Viewing science lessons positively
C Viewing science lessons negatively D The media view
E Suggestions
- 6 1 an evaluation of the appeal of science at the school: B & C
an explanation of why comparatively few students want to become scientists: D
suggestions for ways of encouraging more of them to consider a future career in science: E.
2 *This report focuses on ...*
3 Fairly formal, e.g. complete sentences; no contracted forms; formal linkers such as *moreover* and *in addition*; long words, e.g. *stimulating environment*; full forms of words, e.g. *laboratory*; less common words, e.g. *perceived*; formal structures, e.g. *the suspicion with which*; passive forms, e.g. *concern has been expressed*; impersonal structures such as *there is a widespread belief that*
4 B *in consequence*; C *owing to*
5 Students should be invited to participate in Science Fair projects, scientific work experience programmes and virtual Open Days at university science faculties; they should be made aware of the benefits of studying science.
 - 7 1 An electronic device you always take with you when you travel on business. 2 Colleagues, they are about to begin making similar trips themselves. 3 An explanation of why you chose that kind of device; an evaluation of its usefulness in practice; suggestions for how it could be improved.

10 Model answer

An essential travel item

Introduction

The purpose of this report is to provide information on a device that is particularly useful when travelling. That, without doubt, is a tablet, a mobile computer produced by various manufacturers.

Reasons for choosing a tablet

The frequent business traveller requires a terminal which can be operated by means of both a touchscreen and keyboard, has substantial memory for storing data, and is sufficiently compact and lightweight to enable easy transportation. Tablets are the only device that currently meet all these criteria, as laptops are excessively bulky and mobile phones lack a full-size keyboard.

Advantages of a tablet

Despite its size, a higher-specification model has many of the capabilities of a desktop PC. In consequence, it can be used for work purposes virtually anywhere. Most tablets have built-in wi-fi, fit easily into hand luggage, and are ideal for reading documents and journals, viewing diagrams and photographs, or sending and receiving emails.

Disadvantages of a tablet

Criticisms of the tablet include the shape of the screen, which is not ideally suited to watching videos, the lack of USB ports to connect with other appliances, and the difficulty some experience in using the virtual keyboard, especially when keying in longer documents. Another frequent complaint is that the battery tends to run out alarmingly quickly.

Recommendations

New models could incorporate features designed to deal with these issues, although keeping the device small must surely remain a priority. However, the manufacturers could consider installing more applications. These might, for instance, enable wireless printing, or background music while you work.

Unit 10

READING AND USE OF ENGLISH

- 1 1 a) extrovert b) introvert 2 introvert; extrovert
3 The extrovert may be happier, louder – and possibly more annoying! The introvert may prefer working on their own, writing rather than talking – and find it more difficult to make friends.

2 Scoring

Each *yes* scores 1 point. The closer to a total of 12, the more introvert people probably are; the closer to a total of 0, they more extrovert they are likely to be. The nearer to 6 their score is, the nearer to being an *ambivert* they are. But point out that even if someone answered every single question as an introvert or extrovert, that doesn't mean that their behaviour is predictable in all circumstances.

- 3 1 classification 2 proposition 3 consistently
4 questionable 5 merit 6 perception
4 generally positive: D
generally negative: A, B
partly positive and partly negative: C

5 Suggested answers

1 1 similar criticism, lack of objectivity, B 2 disagrees, C, main argument 3 different, others, two categories
4 different, D, who, enjoy
2 item 3

6 Quiet

Four reviewers comment on Susan Cain's book *Quiet: The Power of Introverts in a World That Can't Stop Talking*

A Cain's central proposition is that over the past century the US has moved from a 'culture of character' to a 'culture of personality', as social admiration has shifted from ideals of private honour to public perception, leading to the inexorable rise of the 'extrovert ideal'. (2) I find this highly questionable, and Cain also appears to be setting up (3) a new categorisation which does not hold water. Extrovert and introvert are simply not the same sort of things as female/male, black/white or alive/dead; it is more useful to see the terms as adjectives, describing points on a long, loose arc than as identities. Overall, this is a remarkably noisy 'extroverted' book, bombarding the reader with unharmonious 'facts' and psychobabble ('over stimulating', to use one of Cain's terms). (4) Lovers of quiet won't like *Quiet* – we would rather go for a nice walk in the country.

B *Quiet* is written for introverts. (1) This involves telling us how great introverts are, how they are so sensitive you can measure their responses to things by how much their pupils dilate when faced with loud music or flashing lights. They think harder about things before they do them, and spend fruitful hours alone. At some points in this book, it is hard

to avoid the impression that extroverts are bullies or at least that (3) Cain's simplistic extrovert/introvert contrast is really a balance of jock versus geek, played out so reliably in movies about US high schools. Cain does everything she can to play this down, and say that extroverts can read this book, too (she has sales to consider, after all); but in test after test, outgoing individuals respond less well to difficult upbringings, cope less well when deprived of sleep, and are missing out on the evolutionary advantages of blushing.

- C This book has a simple, convincing idea at its heart: that the western world has become so enamoured of what Susan Cain calls the 'extrovert ideal' that it is missing out on the talents of half its population. If you can't speak in public, wilt in meetings and hate networking, then you are an introvert and you are destined to be ignored by an attention-deficit world. (2) Cain argues – correctly, I think – that this is mad. It is a strong point and she brings in serious data to back it up. In the end, though, (3) her insistence that one of two sizes fits all means that this book becomes little more than another *Men Are From Mars, Women Are From Venus* tick-box work. People are more complicated, subtle and surprising than these either-or classifications. And (1) not every introvert is an unrecognised genius, nor every extrovert an idiot thug.

- D Recognising the complexity of human nature, the author of *Quiet* avoids falling into the trap of labelling introversion and extroversion as a clearly-defined distinction. Instead, Susan Cain's approach is to treat them as two extremes on a scale that covers a whole range of personality types, each with its own particular characteristics. Unlike others who have published works on this topic, (3) she makes no judgment on the relative merits of tending towards one of these extremes or the other, and in fact calls for greater objectivity when assessing the weaker and stronger points of extroverts and introverts. That in itself is one reason why this perceptive and consistently readable book (4) is particularly likely to appeal to those who regard themselves as belonging to the latter group.

Exam task

1 C 2 A 3 D 4 A

- 7 1 set up: establish 2 play out: show happening or developing 3 play down: minimise the importance of
4 miss out on: fail to get an advantage from 5 back up: support 6 call for: demand that something should happen
8 1 play down 2 played out 3 backed up 4 set up
5 called for 6 miss out on

GRAMMAR

- 1 1 wish they disappear → wish they would disappear: *would* used after *wish/if only* for regret about a regular habit
2 that we consider changing → that we considered changing: past simple after *it is time* meaning 'the time is right for something to happen'
3 If only did tourists show → If only tourists would show:

would used after *if only/wish* to complain about regular behaviour 4 I'd rather my father was → I'd rather my father had been: past perfect for preference about the past 5 I wish I could spend → I wish I could have spent: past modal form for regret about the past 6 it is time we should change → it is time we changed: simple past after *it's time* 7 wished she wouldn't have looked → wished she hadn't looked: past perfect after *wish* for regret about the past 8 It's high time you to come → It's high time you came: simple past after *it's high time*

- 2 1 had 2 didn't have 3 would stop 4 sought
5 you'd 6 could 7 hadn't spent 8 were
- 3 1 he hadn't told them 2 you'd / had got / been in
3 I could speak fluent / fluently in 4 realised (that) she needs to make 5 he hadn't made such a 6 would stop asking me to lend

4 Suggested answers

1 I wish I'd gone to bed earlier. I wish I hadn't stayed up revising so late. 2 It's about time you bought a new car. It's high time I got my own car. 3 If only I could go there. If only it were cheaper. 4 I wish they would stop sending that stuff. I wish they wouldn't keep sending it. 5 I'd rather you didn't call round too early. I'd rather you called round a bit later. 6 If only I hadn't said that. If only I hadn't been so unkind to her. 7 I wish I'd been able to go. I wish I could have gone. 8 It's time I got a weekend job. It's time I budgeted my money better.

READING AND USE OF ENGLISH

- 1 1 read up on 2 come up against 3 get back to
4 checking up on me 5 brush up on 6 stand up to
7 get through to him 8 did away with
- 2 1 up to 2 out with 3 down on 4 away from 5 out of
6 round to 7 up with 8 up to

Part 4

- 3 1 I'd: 1 mark, stay out of: 1 mark
2 *it's time* + simple past / causative *have/got* 2 three-part phrasal verb 3 *would rather* + simple past 4 three-part phrasal verb 5 *wish* + simple past / three-part phrasal verb 6 three-part phrasal verb

Exam task

1 high time we had / got | the printer 2 any drivers | get away with 3 Mr Jay made | up his mind 4 to talk Jo | out of quitting 5 hadn't / had not left Lionel | out of 6 come in for | strong criticism

LISTENING

1 Suggested answers

1 *Positive*: conscientious, cool, courageous, imaginative,

natural, outgoing, trustworthy, well-balanced
Negative: anti-social, insecure, insensitive, naive, narrow-minded, self-centred, self-conscious

Either: extrovert, idealistic, modest, talkative, unconventional

- 2 anti-social ≠ friendly or sociable
conscientious ≠ unconcerned or careless
cool ≠ uncool courageous ≠ cowardly
extrovert ≠ introvert idealistic ≠ cynical
imaginative ≠ unimaginative
insecure ≠ confident insensitive ≠ sensitive
modest ≠ boastful or proud naive ≠ sceptical
natural ≠ false or affected
narrow-minded ≠ broad-minded outgoing ≠ shy
self-centred ≠ unselfish
self-conscious ≠ assured or self-assured
talkative ≠ quiet or reserved
trustworthy ≠ untrustworthy
unconventional ≠ conventional
well-balanced ≠ unwise or extreme

Part 4

- 3 Task 1 focuses on the reasons the speakers give for choosing their current occupation; Task 2 focuses on their personalities.

4 Suggested answers

Task 1: A timetable, schedule, nine-to-five B continue, hand down, take over C degree, graduate, grades D assist, support, society E achieve, overcome, prove F knowledge, skill, spend (time) G talent, originality, imagination H earn, salary, paid

Task 2: A plans, aims, promotion B outgoing, loud, talk C beliefs, views, opinions D careful, hardworking, skills E worry, fail, worse F express, feelings, outburst G friendly, chat, meet H listen, receptive, balanced

Exam task

1 D 2 B 3 F 4 E 5 G 6 G 7 E 8 H 9 D 10 A

Recording script

Part 4 consists of two tasks. You will hear five short extracts in which people are talking about their jobs and personalities.

For questions 1–5, choose from the list (A–H) the reason each speaker gives for choosing their current occupation. Now look at Task 2. For questions 6–10, choose from the list (A–H) the way each speaker describes their own personality.

While you listen you must complete both tasks. You now have 45 seconds to look at Part 4.

Speaker 1

I seem to spend most of my time defending motorists charged with minor offences instead of (1) fighting for justice for genuine victims of society, as I'd somewhat naively imagined myself doing when I originally applied for this position. But I'd rather be doing that than dealing with paperwork nine-to-five every day because (6) I'm a people person at heart. I'm not one of those over-confident types who starts conversations with everyone in sight, but I do like to chat, and down at the Magistrates court I get to meet clients, witnesses and reporters from the local paper. The salary's not bad, though contrary to the image lawyers sometimes have, that wasn't why I decided to become one.

Speaker 2

I must admit I rarely look ahead in financial terms. (7) I tend to assume I'll either make a loss or at best break even, so usually I end up being pleasantly surprised when neither happens. Not that I ever seriously thought I'd earn more than a basic living (2) when I took this place over from my parents. And I know I should move into bigger premises, but with the unpredictable way the property market has been behaving it would be just my luck to buy just before prices collapsed again, and people cut back on their spending, too. In an ideal world, salaries would go up every year, but that isn't going to happen, is it?

Speaker 3

We're currently in opposition, but there's still plenty to do and meetings until all hours with colleagues. Some of them have very strong views and ideals, and that's fine, (8) but I like to think I'm willing to listen to a wide range of opinions. Actually, I'm going to move on after the next election. It was only (3) ever my intention to spend a few years in the corridors of power before returning to university and applying what I've learnt about politics to some research I want to do. I did both my degrees in business studies and my aim is to compare approaches to management in the political and business spheres. I'm still not sure what I'll do after that.

Speaker 4

Everyone expected me to go into the family business, but even though I left school with pretty good grades there was only ever one thing I wanted to do. Which is this. Not for the material benefits or the lifestyle, but so I could (4) prove to myself that I can actually compete at this level. I may not be quite as gifted as some, so I try to make up for it (9) by putting in as much time and effort as I can on the training ground to perfect my skills. Next weekend, we've got an away game that some of my team mates expect to lose, though I'm a little more optimistic about it.

Speaker 5

I've got a degree in politics so I love covering political stories, especially when a general election is close and the candidates are desperately trying to use us to get their message across to the public. One of my colleagues later went on to become a successful politician himself, a minister in fact. And I must admit (10) that kind of appeals to me, too, so I'm making as many contacts as I can. It'd certainly be an improvement on what I'm currently doing, which consists of working nine-to-five drafting copy on the private lives of celebrities rather than (5) writing anything original or imaginative, which was what initially attracted me to journalism.

SPEAKING

1 1 c, g 2 f, i 3 a, d 4 b, h 5 e, j

Parts 3 & 4

- 2 Ways of helping people reduce stress in their daily lives; which would be the most effective in helping people reduce everyday stress
- 3 1 taking regular breaks from work or study 2 yes

Recording script

Teacher: Now you have about a minute to decide which method would be the most effective in helping people reduce everyday stress.

Alina: OK, which shall we have?

Ivan: I think I'd go for taking regular breaks. If you do that, you can avoid getting all stressed out when you're revising, or doing some kind of work.

Alina: But don't you think there's a risk of taking longer and longer breaks until eventually you're not doing enough studying or work or whatever, and then you end up getting worried about that?

Ivan: I can see what you mean, but if you keep the breaks to no more than say five or ten minutes each hour, you should be all right. In fact, you'll probably find you actually get more work done overall than without the breaks, simply because you're not getting so tired.

Alina: OK, taking breaks. As long as they're short.

Ivan: So we're agreed, then.

Alina: Yes.

4 OK, which shall we have? I think I'd go for ... But don't you think ... So we're agreed, then.

WRITING

1 1 (no matter) how 2 (Even) so 3 may 4 (no matter) who 5 (all the) same 6 whichever 7 (and) yet 8 wherever

2 Suggested answers

1 Whatever you say I won't change my mind.

2 Jessica was obviously exhausted by then. Even so, she carried on working. 3 No matter where you go, this phone lets you stay in touch. 4 I still think it's a boring series, however wonderful the TV critics say it is.

5 Ethan James is a brilliant artist, and yet nobody's heard of him. 6 The talk was rather long. All the same, the speaker made some good points. 7 Max may be unable to recall names, but he has an excellent memory for numbers. 8 Amy will keep on doing what she feels is right, no matter what people say.

3 Suggested answers

1 they may live. 2 what their background. 3 in fact often make silly mistakes. 4 they may develop into totally different people. 5 many have had successful careers. 6 old they are.

4 1 factors that help determine an individual's personality
2 genetics, family life, society in general
3 which you think is more important, giving reasons

5 **Paragraph A** states the topic and indicates the content, but it uses much the same language as the instructions.

Paragraph B (the best) paraphrases the language used in the instructions and states the two main points that will be discussed in the essay.

Paragraph C defines the key term, paraphrases part of the instructions and focuses on the main issue, but fails to indicate the content of the essay beyond that.

6 1 genetics – 3rd paragraph; society in general – 2nd paragraph

2 “Just as physical characteristics...” → *our DNA not only determines attributes like our height or life expectancy, it also affects traits such as how open, extrovert or conscientious we are.*

“School life has...” → *Of particular importance is the school environment, where the child's way of interacting, their response to rules and how they are treated by others all help shape their character.*

3 Society in general, because siblings can differ so much in personality, and a sense of humour has to be learned.

4 *no matter what our environment; we may have inborn characteristics and abilities but; however similar their DNA*

6 Model essay

Personality, the sum of all the qualities that together form an individual's distinctive character, is shaped by many forces. Chief among these are the home environment and the social environment.

A child begins life interacting with its parents, brothers or sisters and possibly also grandparents, and these relationships lead to the development of its emotions, both positive and negative. Parents may also encourage or discourage qualities such as sociability, a desire to learn and self-confidence, and also affect the child's developing personality by being authoritarian or tolerant, critical or supportive. They also act as role models, with the result that their child often acquires many of the same character traits.

The social environment includes school life, where the child meets a much wider range of personality types and has to cope with different kinds of relationships, both with peers and adults. Its response to these has a major effect on its personality. As the child grows up, society beyond school becomes a growing influence, especially now that young people can so easily use social media to make new friends, no matter where they live.

Overall, I believe the role of the family has been overestimated. Studies indicate that twins brought up apart have much more similar personalities than random pairs of people, and that by adulthood biological siblings remain far more alike than adoptive siblings. Moreover, the family structure is changing, with young people spending much less time talking to a parent or sibling than interacting online. That, increasingly, is how personality is formed.

WRITING GUIDE ANSWER KEY

Part 1

- 1 1 The number of elderly people is increasing, and that has implications for many aspects of daily life.
- 2 ways of meeting the needs of an ageing population
- 3 your tutor
- 2 1 formal: complex sentences (most sentences consist of two or three clauses, e.g. the first sentence); linking expressions such as 'In connection with', 'Such activity' (both in the third paragraph) and 'Nevertheless' (last paragraph); words like 'presents' (first paragraph), 'impaired' (second paragraph)
- 2 introduction – relevant background information; care homes; work; conclusion
- 3 residential care homes

Part 2

REPORT

- 1 1 company's sponsorship of a local sports club
- 2 your manager
- 3 explain why the company chose to sponsor that club; describe the form that the sponsorship takes; suggest with reasons why it should or should not continue
- 2 1 formal – passive verb forms, complex sentences, impersonal tone
- 2 Reasons for sponsorship – why your company chose to sponsor that sports club; Details of sponsorship – what form the sponsorship takes; Recommendation – suggest with reasons why it should or should not continue
- 3 to continue to sponsor the football club

PROPOSAL

- 1 1 improving contact between foreign students and local residents
- 2 the town council
- 3 outline problems with the present situation and suggest how it could be improved

- 2 1 neutral to formal (the use of the first person makes this less formal than the report above): complex sentences; 'there is little social contact' (second paragraph), rather than the informal 'there isn't much social contact'; 'I suggest that' (in 'Proposal' section), rather than an informal structure starting 'Why don't you' or 'How about'
- 2 Present situation – outlining problems with the present situation; Recommendation – suggesting how it could be improved
- 3 to start cookery classes run by students and local residents

REVIEW

- 1 1 a restaurant
- 2 a local magazine; local residents and visitors interested in eating in restaurants
- 3 explain why you had particular expectations of the restaurant; how your experience compared with what you expected
- 2 a last paragraph (last sentence)
- b first and second paragraphs
- c first paragraph

LETTER

- 1 1 an English friend
- 2 how people's lives have changed in your country over the last few decades
- 3 describe improvements in people's lives, and anything that is worse now
- 2 1 It's informal so appropriate – vocabulary (e.g. 'Great', 'chat'), use of first person, contracted verb forms (e.g. 'you're')
- 2 yes: it starts with social remarks, goes on to improvements, mentions something that's worse, rounds off the letter
- 3 third to fifth paragraphs – improvements; sixth paragraph – something that's worse now

ACKNOWLEDGEMENTS

The author and publishers would like to thank Michael Black for writing the Grammar Reference and the Speaking and Writing Guides, and Rawdon Wyatt for writing the CD-ROM.

The author would like to thank Judith Greet, Jane Coates and Una Yeung for their input and efficiency.

The author and publishers would like to thank the following teachers who reviewed the material:

Brazil: Litany Ribeiro; Spain: Catherine Hollins; Switzerland: Lynn Weibel; Russia: Claire Barnes, Irina Basova; UK: Julian Oakley.

Corpus

Development of this publication has made use of the Cambridge English Corpus (CEC). The CEC is a computer database of contemporary spoken and written English, which currently stands at over one billion words. It includes British English, American English and other varieties of English. It also includes the Cambridge Learner Corpus, developed in collaboration with Cambridge English Language Assessment. Cambridge University Press has built up the CEC to provide evidence about language use that helps to produce better language teaching materials.

English Profile

This product is informed by the English Vocabulary Profile, built as part of English Profile, a collaborative programme designed to enhance the learning, teaching and assessment of English worldwide. Its main funding partners are Cambridge University Press and Cambridge English Language Assessment and its aim is to create a 'profile' for English linked to the Common European Framework of Reference for Languages (CEF). English Profile outcomes, such as the English Vocabulary Profile, will provide detailed information about the language that learners can be expected to demonstrate at each CEF level, offering a clear benchmark for learners' proficiency. For more information, please visit www.englishprofile.org

Cambridge Dictionaries

Cambridge dictionaries are the world's most widely used dictionaries for learners of English. The dictionaries are available in print and online at dictionary.cambridge.org. Copyright © Cambridge University Press, reproduced with permission.

Text

The authors and publishers acknowledge the following sources of copyright material and are grateful for the permissions granted. While every effort has been made, it has not always been possible to identify the sources of all the material used, or to trace all copyright holders. If any omissions are brought to our notice, we will be happy to include the appropriate acknowledgements on reprinting.

p. 10, 11 adapted from 'The writing is on the paywall - but the end of print is not quite nigh' (Preston, P) 30/12/2012, *The Observer*, © Guardian News & Media Ltd 2012; p. 12 adapted from 'The ethics of citizen photography' (Ruokosuo, N) 14/08/2012, *The Guardian*, © Guardian News & Media Ltd 2012; p. 17 (text A & D) adapted from 'Making a Difference: Volunteer Tourism and Development' (Butcher, J & Smith, P) by permission of Tourism Recreation Research; p. 17 (text B) adapted from 'Impacts of International Volunteering and Service' (Sherraden, MS, Lough, BJ, Moore McBride, A) 2008, Center for Social Development with permission from the authors; p. 17 (text C) adapted from 'International Volunteering for Development and Sustainability: outdated paternalism or a radical response to globalisation?' (Devereux, P) 2008, Development in practice by OXFAM, reproduced with permission of ROUTLEDGE in the format republished in a book/textbook via Copyright Clearance Center. With permission of Taylor & Francis Ltd, <http://www.informaworld.com>; p. 26, 27 adapted from 'Now everyone is connected, is this the death of conversation?' (Jenkins, S) 26/04/2012, *The Guardian*, © Guardian News & Media Ltd 2012; p. 32, 33 adapted from 'Make your idea and start selling it: the best way to develop products' (Neves, A) 07/06/2011, *The Independent*; pp. 48, 49 adapted from 'Online arts: Click-fix culture' (Sturges, F) 06/04/2011, *The Independent*; p. 58, 59 adapted from 'The end of the road for motormania' (Pearce, F) 16/08/2011, *New Scientist*, © 2011 Reed Business Information, UK. All rights reserved. Distributed by Tribune Content Agency, LLC; p. 65, adapted from 'Manual of Learning Styles' (Honey, P. & Mumford, A), Learning Styles Questionnaire. © 2006 by Peter Honey, published by Pearson TalentLens, a division of Pearson Education Ltd; p. 74, 75 adapted from 'Science on TV: it's not dumb, but it could be smarter' (Bell, A) 17/02/2013, *The Observer*, © Guardian

News & Media Ltd 2013; p. 76 adapted from 'Hold the line: Overheard phone calls more distracting than room full of people chatting' (Connor, S) 13/03/2013, *The Independent*; p. 80 adapted from 'Quiz: are you an introvert?' 13/03/2012, © Guardian News & Media Ltd 2012; p. 81 (Text B) adapted from 'Quiet: the Power of Introverts in a World That Can't Stop Talking by Susan Cain: review' (Payne, T) 23/03/2012, *Daily Telegraph*, © Telegraph Media Group Limited 2012; p. 81 (Text C) adapted from 'Quiet: The Power of Introverts in a World That Can't Stop Talking' by Susan Cain - review' (Sawyer, M & Maitland, S) 18/03/2012, *The Observer*, © Guardian News & Media Ltd 2012.

Photos

Thanks to the following for permission to reproduce copyright photographs:

L = Left, CL = Centre left, CR = Centre right, R = Right

p. 8(A) Shutterstock.com/Paul Fleet; p. 8(B) Shutterstock.com/ShNarongsak Nagadhana; p. 8(C) Shutterstock.com/Catmando; p. 8(D) Shutterstock.com/Paulo M. F. Pires; p.10 (online Observer) Alamy/Clynt Garnham Technology; p. 10 (online Magazine) Alamy/NetPhotos; p. 10 (Kindle) Alamy/Martin Williams; p. 13 Alamy/MBI; p. 14 (luxury car) Alamy/niceartphoto; p. 14 (soup kitchen) Alamy/EPA European Pressphoto Agency b.v.; p. 16 (volunteer at Huruma school) Alamy/Sean Sprague; p. 16 (volunteers building homes) Alamy/David Cole; p. 16 (volunteer at a primary school) Corbis/Hugh Sitton; p. 20 (Inti Raymi festival) Alamy/Keren Su/China Span; p. 20 (llama figure) Alamy/imagebroker; p. 21(1) Alamy/PhotosIndia.com LLC; p. 21(2) SuperStock/Blend Images; p. 21(3) Alamy/Blend Images; p. 22(1) Alamy/Carl Howe LLC; p. 22(2) Alamy/M. Scott Brauer; p. 22(3) Alamy/Cath Evans; p. 23 Alamy/Pat Behnke; p. 24 (family) Shutterstock.com/Monkey Business Images; p. 24 (mother and child) Shutterstock.com/Wavebreakmedia; p. 24 (students) Shutterstock.com/Mike Flippo; p. 24 (couple) Shutterstock.com/Spotmatik; p. 26 (business people) Alamy/MBI; p. 26 (train) SuperStock/BE&W; p. 26 (family dinner) Corbis/Image Source; p. 29 Shutterstock.com/Vasiliy Ganzha; p. 32 Phil Pinnell, Scratch Meals; p. 37 Shutterstock.com/ESTUDI M6; p. 38 Images Courtesy of The Advertising Archives; p. 40 (GP) Shutterstock.com/Alexander Rath; p. 40 (surgeon) Alamy/Universal Images Group Limited; p. 40 (paramedics) Alamy/CandyBox Images; p. 42(1) Shutterstock.com/Peter Kirillov; p. 42(2) Shutterstock.com/W Mimohe; p. 42(3) Shutterstock.com/Olga Besnard; p. 42(4) Shutterstock.com/Jeff Lim C.W.; p.42(5) Shutterstock.com/Muzsy; p. 44 Alamy/Velosport; p. 45(1) Alamy/PCN Photography; p. 45(2) Corbis/ANDREW WINNING/Reuters; p. 45(3) Getty Images; p. 46 AFP/Getty Images; p. 48 (traditional painting) Alamy/David Coleman; p. 48 (modern art) Alamy/Gay Tourism; p. 48 (Marriage of Figaro) Alamy/age fotostock; p. 48 (Black Eyed Peas) Alamy/RIA Novosti; p. 48 (La Tempestad) Getty Images; p. 52 (football collection) Alamy/Oso Media; p. 52 (photography) Alamy/Eddie Gerald; p. 52 (posters) Alamy/Randy Duchaine; p. 53 Shutterstock.com/Kushch Dmitry; p. 54 (Goldfinger) Alamy/AF Archive; p. 54 (Skyfall) REX/Snap Stills; p. 56 (rainforest) Shutterstock.com/Sittitap; p. 56 (Bernese Alps) Shutterstock.com/Pecold; p. 56 (trees and river) Shutterstock.com/Kevin Eaves; p. 58 (light traffic) Shutterstock.com/Tupungato; p. 58 (traffic jam) Shutterstock.com/Tupungato; p. 58 (gridlock) Shutterstock.com/Chungking; p. 62(A) Shutterstock.com/Jeanette Katzir Photog; p. 62(B) Shutterstock.com/Harald Toepfer; p. 62(C) Shutterstock.com/John Michael Evan Potter; p. 62(D) Alamy/Blickwinkel; p. 64(L) Alamy/AberCPC; p. 64(CL) Alamy/Photolibrary; p. 64(CR) Shutterstock.com/Robert Kneschke; p. 64(R) Alamy/Blend Images; p. 68 Alamy/Horizons WWP; p. 70 (carer) Alamy/Angela Hampton; p. 70 (waiter) Alamy/Peter Titmuss; p. 72 (science lesson) Alamy/Age Fotostock; p. 72 (science experiment) Alamy/Image Source; p. 74 (mad scientist) Shutterstock.com/Jeanne McRight; p. 74 (medical researcher) Alamy/Hongqi Zhang; p. 77(1) Shutterstock.com/Goodluz; p. 77(2) Alamy/Age Fotostock; p. 77(3) Shutterstock.com/Goodluz; p. 78 (astronomers) SuperStock/Visions of America; p. 78 (space) NASA; p. 80 (reading) Alamy/Image Source Plus; p. 80 (dancing) Alamy/Blend Images; p. 84 Alamy/Cultura RM.

Illustrations

John Batten p. 18; Nick Duffy pp. 25, 36, 50, 57, 66, 73; Mark Duffin p. 30; Richard Jones pp. 35, 82

Recordings by Leon Chambers at The Soundhouse Ltd.

Picture research by Sarah Deakin.

