

LISTENING PART 1

Training

Useful language: spelling

1 1 E 2 A 3 I 4 R 5 Y
6 U 7 P 8 J 9 S
10 N 11 X 12 D

- 2 1 PETERSON
2 YOSHIYUKI
3 AWANUI
4 FAIRVIEW
5 BARTHOLOMEW
6 DELANEY

Useful language: numbers

- 1 1 027 9901 3436
2 13
3 £237
4 114
5 310
6 AXJ0577120.

Useful language: times and dates

- 1 1 August 3rd / 3rd August / 3 August / August 3
2 5.15
3 May 18th
4 autumn
5 July 27th / 27th July / 27 July / July 27
6 February 8th / 8th February / 8 February / February 8

Useful language: recognising when the answer is coming

- 1 1 B 2 E 3 F 4 A 5 D 6 C

Useful strategy: deciding what to write in the spaces

Which space needs ...		What tells you this?
a date?	8	<i>the verb 'starts' and 'Wednesday'</i>
a price?	2	The word 'rate' and the \$ sign.
a phone number?	10	'contact details'
a person's name	7	the gap is followed by the surname 'Lindsay'.
a period of time?	9	the verb 'takes' and the phrase 'on average'.
a place?	5	'outside' indicates a place will follow
a piece of equipment or clothing – singular noun?	1	The heading 'things to bring' tells you that equipment or clothing (or another useful object) is needed. 'is' after the gap tells you that the answer is in the singular form
a piece of equipment or clothing – plural noun?	6	The heading 'things to bring' tells you that equipment or clothing (or another useful object) is needed. 'a pair of' tells you the noun is in the plural form
a verb/ action?	3	'will help you' – would be followed by a verb
a part of the body?	4	'pain' – this must occur somewhere in the body, e.g. your back, shoulders, neck

Exam Practice

Questions 1–10

Example The title of the first class is called ‘Movement and light’, so the answer is written as ‘light’.

- 1 brushes** The question says ‘a set of’ and this is paraphrased in the recording as ‘a range of...in different sizes’.
- 2 285/ two hundred and eighty-five**
Distraction The woman has seen on the website that the cost for one term is \$170, but the manager says that the cost for two terms would be cheaper. The question requires you to write the cost for two terms.
- 3 Ramdhanie** (this can also be written in capitals)
- 4 bowls** The question says ‘several’ and this is paraphrased in the recording as ‘two or three’.
Distraction The woman says she hopes she wouldn’t have to produce a vase or anything with a handle, and the manager confirms that this is true.
- 5 shirt**
Distraction neither ‘clothes’ nor ‘sleeves’ will fit grammatically into the gap
- 6 Thursday**
Distraction the manager admits that he was wrong when he said ‘Wednesday’
- 7 library**
Distraction the woman mentions a post office, but this isn’t the kind of building the class will start drawing
- 8 sandwich** The question requires you to identify something that the woman should take to the class and the manager recommends that she ‘make a sandwich’ and ‘bring that along’.
- 9 Station** You should be familiar with this kind of word, so it was not spelt out
- 10 021 785 6361**

LISTENING PART 2

Training

Useful language: plan / map labelling

1/2

- 1** To the right / in the centre **2** directly below / just above **3** right-hand corner / smaller of
- 4** at the top / nearest to **5** In between / square-shaped **6** the south / surrounded by

Useful strategy: paraphrasing in 5-option multiple-choice task

1

- 1D** So one thing the session will cover in this session is how to deal with the huge amount of paperwork we

receive. In other words, how we organize and store it all, in the right way, I mean.

- 2C** I’ve been impressed by the way you’ve all managed to stand up and deliver a talk to the other people on your team. I don’t think we need any more training in that area for now.
- 3A** When a dissatisfied customer rings you up to complain, you need to know how to handle the situation effectively. We dealt with this in the previous session.
- 4E** As you know, we have a number of trainees starting work next week. We don’t have time to talk about this in the training session, but I’d like you to support and guide them during their first few months in the company.
- 5B** From time to time you need to produce formal reports, and the aim of this training session is to show you how to express your ideas more effectively and clearly.

Exam Practice

Questions 11–14

11/12 A/E (in any order)

Distraction B: The question concerns what employees need to do when they return to their new office space, but the manager explains that there is no need for employees to ‘get their photo done and update their personal details’. He goes on to say that their current pass (=form of ID) will work; C: again, the manager explains that all the files and folders (=boxes of documents) have already been put on employees’ desks, so they won’t have to move them; D: the manager says he expects that next week might be ‘a challenge’, but he refers to this in a positive way and does not suggest it will be a problem. The phrase ‘to report back’ usually means to tell someone, in person, how well or badly an activity went.

13/14 A/C (in any order)

Distraction B: The manager says that insulation will make the office warmer, but this is not the same as a ‘heating system’; D: some rooms will be used by teams to work on projects together, but the manager does not say that any rooms or working spaces have been made larger; E: the windows in the office space have increased in size – so there is more light coming into the area. But ‘the old type of lights’ would be electrical, and there is no mention of whether these have been changed or replaced.

Questions 15–20

- 15** I
- 16** B
- 17** F
- 18** C

19 E

20 D

LISTENING PART 3

Training

Useful strategy: identifying the locating words

- 1 Fleming penicillin 1928
- 2 pharmaceutical companies antibiotics chloramphenicol
- 3 jungles mountain areas
- 4 manufacturers US Europe
- 5 since the 1970s
- 6 700,000 cases annually

Vocabulary

- 1 1 I 2 G 3 H 4 F 5 A 6 D 7 C 8 E 9 B
2 1 D 2 I 3 F 4 A 5 E 6 H

Useful strategy: 3-option multiple-choice

- 1 1 Actually, you could be right. ✓
- 2 I doubt it. ✗
- 3 I hardly think so. ✗
- 4 Fair enough. ✓
- 5 I couldn't agree more. ✓
- 6 Precisely. ✓
- 7 I'm not sure I go along with that. ✗
- 8 That's one way of looking at it, but... ✗
- 9 You have a point there. ✓
- 10 Exactly. ✓
- 11 Come on. Surely that's not the case. ✗
- 12 Not necessarily. ✗

Exam Practice

Questions 21–26

- 21 G
22 E
23 H
24 I
25 D
26 B

Questions 27–30

27 A

Distraction B: Lucy mentions that fitness-related articles *recommend* (similar to 'advise') vitamins – but a health authority is a government organisation. We are not told who the authors of the articles may be. C: Lucy certainly expresses the idea in C (the price has dropped...so many

manufacturers are making supplements) but Sam rejects this as the reason for the increase in Australian sales.

28 C

Distraction A: Lucy refers to the Food and Drug Administration agency, but she explains that they do not require proof that vitamins work. Therefore, the supplement industry has no guidelines to follow in this case. B: Lucy mentions that some vitamins are said to improve brain function, but this is the intended purpose of the vitamin, not a possible harmful side effect.

29 B

Distraction A: Lucy refers to 'a simple cold' but she says the Danish researchers found no evidence that vitamins could prevent or treat this. C: Sam mentions 'high doses' (large amounts) but neither he or Lucy suggest that high doses are harmful.

30 C

Distraction A: Sam puts forward the suggestion that people would stop buying vitamin supplements but Lucy rejects this idea (Hardly!) She goes on to explain why stricter regulations wouldn't make a difference to consumer's beliefs that vitamin supplements are worth taking. B: Lucy mentions 'fish oil with vitamin D' – but does not say that this product in particular should be regulated.

LISTENING PART 4

Training

Vocabulary: environmental issues and collocation

- 1 1 Habitat
- 2 endangered
- 3 household
- 4 renewable
- 5 footprint
- 6 emissions
- 7 warming
- 8 fuels

Useful strategy: signposting

- 1 1 D 2 C 3 E 4 A 5 B

Useful language: cause and effect

- 1 1 effect 2 cause 3 effect 4 cause 5 cause
- 6 effect

Exam Practice

Questions 31–40

- 31 **gardens** The idea of 'important plants are no longer found in' is paraphrased in '...gardens ...don't always contain the kind of plant that insects need.'
- 32 **climate change** In the recording, the 'cause of' butterfly and beetle loss is changed to 'They

[=scientists] put this down to climate change'. [Both words are necessary]

Distraction 'fragmentation of habitat' is also mentioned, but scientists do not believe this is a cause. The phrase is also 3 words, and only two words can be written in each gap.

- 33 memory** We are told that pesticide impacts on [=affects] a bee's memory. This is further explained as 'This means that they cannot remember how to get back to their hive.'
- 34 food chain** 'An essential part of' becomes 'at the bottom of the food chain... They're [=insects are] absolutely vital' [Both words are necessary]
- 35 medicine** In the recording, the idea of research based on plants is expressed as 'scientists are now studying plants to find out whether they might be a source of medicine.'
- 36 meat** The answer can be found in 'If we cut down on [=reduced] how much meat we ate [=consumed]...'
- 37 bricks** We are told that 'they [=builders/housing developers] removed tons and tons of the sand and turned it [=the sand] into bricks.'
- 38 eggs** The speaker explains that that the metalmark butterfly lays its eggs on the buckwheat plant, and on no other.
- 39 fire** In the recording 'wildlife' is explained as 'butterflies and plants' and we are told that fire has destroyed a significant number of them [= it has led to their loss].
- 40 conservation** The speaker explains that while some projects involving conservation need a lot of land, others do not. In the case of the metalmark butterfly, it only needed the area of the dunes to survive.

READING PASSAGE 1

Training

Useful strategy: identifying key words and phrases

- 1 2** A newspaper report in the Sydney Daily Times contained factual errors.
- 3** Some academics have criticised the theory put forward by Dr Jonathan Purdie.
- 4** Whales off the coast of South Africa behave in the same way as whales in New Zealand waters.
- 5** The Rolls-Royce Merlin engine was modified and improved in its first years in production.
- 6** The British public held a wide variety of opinions on this topic, according to a survey completed by over 3,000 people.

- 2** Most of these might be used as locating words, but NOT
- an adverb or adjective
 - prepositions and conjunctions

Therefore, the locating words are usually clear noun phrases and very often proper nouns.

Useful strategy: identifying words with a similar meaning

1 1 C 2 F 3 A 4 D 5 B 6 E

Useful strategy: identifying locating words and phrases

The locating words and phrases are all dates, time phrases and proper nouns, as follows:

The Discovery of Antarctica

18th and Early 19th Centuries

- 1773: James Cook saw several rocky **1**..... from his ship near Antarctica
- 1820: Bellingshausen and Lazarev saw the coast of Antarctica
- 1821: while hunting 2..... at sea, John Davis landed in Antarctica
- 1829–31: the first 3..... was brought back from Antarctica

Late 19th Century

- 1895: The International Geographical Congress encouraged exploration and **4**..... in Antarctica
- 1898: a Belgian expedition stayed in Antarctica over **5**.....
- 1898: 6..... were used for transport for the first time

Useful strategy: anticipating possible answers

- 1**
- 1821: on an expedition to hunt 2....., John Davis landed in Antarctica
'hunt': so, this must be an animal or bird that humans hunted
 - 1829–31: the first 3..... was brought back from Antarctica
'first': so, this had not been done before
'brought back': so, this must have been small enough to be transportable
 - 1895: The International Geographical Congress encouraged exploration and **4**..... in Antarctica
'encouraged': so, this must be an activity that the International Geographical Congress would have been likely to encourage
'exploration': so, this is likely to be a noun to complete the phrase 'exploration' and

- 1898: a Belgian expedition stayed in Antarctica over 5.....
‘stayed’: so, this must be something that will work with the verb ‘to stay’
‘over’: so, this must be something that works with the adverb ‘over’
 - 1898: 6..... were used for transport for the first time
‘for transport’: so, this must be some form of transport
‘for the first time’: so, this had not been done before
- 1 **islands** ‘seals’ might be tempting but doesn’t work with ‘rocky’
 - 2 **seals** ‘dogs’ might be tempting but it isn’t possible to hunt them at sea
 - 3 **fossil** ‘seals’ might be tempting but doesn’t work with the grammar
 - 4 **science** ‘winter’ might be tempting but doesn’t work with the grammar
 - 5 **winter** ‘storms’ might be tempting but doesn’t work with ‘over’
 - 6 **dogs** ‘walking’ might be tempting but it wouldn’t be the ‘first time’ and doesn’t fit the grammar

Exam Practice

Questions 1–6

- 1 **TRUE:** According to Dr Richter, ‘in the very first years of life, we form emotional connections with lifeless objects such as soft toys’ and these relationships ‘are the starting point for our fascination with collecting objects’.
- 2 **TRUE:** The text states that, ‘Only by collecting sufficient food supplies . . . could our ancestors stay alive. . .’
- 3 **FALSE:** The text states that Woolley’s plan when he travelled to Ur was ‘only to excavate the site of a palace’. However, ‘to his astonishment’ he found an old museum instead.
- 4 **TRUE:** The text states that accompanying some of the artefacts, Woolley found ‘descriptions like modern-day labels’. These are referred to as ‘texts’, i.e. ‘writing’.
- 5 **NOT GIVEN:** The text states that ‘very little else is known about Princess Ennigaldi or what her motivations were for setting up her collection’. Her motivations are not known, hence Not given is correct.
- 6 **FALSE:** The text states that Cabinets of Curiosities ‘typically included fine paintings and drawings’. However, ‘equal importance was given to exhibits from the natural world’.

Questions 7–13

- 7 **banking** ‘politics’ and the idea of a ‘royal house’ might be tempting, but the source of the family’s wealth was ‘banking’.
- 8 **windows** ‘walls’ might be tempting but doesn’t make sense in this context, but ‘windows’ makes sense in terms of making the valuable collection safe and secure.
- 9 **illustration** ‘birds of paradise’ provides distraction here but the text about proving other researchers wrong does not make sense in this space because they were Worm’s contemporaries. Only the ‘illustration’ of the great auk was of value to later scientists.
- 10 **pottery** She translated ‘books’ but did not collect them. Only her ‘pottery’ was left to a museum.
- 11 **lectures** The text does not say what happened to Mayer’s collection after he died. But his legacy was the public ‘lectures’ that he funded.
- 12 **fossils** She donated most of her other collections to a museum, but not her ‘fossils’.
- 13 **stress** The phrase ‘model ships, coins and artworks’ provides distraction, but none of these objects were relevant to his job as president.

READING PASSAGE 2

Training

Useful strategy: identifying key words and phrases

- 1 ii A survey investigating the reading preferences of a range of subjects
 - a survey: so, not an experiment or other form of research
 - reading preferences: so, how people like to read
 - a range of subjects: so, different types of people, perhaps of different ages
- iii Two research experiments that reached contrasting conclusions
 - Two: so, not one or three, etc.
 - experiments: so, not a survey or other form of research
 - contrasting: so, different or opposing
 - conclusions: so, not methodology or other aspect of research
- iv Viewpoints of companies that manufacture electronic screens
 - Viewpoints: so, more than one view or opinion
 - companies that manufacture: so, people working in industry, not academics
 - electronic screens: so, the makers of these items

- v One academic who is campaigning for screens to be redesigned
- one: so, not two or three, etc.
 - academic: so, not someone working in industry
 - campaigning: so, someone who is trying to change things
 - screens to be redesigned: so, a modification to the design of screens
- vi The way the eye gathers information and transmits it to the brain
- the way: so, how something happens
 - the eye gathers information: so, the process by which the eye collects information
 - transmits it to the brain: so, the process by which information goes from eye to brain

Useful strategy: identifying words with a similar meaning

- 1 1 **B** Our company = Here at Household Electronics
 spent large sums of money = invested heavily
 cannot find any evidence = shows no connection between
 our products = the screens we manufacture
 harmful to health = headaches, eye problems or other such issues
A is wrong because Olivia Downey works at a laboratory, not a company, and her research has found some evidence that screens may cause health problems.
- 2 **A** The results of the research = the findings
 not reliable = invalid
 sample = subjects
 the study = the experiment
 too small = so few
B is wrong because Professor Lannighan explains why a small sample size was used, but does not mention the results of the research.
- 3 **A** possible to change = be able to alter
 public opinion = the views of ordinary people
 but it will only happen = If
 facts and statistics = data
 widely available = broad range of different media
B is wrong because Mei Tan is talking about a past event, not a future possibility.
- 4 **B** The research done so far = the studies to date
 encouraging = some very positive results
 too early = until more work has been completed
 firm conclusions = know for sure

A is wrong because Marie Dubois talks about a 'variety of results', not 'encouraging' results, and she speculates that future research may require an 'alternative approach'.

Useful strategy: identifying what type of information is missing

- 1 2 • on the screen itself: so, not in the room around the screen
- colour combination: so, this is a colour or shade
- a strong contrast: so, this must be contrasting with white
- 3 • regular breaks: so, this must be something you do on a break
- stretch: so, this must be a body part you can stretch
- reduce fatigue: so, this activity must help reduce tiredness
- 4 • having: so, this is something you have or own
- properly designed: so, this is something that can be designed well or badly
- posture: so, this must relate to how you stand or sit
- 5 • glasses or contact lenses: so, this must relate to these items
- correct: so, this must be something that can be incorrect
- optometrist: so, this must relate to the work of an optometrist
- 2 1 light ('black' might be tempting but it would not distract the eye)
- 2 black ('yellow' might be tempting but it would not provide a contrast)
- 3 shoulders ('head' might be tempting but you cannot stretch it)
- 4 workstation ('glasses' might be tempting but doesn't fit the grammar)
- 5 prescription ('examination' might be tempting but doesn't fit the grammar)

Exam Practice

Questions 14–19

14 Paragraph A iv

- The headings refer to a 'number of criticisms'. Three criticisms are identified in paragraph A: Dr Fischer's; the fact that no-one could agree on a definition; and the ethics of filming without consent. These criticisms apply to all documentaries in the 20th century.

- Criticisms of documentaries are mentioned/ implied in other paragraphs (e.g. C discusses the Direct Cinema movement, which rejected Grierson's approach) but this does not apply to all films, only one type.

15 Paragraph B vii

- When the first documentary was produced is 'open to question' – hence there is a 'debate'. One idea is that *Nanook of the North* (1922) was first; however, a group represented by Anthony Berwick suggests documentaries can be traced back to 1895.
- Paragraph C also mentions a debate about documentaries, but this does not refer to their origins, but rather to how to make them.

16 Paragraph C i

- Two approaches to filmmaking are contrasted in C. The group typified by John Grierson used tripods and sometimes staged scenes by asking subjects to repeat actions. On the other hand, the Direct Cinema movement rejected this approach and preferred more natural films. They used hand-held cameras and did not rehearse subjects.
- Both these approaches are 'historic' – in the past.
- As a distraction, the word 'however' appears in the middle of paragraph B. But the two types of film here are described as 'similar'; the approach to filmmaking is not being contrasted, only the dates when the films were made.

17 Paragraph D viii

- Paragraph D outlines how new technologies have made it possible for 'anyone/amateurs' to become filmmakers.
- Paragraph F provides distraction, but F is talking about 'promoting' films, not 'creating' them.

18 Paragraph E v

- The focus here is on 'one film' (*Catfish*). Films are named in many other paragraphs as distraction, but none of them are said to represent the 'fresh approach' that is outlined in the whole paragraph.
- The idea of a 'fresh approach' is common in E: 'new generation', 'new philosophy', 'new trend', 'new realisation', etc.

19 Paragraph F iii

- A wide range of opportunities need to be mentioned; paragraph F names four festivals and refers to many others.
- Paragraph D provides distraction, but D is about making films, whereas F is about promoting them.

ii provides distraction. Different approaches to filmmaking by groups is mentioned, but not two individuals.

vi provides distraction. None of the paragraphs outline possible future trends.

Questions 20–23

20 D

Compare with Maria Fiala quote in paragraph D:

The creation of some new technologies = these innovations change viewers' attitudes = transformed what the public expected to see did not = isn't entirely accurate

21 C

Compare with Paula Murphy's reported speech in paragraph C:

beliefs and techniques = principles and methods helped to make documentary films = brought documentaries to the attention of academically respectable = university and film historians; serious scholarly analysis

22 A

Compare with Dr Helmut Fischer quote in paragraph A:

putting material on film = record an incident on camera changes the nature of the original material = altering its reality essentially = fundamental way

23 E

Compare with Josh Camberwell's quote and reported speech in paragraph E:

have an obligation = it is a requirement include their own opinions about and analysis of = express a particular viewpoint and give personal responses to the real events that they show = the material they are recording

Questions 24–26

The title of the summary and the first sentence of the summary locate the information clearly in paragraph F of the passage.

24 three minutes / 3 minutes: the locator words = Hamburg Short Film Festival, and 'category' no more than three minutes long = may not exceed three minutes in duration

25 first timers / 1st timers: the locator words = Short and Sweet Film Festival especially good = this is the ideal venue to

26 animations: the locator words = Atlanta Shortsfest numerous forms of documentaries = established types of documentaries which are becoming more common = the growing popularity of

READING PASSAGE 3

Training

Useful strategy: recognising distraction

1 D is the correct answer.

The paragraph outlines three common mistakes: not delegating; not having a financial plan; and not studying the market.

Also, 'mistakes' in option D has several synonyms in the paragraph (problems, errors, etc.).

2

Distraction for A: The writer describes setting up a new business as 'exciting', which might be a motivation. But this is the only positive reference so cannot be what the writer is **doing** in the whole paragraph.

Distraction for B: The phrases 'As a business analyst, I' and 'in my experience' might suggest B is correct. However, the writer only talks about other people's businesses, never her own.

Distraction for C: The word 'secondly' in the paragraph is a distractor for 'two' in C. However, the writer mentions problems among new businesses **generally**, not two businesses in particular.

Useful strategy: locating the relevant part of the passage

- 1 The key locators are: Norway; the Arctic
- 2 The key locators are: DNA sequencing; isotope analysis
- 3 The key locators are: 'upside-down jellyfish'
- 4 The key locators are: Mediterranean Sea

Most of the locators contain a capitalised proper noun. The locators may also be specific terms such as 'isotope analysis', or may be terms that appear in the question and in the text in inverted commas, to help you find the term in the passage.

Exam Practice

Questions 27–32

- 27 **NO:** Paragraph 1. The writer says that most people may only have seen a dead, shapeless jellyfish on the beach, or perhaps been stung by one, 'so it is inevitable' if people have negative views of jellyfish. inevitable = not surprising
- 28 **YES:** Paragraph 1. The writer says that 'disappointingly little' research was carried out into jellyfish and that marine biologists 'took the easy option' by focusing on other species. Therefore, they 'should have conducted' more research.
- 29 **NOT GIVEN:** Paragraph 2. There are clear locators here: 'shallow' and 'deep' water. But the writer

does not say whether jellyfish are **moving** from shallow to deep water, only that they live in both environments.

- 30 **NO:** Paragraph 2. Dr Hansen's theory has been 'conclusively proven by independent studies'.
- 31 **NOT GIVEN:** Paragraph 3. The point the writer is making is that climate change may, or may not, be responsible for increasing jellyfish populations – more research is necessary to find out. The writer makes no comment about whether the consequences of climate change can be reversed.
- 32 **YES:** Paragraph 3. Previously, some scientists thought jellyfish had no predators. Paul Dewar has shown that this is wrong. As a result, 'the scientific community now recognises that' various species eat jellyfish. Therefore, Dewar's findings have been accepted.

Questions 33–36

33 B

In the 4th paragraph, the writer dismisses three common myths about jellyfish: they **do** have senses and are complex; they **can** sleep; and they **are** good swimmers. Therefore, B is correct.

A is wrong because only one type of jellyfish is named.

C is wrong because theories are not being **contrasted**; in fact, the theories mentioned about jellyfish are all similar in that they were false.

D is wrong because the myths about jellyfish have been corrected **because of** scientific research.

34 A

The writer lists several ways jellyfish cause **harm** to humans: their sting; blooms; breaking fishing nets; overwhelming fish farms, etc. The writer then outlines the ways jellyfish **help** humans: as a source of collagen; by providing a useful protein, etc. The writer **concludes** in the final sentence that there are 'conflicting factors' in the relationship between humans and jellyfish – some positive and some negative. Therefore, A is the correct answer.

B is wrong because in this paragraph the negative impact is the other way around: jellyfish harm humans.

C is wrong because these problems are in the **present**.

D is wrong as no **similarities** are listed.

35 C

The paragraph outlines various ways that jellyfish have managed to survive, despite difficult conditions, and research showing that one type of jellyfish can become

younger. In the final sentence the writer sums up by commenting that jellyfish are 'resilient' – able to cope or survive in difficult conditions. Therefore, C is the correct answer.

A is wrong because while the 'planet' is mentioned, there is no reference to 'dry land'.

B is wrong because although jellyfish seem to do well in acidic water, they don't 'improve' their environment.

D is wrong as there is no reference to jellyfish harming other species, just doing better than some in difficult conditions.

36 B

The writer outlines the lifecycle of the scyphozoa in this paragraph. The lifecycle is 'biologically complex' because the jellyfish goes through three quite different stages of life. The scyphozoa 'illustrates' something common to all jellyfish because they all go through similar life stages. This complexity is emphasised in the final sentence – 'sophisticated and unusual'.

A is wrong as the paragraph is talking about 'complexity', not 'size'.

C is wrong because complexity does not imply that jellyfish are threatened.

D is wrong because scientists **do** now understand the three life stages of the scyphozoa.

Questions 37–40

37 C

1st paragraph. We are told that during the 20th century, massive nets and mechanical winches often damaged jellyfish specimens. But now in Norway and the Arctic scientists have 'discovered that sound bounces harmlessly off jellyfish' and for this reason scientists 'are using sonar to monitor jellyfish'.

38 E

2nd paragraph. 'numerous additional species of jellyfish unknown to science only a few years ago' = there are more types of jellyfish than previously realised

39 A

4th paragraph. 'they shut down their bodies and rest in much the same way that humans do at night' = it was wrong to assume that jellyfish do not sleep

40 D

6th paragraph. 'certain jellyfish are able to revert to an earlier physical state, leading to the assertion that they are immortal' = it has been claimed that one particular type of jellyfish may be able to live forever

WRITING TASK 1

Training

Before you write

A Reading the question

- 1 There are two plans showing the same area in 2008 and today. They show the same place at two different times. You must select, report and make comparisons.
- 2 The purpose is to highlight the way the science park has developed since 2008. Paraphrase: Ways in which the park has changed.
- 3 Own work.

B Understanding the data

- 1 The number of roads has remained the same.
- 2
- 3
- 4 Reception is now called the University Hub.
- 5
- 6 Much of the grassland has been built on.
- 7
- 8

What to include in Task 1

- a Valid
- b Invalid – speculation
- c Invalid – evaluation
- d Valid
- e Invalid – inference
- f Invalid – evaluation

Orientation in Task 1

b is more suitable as it is focusing on the present and how the park has changed since 2008: the verb form (present perfect) orients the reader to the present.

Writing a clear summary

- 1 f
- 2 b
- 3 a
- 4 c
- 5 d
- 6 e

Underline the overview sentence

The overview sentence is the last one:

Taken as a whole, the Science Park has undergone a number of major alterations since 2008.

The changes have been highlighted by the following phrases:

Most striking changes

Changes relating to transport

Name changes

Concluding remark

Avoiding repetition: nouns and adjectives

- 1 striking
- 2 alteration
- 3 constructed
- 4 major
- 5 added
- 6 given new names

After you write

Useful language: signalling order of importance

- a The most significantly change is in the size of the buildings.
- b Two buildings have been changed making them noticeably larger.
- c Another obvious thing is the reduction in grassland.
- d The clearest alteration in the transport is fewer cars.
- e There are more transport links than there were in the past.

Verb forms: present perfect and present perfect passive

The two plans show changes to a science park since 2008. The most striking alteration has been [present perfect passive] to the northern part of the area, where a Research and Development block has been constructed [present perfect passive] on the grassland, though it is noticeable that the area covered by trees has remained [present perfect] approximately the same. Two buildings have been expanded [present perfect passive], most obviously the Cyber Security unit, which has almost doubled [present perfect] in size. Another important change has been to the transport arrangements. The amount of space for cars has been significantly reduced [present perfect passive], with car parking cut [present perfect] by almost half. At the same time, public transport links have been increased: [present perfect passive] a train station has been added [present perfect passive] and there is now a bus stop opposite the entrance; a cycling lane has also been introduced [present perfect passive]. Two buildings have been given [present perfect passive] different names: the old Reception block is now called the University Hub and the IT Centre has been renamed [present perfect] the Innovation Centre. Taken as a whole, the Science Park has undergone [present perfect passive] a number of major alterations since 2008.

Verb forms: past simple vs present perfect

- 2 a Between 2015 and 2017; were
 - b has been; now
 - c Since 2010; have been
 - d In the last decade; has been
 - e After 1960; was
- 3 a has risen
 - b has been
 - c moved
 - d closed

4/5 Verbs to describe change

Growing: double, increase, expand

Making: construct, build

Adding: introduce, increase, lengthen, widen

Converting: transfer, change, alter

Developing: improve, make better, grow

Making less: reduce, cut, decline, drop, decrease, shrink

Staying the same: remain

- a decline
- b expand, widen, shrink, lengthen
- c remain, increase, decrease

Exam Practice

Sample answer

The two plans show that there were a number of small but important changes to the ground floor of a museum between 1990 and 2010. The general design remained the same, with the entrance and stairs in the same place, although the entrance was widened and certain areas were used for different purposes. The most noticeable alteration was the removal of the Archaeology Gallery. This was replaced with two new areas: a poster display space and a children's interactive zone. The Natural History and Local History rooms stayed the same size and in the same location, but one wall of the latter was knocked down, making it more open. The museum office was unchanged but the reception counter was enlarged and moved closer to the entrance. The original gift shop was expanded to include a café. The statue which in 1990 was next to the staircase was moved to the centre of the floor. A lift was added in the space between the Gift Shop and the Natural History Room.

WRITING TASK 2

Training

Before you write

A Reading the question

- 1 40 minutes
- 2 In many parts of the world there are now more multi-generational households, e.g. where grandparents live with parents and children, than in the past.
- 3 Two
- 4 More multi-generation households.
- 5 No – when there is a plural in the task you must write about more than one.
- 6 ‘Do you think’ – i.e. your opinion about whether it is positive. You do not have to write about the reasons for the opposite view. The second question requires an opinion, whereas the first question requires a discussion of causes.
- 7 Reasons for your answer.
- 8 Relevant examples from your own knowledge and experience.
- 9 At least 250 words because you will need this number of words to cover all that is required in the task.

B Planning your answer

- a Stage 3
- b Stage 4
- c Stage 1
- d Stage 2

C Developing a clearly structured essay

- 1 d
- 2 c
- 3 e
- 4 b
- 5 a

Suggested answers

- 6 this
- 7 when
- 8 Furthermore
- 9 because
- 10 also
- 11 e, c, d, a, b, f, g

Paragraphing

There are approximately the same number of words for the ‘reasons’ section as for the ‘opinion’ section.

Useful language: academic vs colloquial language

2 Suggested answers

- 1 kids
- 2 – I’d say they do it more and more. . .
- 3 it works out cheaper
- 4 more and more
- 5 it’s
- 6 it’s nice to have people about to help if they need it

3 Suggested answers

- 1 Extended families
- 2 trend
- 3 may
- 4 many, generally
- 5 Generally, people are living longer and because of this they increasingly need more help from younger family members with practical matters such as cooking or health care.
- 6 ‘It is’ rather than ‘It’s’

Useful language: impersonal structures

- 1 ‘It is generally accepted that . . .’
 - a It is generally agreed that / Lots of people think aerobic exercise is beneficial.
 - b People think that / One widely held opinion is that higher taxes lead to more equality.
 - c Research suggests / I’ve heard that interactive learning is more effective.

Useful language: giving opinions

- 1
 - a I feel strongly that this is a positive trend. ✓
 - b I am of the opinion that this is a positive trend.
- 2
 - a My feeling is that all theatres should be supported by the state. ✓
 - b I **believe** that all theatres should be supported by the state.
- 3
 - a In my views it is crucial to pay females the same as males.
 - b I assert it is crucial to pay females the same as males. ✓

Useful language: cause and effect

- 1
 - a . . . rents are rising rapidly so it is more difficult to find anywhere cheap . . .
 - c People are living longer and because of this they need more help . . .
 - d . . . there is often distrust between generations and I therefore feel that it is important for people of different ages to spend time together . . .

2	A → B	B ← A
	<i>so</i>	<i>is due to</i>
	<i>therefore</i>	<i>are the result of</i>
	<i>result in</i>	<i>owing to</i>
	<i>because of this</i>	<i>was a consequence of</i>
		<i>since</i>

Useful language: adverbs of degree- cautious, qualifying language

- 1 a tend to
- b In the main
- c usually

These expressions are used because all these assertions are contentious or very difficult to prove and so the language needs to be cautious.

- 2 Cruise holidays are popular, in the main, with older tourists. / Cruise holidays are popular with older tourists, in the main.

Usually, the economy is strongly influenced by consumer confidence.

- 3 a Usually children attend school... / Children usually attend school...
- b In the main non-fiction titles are... / Non-fiction titles are in the main...
- c The weather in summer tends to be drier
- d People usually like... / Usually people like...

Exam Practice

Sample answer

It is clear that large numbers of people spend a considerable proportion of their leisure time looking at their smart phones or similar gadgets. In my view there are two major reasons for this. Firstly, so much of our lives is now managed through these devices and we are expected to be in touch at all times. It is no longer acceptable to say that we are on holiday and cut off from communication with the outside world. A related but separate point is that it is difficult to conduct our social lives without a mobile device. People travel much more and their friends often live far away. Therefore, they actually need to conduct relationships online rather than face to face and for this reason frequent use of a mobile device is considered essential.

There are some worrying aspects to this growth in the use of mobile devices, especially at times when people are supposed to be relaxing. Firstly, it is widely believed that phone use can become addictive and lead to an

unhealthy dependence. People can become anxious if they do not check their devices at all times of the day and night and this can cause insomnia and other kinds of mental health problems.

On the other hand, such devices can provide great sources of information and entertainment during our free time. It is, for example, valuable to have a mobile device when travelling in a new area, to look up routes or to find interesting places to visit. They also greatly facilitate activities such as making arrangements to meet up with friends.

On balance, I feel that rather than spoiling our health or reducing enjoyment of our free time these devices actually enhance our lives.

SPEAKING PART 1

Training

Useful language: extending your answers

- 1 Answers will vary
- 2 Possible answers
 - 1 I use a computer every day because I need it for my work and I like to keep in touch with friends on social media.
 - 2 I learned to use a computer at school when I was six. We did some exercises on it as well as playing games.
 - 3 I like watching action films rather than romantic films, although some action films are too violent.
 - 4 I'd like to go to the cinema more often but I have a lot of homework.
 - 5 I don't like watching sport unless there is an international football match.
 - 6 I'd like to try ice-skating but I am scared of falling over.

- 3 Answers will vary

SPEAKING PART 2

Training

Sample notes for Part 2

- jacket – sister's wedding
- bright colours – checked
- bought – department store with friend
- week before wedding
- feel good in it / nice memories

Useful language: clothes and fashion

- 1 There are many possible combinations:
 - striped, checked, patterned, plain and floral can go with dress, pullover, shirt, trousers, skirt, scarf, jacket, suit and cap
 - high-heeled and flat go with shoes
 - three-piece goes with suit
 - short-sleeved goes with shirt and pullover
 - full goes with skirt
 - tight goes with dress, pullover, shirt, skirt, trousers and jacket
 - V-necked and round-necked go with pullover
 - long goes with skirt
- 2 *Possible answers*
 - a cool, excellent, fantastic, great, fine, super, lovely, convenient, suitable

- b terrible, unpleasant, horrible, rubbish, poor quality
- c smooth, silky, hard, stiff, uneven, bumpy
- d modern, trendy, fashionable, traditional, retro
- e content, at ease, relaxed, excited, depressed, fed up, disappointed, angry

SPEAKING PART 3

Training

Useful language: justifying opinions

- 1 I see what you **mean** ...
- 2 is largely a **question** of how supportive ...
- 3 The main **point** of the students' campaign is that ...
- 4 The **reason** I believe that ...
- 5 There is a lot of **evidence** now that ...

LISTENING PART 1**Training****Review**

- 1 Two, usually one female and one male.
- 2 No, not necessarily. There may be one or two tasks, with 10 questions in total.
- 3 You listen for specific information, e.g. dates, prices, everyday objects, locations, names, etc.
- 4 Yes – do NOT change the part of speech, singular/plural, etc.
- 6 Yes – you must spell the answers correctly.

Useful strategy: deciding what kind of information to write in the spaces

no kitchen but a kettle and **2** for making drinks and snacks

So, there is not a full kitchen. But there are smaller appliances, such as a kettle. The missing information is used in the preparation of drinks and snacks.

Possible answers: microwave, toaster, cups, plates, cutlery, etc.

kitchen with a fridge and **3**

So, this item is found in a kitchen. The answer is likely to be a larger kitchen item similar to a fridge.

Possible answers: stove, dishwasher, sink, etc.

bring your own **4**

So, this is something that is sometimes provided at accommodation, but which guests may need to supply themselves in budget accommodation.

Possible answers: sheets, blankets, towels, pillows, etc.

a **5** for guests under 12

This item is only for guests under 12, so not something necessarily suitable for adults.

Possible answers: playground, trampoline, pool, etc.

2

- 1 **mountains** ‘view’ in the question = ‘look out over’ and ‘directly facing’ in the conversation.

Distraction The woman asks whether the rooms look out over the lake, but the receptionist says the rooms look out in the other direction.

- 2 **microwave** ‘making’ drinks and snacks in the question = ‘prepare’ any snacks in the conversation.

No distraction

- 3 **dishwasher** The woman asks if there is a dishwasher and the receptionist confirms that there is one.

No distraction

- 4 **towels** ‘need to bring’ in the question = ‘required to supply’ in the conversation.

Distraction The receptionist mentions ‘electric blankets’, but these are provided.

- 5 **playground**

Distraction The receptionist says the trampoline is not available at the moment.

Useful vocabulary: accommodation registration forms

- 1 Title
- 2 Surname
- 3 Departure Date
- 4 Room No.
- 5 Expiry Date
- 6 Home Address
- 7 Street
- 8 Post Code
- 9 Country
- 10 Date and Place of Birth
- 11 Nationality
- 12 Date of Issue

Exam Practice**Action plan reminder****Table, note and form completion**

- 1 The instructions tell you.
- 2 Yes, you are given time to study each task before you hear the recording.
- 3 What kind of information you are listening for, e.g., a kitchen appliance, something in the bedroom, etc. Or a time, date, telephone number, passport number, etc.
- 4 You will hear the general topic at the beginning of the conversation. It is also given in the heading to the notes/form/table.

Questions 1–5

- 1 **pets**
- 2 **fridge** Mary has ‘just replaced’ the fridge and it has ‘never been used’, so it must be ‘new’.

Distraction The dishwasher is old but still reliable, so it cannot be the 'new' item.

- 3 shelves** Mary says she has arranged for a builder to come in and 'put up' a set of shelves; put up = make or build in this context.

Distraction Andrew says he will bring a rug for the floor, but a rug isn't 'built'.

- 4 lamp** Andrew asks if he would need to provide his own lamp and Mary replies that he would.

Distraction Andrew comments that there is a wardrobe and a chest of drawers, so he would not need to 'bring' either of those himself.

- 5 gas** Andrew asks if the water is heated by gas and Mary replies that it is.

Distraction Electricity is mentioned, but Mary says it is too expensive.

Questions 6–10

6 Connaught

7 interglobe

8 E 738 2991 TP

9 7/7th April

Distraction Mary mentions that a builder is coming on 4 April.

10 450

Distraction Mary says that a typical bond is \$500, but she only asks for \$450.

LISTENING PART 2

Training

Review

- 1 One main speaker; another speaker may introduce the main speaker.
- 2 Usually two.
- 3 No, not necessarily.
- 4 The speaker's purpose is to provide information that is useful in some way.

Useful vocabulary: entertainment

- 1 **C** Acrobats and clowns are associated with the circus.
- 2 **B** If he 'appears in' movies and has 'minor parts', he must be an actor.
- 3 **B** Clapping is done with the hands.
- 4 **A** If he 'wrote' music, he was a composer.
- 5 **C** If the exhibition is of fossils, it is most likely to be at a museum.
- 6 **A** The opposite of to stay at home is to go out – for example, go out and do something such as go to a movie or concert or meet friends.

Task information: Matching Tasks

- 1 It would match A, because 'those aged under 10' are children.
- 2 Speaker 1: C a warm sunny day = fine weather
Speaker 2: B admission is free = no cost is involved
Speaker 3: C the forecast = weather forecast, and because it is an outdoor event the implication is that fine weather is necessary
Speaker 4: A the kids will absolutely love = enjoyable for children
Speaker 5: B There isn't an entry fee = no cost is involved, because the event is funded by the council

Exam Practice

Action plan reminder

3-option multiple-choice

- 1 Read the questions. They give you an idea of what you should listen for.
- 2 Underline locating words in the questions, e.g. names, dates, distinct nouns, etc.
- 3 No – the words in the options may be paraphrased in the recording.
- 4 Write the answer quickly and then listen for the next one. There may not be a long gap between answers in the recording.

Questions 11–15

- 11 C** Victoria Theatre wasn't really big enough in the past, so this year there will be 'a number of other venues as well'.

Distraction A, 'just like last year the festival has attracted more than 250 writers from around the world', so there's been no increase in international guests. B, there's 'always' time for audience members to ask questions, so no change here.

- 12 B** There is a 20% discount on all tickets, which means they have been reduced in price.

Distraction A, the speaker says he's already bought his ticket, but says nothing about how many have sold so far. C, tickets can be bought 'at the door', so do not have to be booked in advance.

- 13 B** a chance for the whole family to learn about the science of the ocean = an educational event; for the whole family = for all ages

Distraction A, the speaker mentions swimming, but says it's the wrong time of year. B, he also says it's the wrong time of year to build sandcastles with the kids.

- 14 A** I'd recommend you take a warm coat = should wear appropriate clothing

Distraction B, visitors can wander wherever they want around the reserve; they don't have to keep to the path. C, visitors can go to the exhibition at any time over the weekend.

- 15 A** these opportunities . . . aren't too frequent = do not happen often

Distraction B, the speaker 'went last time', meaning 'last year', so it must have been held before. C, the event is only held once a year, which doesn't imply any change in timetable in future.

Questions 16–20

- 16 C** it's often really popular . . . to beat the rush = might be crowded

Distraction B, it's just a short walk from Central Station, so transport is actually quite simple.

- 17 A** The location has changed from King's Square to the waterfront.

Distraction B, the speaker refers to the buskers coming from 'across the city'. In this context this means they come from all parts of the city, and does not refer to travelling across the city. C, there's more space on the waterfront, so crowding is unlikely to be an issue.

- 18 B** The speaker warns that the roads around the college can be congested at that time on a Friday.

Distraction C, the roads may be congested, but not the event itself. C, the speaker says the hall is huge so everyone will get a seat.

- 19 B** It's hard to park in that part of the central city and the train service is suspended, therefore transport is a problem.

Distraction The venue, the old post office, is mentioned several times, but there is no reference to the location having changed.

- 20 C** The speaker says there'll be a huge turnout and to get your ticket without delay so as to avoid disappointment, i.e. all the tickets might sell out.

Distraction A, the venue is the same as last year, the Ridgway Theatre.

LISTENING PART 3

Training

Review

- Two main speakers, but they may be introduced by a third speaker.
- An aspect of academic life, such as a presentation, a project, research, etc.

- 3** There are usually two tasks.

- 4** Identifying key facts and ideas and how they relate to each other. Also identifying a speaker's attitudes and opinions, and recognising agreement/disagreement.

Useful strategy: identifying opinions

- 1** a opinion
b fact
- 2** a fact
b opinion
- 3** a fact
b opinion
- 4** a opinion
b fact
- 5** a fact
b opinion

Useful strategy: identifying the speaker's attitude

- 1 A** a good time telling jokes and having fun = amused by the behaviour
Distraction The speaker says it was a 'challenge' but that her classmates kept her going.
- 2 B** completely amazed = shocked; he also says that he hadn't expected to do well in the test.
Distraction It actually took quite a long time for him to get the results because the teacher was sick.
- 3 B** I can't understand why . . . It doesn't make any sense to me = confused; she also says that only 24% thought vocabulary was a 'high priority' and that more people should have recognised how significant vocabulary is for learners – therefore they should have considered vocabulary 'more important'.
Distraction She was 'surprised' by the survey results, but surprised that vocabulary was a relatively low priority for these respondents.

Exam Practice

Action plan reminder

5-option multiple-choice

- Underline key words in the questions, e.g. words about opinions, attitudes and agreement/disagreement.
- Not necessarily. The words in the conversation may paraphrase the words in the questions.
- No, the options are in random order. And the two answers (A – E) can be written in either order on the answer sheet – it doesn't matter.

Questions 21–26

21/22 **B** and **E**, (in any order)

B, Maia says that babies need to investigate their own environment. ‘They should examine the objects around them and experiment . . . discover information for themselves.’

E, Daniel says that babies learn by interacting with their parents and caregivers.

Distraction A, Maia says that babies will pay attention to the videos for long periods of time. **C**, Maia says babies don’t need to play in a group – it can be alone. **D**, Daniel says that babies don’t learn effectively from screens, but not that screens do them any harm.

23/24 **B** and **C**, (in any order)

B, Maia is amazed ‘the research has produced so much specific information’. She says she hadn’t expected the results to cover ‘so many different aspects of baby behaviour’. **C**, Daniel says it isn’t some, but that ‘pretty much every baby prefers the paper to the present’. Maia had thought there would be more exceptions.

Distraction A, Daniel says we should not stop wrapping up presents. **D**, Daniel says that both males and females behave the same way. **E**, there are several references to methodology, including brain scans, but no mention of criticism.

25/26 **A** and **D**, (in any order)

A, Maia says that ‘follow-up testing showed that the classes had a long-term benefit’. Both students agree that this is impressive.

D, Maia says that all the teachers had the same training that emphasised the importance of play, and they both agree that this was important for the experiment to be valid.

Distraction B, some details about the research subjects are given but no comment is made regarding the number. **C**, Daniel asks if the children enjoyed themselves, but Maia has no information on that. **E**, at present, the response of the schools is not known.

Action plan reminder

Matching tasks

- 1 It depends. Sometimes you write the letters once only, sometimes more than once. Read the instructions and study the task carefully.

- 2 Yes, if it is the first task, you are given time at the beginning of the recording. If it is the second task, there will be a pause in the recording so you can read the questions.
- 3 Not necessarily. Listen for synonyms and paraphrases.
- 4 Yes, this helps you follow the information in the recording and find the correct answer.

Questions 27–30

- 27 **C** Maia mentions that parents and caregivers sometimes repeated the same movements, and concludes that babies were happiest when their behaviour was imitated.

Distraction B, there are references to movement. **D**, the babies were given toys to play with, but there is no reference to them being excited or surprised by this.

- 28 **F** Daniel says that the babies wanted to give assistance. If they thought someone had a problem, they wanted to help.

Distraction D, there is reference to a surprise such as a pen being dropped, but no reference to the babies being excited by this. **C**, Maia asks if the babies copied the researchers’ behaviour, but Daniel says no.

- 29 **A** Maia says the babies recognised the relationship between reason and result, because they knew the light would come on.

Distraction B, ‘pushing’ the buttons may suggest physical exercise but that is not the nature of this experiment. **E**, Daniel asks if he is a linguist, but is confusing him with someone else.

- 30 **E** The babies have some knowledge of how language is structured, and can recognise nouns and verbs, etc.

Distraction D, Maia expresses surprise at the research finding, but that doesn’t relate to the babies being surprised.

LISTENING PART 4

Training

Review

- 1 One
- 2 A topic that is suitable for an academic lecture or presentation
- 3 10
- 4 One or two

Useful strategy: following the speaker

1	1 A	6 B, C	11 B
	2 C	7 C	12 A
	3 B	8 A, C	13 A, B
	4 C	9 A, B	14 C
	5 A	10 A	15 A

Useful strategy: editing your work

- 1 **geometry** (the candidate has spelt the word incorrectly)
- 2 **correct**
- 3 **tunnel** (the candidate has written two words by repeating the article 'a', which is already given on the question paper)
- 4 **safe** (the candidate has incorrectly changed the part of speech)
- 5 **stations** (the candidate has written the singular)
- 6 **correct**
- 7 **expensive** (the candidate has written too many words)
- 8 **towers** (the candidate has written the singular)
- 9 **correct**
- 10 **hospital** (the candidate has written the plural)

Exam Practice

Action plan reminder

Note completion

- 1 The instructions will tell you how many. If the instructions say NO MORE THAN TWO, you can write one word or two words.
- 2 The headings and subheadings in the notes will give you important information. The introduction to the recording will also give you some information.
- 3 Use the subheadings to help you and the locator words in each note (e.g. names, dates, nouns etc.).
- 4 Study the words around each gap and listen for synonyms and paraphrases.

Questions 31–40

- 31 **academic** 'female' in the question = 'woman' in the recording
- 32 **doctors** the information in the question is in a different order in the recording to provide distraction
- 33 **floods** 'survive' in the question = 'withstand' in the recording
- 34 **models** 'built' in the question = 'constructed' in the recording

- 35 **investor** 'significant' in the question = 'important' in the recording
- 36 **ships** 'faster' in the question = 'increased the speed at which' in the recording
- 37 **erosion** 'erosion' is described as a 'problem' in the recording to highlight the issue. 'cuttings' provides distraction here, but cannot be the answer as an engineer would not wish to 'stop' them.
- 38 **breakfast** It's necessary to follow the development of the idea before the speaker gives the answer.
- 39 **gym** The locator word 'equipment' comes after the answer in the question, but before it in the recording. Then in the recording 'equipment' is paraphrased as 'machine'.
- 40 **graduated** The date provides a clear locator word here.
'graduated in engineering' in the question = 'graduated as an engineer' in the recording
'studied' provides distraction, but doesn't work with the preposition 'in'

READING PASSAGE 1

Training

Review

- 1 No, not necessarily.
- 2 Yes.
- 3 Even though you think you might know the answer to a question without reading the text, you must always check the information provided by the writer. You will only get a mark if you answer according to the information in the text.
- 4 You will always have to answer at least two, possibly three tasks. These include True/False/Not given, completing Notes, a Table, a Flow-Chart or a Diagram.

Useful strategies: True / False / Not Given

- 1 **NOT GIVEN:** We are only told that babies and adults both laugh as a way to communicate. We aren't told anything about the things they are laughing at.
- 2 **TRUE:** The writer explains that it would make more sense to buy 'this processed kind' [= salt] because of the iodine it contains; something that is 'vital' [= extremely important] for our 'physical wellbeing' [= health].
- 3 **FALSE:** The writer clearly explains that, in 400 BC, the Romans and Greeks thought that blue dye came from a mineral, not a plant. The statement contradicts the information in the passage.

- 4 NOT GIVEN:** We are only told that Erica Wright has found evidence that snowfall has increased, and that she believes this is a result of global warming. There is no information about the causes of global warming itself.
- 5 NOT GIVEN:** We are only given some general information about the age group 4–15; we know that all of them have suffered from a tooth infection. However, we don't know if infection [= tooth decay] is worse in older or younger children.
- 6 NOT GIVEN:** We are only told that David Lemi doesn't approve of the way that shellfish are collected from their habitat. We don't know if he also wants to limit the places they are collected from.

Exam Practice

Questions 1–6

- 1 TRUE:** The first paragraph says 'the first groups of people to discover New Zealand came from Polynesia . . . today the general understanding is that it was during the 13th century that their canoes eventually landed on New Zealand's shores.' So, although the arrival date used to be a matter of debate, now the common belief is that the first humans got to New Zealand in the 13th century.
- 2 NOT GIVEN:** The first paragraph only explains when the Europeans first arrived, that they sought 'opportunities', and how the Maori viewed them – as 'strange'. We are not provided with any information about the intentions of the Europeans and what kind of opportunities they were looking for.
- 3 NOT GIVEN:** The second paragraph says 'Polynesians . . . were also skilled craftsmen. There is archaeological evidence that the tools they produced were of high quality . . . Craftsmen were also occupied with making weapons.' We are told that both tools and weapons were made, but there is no information about any different groups of craftsmen that might have made them.
- 4 FALSE:** The second paragraph explains that 'some crafts . . . were no longer done in New Zealand . . . Pottery is an example of this, despite the fact that the clay . . . could easily be found in the new country.' So, although the Maori had the opportunity to do pottery in New Zealand, they did not pursue it.
- 5 TRUE:** The third paragraph says that the Maori word for 'decorative work' is *whakairo*, a term that can refer to bone, wood and greenstone carving. 'The same term can also apply to weaving; the crafting of, for example, woven baskets and mats all required knowledge and skill.' In other words, decorative work

includes both the carving of different materials and the weaving of different objects.

- 6 FALSE:** The third paragraph explains that because greenstone was rare, any object made of it was a 'prized possession'. Such rare objects were owned only by 'the few people of high status rather than low-ranking members of a tribe'.

Task information: Table, Note, Flow-chart completion, diagram labelling

1 / 2 1 E 2 B 3 F 4 A 5 D 6 C

Questions 7–13

- 7 feathers:** 'In the case of superior cloaks [= better ones] made for chiefs or the more important members of a tribe, feathers from kiwi, pigeons or other native birds might be attached.'
Distraction 'borders' is wrong because ordinary cloaks had these, but only the better ones had feathers.
- 8 hood:** 'All flax cloaks were rectangular in shape, so had no sleeves, and neither was a hood a feature of this garment.' So this kind of cloak didn't have a hood.
Distraction 'sleeves' is wrong because the space requires a singular form.
- 9 shoulder:** 'short cloaks were fastened [= tied] around a person's neck . . . Pins . . . allowed longer cloaks to be secured [= tied] at the shoulder.'
Distraction 'waist' is wrong because the cloaks reached the level of a person's waist, but were not tied to that part of the body.
- 10 insulation:** 'A cloak made from fur or wool could provide insulation from the cold, but not so a cloak made of flax.' In other words, a flax cloak doesn't provide/offer any insulation.
- 11 water:** '. . . fibres were left to soak in water . . . in order to soften them [= make them less stiff] and make them easier to weave together.'
- 12 iron:** 'To do this [= to dye a cloak black], Maori weavers covered it in a special kind of mud they had collected from riverbeds. This was rich in [= contained] iron.'
- 13 spear tips:** 'The particular advantage of these cloaks was that the tough cabbage tree fibres they were woven from could reduce the impact of [= could not easily go through] spear tips during a fight with enemy tribes.' (Both words are necessary here as 'tips' by itself does not provide enough information to make sense.)

READING PASSAGE 2

Training

Review

- 1 Opinion and discussion.
- 2 No. It often contains the views of other experts, specialists, researchers, etc.
- 3 For Passage 2, there are three tasks. In Test 1, the tasks were Matching headings, Summary completion and Matching features.
- 4 20 minutes.

Matching information

1 1 D 2 C 3 E 4 A 5 B

Exam Practice

Questions 14–18

- 14 E:** “During NREM sleep . . . your body settles into this lovely low state of energy,” Walker explains. “REM sleep, on the other hand is . . . an incredibly active brain state. Your heart and nervous system go through spurts of activity.”
- 15 B:** ‘Walker believes, too, that . . . sleep is strongly associated with weakness. “We want to seem busy, and one way we express that is by proclaiming how little sleep we’re getting. When I give lectures, people . . . tell me quietly: ‘I seem to be one of those people who need eight or nine hours’ sleep.’ It’s embarrassing to say it in public.”
- 16 E:** ‘For example, they should not be regularly working late into the night as this affects cognitive performance. Depending on sleeping pills is also not a good idea, as it can have a damaging effect on memory.’
- 17 A:** “‘No one is doing anything about it but things have to change. But when did you ever see a national health service poster urging sleep on people? When did a doctor prescribe, not sleeping pills, but sleep itself? It needs to be prioritised.”
- 18 B:** ‘In 1942, less than 8% of the population was trying to survive on six hours or less sleep a night; in 2017, almost one in two people is.’

Task information: Sentence Completion

- 1 19 A (20 studies), 20 B (three factors),
21 A (doctors), 22 B (young children)

Questions 19–22

- 2 19 blood pressure 20 obesity crisis
21 flu vaccine 22 aggressive behaviour

Task information: 5-option multiple-choice

- 1 1 A ii B iii C i
2 A ii B i C iii

2 Questions 23 and 24

D/E (in either order)

D: Paragraph F says, ‘We can also systematically measure [= record] our sleep by using personal tracking devices.’

E: Paragraph F says ‘Firstly, we could think about getting ready for sleep in the same way we prepare for the end of a workout – say, on a spin bike. “People use alarms to wake up,” Walker says. “So why don’t we have a bedtime alarm [= at a set time of day] to tell us we’ve got half an hour, that we should start cycling down? [= reducing activity].”’

Distraction A Although melatonin is a hormone that occurs naturally in the body, and is also sold by chemists to aid sleep, Walker does not specifically recommend buying and using it as a product; B The text says ‘While some researchers recommend banning digital devices [= bright screens] from the bedroom . . .’, but does not say if Walker agrees with this idea. We are only told that Walker believes that technology could in fact be useful in helping people to sleep better; C We are only told that companies [= employers] reward staff by giving them time off work if they can show they are sleeping properly. Walker doesn’t suggest that staff should ask to start work at a later time in the morning.

Questions 25 and 26

A/E (in any order)

A: Paragraph A says ‘Matthew Walker dreads [= feels anxious about] the question “What do you do?”’ This is because, once he tells people he is a sleep scientist, they expect him to talk about his research and give advice – when he would perhaps prefer to relax.

E: Paragraph D tells us that Walker gives himself ‘a non-negotiable eight-hour sleep opportunity [= the chance to sleep] every night’ and that he keeps ‘very regular hours’.

Distraction B Walker’s book is mentioned in paragraphs A and D, and the fact that he gives lectures is mentioned in paragraph B. However, we are not told that the book is based on the same information Walker presents when he gives lectures; C In paragraphs C and D, the effect of sleep deprivation on physical health is explained, but we are not given any information about Walker’s own physical state; D Walker has investigated the link

between dreams and the ability to deal with emotional experiences, but the text doesn't say that he is interested in interpreting the meaning of dreams.

READING PASSAGE 3

Training

Task information: Summary completion

1 1 C 2 G 3 D 4 H 5 A 6 F 7 B 8 E

Exam Practice

Questions 27–31

- 27 E:** The text says 'The World Health Organisation has produced a report [= recently published data] predicting that 9.8 billion of us [= the human population] will be living on this planet by 2050. Of that number, 72% will be living in urban areas [= cities] – a higher proportion than ever before.'
- 28 F:** The text says 'At the top of the list [= the worst problem] of survey respondents' concerns is the fact that competition amongst tenants [= people who pay rent] for rental properties has driven the median price up – so much so that people need to hold down two or more jobs [= to have two or three jobs] to meet all their expenses [= to have enough money to pay rent or buy a house].'
- 29 H:** The text says 'Another issue the survey highlighted is the difficulty commuters [= people who use public transport to get to work] face. Overcrowding means that seats [= on buses and trains] are often not available on long journeys, but more significant is that schedules are unreliable. Many studies have shown the effect that has on a country's productivity [= impact dramatically on the economy].'
- 30 A:** In the text, we are told that 'respondents from increasingly crowded [= a distractor for 'population growth' but not the right information for this part of the summary] European cities . . . commented on how their quality of life was affected by loud machinery, other people's music and car alarms.'
- 31 C:** The text tells us that 'Something the survey failed to ask about [= it omitted a section on this] was the value people placed on having access to nature . . . However, some countries are already moving forward [= making progress]. Singapore is a prime example; its rooftop gardens . . .'

Questions 32–35

- 32 A:** The writer says that 'whenever I leave my room in search of an outlet providing fruit or anything with nutritional value [= healthy food], none can

be found [= cannot easily be obtained]. It seems ridiculous [= shows the writer is frustrated] that this should be the case.'

Distraction B The writer mentions travelling to the research centre, but is not frustrated by this as someone else collects him from the airport and drives him there. He tells us that he does not need to deal with the freeways and daily congestion [= daily traffic problems]; C the writer talks about walking around the blocks nearest to his hotel – he doesn't complain about not being able to walk any further; D the writer mentions places such as museums and arts centres, but seems positive about this development, rather than frustrated.

- 33 C:** The writer explains that 'we do know they [= security features] make residents feel reluctant [= they are discouraged] to go outside and walk around their neighbourhood. Instead they are more likely to remain inactive [= they don't exercise] indoors.'

Distraction A The writer explains that developers add security features to housing developments because they believe it make residents feel safer. However, the writer points out that there is no evidence that it does; B When the writer is talking about residents walking around 'their neighbourhood', he is referring to the area and local community beyond the fence. This is not a neighbourhood or community that the residents of the new housing developments are part of; D the feeling of being 'cut off' refers only to a sense of isolation from the community, not a sense of fear.

- 34 D:** The writer explains that the local people who attend a consultation event with planners and developers are 'the same few voices with the same few wishes [= they rely on the opinions of a narrow range of people].'

Distraction A The writer only explains that planners and developers are not yet generally using the internet and social media to gather ideas – there is no suggestion that they distrust this form of communication; B the writer explains that planners and developers are traditional [= conventional] in their approach to gathering information, but does not explain what kind of buildings they create; C the writer only suggests that planners and developers can save money by not spending it on things not desired by residents. This may improve their profits, but the writer doesn't accuse them of deliberately ignoring the needs of residents.

- 35 B:** The writer tells us that 'The containers have been turned into sunny work studios, and despite their

limited size [= small spaces], some come with a bed, shower and kitchen unit. Smart planning and skilful construction [= clever design] mean they take up very little room [= don't need much space].'

Distraction A We are told that 'Furniture and fittings are made from recycled products', but there is no information about what materials these products are made from; C We are told that students live in container dormitories in Amsterdam and Copenhagen, but the writer doesn't tell us why the students have chosen to live in them. We are told that young entrepreneurs can save money by living in them, but the motivations of the students and entrepreneurs are not compared; D The locations of Docklands, Copenhagen and Amsterdam are mentioned, but the writer does not say whether these places – or other locations – are good places or not for development.

Task information: Yes / No / Not given

- 1 1 Contradictory 2 Contradictory 3 Similar
4 Similar 5 Similar

2 Questions 36–40

- 36 YES:** The statement accurately reflects the writer's opinion because the writer says 'Successful development [= good models of development] is taking place in many urban areas around the world, and city planners have a duty [= should] to see for themselves the transforming effect this can have on residents' lives. There is no better way to do this than to visit these places in person [= to travel to them].'
- 37 NOT GIVEN:** The writer only says that 'These might be neighbourhoods constructed for the first time [= entirely new neighbourhoods], or developers might have transformed what was already there [= existing neighbourhoods]. There is no information about what kind of neighbourhood might be easier to develop.
- 38 NO:** The statement contradicts the writer's opinion as the writer states 'the idea of cars determining [= influencing] urban planning, and indeed the whole concept of private car ownership, is now outdated [= it is no longer useful] and must be abandoned [= we must stop doing this]. Instead, the layout of an area under development must make it easier for people to meet up in pedestrianised zones and community spaces.' In other words, the writer suggests the needs of pedestrians are more important than those of car drivers.
- 39 NO:** The statement contradicts the writer's opinion because the writer says 'At the heart of the development should be a cultural area,

providing venues for art, music and street theatre. Such activities bring communities together, and do far more for positive relations than a new mall or shopping precinct [= retail opportunities]. For this reason, these kinds of performance spaces [= venues for art, music, etc.] should be prioritised [= regarded as more important by planners].'

- 40 YES:** The statement accurately reflects the writer's opinion because the writer says 'planners and developers must be obliged to create, within the same neighbourhood, different types of homes [= new housing developments] for wealthy professionals, for families, for the elderly and for young people [= examples of social diversity] just starting out. This kind of mix is essential [= it is very important].'

WRITING TASK 1

Training

Review

- 1 A graphic of some kind, e.g. a chart, table or diagram. It could also be a combination of two types.
- 2 At least 150.
- 3 No. You must describe what you see and definitely not give your own opinions.
- 4 No. You must use a formal or neutral style.
- 5 No. The text is short and the summary can be written in one paragraph.
- 6 Yes. Aim to show a wide range of both vocabulary and grammatical structure where appropriate. You will be given marks for this.
- 7 Yes. This is what is being tested in Task 1.
- 8 Yes. You must make sure you understand the purpose of the graphic and base your writing on this.
- 9 Yes. This is central to the most Task 1s. Note that comparisons aren't possible for Process diagrams.
- 10 After the introductory comments you should write about the most striking and noteworthy points, features or trends first. You must provide an 'overview' – this is usually best near the start or at the end of the text.

Useful strategies: pie charts

Teaching and research – this is by far the largest area.

a Introduction

The charts show how one university spent its income in 2015 compared to 2005, giving the percentages spent on six different areas of its operation.

b Description of simple proportion

By far the most important outlay by the university in both years was on Teaching and research,

c Overview of general pattern

However, there were significant changes across the decade in the proportion of spending in all other areas.

d Striking comparison between 2005 and 2015

The most noteworthy difference was in the portion spent on Administration and management: this increased considerably, from 6% in 2005 to 16% in 2015. Other areas which saw a growth in percentage terms were Maintaining campuses (from 10% to 15%) and Financial support for students, which, though it started from the lowest base (5%) in 2005, outstripped spending on Libraries and accounted for 8% of total expenditure in 2015.

e A decrease in percentage

Two other areas saw a drop in spending in percentage terms: Libraries and Accommodation, which both saw a halving of their spending, to 5% and 8% respectively.

Simple past tense – both dates are in the past.

We do not know what the total amount of spending was in 2005 and 2015 so we do not know how much was spent, only what percentage of income was spent.

f No change or hardly any change

and this held steady at approximately half the overall expenditure (53% in 2005 and 48% in 2015).

Useful language: The introduction

- 1 **1** This answer is largely copied from the question – you must use your own words.
 - 2 This doesn't present the purpose or essential points of the charts – it is too detailed for an introduction.
 - 3 This is a clear and straightforward overview of what the charts show.
 - 4 This includes too much detail and also an element of interpretation, which is marked down in Task 1s. It is inaccurate – the charts don't show that spending has changed, only that the proportion of spending has changed.
 - 5 This gives too much superficial detail – it is also inaccurate because it states that the charts show how much money was spent rather than the percentage of spending.
 - 6 This is too short and does not convey to the reader the purpose of the two charts.
- 2 The best introduction is option 3.

Useful strategy: discussing change and similarity

- 1 **1** higher **2** same **3** lower **4** same **5** lower **6** higher
- 2 **1** By far the biggest decline...
2 The percentage...increased
3 The most noteworthy change was...
4 Although starting from the lowest base...
5 The biggest increase was...
- 3 Suggested answers
1 By far the biggest decline was in the number of applicants for engineering jobs.
2 The percentage of elderly people using public transport declined significantly.
3 The most noteworthy figure is the growth in the consumption of calories in developed countries.
4 Although starting from a high base in 2002, CD sales halved by 2010.
5 The most remarkable increase was in spending on heating and IT provision, by 20% and 25% respectively.

Useful language: 'accounted for' and 'made up'

Suggested answers

- a Plastics accounted for nearly half of all household waste in 2017.
- b Cars accounted for more than 80% of the total number of vehicles in cities.
- c Renewable energy sources accounted for just 14.9% of all electricity generation in the UK in 2013.

Exam Practice

Action plan reminder

- 1 **a** It tells you to spend 20 minutes answering the task.
b It reminds you about the main topic of the data provided, what is needed for the task and that at least 150 words are required.
- 2 **a** The charts show the proportion of expenditure by students in two different years.
b Select and report the main features and make comparisons.
c 100
d Time
- 3 **a** There is a ten-year gap between them.
b What students spent their money on.
- 4 **a** what is written in the task
b No. You must select what is most important.

c No. You must not give your own views, only what is presented in the chart. If you do so, you will lose marks.

d No

5 errors that you commonly make

Exam Practice

Sample answer

The two charts show how, on average, students in one university divided their spending across seven areas, in 2010 compared with 2000. It is noticeable that the two biggest areas for expenditure – food and utilities – between them accounted for over half the total outlay in both years. However, it is also worth noting that the proportion of spending on food and drink remained the same, at 29%, while figures for utilities rose quite significantly, from 21% to 27%. One small but significant statistic was that while eating at home accounted for the same percentage in 2010 as in 2000, eating out made up a higher percentage, rising from 4% to 8%. Another striking change was the proportion of spending on clothing: this went down markedly, from 16% to just 5% in 2010. Three other areas saw no or hardly any alteration: the portion of spending on sports and cultural activities remained at 17% in both years, spending on transport rose by 1% to 9%, while the proportion on holidays remained exactly the same, at 5%.

WRITING TASK 2

Training

Review

- 1 Discussion/argument essay
- 2 At least 250 words
- 3 With well-argued reasons and any relevant examples from your own knowledge and experience.
- 4 Evaluating ideas; Stating your own opinion clearly; General knowledge; Appropriate style; Grammar – accuracy and range; Vocabulary – appropriacy and range; Spelling, punctuation; Paragraphing

Useful language: avoiding repetition with reduced noun phrases

- 1 the better off
- 2 critics
- 3 consumers
- 4 The less well off
- 5 proponents
- 6 the young
- 7 service users
- 8 car drivers
- 9 lorry drivers

10 Spending

11 House building

Useful language: hypothetical outcomes: if/when/until

1 1 b 2 d 3 c 4 a 5 e

Useful language: concession with although / despite

Suggested answers

- 1 Despite the fact that many people will have to pay more tax, most will benefit from improvements in services.
- 2 Although I believe in rewarding hard work, I feel the wealthy should help the less well off.
- 3 Despite feeling that buildings are less important than people, I think there should be limits to construction.
- 4 Although a widely held view is that crime does not pay, many criminals are never caught.

Useful strategy: improving coherence with clear links between different parts of the essay

- 1 b
 - 2 e
 - 3 d
 - 4 a
 - 5 f
 - 6 c
- c, b, d, a

Exam Practice

Action plan reminder

- 1 a It tells you to spend 40 minutes answering the task.
b Discuss both views and give your own opinion
c yes
d Give reasons and any relevant examples.

After you write

- 2 1 Yes. Leave about five minutes for this.
2 No. This wastes time – you won't be marked down for having some crossing-out as long as your writing clear.
- 3 Overall structure; Paragraphing; Signposting; Verb forms; Formal or neutral style; Linking between ideas; Subject-verb agreement; Capital letters at the beginning of sentences and full stops at the end

Sample answer

It is widely agreed that governments of all countries need a stock of money to draw on to pay for infrastructure such as roads and services such

as education, defence or waste disposal. A more contentious issue is whether people should be taxed heavily to pay for these.

Many people feel that all these areas of public life are so vital that we must have high taxes to ensure that services are of the highest standard. If taxes are too low, the quality of the provision declines and eventually systems begin to break down and the only people able to manage are the wealthy. Proponents of high taxation also argue that in principle it is a good thing to make the wealthiest in society bear the biggest burden of paying for services for the good of everyone, including the poorest.

On the other hand, if too high a percentage of salaries is taken in tax, it is argued that people lose the incentive to work hard. Another drawback of high taxation is that it builds resentment and people start to look for strategies to avoid paying it.

I believe that taxation, managed sensibly, is a good way of redistributing wealth and I am in favour of the rich supporting the less well off. In the end, this equalising benefits everyone because if there is too great a gap between rich and poor, resentment develops. However, I feel hard work should be rewarded so the threshold above which people start to pay tax should be quite high.

SPEAKING PART 1

Training

Review

- 1 Everyday topics
- 2 Work or study (or where you live)
- 3 Two or three different topics
- 4 There are usually four questions for each topic. The introductory topics 'work/study' and 'where you live' usually have three questions.
- 5 Your passport or ID

Useful language: where you live

- 1 and 2 Student's own answers

Useful language: tenses

1 Possible answers

- 1 Where do you live?
- 2 How long have you lived there?
- 3 Why did you move to your house/apartment?
- 4 Would you like to live somewhere else?
- 5 Do you think you will move soon?

2 Possible answers

- 1 I've been studying English for six years, since I started school.

- 2 I started learning English because I thought it would be a useful language.
- 3 I'd like to learn Spanish so I could talk to people when I go to Spain or South America on holiday.
- 4 I like learning new vocabulary best, but I find the grammar rather difficult.
- 5 I don't think I'll ever live in the UK, although it would be great to spend some time there.

Useful language: the weather

2 Possible answers

My favourite kind of weather is when it's very sunny and warm.

I hate it when it rains heavily all day.

Cloudy weather really makes me feel fed up.

If I'm studying hard, I prefer the weather to be cool and not too sunny.

When I was little I loved playing outside in the rain.

I'd really like to live in a country where it gets very cold in the winter with deep snow.

SPEAKING PART 2

Training

Review

- 1 The examiner will give you a booklet open at the right task, some paper and a pencil.
- 2 You will have one minute.
- 3 You should write your notes on the paper the examiner gives you and not on the task.
- 4 You should talk for two minutes.
- 5 The examiner will ask questions after you finish your two-minute talk.

Ways to prepare for a talk

1-4 Student's own answers

Useful strategies: problems and solutions for giving a talk

1 Possible paraphrases

- 1 part of a cooker where you bake cakes or meat
- 2 money that is given to support a student at college
- 3 a document that promises to repair a machine if it goes wrong within a year or two
- 4 something that the winner of a competition gets
- 5 a sign, for example, that says it is dangerous to do something

SPEAKING PART 3

Training

Review

- 1 The questions will be connected to the Part 2 topic.
- 2 No, the questions will be about general issues.
- 3 You will have to answer up to six questions depending on the length of your answers.

Useful language: speaking generally

1 *Possible answers*

- 1 Most people believe that computers will play a much larger role in education in future, but it seems to me that people will always prefer face-to-face teaching for some subjects.

- 2 It's often said that space tourism will be a popular option in the next few years, but in my view, it will take a lot longer than that for it to be affordable for ordinary people.
- 3 Generally speaking, international sporting events help to inform people about other cultures, but at the same time sports fans are encouraged by the media to support their own national team.
- 4 That depends on the circumstances. Of course, one person can do very little, but the evidence shows that lots of individuals working together can make a big difference and encourage governments to change laws and invest in environmentally friendly campaigns.

LISTENING PART 1**Questions 1–10**

- 1 15th May / May 15th** The woman explains that the film must be sent in by Wednesday, May 15th. She also refers to this date as the deadline.

Distraction The man mentions June 30th, but the woman explains this is not the submission date but the date when the judges decide on the winner.

- 2 actors** The woman explains that professional actors can't take part in the film; they all need to be 'new to acting'.

Distraction 'people' might be tempting, but it is only actors that need to be inexperienced. People working in audio production etc. are allowed to participate.

- 3 animal** The woman explains that the man has a choice of using either a child or an animal as one of his characters.

Distraction 'glasses' is wrong as this was something the filmmakers had to use in last year's competition.

- 4 music** The woman says that permission is required for any music the man wants to use.

Distraction 'band' might be tempting, but there is no suggestion that the man needs to get permission for this since he is asking a local band he hopes will help him.

- 5 subtitles** The woman explains that if the film is in a language other than English then accurate subtitles are necessary.

Distraction 'language' might be tempting but it does not fit grammatically in the space.

- 6 script** The woman suggests that this is what filmmakers must consider [= focus on] first.

- 7 comedy** The man makes the point that not everyone finds the same thing funny, and thinks he probably shouldn't make a comedy as a film. The woman agrees: 'Yes, stay away from [= avoid] that kind of film.'

Distraction 'Documentary' is wrong because the man thinks making this kind of film would be a good idea.

- 8 Hyslop**

- 9 Imagine** The woman says that the film is called *Imagine* – in other words, this is its title.

- 10 Bridge**

LISTENING PART 2**Questions 11–20**

- 11/12 A/B** (in any order)

Distraction C: The speaker explains that the wood has been free of litter since the last time it was cleaned up, and therefore collecting litter is a job that the volunteers can 'forget about'; D: The speaker suggests that the volunteers have a look at some of the existing bird boxes, possibly to check that they are being used by birds. The volunteers are not asked to make any more boxes; E: The speaker mentions that some older trees lost branches in a recent storm, but he does not say that the whole tree needs to be cut down.

- 13/14 A/E** (in any order)

Distraction B: The speaker provides examples of tools required for the work in the wood, but says that these will all be provided. In other words, the volunteers do not need to bring any tools themselves; C: The speaker says he has received money [= funding] from the local residents committee, and will therefore buy and provide sandwiches for the volunteers; D: The speaker says there is no need for sunscreen since the volunteers will be working during a cloudy weekend.

- 15 C** 'New account' is a paraphrase of 'go online and find a website', 'register your details'.

- 16 D** 'Suitable location' can be understood when the speaker says 'consider exactly where you're going to count the birds' – 'in a single field' or 'a wider area'.

- 17 G** 'Good team' is expressed by 'get some other people to come along to help you' and 'a group that are also interested in birds'.

- 18 H** 'visual guide' is a paraphrase of 'a print-out showing pictures of the birds'. The speaker goes on to say that this should be detailed and clear enough so that the volunteers can clearly identify the birds they plan to count.

- 19 B** A 'rough estimate' means 'an approximate number' of birds. The speaker talks about 'totals' and 'the probable number'.

- 20 A** 'clear photograph' can be understood when the speaker says 'have a look at the pictures you've taken', 'a sharp image' and 'best shot'.

LISTENING PART 3

Questions 21–30

- 21 A** Oliver suggests the introduction includes something on why ‘restoration is necessary’, and gives examples: damage by water, insects and sunlight.
Distraction C: Chloe suggests starting with a definition, but Oliver says this isn’t necessary. Therefore, the students don’t agree; B: Oliver gives examples of why restoration work might be required, but doesn’t talk about situations when restorers have not done their work well.
- 22 B** Chloe assumes that the restorers would have a background in a subject such as art history, but discovers some of the restorers studied chemistry and archaeology. Oliver also expresses surprise that these kinds of skills were required.
Distraction A: Chloe does mention a painting requiring a year to clean, but neither student expresses surprise about this length of time; C: Oliver says the restorers have to experiment with cleaning methods, but this does not appear to surprise him. We also can’t assume that ‘methods’ and ‘materials’ are the same thing.
- 23 A** Oliver says he wouldn’t like the pressure of having to please the people who owned a painting he was restoring.
Distraction B: Oliver talks about working at heights [= ‘restoring the paintings high up on a church ceiling’] but says this might be interesting, not off-putting; C: Chloe makes a joke about Oliver not being able to draw, but this is not the reason for his choosing not to work in art restoration.
- 24 A** Chloe says that the person who bought the Dutch landscape probably thought a whale spoiled the picture. Oliver agrees [= ‘You must be right’] and says that ‘not everyone judges a painting in the same way’.
Distraction B: Chloe explains that people had viewed the landscape painting for a long time without realising what the artist had originally included. ‘Undervalued’ suggests that people viewing the picture in the gallery hadn’t appreciated the painting or understood its financial worth, but Chloe does not suggest this; C: We are told that the painting was cleaned, but there is no information about the cleaning technique being particularly good or new.
- 25 C** Oliver says digital reproduction techniques make it possible for many copies of a painting to be made,

and therefore more people can see the painting. He says he likes this development.

Distraction B: Oliver makes the point that people who make digital reproductions are not pretending that their paintings are originals – unlike dishonest people who sell fakes.

26 C

27 A

28 D

29 B

30 F

LISTENING PART 4

Questions 31–40

31 chest

Distraction ‘feet’ might be tempting but we are told blood is pulled towards the feet on Earth, not in space.

32 calcium This is the only mineral given as an example.

33 muscle Another way of saying ‘muscle loss’ is ‘their muscle begins to waste’.

34 vision We are told that microgravity can lead to astronauts not being able to see clearly, and that their vision can be permanently affected.

35 sweat Because of the word ‘including’ in the question, we know that the key must be a form of water.

36 light

Distraction ‘expensive’ might be tempting but the speaker explains that engineers want to make light materials so that transport doesn’t have to cost so much.

37 paint

38 windows ‘Large windows’ is expressed as ‘to increase the size of the windows on the ISS. They’re very small.’

39 museum

Distraction ‘exhibits’ might be tempting, but they are objects, not places. Also, because the word begins with a vowel, it wouldn’t work with the article ‘a’ in the question.

40 qualification

Distraction ‘education’ might be tempting but this word doesn’t collocate with ‘get a new’.

READING PASSAGE 1

Questions 1–13

- 1 **TRUE:** The text states that dance historians have ‘remarkably similar views’ about ‘the evolution of modern American dance’. However, it’s necessary to comprehend the meaning of a reasonably long sentence in order to complete the task.
- 2 **FALSE:** The text states that dance ‘moved away from previous approaches’ and rejected both ballet and vaudeville. Hence dancers in the early 1900s did not tend to copy earlier dancers. In fact, they made ‘a fresh start’.
- 3 **NOT GIVEN:** The text provides various details about Fuller’s style of dance, including the fact that she emphasised visual effects rather than storytelling. However, there is no information about whether she preferred to dance alone or as part of a large company.
- 4 **FALSE:** Instead of ‘complicated clothing’, the text states that Duncan ‘refused to wear elaborate costumes, preferring to dance in plain dresses and bare feet’.
- 5 **NOT GIVEN:** Duncan preferred music written by classical composers to contemporary music. The inference might be that this was unusual at the time, but there is no reference to criticisms from other dancers.
- 6 **TRUE:** St Denis opened a dance training academy so she could pass on her dance style to the next generation.
- 7 **walking** The question includes the word ‘breathing’ so it is necessary to find a grammatically compatible second word to complete the set. ‘Patterns’ might be tempting but doesn’t fit the grammar. ‘Observing’ might also be tempting, but isn’t what the text says.
- 8 **book** The difficulty here comes from the fact that the answer, ‘book’, is obscured by the complexity of the sentence before it: ‘She explored the concept of gravity, allowing her body to fall, only to recover at the last moment.’
- 9 **humour** The idea of the Broadway stage might be tempting here, but Holm did not ‘introduce’ these. Her ‘innovation’ was to bring humour to these performances, hence she ‘introduced’ humour.
- 10 **documentary** The whole idea of the ‘interactions of ordinary people going about their everyday lives’ might be tempting here. However, no part of that sentence will fit the key in terms of grammar and meaning. Only a documentary can ‘outline’ Taylor’s working life.

11 **lecturing** ‘Travelled’ might be tempting here but doesn’t fit the grammar.

12 **comics** ‘Costumes’ and ‘stage design’ might be tempting here, but they cannot be ‘influences’ in this context. Rather they were influenced ‘by’ comics.

13 **mirrors** ‘Limbs’ and ‘backbones’ might be tempting here but do not make sense in the context.

READING PASSAGE 2

Questions 14–26

- 14 **B** very hard = almost impossible; to pretend to laugh = to imitate laughter
- 15 **A** a reference to research = all the studies show; people do not know how often they laugh = we laugh more frequently than we realise
- 16 **D** stop themselves laughing = suppress laughter; the reason why = this is possible because
- 17 **A** The health benefits include improving cardiovascular function, boosting the immune system and the release of beneficial hormones into the bloodstream.
- 18 **C** a medical condition = a rare neurological disorder named aphonia; stops some people making a noise when laughing = prevents some people from laughing out loud
- 19 **D** paragraph E: research = an international online survey; personal experience = the reactions his own jokes received; wide range of subjects and situations = diverse and often contradictory variety of topics and scenarios
- 20 **C** paragraph C: ideas about what is amusing = tastes in jokes; changed considerably over time = evolved markedly with the passing of the centuries
- 21 **E** paragraph E: to intentionally make other people laugh = making jokes for a living; an unusual combination of skills and characteristics = a psychologist and social commentator, be empathetic, self-aware, observant, stubborn and have great timing.
- 22 **B** paragraph B: Jocelyn Barnes explains that while we may laugh because something is funny, the real purpose of laughter is sometimes social bonding; ordinary people = outside the scientific community
- 23 **eyes** paragraph B: The sentence has a clear locator in the name of the French neurologist. Distraction is provided by the names of the two muscles and by ‘feet’, but these words do not make sense in this context.

- 24 book** paragraph C: A clear locator is provided with the reference to ancient Rome. Note that the locator may come towards the end of the sentence. The name of the book provides distraction, but it is too long to be the correct answer.
- 25 school** paragraph D: A clear locator is provided by the reference to Tanzania and the date. The question is made more difficult by the fact that the word 'school' does not appear until quite some time after this reference.
- 26 crying** paragraph E: A clear locator reference is provided. Again, the question is made more challenging by the requirement to read and comprehend a long section of text after the reference to the neurologist.

READING PASSAGE 3

Questions 27–40

- 27 YES:** The writer criticises business commentators for their 'common generalisation' which 'overlooks the significant contribution of Muhammad Yunus'.
- 28 NO:** The writer describes Rathbourne's view as 'cynical' and argues that it is 'disproved by the evidence'.
- 29 NOT GIVEN:** The writer gives a number of details about the research conducted by the Quorate Group, but there is no information about whether the Quorate Group itself is an SRB.
- 30 NO:** The writer claims that the number of firms like Concern Consultancy 'will almost inevitably multiply'.
- 31 YES:** Professor Drew argues that the rise of SRBs is 'partly a consequence of the digital revolution' and the writer describes this as a 'persuasive analysis'.
- 32 F** affordable = low cost; furniture = tables, chairs and similar items
The references to 'recycled' in option B might be tempting but there is no mention of clothing connected to Renew. Likewise, the reference to 'biodegradable' in option A might be tempting because the furniture is made of wood. However, Renew design furniture; they have not designed any biodegradable materials, only collected them from demolition sites.
- 33 D** closer neighbourhoods = community hub = meeting place for local residents . . . running workshops, film evenings and art exhibitions
Option E might be tempting because this is a place for people to go, but it is not a type of accommodation. Option C might be tempting because the café serves food, but all cafés do this and it is not the primary purpose of Indulge.
- 34 H** volunteer work = staff give short periods of their time unpaid to plant trees
Option G might be tempting here because of the reference to staff, but this type of conservation work is short term. The reference to 'conservation' and the Green Scheme may make the green terms such as 'recycling' and 'biodegradable' tempting, but neither are relevant to this particular project, the Green Scheme.
- 35 A** materials = bamboo and soya beans; biodegradable = break down and decay naturally. The green references here might make 'recycling' tempting, but these would be new products, not the recycled old coffee capsules. The reference to coffee might make option C tempting, but the focus here is on the capsule, not the coffee.
- 36 C** fresh produce = vegetable and fruit
Option E might be tempting because of the reference to 'residents'. However, Greater Good provides food, not accommodation. The reference to vegetables and fruits might also make 'biodegradable' tempting, but the focus of this product is that the food is fresh to eat, not its biodegradability.
- 37 C** The writer says that 'both sides of the relationship' – i.e. both businesses and consumers – have contributed to the rise of SRBs.
A is wrong because some entrepreneurs 'wanted to make a difference'.
B is wrong because both consumers and entrepreneurs support the idea of SRBs.
D is wrong because the writer concludes with C, that both sides are encouraging and influencing the other.
- 38 B** governments = local council; local, state and national authorities; these bodies
Mitchell is the example the writer uses to introduce the idea of governments supporting SRBs. He outlines how this works by referring to Mitchell's role as a procurement officer. He then refers to how authorities have 'purchasing power for both goods and services'.
A is wrong because the writer implies that SRBs often do not lose out to other businesses when it comes to government support.
C is wrong because there is no reference to different governments, only to different types of government. And the reference to Mitchell implies that many governments behave in the same way – there is no contrast.

D is wrong because there is no mention of different geographical regions, only different forms of government. Also, this is not his purpose in referring to Mitchell.

39 A wider range = greater diversity

The writer states that the most common goal is environmental protection. He then sets up a contrast with 'while' and adds that it would be 'good to see greater diversity [of goals] as the SRB concept evolves [i.e. in future]'.

B is wrong because he says adding additional goals has 'worked well'.

C is wrong because there is no reference to which goals impact most on profitability.

D is wrong because he refers positively to adding additional goals, not a single goal.

40 D problems = issue; challenge; solve

The writer outlines various problems: insufficient knowledge or experience; not promoting values successfully; lacking internal organisational structures. All of these, he argues, can be solved by greater professionalism and business school education.

A is wrong because, although there are many references to businesses facing difficulties, there is no reference to failing or going bankrupt.

B is wrong because the writer says that all new businesses, whether SRBs or not, tend to face the same issues.

C is wrong because the writer advocates business school education for business owners, not research.

WRITING TASK 1

Sample answer

The chart shows that there is considerable variation in the ways people accessed news in the country in question between 2013 and 2017. The most noticeable trend was the huge decline in the percentage of the population getting their news from printed newspapers. This saw a collapse from 42% in 2013 to just 22% over five years. By contrast, the proportion using the internet for news grew from 32% to 41% in 2015 and then saw a massive rise to 68% by 2017. Figures for radio news saw almost no change, holding steady at approximately one

third. TV news had a sizeable decline between 2013 and 2015 (79% to 67%) but this was followed by a small rise to 71% in 2017. It is noticeable that in 2013 TV was by far the most popular medium for news access with a 35% gap between this and the next most popular – newspapers, at 42%. In 2017, TV was still the most used medium but a close second was the internet and the difference had narrowed to just 3% – 71% compared to 68%.

WRITING TASK 2

Sample answer

It is often argued that with so much suffering in the human population these days, it is wrong to use up precious resources on animals. Taking the example of the tiger, proponents of this view say that to encourage tiger populations to increase in areas farmed by humans would be morally wrong because peoples' livelihoods would be destroyed for the sake of an animal. The tigers will hunt livestock and, given the chance, humans as well. In other words, where there is competition between humans and animals in a given habitat, it is right that humans should win. The point is also made that, over millennia, certain species have disappeared while others have flourished, and that we should allow nature to take its course and let failing species die out. In fact, it is suggested that protecting vulnerable species damages the ecology of the earth because only the fittest should survive.

I agree that human life is always of greater value than animal life. However, I feel that trying to save any creature from extinction enhances human existence, because our lives would be diminished if fascinating and beautiful creatures such as tigers or elephants were lost forever. Furthermore, being the most powerful creature on the planet means that we have a moral and ethical duty to care for weaker species. Finally, even less-appealing animals such as insects and amphibians should be preserved, because maintaining different species promotes biodiversity. It is possible, for example, that scientists might be able to find products from these animals of benefit to humans, such as medicines or fertilisers.

On balance, I feel that every effort should be made to save as many species as possible, for practical and moral as well as aesthetic reasons.

LISTENING PART 1**Questions 1–10**

- 1 **49.99** per day = daily

Distraction The man says they are \$15.50 per hour, but the form requires the price per day.

- 2 **gloves**

Distraction The woman provides the word ‘helmets’. The man then makes a comment about sizes, which might be tempting but doesn’t make sense. The man then adds the comment about ‘gloves’.

- 3 **Battenburg**

- 4 **Green Bay**

- 5 **air conditioning** the Economy car = that model

Distraction The woman provides the words ‘air conditioning’ and the man says it’s not in that model.

- 6 **52.20**

Distraction The man mentions the ‘normal’ price of \$59, before quoting a discounted price.

- 7 **heavy**

Distraction The man says that on some E-Bikes the battery is very heavy, but on these bikes it’s light.

- 8 **brakes** good = high-quality

- 9 **lock**

Distraction The woman provides the word ‘lock’ and the man says that yes, those are provided.

- 10 **licence** no licence is needed = you don’t have to have

LISTENING PART 2**Questions 11–20**

- 11 **B** discovered = found; tools = implements, like spades and forks, for digging

Distraction A: a few documents and records exist about this site, but they weren’t ‘recently discovered at this site’; C: photographs are mentioned, but not drawings.

- 12 **B** enough water = the stream . . . runs through the valley, so we can irrigate the gardens even through long dry summers

Distraction A: the gardens get ‘freezing frosts’; C: ‘storms blow very hard up here’

- 13 **A** built = was constructed; a medical centre = an infirmary [a simple hospital] ‘to take care of the health needs of the growing population’

Distraction B: this was a residential area from where people commuted to the city to work; C: a military base was talked about, but was never built.

- 14 **B** are given = they donate; certain local people = families in this neighbourhood who are struggling financially

Distraction A: businesses and restaurants want to buy the produce, but there isn’t enough; C: each plot is worked by a volunteer member, but there is no reference to members using the produce.

- 15 **C** students = undergraduates on the horticulture course; gardening skills = their subject

Distraction A: there is a reference to academics, but not their research; B: workshops are planned for the future, but the question includes the word ‘now’.

- 16 **F D** and **E** are distracting, but they are not ‘the first building you come to’ on that path.

- 17 **C** B is distracting, but it is not ‘actually located inside the orchard’.

- 18 **G H** is distracting, but it is inside the car park, not down ‘a little path heading out to the west’.

- 19 **E D** is distracting, but it is not shaped like the letter U.

- 20 **A B** is distracting, but it is not ‘right at the very end of that path – as far as you can go’.

LISTENING PART 3**Questions 21–30**

- 21 **A** for a long time = since the 1990s, therapists have been experimenting with games . . . this has been going on for many years, it’s not a sudden breakthrough

Distraction B: Jason says that Dr Franklin ‘sees huge potential for games’; C: Alya says she’d been hoping Dr Franklin might give some idea about this issue, but, as Jason says, he ‘doesn’t really address that’.

- 22 **C** harder work rate = people are more prepared to spend hours on rehabilitation

Distraction A: some patients get so caught up in the games ‘they hurt themselves’; B: Jason says that the games are no cheaper than conventional exercises.

- 23 **B** The students disagree about whether the research subjects played games together in the same room or played online. Alya describes this as ‘how the experiment was conducted’, which means ‘methodology’.

Distraction A: Jason mentions the purpose of the research when he says, 'They were investigating whether people actually made more friends by playing games', and there is no disagreement about this issue; C, the finding that 'players develop empathy for each other and bond over games' is contrary to the common opinion that games are 'solitary', but this is not a source of disagreement between the students.

- 24 C** patients and their families = better for the children, but also better for the parents. Alya says, 'That's what I like about this' and Jason agrees, adding 'it reduces the stress for everybody'.

Distraction A: Jason mentions that the games 'were simple ones on handheld devices', but doesn't express an opinion about this; B: Jason suggests that the results need to be confirmed by further research.

- 25 A** reliable evidence = supplied valid proof

Distraction B: Jason says that people 'would probably like to know about that', which implies no widespread publicity yet; C: Jason 'the finding just reinforced what's been shown in earlier studies,' but doesn't mention academic criticism of this study.

- 26 F** not a surprise = games are obviously going to improve . . . I guess that's predictable

Distraction C: the USA is mentioned, but this was only where the research was conducted.

- 27 B** contradicts other research = there are also studies showing a link between electronic screens and eye damage

Distraction D: because Alya describes the finding as 'controversial', though she and Jason don't personally challenge it.

- 28 D** not believable = I doubt that's really true . . . Seems highly unlikely to me

Distraction A: a 'company' is mentioned twice, but not any reason why it should be; the research finding would seem to be a good thing for this business, so 'disappoint' is not applicable here.

- 29 G** will become increasingly important = going to be more and more significant as the population ages

Distraction A: because Jason mentions game manufacturers, but says this is 'good news' for them.

- 30 E** supported by various studies = And there's . . . previous research to back that up, too

Distraction A: 'the workplace' is mentioned, but only in a positive context.

LISTENING PART 4

Questions 31–40

- 31 Asia** originally migrated from = began their journeys in

Distraction the 'Americas' are mentioned as a possible starting point but the speaker says that debate 'has been settled', and goes on to say what anthropologists recognise today.

- 32 faster** *Distraction* European ships were 'stronger', which implies that Polynesian canoes were 'weaker', but Europeans wouldn't have been 'impressed' by that.

- 33 steering** *Distraction* the speaker says the paddles were not used for 'propulsion'.

- 34 bark** made from = used in the manufacture of
Distraction 'wool' and 'cotton' are mentioned, but were 'unknown to Polynesians'.

- 35 songs** remembered = recall; detailed = long and complicated; making up = created

- 36 waves** found direction = knew which way to sail

- 37 birds** could identify certain = recognising those particular

- 38 colour / color** changes = vary; read = something else that they were able to detect

Distraction the 'temperature' of the water is constant in that part of the Pacific.

- 39 instruments** without = did not use

Distraction it is necessary to understand a long turn of spoken language between the reference to the canoe's name and the answer.

- 40 language(s)** created fresh interest = remarkable renaissance

READING PASSAGE 1

Questions 1–13

- 1 TRUE:** The writer explains that Sheen's university degree 'had merely touched on [= looked briefly at] the Roman occupation of ancient Britain, providing a very general overview [= a basic introduction] of everyday activities'.

- 2 NOT GIVEN:** We are only told that 'Katherine had no doubt they [= the coins] were historically significant [= perhaps important for historical research]'. There is no information about Katherine's views on what their financial value might be.

- 3 NOT GIVEN:** The text only says that 'Durrand had previously worked on other projects where pieces of ancient pottery and the discovery of an old sword had led archaeologists to unearthing sizeable

Roman settlements [= he had investigated Roman settlements in other locations]'. We are then told that 'He was keen to start excavations at Hensham' but there is not enough information to tell us about Durrand's expectations of what they might dig up there.

- 4 FALSE:** The writer tells us that the team 'looked for evidence that might indicate whether the villa had been attacked and purposely demolished [= deliberately destroyed], or fallen into a such a poor state that it eventually collapsed [= fallen down because it was in bad condition]'. The writer then explains that the team 'decided on the latter [= concluded it was the second option]'.
5 NOT GIVEN: Although the writer mentions that a 'noble Roman family' would once have lived at the villa, he does not provide any information or speculate about the likely owner of the beads. The only comment from Durrand is that they are a find which 'contributes to the story' – meaning that they might eventually help archaeologists understand more about the villa and its residents.
6 FALSE: The writer explains that 'On one [= a foundation stone] is carved what the archaeologists have made out to be [= see with difficulty] a Latin inscription. But as the stone itself has endured centuries of erosion, the team has yet to work out [= have not yet understood] what it says.'
7 TRUE: We are told that 'Although incomplete, enough pieces [= of the mosaic] remain to show a geometrical pattern and stylised fish. From this Durrand assumes [= believes] that a bath house would have been a feature of the villa. While his team have so far not found any hard proof [= evidence] of this, Durrand is confident it [= his belief that the villa contained a bath house] will turn out to be the case [= be proved correct].'
8 twigs: 'it is more likely that twigs would have been gathered from surrounding woodland instead.' The text also says, 'Another fuel source used in some Roman hypocausts was charcoal, but evidence for this at Hensham has not presented itself.'
Distraction 'branches' is wrong because 'these would have taken too long to produce the heat required'. 'charcoal' is wrong because archaeologists say this wasn't used at Hensham. Note that the space also requires a plural form (because it is followed by 'were') – so 'charcoal' would not fit here.
9 distribution: 'Known as *pilae*, these stones stood approximately two feet high. The gap this created [= the height of the *pilae*] meant that the hot air

coming out of the furnace was not trapped and restricted. Instead its [= the hot air's] distribution around the *pilae* and under the floor was free flowing.'

- 10 concrete:** 'Floor tiles were not placed directly onto the *pilae* but separated by a layer of concrete, or at least a primitive version of it.'
11 hollow bricks: 'The walls of the rooms above the heating system were made of bricks, but the key point here is that they were hollow, in order to allow heat to rise around the rooms and provide insulation.' (Both words are needed here as it is the hollow aspect of the bricks which made the walls well insulated.)
12 gas: 'The principal reason for including the pipes was to let out [= allow to escape] air through a vent in the roof once it had cooled down [= become cold air]. What the Romans may not have realised . . . was that gas . . . was expelled [= allowed to escape] in this way too. In high doses, it [= the gas] could have been lethal [= dangerous enough to cause death] if it had leaked into the upper levels.'
13 indoor climate: 'They [= the tiles] would certainly have felt warm underfoot and helped generate an indoor climate that the family could relax in [= would find comfortable]'. (Both words are necessary here as 'climate' by itself usually refers to the general weather conditions of a country.)

READING PASSAGE 2

Questions 14–26

- 14 C:** 'it appears that adults typically [= the average person] tell two major lies per day [= frequency of lies], and that one third [= frequency] of adult conversations contain an element of dishonesty. Other research indicates that spouses lie in one out of every 10 [= a further detail about frequency] interactions.'
15 E: 'Paul Ekman . . . has invited a range of experts [= various professional groups] to view videos of people telling lies and of others telling the truth. Among the experts have been judges, psychiatrists and people who operate polygraph machines for police investigations.'
16 F: 'when people write fake reviews of, say, a hotel or restaurant . . . 'I' [= the writers are referring to themselves] features again and again [= happens frequently] as they attempt to convince us that their experience was real [= an explanation for this behaviour].'
17 D: 'our motives for lying [= reasons why we choose to lie]. By far the most common is our desire to

cover up our own wrongdoing [= first example of a reason]. Second to this are lies we tell to gain economic advantage [= second example] – we might lie during an interview to increase the chances of getting a job. Interestingly, 'white lies', the kind we tell to avoid hurting people's feelings [= third example] . . .

- 18 B:** 'In one study [= an experiment] . . . children were individually brought into a laboratory and asked to face a wall. They were asked to guess what toy one of Lee's fellow researchers had placed on a table behind them.' The text goes on to describe the children's reactions during the experiment and how they attempted to deceive the researchers. The idea of possible encouragement comes from 'The research team were well aware that many children would be unable to resist peeking [= taking a quick look] at the toy.'
- 19 C:** We are told that Sharot's research has shown that 'while we might initially experience a sense of shame [= a feeling of guilt] about small lies, this [= the feeling] eventually wears off [= disappears]. The result, Sharot has found, is that we progress to more serious ones [= lies].'
- 20 A:** The text explains that 'Goodger thinks it [= the fact we are so susceptible to lies] has something to do with our strong desire [= people's need] for certain information we hear to be true, even when we might suspect it isn't . . . "we might be comforted [= feel reassured] by others' lies or excited by the promise of a good outcome" [= hopeful].'
- 21 A:** Karen Goodger says that 'for animals with higher brain functions [= intelligent species], there's also a higher probability [= it's more likely] that they'll demonstrate manipulative behaviours.'
- 22 B:** The idea of telling lies with 'increasing sophistication' is paraphrased in this part of the text: 'whereas the younger children simply named the toy and denied taking a peek, the older ones came up with some interesting reasons to explain how they had identified the toy correctly.' We are then told that 'Lee is reassured by this trend [= of increasing sophistication], seeing it as evidence in each case that the cognitive growth of a child is progressing as it should [= the child's cognitive ability is developing in a normal way].'
- 23 gesture:** 'A common claim . . . is that liars won't look people in the eye [= avoid making eye contact] . . . Another is that they are likely to gesture as they tell their story, but so frequently [= they gesture a lot] that it seems unnatural.'

24 details: 'A difficulty that liars face is having to remember exactly what they said, which is why they don't provide [= offer] as many [= fewer] details as a person giving an honest account would [= people who are telling the truth].'

25 stage: 'It is also typical of liars to mentally rehearse [= to carefully plan] their story, and this is why one stage follows another in apparently chronological fashion [= to be in logical order].'

26 still: 'Recent research has also disproved the widely believed notion [= something that many people believe] that liars have a habit of fidgiting [= moving around a lot] in their seats. Rather, it seems that they keep [= remain] still, especially in the upper body, possibly hoping to give an impression of self-assurance [= come across as more confident].'

READING PASSAGE 3

Questions 27–40

27 A: The reviewer says 'We hope an encounter with nature might make us feel more "alive". Would we use this same term [= the adjective 'alive'] to describe nature itself, though? Forests and the trees that form them are commonly perceived as objects lacking awareness [= they are thought to be passive], like rocks or stones.' The phrase 'beg to differ' means 'to disagree'. So Wohlleben does not agree that forests and trees live in a passive way.

28 C: The phrase 'what sets it [= the book] apart' means 'what makes this a unique book'. The reviewer gives examples of how Wohlleben compares the behaviour of trees to the behaviour of human families. 'Anthropomorphism' means 'giving animals or objects human qualities and characteristics'.

Distraction A The reviewer mentions how various books 'have done much to reformulate our views about the green world' and contain a message about 'sustainability'. This might imply that ordinary people can help protect forests, but he explains that these are features of *all* of the books. They are not unique to *The Hidden Life of Trees*; B Wohlleben thinks we should think more carefully before cutting down trees: he says that once you know how they interact and depend on one another, you 'can no longer just chop them down'. However, he makes no distinction between which species of tree deserve to be preserved and which less so; D The quote does seem rather simplistic in its writing style, but the writer doesn't say how this style compares to the style of other books of the same genre.

29 B: We are told that Wohlleben initially took care of trees ‘purely for industrial reasons’: he had to make sure they were growing properly so they could be sold and used for manufacturing: ‘The straighter they were, the more high-quality logs could be sawn.’ But later he came to ‘appreciate trees for more than just their commercial worth’. Like the tourists who visited the forest, he started to see how ‘bent, crooked’ trees might be more interesting than straight ones.

Distraction A We are told that Wohlleben was employed as a state forester, but we don’t know whether or not he thought this job would pay well; C The phrase ‘gives some of the credit’ tells us that Wohlleben listened to the visitors’ comments and appreciated them; D Wohlleben must have used certain techniques to keep the trees growing straight, but we aren’t told what these were or whether he introduced any *new* ones.

30 B: ‘More than anything else, it was this encounter [= seeing/investigating the tree stump] that prompted him to look further into [= study/research] the hidden behaviour of trees.’

Distraction A The reviewer only provides an explanation about the way that trees and plants normally grow [= ‘This was chlorophyll . . .’]. Wohlleben discovers that the tree stump is still growing in the normal way – even though this isn’t clear on the surface of the stump; C the phrase ‘to highlight a lack of formal scientific training’ would suggest that the reviewer is critical of Wohlleben – but Wohlleben obviously knows enough to recognise the natural process occurring within the tree; D An anecdote is a short or interesting story about a real event or person – but the reviewer doesn’t suggest these are necessary to make the book interesting.

31 NO: ‘Sceptical’ means ‘doubts that something is true’. But the reviewer explains that ‘Simard’s findings [= the results of her research] made complete sense to Wohlleben’ [= he understood and agreed with them].

32 YES: ‘Discussions with them [= Aachen University researchers] reinforced his beliefs [= confirmed his theories] about the way trees thrived.’

33 NOT GIVEN: We are told that Wohlleben managed to persuade local villagers that machinery should be banned and that pesticides should no longer be used. However, the reviewer does not comment on whether this was the right decision or not.

34 NOT GIVEN: The reviewer states that Wohlleben’s use of humour and straightforward narrative have been successfully translated into different languages. However, he does not mention anything about whether the translators themselves should receive praise and attention for this.

35 YES: ‘Critics of Wohlleben point out that proper academic studies [= serious/reliable research] need to be done to prove all his claims are factually accurate. This seems a fair point [= a good idea/a reasonable suggestion].’

36 NO: ‘Will it [= the book] transform the way we produce timber for the manufacturing industry? As large corporations tend to focus on immediate profits, they are hardly likely to [= there is little chance they will] adopt the longer-term practices that Wohlleben recommends.’

37 E: ‘But Wohlleben claims this spacing [= keeping trees apart from each other] prevents vital root interaction, and so lowers resistance to drought [= dry periods]. Older, established trees . . . draw up moisture through their deep roots and provide this to juvenile trees [= young trees] growing below them. Without this assistance, they could die.’

38 F: ‘For instance, when pines [= a type of tree] require more nitrogen, the fungi growing at their base release a poison into the soil. This poison kills many minute organisms, which release nitrogen [= a gas that provides the nutrients the tree needs] as they die, and this is absorbed by the trees’ roots.’

39 A: ‘When giraffes begin feeding on an acacia’s leaves, the tree emits ethylene gas [= sends out a gas that other acacias can detect] as a warning to neighbouring acacias. These [= the trees] then pump tannins into their leaves – substances toxic to giraffes [= by doing this, the acacia avoids harm].’

40 B: ‘. . . if branches are broken off or the trunk is hit with an axe [= the tree is damaged], a tree will emit electrical signals from the site of the wound.’

WRITING TASK 1

Sample answer

The graph shows a clear difference in the pattern of public transport use in 2016 between people living in large cities and other citizens, in the country in question. The gap between the two is particularly noticeable for younger and middle-age groups, with the highest difference for 31–45 year olds: 66% of city dwellers used public transport compared with just 15% of people living outside large urban centres. For children the

difference was smaller but still significant, at 39% and 15% respectively. However, for the older ages the trend changed: there was actually a lower percentage of 61–75 year olds in large urban areas using public transport (9%) than others (18%), though for those in the oldest age bracket the figures reversed (15% and 6%). It is noteworthy that there is a more marked fluctuation across age groups for city dwellers: starting at 39% for the youngest, the figure rises to 66% before dropping sharply to a low of 9%. By contrast, figures for those living outside big cities hold fairly steady, with a high of 26% for 16–30 year olds and a low of 6% for the oldest group.

WRITING TASK 2

Sample answer

In the last few decades there has been a significant increase in the number of opportunities for international travel, with more transport routes and cheaper fares.

There are undoubtedly benefits flowing from this growth in international tourism. People now have a greater awareness of other cultures than was the case even one generation ago. Travelling widely to enjoy such things as the art, customs and cuisine of different countries used to be the preserve of the wealthy classes. Now even the less well off have access to them.

There are, however, drawbacks associated with this level of mobility. Firstly, a number of resorts, even whole countries, have so many tourists that the culture and environment are severely damaged. For example, traditional crafts are replaced by the manufacturing of cheap trinkets and local singing and dancing are packaged for tourist consumption. Because tourists stay for only a short time they often don't care if they behave badly or litter the streets. Secondly, although the hospitality industry does bring employment, it tends to be precarious because much of it is seasonal, with long periods of the year offering no work. The income from tourism is unevenly distributed, with a small number of big businesses (e.g. property developers) making a lot of money but the majority of people working for low wages as waiters or guides. Related to this is the fact that money spent by tourists is seldom retained by the local economy: profits are frequently taken out by multinational corporations. Finally, international travel adds to greenhouse gases, leading to harmful climate change.

In my view, despite the advantages of travel to both tourists and host countries, these do not compensate for the damage inflicted on the environment, social structures and individuals by mass tourism.

LISTENING PART 1**Questions 1–10**

- 1 05443CHI771
 2 Market
 3 018 669 925
 4 **storm** The man explains that the storm caused a big tree to fall over and hit the house.

Distraction Although the tree is the more immediate cause of the damage to the house, it's not possible to say 'during a tree'.

- 5 **glasses** The man explains that his child/eight-year-old daughter left her glasses on her desk, and these were scratched as a result of the tree coming through the window.

Distraction The man says that his daughter's headphones were also on the desk, but these were not damaged. Therefore, he is not claiming for these.

- 6 **carpet** The idea of 'new' can be understood when the man explains that 'just last month, we'd gone shopping' and 'We'd only had it for a couple of weeks.'
- 7 **curtain** The man explains that this was damaged by the tree.
Distraction We are told that the 'books' and 'computer' were not damaged – so the man has no need to claim for these items.
- 8 **garage** The man says that the tree also hit the door to the garage, and that they can't open it anymore.
Distraction The woman asks whether it's the door 'to the back of the house?', but the man explains that the house door is not damaged.
- 9 **Honeywell**
- 10 **fence** The man confirms he will take photographs of the damaged fence before the builder starts work on it.

LISTENING PART 2**Questions 11–20**

- 11/12 **A/B** (in any order)

Distraction C: The speaker refers to different activities such as trekking and kayaking, but does not suggest these are new skills; D: The speaker refers to different landscapes, e.g. mountains, forests and the coast, but does not say the participants will be studying issues connected to them.

- 13/14 **B/C** (in any order)

Distraction A: The speaker mentions rivers and streams, but in the context that it might not be a good idea to put tents next to them; D: The speaker talks about not burning the food, but this is food the participants have brought with them – they don't have to look for food along the track.

- 15 **C** We can understand the idea of 'being closed to the public' from 'people aren't allowed to use [the track] at the moment'. The speaker explains that this is due to maintenance [= repair] work.
- 16 **B** We are told that it is easy for people to slip on the rocks as they cross Blue River, and that they may have to cross the river several times.
- 17 **D** The Pioneer Track is divided into two sections because it 'ends' at the town of Richmond, and then continues on the other side of town.
- 18 **A** We know that Edgewater is busy with walkers because of the paraphrase 'it's very popular' and 'other groups out walking on the way'.
- 19 **B** The Murray Track may be unsafe because part of it goes along a cliff where the track is narrow.
- 20 **A** Lakeside is 'a bit of a tourist attraction' and the participants will probably have to share 'the track with many other visitors'.

LISTENING PART 3**Questions 21–30**

- 21 **B** Finn refers to articles which focus on 'the changing nature of jobs', and Kiara supports this by saying how the articles suggest we 'forget the way things used to happen'. She says that the tradition of starting out as an apprentice and then remaining in the same company for years is finished.

Distraction A: Although Kiara refers to people 'who've been in work for years' [= older employees], she says that the articles she's read were written for young employees, too.

- 22 **A** Kiara explains that many businesses [= companies] are no longer using the phrase 'job title'. This is because the work that they are offering is for a temporary period – they want to hire people to work on a particular project.

Distraction B: When Kiara talks about a person's social circle, she is describing their friends. Colleagues are people you interact with at work. Kiara explains that in the past, some people liked

to tell their friends how long they had been in a particular job; C: Although Kiara refers to managers and heads of department, she says that these are job titles that might have been more relevant in the past, not the future.

- 23 B** Finn talks about how people who earn a good salary can enjoy their lives, and contrasts this with people earning the minimum wage – the least amount of money a company can legally pay. He says this is his biggest worry.

Distraction A: Finn says that having to leave a job and work in different places could be ‘interesting’. He doesn’t think a lack of job security is always a bad thing.

- 24 C** Kiara thinks that the findings of the survey are not presented clearly enough. She is interested in knowing what the individual questions in the survey were.

Distraction A: The tutor asks whether Kiara is surprised by the statistic of 48% but she says, ‘It’s hard to say’. In other words, she feels she cannot comment on the statistic because it’s unclear what it represents; B: Kiara refers to the people ‘who took part’ [= the interviewees] but is only interested in their responses to the survey, not what kind of work they each do.

- 25 A** Kiara makes the point that learning new skills would help an employee if they wanted to change companies. Finn admits he hasn’t thought about that advantage and agrees it’s a good idea.

Distraction B: Finn says that companies will want employees to study new skills at the weekends or in the evening [= their own time] but doesn’t say what he thinks about this. Kiara says that studying in your own time could be useful, as long as companies paid for the course.

- 26 B** Kiara explains how her device helps her balance her studies and the things she has to do for her family.

Distraction A: Kiara says that the media is often negative about mobile technology, but she doesn’t go into detail about why or what the disadvantages might be.

- 27 B**
28 F
29 C
30 D

LISTENING PART 4

Questions 31–40

- 31 mud** We are told that thick mud, like the rocks, made it difficult for the men and horses to make progress.
- 31 steep**
Distraction ‘long’ might be tempting but the lecturer explains that the trail was ‘only about 35 miles’. In other words, it wasn’t the length of the trail that was the problem.
- 33 failure** ‘fear’ is paraphrased as ‘came to the terrible realisation that’.
- 34 tent** ‘stayed in a tent’ is paraphrased as ‘a tent was the only protection they had from the cold’.
- 35 sailor** We are told that the gold-seekers had to hire a sailor to steer their boats through Miles Canyon and the rapids.
- 36 police** The lecturer explains that the police gave the gold-seekers a list of items so that they might survive a year in the Klondike region.
- 37 flour**
- 38 buckets** ‘several’ is paraphrased as ‘two or three’.
- 39 adventure** We are told that the writer Jack London’s vivid descriptions helped readers get a sense of adventure.
- 40 newspapers** The lecturer explains that Hall and Kelly were employed by newspapers in the US and Canada to write stories about life in the Klondike region.

READING PASSAGE 1

Questions 1–13

- 1 FALSE:** In the USA, the figure is 80%. In Australia, the proportion is ‘slightly smaller’.
- 2 TRUE:** With modern technology the problems of rot and fire ‘can be eliminated’.
- 3 NOT GIVEN:** The building has a concrete floor. But there is no information about the type of wood used or the species of tree it came from.
- 4 TRUE:** New engineering systems based on wood construction ‘have been pioneered’ at the institute.
- 5 glue** ‘nails’ and ‘screws’ provide distraction
- 6 Lasers** ‘columns’ and ‘beams’ provide distraction, but these were not used to ‘cut’ the material.
- 7 cake** in the same way = not unlike
- 8 recycled** ‘demolished’ might be tempting, but it’s not the correct answer here; the point is that the timber isn’t thrown away.

- 9 (major) repairs** proves = one thing that has been learned; easier = simpler; 'maintaining' might be tempting here but doesn't fit the grammar.
- 10 regulations** This question is made harder by the fact that the reference to 'regulations' comes well before the locator words (Sumitomo Tower) in the passage. It's necessary to read and understand several lines of text to find the answer. Note that when the rubric states 'No More Than Two Words', a one-word answer might be correct.
- 11 attractive interiors** To find the answer it's necessary to find an advantage that is additional to the fact that the building is earthquake-proof.
- 12 water** The complexity of the sentence structure here provides distraction.
- 13 (heat) insulation** To find the answer it's necessary to find an advantage that is additional to the fact that wood provides structural strength (load-bearing structures).

READING PASSAGE 2

Questions 14–26

- 14 iii** Contrast = however
The paragraph contrasts two approaches to coaching. 'In the past', coaches analysed television pictures that provided bare statistics without any meaningful context. But 'today', AI is enabling an alternative approach to coaching, because it can relate a player's actions to the wider context in ways not possible before.
Distraction comes from the word 'historic' in paragraph C, which might suggest the 'past'. iv might be tempting but this is a contrast between two coaching styles in the present. viii might be tempting but there is no 'range of sports'.
- 15 vii** an academic study = a research experiment; a team sport = football; one country = Spain
iv might be tempting but Muller only mentions one advantage.
- 16 iv** An academic = Professor Rebecca Graves; some of the advantages = finding an opposing team's tactics, and tailoring fitness, skills, diet, etc. to individual needs
Distraction is provided by the use of 'academic' as both an adjective and a noun in the options. That only elite teams can afford AI might suggest a criticism, hence ii, but there is no 'response'. viii might be tempting, but there is no 'range of sports'.
- 17 viii** a range of different sports = ice hockey, basketball, running, car racing
iv might be tempting, but there is no academic mentioned in this paragraph. The reference to the Indian company distracts for options i and v.
- 18 vi** decide the results = judging; competition = gymnastics performances
There is a contrast in this paragraph, so iii might be tempting. However, the contrast is between ways of judging, not time periods.
- 19 i** profitability = revenue; businesses = commercially; buy tickets
It is also implicit through the paragraph that many sports teams will go bankrupt without the support of their fans.
v might be tempting, but these sporting businesses did not create the AI software – they are using it.
- 20/21 B/E** (in any order)
B = tailored to individual players; minutely customised
E = tactics; identify how a rival team is likely to play a match
A: 'minutely' provides distraction but means 'in detail' in this context
C: there is a reference to 'confidence' but this doesn't relate to mental toughness in this context
D: AI is too expensive for all but elite teams
- 22 injuries** Distraction comes from the fact that the question and passage have different structures. 'fewer' in the item contrasts with 'increases' in the text; 'defensively' in the item contrasts with 'a style that prioritises offence' in the text.
- 23 sneakers** The idea of 'wearable technology' is distracting, but the company didn't 'design' this, and it's too many words.
- 24 safety** improve = enhance; go faster = driver performance
Distraction comes from the fact that the order is reversed in the question: safety comes before performance.
- 25 hackers** disrupt AI = AI is vulnerable; make competitions unfair = influence the outcome of a tournament
- 26 journalism** powered by AI = AI-enhanced; greater publicity = promoting the sport
The idea of 'up-to-the-minute developments' is distracting but impossible to limit to one word.

READING PASSAGE 3

Questions 27–40

- 27 NO:** Not ‘surprising’ because it was ‘a development that had been widely anticipated’.
- 28 YES:** Franklin is cited as an example of those who think crime fiction ‘should not be held in such high regard’. He thinks crime novels ‘better resemble crossword puzzles than literature’, and other literary critics agree with him.
- 29 NOT GIVEN:** Christie is compared to Cain, but there is no information regarding their opinions of each other’s writing.
- 30 YES:** ‘the majority of the general public . . . are more familiar with Christie from the numerous adaptations of her work for films.’
- 31 YES:** ‘The colourful locations around the world where Christie set many of her stories were . . . informed by her extensive travels . . .’.
- 32 NOT GIVEN:** She continued working despite her wealth and fame, but this might simply be because she had a strong work ethic. There is no information about whether she ‘enjoyed’ wealth and fame.
- 33 D** features = elements; typical = tend to be repeated
The features include: an aristocratic circle of people; a confined location; an unexplained crime.
A is wrong because, although the language used could appear negative (e.g. the claim that the books are repetitive), the writer is actually identifying a strength in Christie’s writing that has been influential.
B is wrong because Sherlock Holmes was a character, not a writer, and there is no indication that Christie was influenced by him. In fact, the opposite is implied.
C is wrong because Christie tended to use the same techniques.
- 34 A** common criticism = a not infrequent complaint; reject = it is quite untrue
The criticism is that Christie’s characters lack depth. The writer argues that the opposite is the case: she was a ‘perceptive observer of human nature and psychology’ and ‘she wrote about human relationships in a way so many of us can relate to’.
B is wrong because, although two books are cited as evidence, to ‘compare’ them is not the writer’s purpose in referring to Uteley.
C is wrong because, although the conclusion of *Murder on the Orient Express* is referred to, it is not explained.
- D is wrong because the opposite is true: the writer is suggesting her books share a similarity – good characterisation.
- 35 C** important evidence = vital clues, crucial information; very easy to miss = so simple to overlook, fail to see it
The writer is praising the fact that Christie’s books are so well constructed that it’s worth reading them twice to see how carefully she hides her clues. Thus, ‘easy to miss’, which might appear negative, is actually a compliment.
A is wrong because although readers ‘fail to see’ the evidence at times, again this is complimentary in this context because it builds suspense.
B is wrong because her books are ‘no less’ action-packed than ‘today’s most popular thrillers’.
D is wrong because the details add to the tension and keep readers turning the pages.
- 36 B** The writer concludes that her ‘legacy is more important now than at any time previously’.
A is wrong because of ‘at any time previously’.
C is wrong because the writer implies that the same characteristics would be found in all Christie’s book, but that *The Murder of Roger Ackroyd* is just a good example.
D is wrong because, although the writer lists five countries, he implies that there are many others and that her influence is ‘global’.
- 37 E** ‘. . . so is unique among Christie’s publications’
Distraction is provided by the reference to the Orient Express train and other locations.
B might be tempting because of the references to ‘fame and wealth’ but those resulted from all her writing and there is no suggestion that this book sold better than others by her.
- 38 F** The book ‘features the amateur detective Hercule Poirot’, who is one of Christie’s ‘best known and most frequently imitated characters’. It must ‘introduce’ Poirot since it is her first book.
A might be tempting as the book is discussed soon after reference to Uteley’s criticism. However, there is no connection made between Uteley and this book in particular.
B might be tempting because Poirot is so well known, but there is no information regarding sales of this book.
- 39 C** ‘The survey asked readers to identify the villain revealed in . . . *Murder on the Orient Express*. Most readers could not recall because . . .’

A is tempting because this might appear to be a criticism of the book. However, the writer's point is that readers are more interested in characterisation than outcome.

40 D 'Christie herself is believed to have ranked *The Murder of Roger Ackroyd* above all her other work.'

E might be tempting because this book is singled out. However, this is done to exemplify what is common to all her books.

WRITING TASK 1

Sample answer

The table shows that there are significant differences in patients' perceptions of quality of provision at the three health centres. By far the most highly rated is the Peveril Centre with an overall mean of 8.3 and the highest scores in all service areas. The weakest performing centre overall was Longston at just 5.8, with Marchbank between the two at 7.2. It is noticeable that one aspect – Doctors' service – received relatively strong evaluations in all three centres, with scores ranging from 8 to 8.7. Pharmacy received the poorest ratings of the services in all the centres: at 5.1, 6.3 and 5.8 at Longston, Peveril and Marchbank respectively. Regarding the other aspects of provision, there is considerable variation. Perhaps the most striking differential in ratings is in Response to concerns, which for Peveril is the highest scoring of all the aspects, at 9.6. This compares with 6.5 for this area at Marchbank and just 4.3 at Longston. Ratings for Care of children are moderate in all three centres, though they are significantly lower for Longston than for the other two: 6.3, compared to 7.5 at Peveril and 7.3 at Marchbank.

WRITING TASK 2

Sample answer

In recent decades there has been a number of high-profile innovations in farming based on scientific research, most notably the use of chemical insecticides and the genetic modification of crops.

Without doubt these have led to some very positive outcomes. For example, researchers have been able to identify which pests cause problems for a particular plant and to create a means of destroying them. In some areas of the world this has transformed farmers' ability to grow food for their own consumption as well as to sell it to generate income. Equally, in recent years the ability to manipulate the genetic make-up of plants has made it possible to create strains of crops naturally resistant to pests and diseases. In fact, some of these new scientific developments are reducing the need for the innovations of the previous generation.

However, there can be serious drawbacks to these scientific developments in agriculture. For instance, it is now becoming clear that pesticides may be damaging beneficial organisms as well as pests. For example, it is widely agreed that the world's bee population is being affected by chemicals; this means fewer plants are being pollinated, which affects food supplies. It is possible, also, that a range of human diseases which are becoming increasingly common, for example asthma, may be exacerbated by these chemicals.

My own view is that it would be wrong to deny the potential of science to improve agriculture – as it has done throughout history, from the development of the plough to the refinement of livestock breeding. However, we must be sure we understand as much as possible about the effects of innovations before it is too late to reverse any negative consequences.

LISTENING PART 1**Questions 1-10**

- 1 train** go in a = travelling; small = little

Distraction They have to go to the other side of a lake and the woman asks if that's by boat, but the man says it's in a little train.

- 2 5 / five** minimum age of = must be 5 or older

Distraction The woman says her children are 7 and 10, and the man says they 'will be fine'.

- 3 coach / bus** travel by = go in a

Distraction The woman asks if they fly but the man replies that flying is more expensive and on this tour they go by coach.

- 4 walk** go for a walk = take a walk

Distraction Here, the woman asks if they can take a 'walk', which is then confirmed by the man. A 'path' is also mentioned, but it doesn't fit the grammar.

- 5 waterfall** large = huge

- 6 whales** *Distraction* The woman asks if they will see dolphins but the man replies that they won't in 'that part of the country'.

- 7 garden** *Distraction* The woman asks if lunch is inside the house, but the man says it's in the garden.

- 8 farm** *Distraction* The man mentions the 'city' but is referring to visitors who are from the city.

- 9 forest** old = ancient

Distraction The woman refers to the forest before the man confirms it.

- 10 43** reach speeds of = how fast do you go

Distraction The first speed the man gives is in kilometres per hour. The woman says this doesn't mean much to her, perhaps because in some countries they use miles per hour. He then gives the speed in miles per hour.

LISTENING PART 2**Questions 11-20**

- 11 B** used for farming = a place where local people kept animals or grew crops

Distraction A: There were no large urban settlements here, just a few small villages; B: The forests had already been cut down.

- 12 C** valuable substances = rich deposits of coal and other mineral; underground = mines were built so these deposits could be brought to the surface

Distraction A: Canal boats were used for transport, but there is no mention of ship building; B: Trains did not arrive until the 1850s.

- 13 A** various metal objects = all sorts of tools, machinery and other items out of iron and steel
Distraction B: A few factories successfully produced fabrics, but this wasn't what Willford was 'best known for'; C: The attempt to set up a pottery industry here wasn't very successful.

- 14 C** each = per

Distraction: A: 9 millionth distracts for 900; B: 1976 distracts for 7,600.

- 15 A** location = set for historical scenes; filming = making movies and television shows

Distraction B: University research is mentioned, but not business conferences; C: Weddings and other private events may feature in the future.

- 16 C** D is distracting, but it is not 'right next to the canal'.

- 17 F** G is distracting, but you don't have to walk past the café to get there.

- 18 A** B is distracting, but it is not 'right on the summit of Jack's Hill'.

- 19 H** G is distracting, but you do not have to 'cross the bridge over the canal' to reach it.

- 20 E** C and D are distracting as they are on Rigby Road, but they are not on the corner with Stafford Street.

LISTENING PART 3**Questions 21-30**

- 21/22 B/D** (in any order)

B: reducing risk = unpredictability . . . Markets can change unexpectedly . . . minimise the chances that something will go wrong

D: saving money = the sums you invest . . . you'll see a return on that; long run = eventually

Distraction A: Stella mentions the most effective way of promoting a business, but Nathan rejects that idea; C: Nathan mentions 'those working in business' but not in the context of raising confidence; F: Stella rejects the idea that finding the next 'market to exploit' is a main benefit of market research.

23/24 D/E (in any order)

D: specialist language = jargon . . . the examples of 'psychographics', 'coolhunting' and 'asynchronous research' terms; too much use = put off by

E: findings = results; wrong = unreliable . . . The supposed developments . . . never occur.

Distraction A: Stella suggests some businesses people 'think they already know everything they need to know', but Nathan rejects this, saying it's a criticism of those people, not market research; B: Nathan says it's difficult for businesses to see a direct causal link between research and profits, but Stella says businesses should be able to see this; C: Nathan says the excuse sometimes used by managers that they don't have time for research is 'poor'.

25/26 A/C (in any order)

A: face-to-face communication = talking to customers directly; surprised – What I hadn't expected . . . I was a bit taken aback

C: the media and social media = TV, radio and digital networking sites; surprised = I hadn't thought it could be that simple . . . No, me neither

Distraction B: There is reference to 'data put out by bodies like the national census and the civil service' which may benefit some businesses, but neither student is 'surprised' by this; D: Stella says that people are 'less likely to be honest in questionnaires'; E: The students agree that putting 'cameras in stores tells us a lot about consumer behaviour' but they are not 'surprised' by this – Nathan says 'we all know that' and Stella says it's 'well documented'.

27 C specific questions = their interactions with customers . . . What, precisely, should they ask customers; every day = on a daily basis

28 A written records = keep an account . . . the document; each week = every Friday

Distraction B might be tempting because of Nathan's reference to 'computer', but Stella says the format doesn't matter and there is no reference to 'studies'.

29 F regular meetings = get your staff together round a table

Distraction E might be tempting because Stella asks about 'looking ahead and deciding what to do next' but Nathan says this is not the point made by *Business Guide*.

30 D individual responsibility = delegating . . . so that each staff member is accountable for market research in one area of the business

LISTENING PART 4

Questions 31–40

31 elderly / old except for the = the only group for whom

32 meals / food / eating before = and then had their meals

Distraction Both night time and waking up are mentioned, but both are dismissed as there is 'no research to back this up'.

33 digestion speeds up = increases the rate at which

Distraction 'Stomach' is mentioned but doesn't fit the gap.

34 temperature cannot control = ability to regulate . . . was compromised

35 skin / complexion results in better = improves the condition of

36 headaches had fewer = were affected more frequently

37 anxiety suffered more = reported increased feelings of

38 swallowing have difficulty = found problematic

39 athletes particularly = for example

40 salt / sodium have high levels = contains such a high proportion

READING PASSAGE 1

Questions 1–13

1 1,000: 'With very little rainfall during summer [= the dry season], this [= the area covered by water] reduced to around 1,000 [= square kilometres], still a remarkable size.'

Distraction 2,700 is wrong, because this is the area of square kilometres covered during periods of heavy rainfall.

2 birds: 'Environmentalists also point to the fact that the lake had been the stopover point [= this is where the birds stopped to rest, feed, etc.] for thousands of birds as they migrated [= the birds are only visiting the lake] to other regions. Their numbers will certainly fall now the lake has gone.'

3 cotton: 'Rice is a crop that needs huge quantities of water to survive in desert areas. Fields planted with cotton also require a regular supply [= of water].' Note that 'crop' can apply to any plant grown by farmers.

4 Salt: 'Because the floor of the lake [= the bottom of the lake] is now exposed, the salt that lies there is often carried by the wind across a radius of 300 kilometres. This impacts on agriculture [= the fields within the 300 kilometre radius] as it [= the salt] damages growing plants and is absorbed by the soil.'

- 5 protein:** 'Warming has disrupted its [= Lake Tanganyika's] ecosystem, and fish numbers have dropped sharply. In turn, this decline in fish stocks has impacted on families living in villages and towns around the lake, since they have no other source of protein.'
- 6 employment:** 'These companies provide them [= 100,000 people] with regular employment, without which communities will not survive.' 'Communities' might be tempting, but the word does not collocate with 'fisheries give'.
- 7 bacteria:** 'In the past, people admired its beautiful green-blue colour. However, the water now has a red tint [= the colour has changed]. The reason for this [= change] is that bacteria quickly multiply in the warm waters of a shallow lake.'
- 8 Tourism:** 'As a result, in the last decade, there has been a downturn [= a decline] in tourism in the area, an industry many people depended on.'
Distraction 'Industry' cannot be used in the space because this would imply that all kinds of industry were affected.
- 9 TRUE:** 'While scientists had suspected [= believed] that Poopó would eventually run dry [= finally disappear], they didn't expect that this would occur for at least another thousand years.'
- 10 NOT GIVEN:** We are only told that 'The local mining industry had already contributed to [= added to] the pollution of the lake,' but there is no information about any steps or activities to reduce its impact.
- 11 TRUE:** The writer explains that 'On average, the surface water of the world's lakes has gone up in temperature by 0.34°C every ten years.' The writer says that this trend is seen in Lake Tanganyika – but this lake is 'by no means [= certainly not] the most extreme example'. He then says that 'This [= the most extreme example] would be Lake Fracksjön in Sweden, where an increase of 1.35°C per decade has been observed.'
- 12 FALSE:** 'The cause of [= the reason for] the lake's decline has not yet been established [= no-one is sure why it happened], but drought is among the suspects' [= drought is a possible reason, but no-one is certain].
- 13 NOT GIVEN:** We are only told that 'Clay, sand and other fine material plugged [= blocked/filled] the hole and the lake started to fill with water again.' We don't know whether it was rain that refilled the lake, or whether it was refilled by other means, e.g. pipes/hoses.

READING PASSAGE 2

Questions 14–26

- 14 D:** In Paragraph D, the writer explains that an experiment has been carried out on tobacco plants to see if they can be made to produce more oil. Although this experiment has been successful, Dr Alan Green hasn't yet carried out the same experiment with other crops: 'the hope is that oil output [= oil production] could be doubled, though that idea is yet to be put to the test [= this theory must still be proved].'
- 15 E:** 'This is a process [= a manufacturing method] which uses heat and pressure to break apart molecules [= first stage] in whole plants and remove oxygen, so that the raw material is turned into "bio-crude oil". Then, just as we need to refine the crude oil made from fossil fuels, the plant-based oil is also refined [= second stage]. After this, it can then be turned into different kinds of fuel [= third stage].'
- 16 F:** In Paragraph F we are told that hemp crops could be used for both oil and their fibre. The fibre could be used as soundproofing material, for example. Algae can be used as a fuel, but also to decontaminate [= purify] water.
- 17 A:** 'the fossil fuels we depend upon, and which drive global warming and disrupt weather patterns by releasing carbon dioxide into the atmosphere.'
- 18 C:** 'Not all biofuels have been grown on land, but the once popular idea of generating them from microscopic algae grown in ponds or tanks [= a method of production] has largely been forgotten [= abandoned].'
- 19 D:** 'Researchers must also consider economic factors, however. While plant oils can be extracted and turned into biodiesel for vehicles and machinery, currently the process [= the production of biofuels] is expensive – much more so than the process for fossil fuels.'
- 20 B:** The writer explains that 'Burton believes this kind of multi-purpose use for biofuel crops is the way forward [= it's a good idea to think about using each kind of biofuel crop for different purposes].' And Burton is quoted as saying: 'Biofuels maybe don't need to be as cheap as we think they do, because you can make money out of the other things [= uses other than fuel].'
- 21 A:** 'But, in his [= Laurance's] experience, indirect impacts [= the effects of planting biofuel crops] can be no less devastating for the environment and are far more of a challenge [= it's not easy] to anticipate [= predict].'

- 22 C:** ‘Eventually, the biofuel industry could well develop into a very diverse one [= the industry will develop in a variety of ways], with no one crop or process dominating the market, according to Green. “The amount of fuel we need to move away from petroleum is massive, so there’s plenty of space for all technologies [= we need lots of different technologies/processes],” he says.’
- 23 B:** We are told that Burton thinks the smart way forward is to select ‘the right crop for land not usually used for agriculture’. She wants to experiment with ‘tough plants that grow on land too dry or salty [= tough environmental conditions] for conventional crops.’
- 24 corn:** The writer says that ‘. . . farmers in the US opted out of soy [= they decided not to plant soy anymore] in favour of corn [= they decided to plant corn instead] as a biofuel crop’. She then explains that soy prices increased, so Brazilian farmers planted soy – which required land to be deforested.
- 25 Biodiversity:** ‘But while deforestation [= when forests are cleared] can certainly lead to economic benefit for farmers, it also puts biodiversity at risk [= biodiversity is threatened].’
- 26 fertiliser:** ‘Then, once a biofuel crop has been planted on deforested land, farmers need to ensure that it [= their crop] grows as well as it can. That means applying [= using] large quantities of fertiliser, and while this helps the plants to shoot up, there is also the possibility it will lead to the contamination [= the pollution] of local rivers.’

READING PASSAGE 3

Questions 27–40

- 27 YES:** We are told that ‘Built around 3,500 years ago entirely from earth, it [= the monument] consists of six semi-circular ridges and five mounds.’
- 28 NOT GIVEN:** The first paragraph tells us that ‘a remarkable monument’ was built at Poverty Point in the US and describes its appearance: ‘six semi-circular ridges and five mounds’. However, no information is provided that tells us whether similar monuments were built elsewhere in the US, and so we cannot know whether the Poverty Point monument was the first of its kind.
- 29 NO:** The writer says that ‘They [= the hunter-gatherer groups living at Poverty Point] may have looked to elders [= older members] for guidance, but these [= the elders] would not have exerted a commanding influence [= not had great power] over their small groups.’
- 30 NOT GIVEN:** We are only told that ‘Archaeologists have been excavating Poverty Point for more than a century.’ This doesn’t contain any information about whether their excavations included Mound A or not. The sentence ‘However, the truly remarkable nature of Mound A only emerged a few years ago’ refers to Tristram Kidder’s discovery of the coloured earth inside the mound. Perhaps other archaeologists had done other kinds of excavation work on this mound – but from the information the writer provides, we can’t be sure.
- 31 YES:** The writer explains that ‘They [= Kidder and his team] saw for the first time [= they revealed something that was previously unknown] that it consisted of neat layers of differently coloured earth.’
- 32 YES:** The writer tells us that ‘It rains a lot around Poverty Point, and we know that fluctuations [= changes] in temperature and increased flooding eventually led to its abandonment [= people moving away from Poverty Point].’
- 33 B:** In the third paragraph, the writer tells us that an enormous quantity of earth was needed to build Mound A – that it would take 32,000 truckloads if the same mound was built today. She mentions the lack of machinery to support the point that a huge number of people (approximately 3,000) would have been required to build a mound of this size.
- Distraction A* We can assume that the builders had some knowledge of how to build a mound in layers, but we are only told that they used baskets to carry the earth. The writer doesn’t mention anything about technical or special engineering methods;
- C* We can assume that moving earth from other locations to Poverty Point was a challenge, but the writer does not specifically say that they chose the wrong place to build their monument;
- D* Kidder estimates that it would have taken 30–90 days to build the mound. While this is remarkable, the writer does not suggest she thinks it is impossible. Her only question is ‘Why would people choose to do this?’
- 34 C:** In the fourth paragraph, we are told that through statue making, the groups living on Easter Island had ‘peaceful interactions’ and that they shared information. Because of this, ‘daily existence became less of a challenge’ and they no longer needed to work together.
- Distraction A* The writer explains that the ‘prevailing idea’ [= the most common and accepted belief] was that the Easter Islanders had used logs [= trees which had been cut down] to transport their statues.

But we are told that Lipo doesn't agree with this idea; B Although we are told that Easter Island was deforested and the human population collapsed [= environmental challenges], there is no comparison between remote communities like those on Easter Island and societies in other areas; D Lipo believes that people 'walked' the statues into place by using ropes and manpower. This is only one method.

- 35 D:** The writer says 'The apparent disposability of these monuments [= the way these monuments seem to have been built just to last for a short time] makes sense if the main aim was building a team rather than a lasting [= permanent] structure.'

Distraction A We are told that 'the workers filled in the enclosures with broken rock and built new ones' but the writer does not say this occurred as a result of disagreement. Instead the writer suggests this took place because people enjoyed working together, and did not want their cooperative construction work to come to an end; B: We are only told that 'many bones' were found in the enclosures – probably because the workers at Göbekli Tepe had eaten meat during a feast. We aren't told whether any animal species really declined in number; C The writer refers to Göbekli Tepe as a temple and explains that this temple was made up of nine enclosures. There is no information about the enclosures being used for different functions, only that they were destroyed and rebuilt.

- 36 C:** 'The sceptics [= the people who doubt Lipo's theory] include Tristram Kidder. For him, the interesting question is not "Did cooperative building promote group survival" [= Lipo's theory, and in Kidder's opinion, a possible *consequence* of the building work] but what did the builders *think* they were doing? [= what was their *intention*?].'

Distraction A Kidder disagrees with Lipo's theory, as do a number of other researchers; B We are told that in Kidder's opinion, the Poverty Point monument was built as a pilgrimage site – a place where people came to worship. There is no information about whether this was his original opinion or not; D Kidder seems to have the opposite opinion: 'All human behaviour comes down to a pursuit of food and self-preservation, he says.'

- 37 D:** 'Another is "leaving no trace" [= no evidence in the desert], meaning that whatever festival-goers create [= human activities] they destroy before departing.'

- 38 A:** 'Wilson says there is evidence that such cooperative ventures matter more [= are more important] today than ever because we are dependent on [= rely on] a wider range of people than our ancestors were. Food, education, security [= our basic needs]: all are provided by people beyond our family group.'

- 39 F:** "This [= building parks together] brought people together and enabled them to cooperate in numerous other contexts," he explains. This included helping with repairs after a series of floods [= emergency situations] in 2011.'

- 40 E:** 'Her [= Fiske's] research shows, for example, that they [= community projects] can help break down [= change/destroy] the ill-informed views that people hold towards others they have observed but do not usually interact with [= negative stereotypes/impressions].'

WRITING TASK 1

Sample answer

The diagram shows that there are two major phases to the commercial production of honey: by bees and by human intervention. The process starts when nectar is gathered by forager bees from flowers. This is carried back to the hive, where it is deposited in wax cells as honey, which at this stage is very runny. Worker bees then fan their wings to dry it, thereby making it thicker. Each cell is then sealed with wax to keep the substance clean; the cells form the honeycombs, which are gathered and taken to the factory. There they are pressed to release the honey, which is poured into the top container of three, the sump tank, where it is heated to 45–50°C. This makes it thin enough to flow by gravity to the next tank, where it is sieved to remove impurities. It then runs down to the last container, the settling tank, where it sits for two to four days before being drained out into jars. The jars are then labelled and transported to the place of sale.

WRITING TASK 2

Sample answer

In my country these days many young people hardly ever leave their homes, preferring to sit in front of a screen instead of being in the open air. This was not the case even as recently as 15 years ago, when I was a teenager.

There are a number of possible reasons for the change. Firstly, youngsters are under more pressure to study hard to ensure that they get the qualifications they need to secure employment. This means that they have less time for the outdoor leisure pursuits which were once

considered essential for the young – playing with friends and taking part in team sports. A related point is that access to study is now almost always done at home, whereas in the past it often involved going out to a library or lecture hall. These days, with the development of recording and relay technologies, even college study can be done from home. Finally, many public spaces, such as football fields, are being built on, so there are fewer places where children can play safely.

In my view spending so much time indoors is a serious issue because it leads to physical and mental ill health, and ways must be found to address it. One strategy

would be for governments to ban construction on playing fields and to give tax incentives to people wanting to create new play areas. However, the most effective measure would be to give higher status to outdoor activities in schools. School curricula should be changed to reduce the emphasis on academic subjects, thus freeing up time to make PE a major part of the school day and to encourage people from a young age to be outdoors: habits developed in youth stay with people their whole lives.