

# SIMPLY

## LanguageCert

Mastery

Level

IESOL & ISESOL

C2



**8 Exam Preparation Units**  
**2 complete Practice Tests**



Andrew Betts - Linda Lethem

## **Simply LanguageCert International ESOL**

### **Level C2 Mastery**

*Simply LanguageCert* Level C2 includes **8 Preparation Units** and **2 Complete Tests** for the Level C2 Mastery Written (Listening, Reading and Writing) and Spoken exam.

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Mastery C2	Mastery

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# Unit 1

## Section A Vocabulary

### Extreme Weather

- **scorching** extremely hot [Word family: scorch, scorching]
- **flash flood** (a sudden, unexpected flood)
- **devastation** when something is completely destroyed [Word family: devastate, devastating]
- **drought** long period of time without rain that leads to everything being too dry
- **freezing** extremely cold [Word family: freeze, frozen]
- **clap of thunder** sudden loud noise made in a storm
- **uninhabitable** for a place that no one can live in [Word family: inhabit, inhabitant, habitable, habitat]

- **visibility** the conditions that affect how far ahead one can see [Word family: visible, vision, invisible]
- **avalanche** a large amount of snow that suddenly moves down a mountain
- **relief effort** when there is an organised attempt to help people after a disaster
- **parched** extremely dry
- **wildfire** a sudden, uncontrolled fire in a natural environment
- **dust storm** a storm with clouds of dust carried in the air
- **blizzard** a severe snowstorm with strong winds

- **exposure** the state of being open to unpleasant, dangerous or difficult conditions [Word family: expose]
- **deluge** a large flood/amount of water
- **hypothermia** the condition of having a very low body temperature
- **lightning strike** when lightning hits an object, person or the ground
- **humid** warm and damp air [Word family: humidity]
- **gust** sudden strong wind [Word family: gusty]

1. Use the words/phrases in the box, on the right, to complete the article.

#### Global weather - From one extreme to the other

As man continues to pollute and abuse the Earth, we are experiencing more and more extreme weather. At one end of the scale we have vast areas of desert where the land is (1) ..... due to months, if not years of (2) ..... In such areas, (3) ..... temperatures make the environment (4) ..... and even plant life struggles to survive. Frequent (5) ..... sting the eyes of anyone attempting to travel across such areas. In contrast to this, global warming is also feeding tropical storms that create (6) ..... and whole villages can be washed away by the (7) ..... of muddy water that follows these violent storms. Trees, people and buildings can also be hit by (8) ..... that flash down from the sky in a blinding moment of pure electricity. These examples of extreme weather can cause absolute (9) ..... and demand millions of pounds in the heartbreaking (10) ..... that are desperately needed after such tragic events.



#### Words & Phrases

- deluge
- parched
- uninhabitable
- dust storms
- lightning strikes
- relief efforts
- drought
- flash floods
- devastation
- scorching

2. Use the words/phrases from the original vocabulary box to complete these sentences. Make sure you use the correct form.

1. My hat was blown off by a sudden ..... of wind.
2. Many skiers were buried under the snow in the unexpected ..... that fell down the mountain.
3. The thick fog made ..... so bad that we couldn't drive.
4. After our house had been flooded, it was ..... so we had to stay in a hotel for several weeks.
5. Thousands of trees were burnt down in the uncontrollable .....
6. After two hours of being stuck on the mountain, the climber was suffering from .....
7. The dogs were frightened of the loud ..... during the storm.
8. It was so ..... that I couldn't get dry after my shower.
9. You can't go outside without a coat, it's .....
10. I burned my feet when I tried to walk on the ..... sand.

3. Read the text below. Pay attention to the words and phrases in **bold**

### The unexpected storm

It had been **boiling** for the entire week. Everyone was beginning to get tired of the **heatwave** and the beach was the only place to get some relief from the unbearable heat. I lay on my back, floating in the warm water. There was a strange feeling that I couldn't quite put my finger on. The **atmosphere** was changing and as I looked up to the sky I noticed that for the first time in ages it was becoming **overcast**.



The brilliant blue sky of the last few weeks was rapidly disappearing before my eyes. To my **astonishment** I felt a few small drops of water on my face. It wasn't proper rain, just a bit of **drizzle**. I was enjoying the refreshing feel of it when suddenly a huge clap of thunder crashed right above my head. I was **petrified**. I looked to the beach to see hundreds of people picking up their things and **breaking into** a run. I swam as fast as I could to the beach and followed them as the sky opened and it started to **rain cats and dogs**. The heatwave was well and truly over.

4. Replace the parts of the sentences in brackets with the correct form of words from the article.

1. There's no need to put up the umbrella, this ..... [light rain] won't make us very wet.
2. Before a storm you can feel the ..... [air] changing.
3. The children ..... [started to do] laughter at the funny clown.
4. When I saw how big the spider was I was ..... [very frightened].
5. It's too ..... [cloudy] to get much of a suntan today.
6. We had the air conditioning on all the time during the ..... [period of hot weather].
7. It's ..... [very hot] in here, let's open the windows.
8. I got wet running the short distance to my car because it was ..... [raining heavily].
9. Although I liked Jane at first, I am ..... [quickly] going off her.
10. To my ..... [surprise] I got the job despite being late for the interview.

5. Use the word given in capitals at the end of each sentence to form a word that fits the gap.

- |   |           |
|---|-----------|
| 1. The weather is so ..... today that I don't know what to wear.  | PREDICT   |
| 2. Hundreds of people died in the ..... earthquake.               | DEVASTATE |
| 3. The ..... of the village tried to escape from the avalanche.   | INHABIT   |
| 4. The beautiful rainbow over the sea was a wonderful .....       | VISIBLE   |
| 5. Too much unpredictable ..... to the sun can cause skin cancer. | EXPOSE    |
| 6. This ..... is too much for me, I can barely breathe.           | HUMID     |
| 7. Wow, what a ..... today has been!                              | SCORCH    |
| 8. Seeing the tsunami approaching was absolutely .....            | PETRIFY   |

## Idioms connected to the weather

6. Read the sentences below and match the idioms in **bold** to their meanings in the box below.

- |   |       |
|---|-------|
| 1. I'm not going out for dinner tonight as I'm <b>feeling a bit under the weather</b> .                       | ..... |
| 2. Gill was <b>on cloud nine</b> after passing the exam with a distinction.                                   | ..... |
| 3. <b>Come rain or shine</b> , Bob walks his dog every day.   | ..... |
| 4. We had a small dinner party to <b>break the ice</b> when our new housemate moved in.                       | ..... |
| 5. I'd love to go for a coffee but I am <b>snowed under</b> with work and I just don't have time.             | ..... |
| 6. Don't worry about me, it's just a cold and I'll <b>be right as rain</b> in a day or two.                   | ..... |
| 7. I'm not nervous about the exam at all. It will be a <b>breeze</b> .  | ..... |
| 8. I lost my job last week but <b>every cloud has a silver lining</b> because I got an even better one today. | ..... |
| 9. Why don't you stop worrying so much and <b>throw caution to the wind</b> and see what happens?             | ..... |
| 10. All we can do is <b>ride out the storm</b> and hope that no one loses their job.                          | ..... |

- |                                  |                                    |
|----------------------------------|------------------------------------|
| a. have too much to do           | f. be very happy                   |
| b. take a risk                   | g. feel well                       |
| c. feel unwell                   | h. get to know someone             |
| d. be easy                       | i. there is always a positive side |
| e. wait until something improves | j. whatever the weather            |

7. Complete the sentences below using the correct form of some of the idioms above.

- I thought the interview would be challenging, but actually it .....
- I'm thinking about ..... and selling my house in order to travel around the world.
- I think I am in shock after the accident but I'm sure I ..... If I sit down for a moment.
- George visits his grandparents every Sunday .....
- He started a conversation to ..... with the man sitting next to him.
- Father is furious with you at the moment so you had better avoid him for a while and .....

## 8. Fill the gaps in the following sentences with the correct answer (a, b or c).

1. It's ..... at work because the heating has broken down.  
a. humid      b. freezing      c. gusty
2. The ..... has led to the river drying up.  
a. drought      b. drizzle      c. dust storm
3. Don't worry that you won't be able to cope, it will be a ..... .  
a. deluge      b. scorcher      c. breeze
4. I can't stay in this dirty hotel, it is ..... .  
a. uninhabitable      b. parched      c. devastating
5. Planes dropped water on the forest to try to put out the ..... .  
a. heatwave      b. avalanche      c. wildfire
6. Because of the thick cloud, ..... was down to two or three metres.  
a. visibility      b. atmosphere      c. hypothermia
7. She was ..... when the vicious dog ran towards her.  
a. boiling      b. petrified      c. overcast
8. I believe that every cloud has a ..... lining.  
a. golden      b. diamond      c. silver
9. The house was damaged by a lightning ..... .  
a. strike      b. clap      c. punch
10. Don't go outside now, it's raining cats and ..... .  
a. birds      b. fish      c. dogs



## 9. Are the following statements True or False?

1. A heatwave only usually lasts for a day.
2. Parched land needs to be watered.
3. It would be difficult to ride a bike in a blizzard.
4. You could easily sit outside and read a newspaper in gusty weather.
5. Relief efforts are often put in place after a natural disaster.
6. If you are an adventurous person you don't mind throwing caution to the wind.
7. Most people feel under the weather after a holiday in the sun.
8. You would probably be on cloud nine if you won the lottery.

True / False  
True / False



**LISTENING Part 1****The listening task and format**

In Part 1 of the listening exam you will be asked to listen twice to six short sentences. The sentences will include descriptions, statements, questions, explanations or instructions. The sentences will include idiomatic expressions and colloquialisms. Candidates will also need to understand stress, opinion and register shifts.

Each question will have one three-option multiple choice question for each item from which the candidate has to choose the appropriate response.

**Choosing the best reply to 6 short sentences**

In an exam situation, you will only have 15 seconds in which to look at your test questions. After the playing of each sentence, you will have another 10 seconds to choose the correct reply (out of 3) in each situation. There is insufficient time, therefore, to read through all the question options before the playing. However, by practising the following exam technique prior to the listening exam itself, you will be better prepared to answer the questions correctly.

**Step One****Focussing on the questions**

When you practise similar listening tasks, always read through the questions before the first playing of the listening exercise. For each question, time-permitting, try to identify the context of each option. Ask yourself what kind of situation is being referred to (sometimes there may be insufficient information for this) and how the speaker is feeling. This way you are more likely to focus on the correct answer when you hear the whole conversation played. Obviously time is limited in the actual exam itself, but familiarising yourself with this technique can ensure that you will be more adept at using it when the exam comes.

**Placing the questions in context**

Look at the following statements, which are similar to the 3 options that you will get in **Part 1** of the Listening exam. Decide, if possible, the context of the conversation, or, how the speaker is feeling.

- a) He is very cross.
- b) He didn't offer to lend me a hand.
- c) Let's keep it between the two of us then.

**Answer:**

In a) we learn that someone is not happy about something. He is already cross so he would already be aware of a problem.

In b) someone needed help with something, but they didn't receive it.

In c) the two people in the conversation know about something that they don't want anyone else to know about. They have some kind of secret.

**Step Two****Conversational context**

In the exam itself, obviously, you will not be able to see the audioscript. However, here we will look at the audioscript as an aid to understanding conversational context. (*In the exam you will have to do this only by listening to the recording.*)

Now look at the following sample sentence below and try to identify the context of the conversation.

*'Keep your fingers crossed that he doesn't find out.'*

*'Keep your fingers crossed that he doesn't find out.'*

First of all, note that you hear the sentence twice just in case you didn't catch it all the first time.

**Answer:**

The people don't want someone to know about something and currently he obviously doesn't know. Notice the use of the idiomatic expression here, to *keep one's fingers crossed*. There will always be at least two idioms in this part of the listening test.



**Step Three****Identifying the correct answer**

Having identified the possible contexts and the feelings of the speaker in each question option, next, compare the options with the dialogue itself. This way, the correct answer should be easily found by finding the best fitting match between the question options and the dialogue.

- a) cannot be the correct response as he doesn't know anything about the situation yet.
- b) cannot be the answer as he would have to be aware of the situation if he were to lend a hand.
- c) therefore must be the correct answer as we know they want to keep him in the dark over the situation and they are hoping that he doesn't find out.

This is why they decide to keep it to themselves so that the information does not get back to him.

**Potential pitfalls**

Always beware, however, of distractors. Often words in the dialogue will be copied in the question options. *Do not assume that a word heard in the dialogue and repeated in the question option will automatically lead you to the correct answer.* Often, the opposite is true. Often, repeated words are used as distractors. To avoid being caught out, always focus first on the context of the question option, then on that of the dialogue. Look at the following example to see how distractors can function to confuse the listener.

**Example of a statement with distractors:**

*'Knowing what she's like, I suspect she did that accidentally-on-purpose.'*

**Example of a set of answer options with distractors:**

- a) It certainly was a terrible accident.
- b) No, she did it deliberately.
- c) I'm afraid you might be right.

First of all, the expression **accidentally-on-purpose** is used when you do something deliberately but pretend it was an accident, especially to make someone notice you. (*He dropped his keys at her feet accidentally-on-purpose to get her attention.*)

Here we can see that in answer a) the word accident is repeated as a distractor. There was not actually an accident there was some kind of deliberate action on her part. Answer b) is clearly wrong as the first speaker is also saying this was a deliberate act so they would be agreeing with each other, not disagreeing in the response.

Therefore answer c) is the correct response.

**Before you practise**

Now you have read the Listening tips, look at the first question in **Listening Part 1**.

**Question 1**

1. a) I'm just feeling a bit dizzy.
- b) It just blew down in the wind.
- c) She's just being defensive again.



Now identify the context of each question option (if possible) and the feelings of the speaker.

- a) The speaker doesn't feel well and they must look ill if they are being asked if they are ok.
- b) Something must have fallen or broken and they are being asked how it happened.
- c) Someone else is being referred to here and discussed and a question has been asked about her.

If you now look at the statement in the audioscript you will see two distractors.

*'I haven't the faintest idea why she took offence.'*

Response a) refers to the distractor of feeling dizzy in relation to the word 'faintest'. Here the candidate might think the person is feeling faint/dizzy but the first speaker is saying they have no idea – not the faintest idea why she took offence. She wasn't physically ill.

Response b) refers to taking offence as the candidate might think they are discussing a fence, hence the reference to it (the fence) blowing down in the wind.

Response c) is therefore the correct response as if someone takes offence they are upset about something that has been said or done or they may be being unreasonably defensive.

## LISTENING

## Exam Practice

## Part 1

Total: 6 marks

You will hear six sentences **twice**. Choose the best reply to each sentence. Look at the example. If you hear 'The trouble is, she wants the best of both worlds. The trouble is, she wants the best of both worlds.', the best reply is (c). Put a circle round the letter of the best reply.

## Example:

- a) He is very cross.
- b) He didn't offer to lend me a hand.
- c) Let's keep it between the two of us then.

1. a) I'm just feeling a bit dizzy.  
b) It just blew down in the wind.  
c) She's just being defensive again.
2. a) I think we were well represented.  
b) I agree, it was a valid point.  
c) He intends to do his best when he meets them.
3. a) He deserves a happy retirement, doesn't he?  
b) He was thrilled about it.  
c) I have to say it's well deserved if he does.
4. a) I'll have a rethink.  
b) I wouldn't be surprised as it's a big commitment.  
c) She's usually first to offer her opinion.
5. a) It's not a risky project.  
b) You need to have more faith in my abilities.  
c) Thanks for finishing it for me.
6. a) Absolutely, but I would prefer something more traditional.  
b) Can you prove it?  
c) I agree completely that we need to redesign it.

## READING Part 1

## Answering True/False Questions

In **Part 1** of the reading test you will be given a literary text. The text will include metaphors, similes and idiomatic language, literary narrative or academic ideas, arguments and opinions. There will be 5 sentences to identify true and false statements about the text.

## Step One

When faced with a long reading text, first read the questions and underline key words.

Below are questions for the sample text which follows, with key words underlined.

1. Retirement can be just as difficult for women, as it is for men. T/F
2. Women were better at adapting to retirement in the past, than they are today. T/F
3. Newly-retired women are unlikely to enjoy running a household. T/F

## Step Two

Read the text, underlining corresponding key words to those previously underlined in the questions.

**Note:** questions will always follow the order of the text.

## Sample text with key words underlined

It's traditionally been assumed that men struggle most with the switch from professional work to retirement. It would seem, however, that women find it even harder to adjust. In the past, they were relatively unaffected: careers were only rarely the centre of their lives, so this transition was of less importance. Now, though, with swathes of women who broke the mould and began professional lives in the 1960s and 1970s hitting retirement age, current research suggests they are struggling with the transition from paid employment to endless domesticity.

Now, try to find the answers to the above questions.

## Answers to questions

1. **False** Key information in question states that women and men find retirement equally difficult. Key information in text states that retirement is more difficult, '*even harder*' for women than men.

## READING

**2. True** Key information in question states that women found retirement easier in the past. Key information in text agrees with statement in the question, since women were '*relatively unaffected*' by retirement (as compared to today's situation referred to in para.1, where they find it '*harder to adjust than men*.'

**3. True** Key information in question states that women who have recently retired do not adjust well to being at home.

Key information in the text agrees with statement in the question, saying newly-retired women '*now ... hitting retirement age*' are '*struggling*' with '*domesticity*'.

In the examples given, the answers were fairly straightforward. However, as you are underlining key words in the text, you need to be aware of distractors i.e. information that may disguise the real answer and/or mislead you, so that you give the wrong response.

It is, therefore, important when underlining key words in the text, to pay attention to certain factors such as *qualifiers*. These modify a statement by expressing *amount*, *quality*, *degree*, or *intensity*. Often these can be used to change the meaning of a statement dramatically.

**Potential pitfalls****Qualifiers**

Look at the following three sentences. See how the meaning is changed completely by the use of different qualifiers.

**Sentence 1**

*Few people objected to signing the petition.*

**Sentence 2**

*A few people objected to signing the petition.*

**Sentence 3**

*Only a few people signed the petition.*

**Sentences 1 and 2** mean that the majority of people signed the petition; only in **sentence 3** it is the minority who signed.

Now look at the following sentences and decide how the qualifier changes the meaning in each case.

**Sentence 1**

*Countless people believe in democracy.*

**Sentence 2**

*The majority of people believe in democracy.*

**Sentence 3**

*Many people believe in democracy.*

**Negatives**

Use of negative words or prefixes can change a statement substantially. Watch out for the negative prefixes: *dis-*, *il-*, *im-*, *in-*, *non-* and *un-* and the negative words: *not*, *cannot* and *no*.

Look at the following sentences and decide how the negative word/prefix changes the meaning in each case.

**Sentence 1**

*He was not unknown for his generosity.*

**Sentence 2**

*He wasn't known for his generosity.*

**Sentence 3**

*Not for his generosity, was he known.*

In **Sentence 1**, the meaning is that people knew about his generosity.

In **Sentence 2**, the meaning is that no-one considered him generous.

In **Sentence 3**, the meaning is that he was known to people but not because he was a generous person.

**Before you practise**

Now you have read these tips, read the text in **Reading Part 1** and try to work out if the questions that follow, are **True** or **False**. Remember to first underline the important information in the question.

**1. Yeobright had known Humphrey for a long time.**

Here we are interested in the relationship between Yeobright and Humphrey. The important thing, however, is how long they have known each other, rather than what kind of relationship they had. In **True** or **False** questions the information needed is usually very specific. There will not be any ambiguous answers.

## READING

## Exam Practice

Total: 5 marks

## Part 1

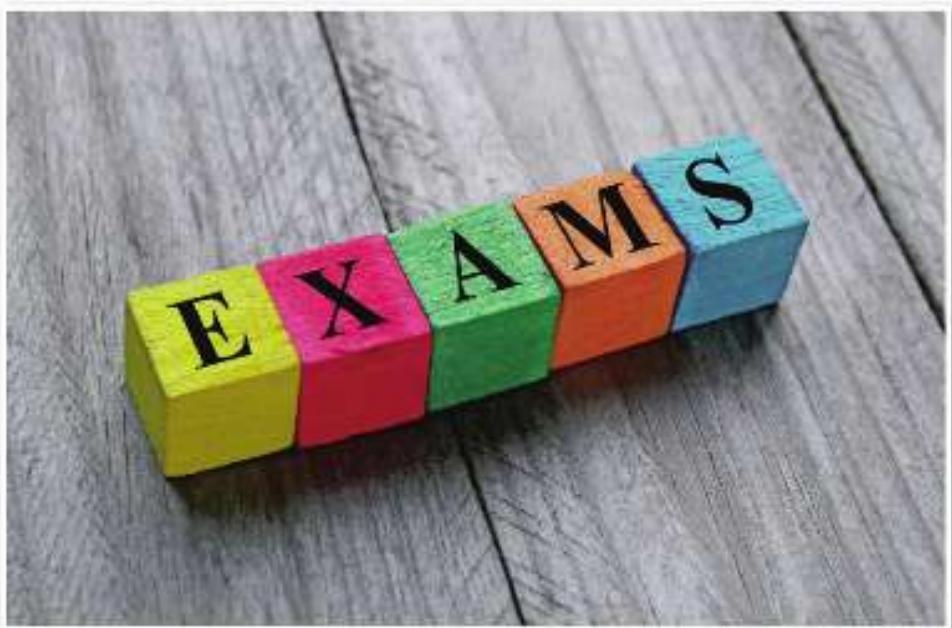
Read the following text, then read the five statements. Some of these statements are true according to the text, some of them are false. Write T for True or F for False in the box next to each statement.

The very next day Yeobright went to Humphrey's cottage, and borrowed off him leggings, gloves, a whetstone and a hook, to use till he should be able to purchase some for himself. Then he wandered off with his new fellow labourer and old acquaintance, and selecting a spot where the furze grew thickest he struck the first blow in his adopted calling. His sight, though useless to him for his previous work, sufficed for this task and he found that when a little practice should have hardened his palms against blistering he would be able to work with ease.

This gentleman from Paris was so disguised by his attire and by the dark glasses that he was obliged to wear over his eyes, that his closest friend might have passed by without recognizing him. He was a brown spot in the midst of an expanse of olive-green gorse, and nothing more. Though frequently depressed when not actually at work, when in the full swing of labour he was cheerfully disposed and calm. The monotony of his occupation soothed him, and was in itself a pleasure. A forced limitation of effort offered a justification of homely tasks to an unambitious man, whose conscious would hardly have allowed him to remain in such obscurity while his status had been higher. Hence Yeobright sometimes sang to himself and when obliged to accompany Humphrey in search of brambles for faggot-bonds he would amuse his companion with sketches of Parisian life and character, and so while away the time.

On one of these warm afternoons Eustacia walked out alone in the direction of Yeobright's place of work. He was busily chopping away at the furze, a long row of faggots which stretched downward from his position representing the labour of the day. He did not observe her approach and she stood close to him, and heard his undercurrent of song. It shocked her to see him there, a poor afflicted man, earning money by the sweat of his brow, had at first moved her to tears; but to hear him sing and not at all rebel against an occupation which, however satisfactory to himself, was degrading to her, as an educated lady-wife, wounded her through.

1. Yeobright had known Humphrey for a long time.
2. Yeobright was concerned that he wasn't physically able to cope with the work.
3. It appears that Yeobright was contented in his new life.
4. Humphrey was irritated by Yeobright's accounts of Parisian life.
5. Eustacia would have preferred Yeobright to show anger towards his situation.

# Unit 2

## Section A Vocabulary

### Space Exploration

- **unmanned** without people in it [Word family: manned]
- **orbit** fly in a circle around (the Earth) [Word family: orbital]
- **mission** a military or scientific operation for a particular purpose
- **crew** the people working on a spaceship, plane, ship etc
- **launch** send up into the sky
- **exploration** the act of travelling somewhere to learn about it [Word family: explore, explorer, exploratory]
- **shuttle** a space craft that can go back and forth into space

- **frontier** border between two places, countries etc, the edge or limit of something
- **gravity** the natural force that pulls things back to the surface of the Earth [Word family: gravitational, gravitation, gravitate]
- **satellite** an object sent into space to orbit the earth
- **astronaut** person qualified to fly in space
- **usher in** introduce, announce or show something new
- **probe** to investigate/look into something

- **re-evaluation** the act of looking at something again to decide if it is still suitable or correct [Word family: re-evaluate, evaluate, evaluation]
- **compatible** matching, working well with [Word family: compatibility]
- **solar system** the sun and the planets etc that it influences
- **constellation** a group of fixed stars
- **military** of the army, navy, air force
- **civilian** not connected to the military
- **scientific pursuit** research, exploration, investigation etc connected to science
- **robotics** the design, study or operation of robots

1. Use the words/phrases in the box, on the right, to complete the article.

### Space – The final frontier

It wasn't until the latter half of the 20<sup>th</sup> century that rockets were developed that were powerful enough to overcome the forces of (1) ..... and open up space for human (2) ..... The first U.S. (3) ..... Explorer 1, was (4) ..... In 1958 and in 1962, John Glen was the first American to (5) ..... The Earth. During the 1960s, (6) ..... spacecraft photographed and probed the moon before astronauts had landed. In April 1981, the launch of the space (7) ..... Colombia. (8) ..... a period of reliance on a reusable spacecraft for most military and (9) ..... space projects. These enabled many successful (10) ..... until the challenger exploded in 1986, killing all of its (11) ..... of seven astronauts. The tragedy led to the (12) ..... of America's space program. As a consequence, today there is more than one launch facility available and satellite systems are (13) ..... with more than one launch system.



### Words & Phrases

- exploration
- unmanned
- ushered in
- compatible
- launched
- shuttle
- gravity
- satellite
- civilian
- re-evaluation
- orbit
- missions
- crew

2. Use the words/phrases from the original vocabulary box to complete these sentences. Make sure you use the correct form.

- If you look up at the stars at night, you can see many different ..... .
- Only army personnel are allowed in to the ..... zone.
- Is your phone charger ..... with my mobile phone?
- The moon ..... The Earth.
- Scientists rely on images from ..... to monitor global warming.
- The fireworks were ..... high up into the sky.
- The ..... realised that something was wrong with the plane.
- ..... makes things fall to the floor.
- We will need to ..... our methods if things keep going wrong.
- The government has ..... a period of social change in the country.

3. Read the text below. Pay attention to the words and phrases in **bold**.

### The justification of space technology

There is something very romantic about space exploration but it is often criticised for being an **extravagant** waste of government **funds**. In many developed countries, money is **poured into** scientific research in space. Many people argue that this money could be better spent elsewhere such as in education, health, the environment or defence. In reality however, this is **precisely** what is happening. Through the use of satellite imagery scientists are able to **investigate** and **monitor** the global environment and the damage that the human race is causing. It is also possible to track storms and hurricanes in order to predict where they will hit and therefore **take measures** to ensure people's safety. Space technology plays a **significant** role in defence. The military is able to observe enemy movement and action from space and to plan detailed attacks with **pin-point accuracy**. Missiles can now be sent from space to targets thousands of miles away. As far as medical research is concerned, conditions in space offer the chance for scientists to carry out experiments literally in a different atmosphere. This has already proved to be **beneficial** and has produced fascinating **insights** into the workings of the human body as it is exposed to weightlessness in a zero gravity environment.



4. Replace the parts of the sentences in brackets with the correct form of words from the article.

- I don't think we have the ..... [money] to pay for this project.
- He made a(n) ..... [important] contribution to the business.
- The reporter gave some intelligent ..... [understanding] into the political situation.
- I don't understand why he had to have such a(n) ..... [excessive] party.
- The doctors are ..... [watching] her condition.
- This is ..... [exactly] what I was worried about.
- The police have ..... [acted] to ensure that the terrorists will not escape.
- It doesn't matter how much cash you ..... [put into] the business, it won't succeed.
- She threw the ball with ..... [exactly right] so that it went straight into the net.
- The new improvements will be ..... [helpful] to everyone.

5. Use the word given in capitals at the end of each sentence to form a word that fits the gap.

- |  |              |
|--|--------------|
| 1. I need to give the police an ..... account of what I saw.     | ACCURACY     |
| 2. The scientists have gone on an ..... trip to the remote area. | EXPLORATION  |
| 3. They carried out an ..... of the work that needed to be done. | EVALUATE     |
| 4. I'm not sure about the ..... of these two machines.           | COMPATIBLE   |
| 5. The study of ..... is a fascinating subject.                  | ROBOTS       |
| 6. Such ..... can never be justified in my opinion.              | EXTRAVAGANT  |
| 7. A brain surgeon has to work with complete .....               | PRECISE      |
| 8. Stop worrying about such ..... details. They don't matter.    | SIGNIFICANCE |

## Idioms connected to space

6. Read the sentences below and match the idioms in **bold** to their meanings in the box below.

1. It's only **once in a blue moon** that I see my brother as he lives too far away. ....
2. If you think you can pass this difficult exam without revising, you are **living on another planet**. ....
3. After going on the holiday of a lifetime, I soon **came back down to earth** when I returned to my boring job. ....
4. Ben and Sally **were over the moon** when their baby was born. ....
5. All you have to do to make it work is press the red button, **it's not rocket science**. ....
6. This luxury hotel is amazing. It is **out of this world**. ....
7. Once you have graduated from university you can get a good job and **the sky is the limit**. ....
8. I can't believe that I met my old boyfriend after ten years and now we are back together.  
**It must have been written in the stars.** ....
9. After falling over and banging my head I **saw stars** for a few minutes. ....
10. George **flew too close to the sun** when he made some big business decisions and his company went bust. ....

- |                                      |                              |
|--------------------------------------|------------------------------|
| a. be very special                   | f. feel dizzy                |
| b. face reality again                | g. not being realistic       |
| c. take a risk                       | h. there are no restrictions |
| d. not happen very often             | i. be extremely happy        |
| e. not difficult to do or understand | j. to be decided by fate     |

7. Complete the sentences below using the correct form of some of the idioms above.

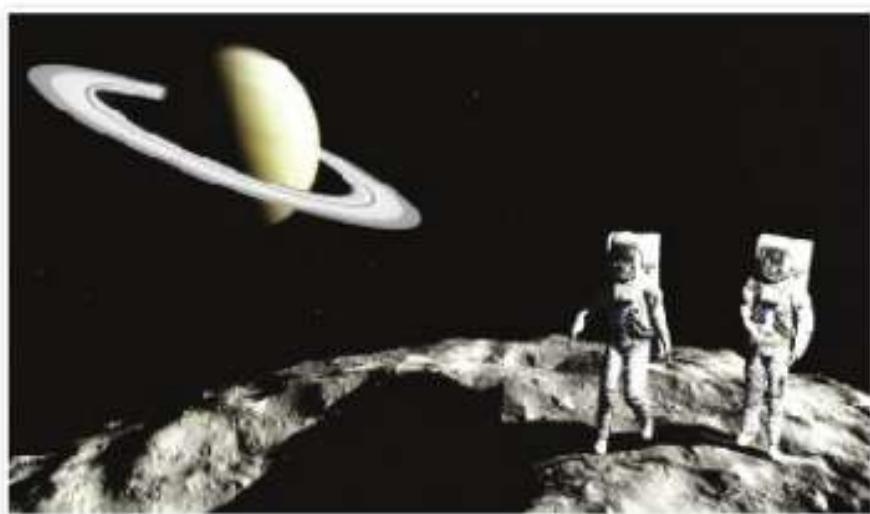
1. David was ..... when he got his dream job.
2. George is very pleased with himself after booking that luxury holiday but he'll ..... when he has to pay for it.
3. If you want to get a promotion, you will have to work hard. .... Anyone can see that!
4. Have you seen Alan's new car? ..... I'm rather jealous!
5. Now that she has won the talent contest ..... and there will be no stopping her.
6. Although I love the theatre, I only go ..... because it is too expensive.

**8. Fill the gaps in the following sentences with the correct answer (a, b or c).**

1. The International Space Station ..... the Earth continuously.  
a. probes      b. launches      c. orbits
2. ..... are used to send communication signals all over the world.  
a. Satellites      b. Shuttles      c. Constellations
3. If this plan fails, we will be forced to ..... our entire working method.  
a. usher in      b. re-evaluate      c. explore
4. The army did their best to protect all the innocent ..... during the battle.  
a. civilians      b. crew      c. military
5. Regular exercise is always ..... to your health.  
a. compatible      b. accurate      c. beneficial
6. The interview came up with some interesting ..... as to what the President was thinking.  
a. missions      b. insights      c. robotics
7. She was over the ..... when she passed her driving test.  
a. planet      b. sun      c. moon
8. John saw ..... when he walked into the cupboard door.  
a. stars      b. planets      c. moons
9. Be ambitious but don't ..... too close to the sun.  
a. orbit      b. fly      c. launch
10. Her ..... plans show that she has money to waste.  
a. extravagant      b. precise      c. significant

**9. Are the following statements True or False?**

- |   |              |
|---|--------------|
| 1. An unmanned spacecraft will have a highly skilled crew.                | True / False |
| 2. A space shuttle can be reused.   | True / False |
| 3. If you probe something you are probably trying to gain information.    | True / False |
| 4. If two things are incompatible they probably won't work well together. | True / False |
| 5. Accuracy is not important when you are doing maths.                    | True / False |
| 6. Without the necessary funds it is difficult to do anything.            | True / False |
| 7. If you monitor a situation you are aware of what is happening.         | True / False |
| 8. It takes several planets to make up a constellation.                   | True / False |



## LISTENING Part 2

## Listening to three short conversations

In this task, the setting of each of the 3 conversations will vary. Sometimes, it may be a formal one e.g. at work, and at other times, a more informal one e.g. in a park or café etc. You will have to answer 2 questions for each dialogue. The questions will be in the order of the dialogue.

You will listen to the conversations twice. Each conversation will have two speakers. When you listen you may be asked to identify topic, context, purpose, gist, relationship between the speakers, roles, functions, attitudes, feelings and opinions.

## Step One

Before the first playing of the conversations, you will have some time to look at the response options. Each option will give a clue as to what vocabulary to listen out for. This can help guide you to a correct response.

**Example question:** Where are the speakers?

- a) in the theatre
- b) at a ticket office
- c) in a hotel

Now think of the possible words that could guide you to the correct response.

e.g. **theatre** - auditorium, seats, actors, stage, box office  
**ticket office** - booth, tickets, cashier, queue  
**hotel** - reception, rooms, booking, hotel manager.

In the exam, you will only listen to the dialogues. However, here as an aid, a sample of the audioscript of the example dialogue is written below.

**Example dialogue:**

**Man:** Can you see? There's a tall woman in front of me and I can't see anything.

**Woman:** Me too! After all the trouble we went to, to get good tickets!

**Man:** I think I'll have a word with the manager and see if we can get better seats.

It can be seen that several predicted words connected with the 3 scenarios are mentioned, namely: *tickets*, *seats*, *manager*.

Immediately we can therefore discount option c) as the correct response. Although the reference to a 'manager' could refer to a hotel manager, the references to 'tickets' and 'seats' discount this possibility.

## Step Two

The use of vocabulary to suggest more than one possible answer is intentional. Words common to different scenarios are frequently used as **distractors**. You should be prepared for this in the exam dialogues that you will hear.

In order to choose the correct option in the exam, you must not only focus on the vocabulary heard. **Context** is vital.

Look at the sample dialogue again - what clues are there to suggest that the dialogue takes place in a theatre or at a ticket office? On closer inspection, although the words 'tickets', 'seats' and 'manager' are used in the dialogue which could suggest that the dialogue takes place at a ticket office, it can be seen that the man and woman are already sitting in their seats (*Man: Can you see? There's a tall woman in front of me...*) and the woman refers to already having bought the tickets. (*Woman: After all the trouble we went to, to get good tickets!*)

Option b) can therefore be ruled out, leaving option a) as the correct answer.

## Potential pitfalls

Pay special attention to negatives used in sentences. These can act as distractors. Look at the 2 sentences below and decide how the use of the negative changes the meaning in each case.

- a) I wouldn't have given any thought to it, if George hadn't behaved strangely.
- b) I would have given some thought to it, if George had behaved strangely.

Here, the **3<sup>rd</sup> conditional** is used to dramatically alter the meaning of the sentences.

In a) the use of the negative actually means that something did happen, i.e. *I did think about something, because George acted strangely.*

Compare this with b) where the positive is used to state that *I didn't think about something because George didn't act strangely.*

More straightforward uses of the negative can also be used as distractors.

Look at the 3 sentences below and see how the meaning changes in each case.

- a) I didn't want to have any cake.
- b) It's not that I didn't want to have any cake.
- c) I'm not saying that I didn't want any cake.

Only in a) is it clear that the speaker didn't want to eat cake.

In b) the speaker probably *did* want to eat cake.

In c) the likelihood, although not as clear as in b), is that the speaker wanted cake.

**Before you practice**

Now look at Conversation 1 in Listening Part 2. Before listening to the dialogue, decide what vocabulary you expect to hear in Question 1.

**Conversation One**

1. The customer is unhappy with the
  - a) price of the food.
  - b) quality of the food.
  - c) amount of food.

First of all, we can deduce where the conversation is possibly taking place. It could be a **cafe**, **restaurant**, **hotel** or some other **public building** where people can eat. We know the customer is unhappy and we have three things to listen out for: the **price**, the **quality** and the **amount of food**.

We know that only one of these is a problem for the customer.

We also know that it is highly likely that all three things will be mentioned and it is our job to find out which of the 3 things is a problem.

Now look at question 2.

**Conversation One**

2. The waiter seems to be
  - a) shocked.
  - b) sympathetic.
  - c) disinterested.

Here we can see from the question and the possible answers that we are listening for **attitude** rather than a **specific piece of information** or **detail**. Remember it is the attitude of the waiter that we are interested in; not the customer's. It is likely that the customer might feel one of the feelings from the two wrong answers. This would act as a distractor.



## LISTENING

## Exam Practice

## Part 2

Total: 6 marks

You will hear three conversations. Listen to the conversations and answer the questions. Put a circle round the letter of the correct answer. You will hear each conversation twice. Look at the questions for Conversation One.

**Conversation 1**

1. The customer is unhappy with the
  - a) price of the food.
  - b) quality of the food.
  - c) amount of food.
  
2. The waiter seems to be
  - a) shocked.
  - b) sympathetic.
  - c) disinterested.

**Conversation 2**

3. The conversation is taking place in
  - a) a garden centre.
  - b) a park.
  - c) a car park.
  
4. The speakers are
  - a) related to each other.
  - b) ex colleagues.
  - c) neighbours.

**Conversation 3**

5. The woman is on her way to
  - a) work.
  - b) the doctor.
  - c) the pharmacy.
  
6. The man can't help because he
  - a) doesn't drive.
  - b) doesn't know the way.
  - c) hasn't got transport.

## READING Part 2

### Texts with gap-fill sentences

This is certainly one of the most difficult reading exercises. Which gap-fill sentence to choose is not as clear-cut as the True/False questions, or even the Multiple Choice questions based on a text. This is because the differences between the question options are more subtle. Although more than one option may appear possible, the correct option is the one that is *sequentially correct* in the text, rather than being just 'True or False.' (Where there is false information given, this is always a distractor.)

**Note:** There will always be 2 extra incorrect options in this exercise. In order to determine if an option is sequentially correct and therefore the correct gap-fill sentence, the following approach should be adopted.

### Step One

First familiarise yourself with the content of the text and each paragraph. In the exam, there is insufficient time to read the complete text, word for word. Therefore, first skim-read the text to identify the basic information contained in each paragraph. This will help guide you to identify possible gap-fill sentences, eliminating other options in the process.

Then, you could write brief notes (not more than 5 or 6 key words) to summarise each paragraph. Time spent doing this will save wasted energy trying to place wrong options in gap-fills later on.

As an example, the main ideas in the following example short text have been identified and underlined.

**The text is considerably shorter than the one you will get in the exam.**

#### Example text

*There are at the very least, three Anton Chekhovs: the doctor, the playwright and the short story writer. 1)*

*Despite being an average medical student, he triumphed as a doctor; although he had an inauspicious start as a playwright, he is known today for his accomplished plays. His early short stories, too, failed to shine unlike his great, last works.*

*Starting work as a humble journalist, Chekhov managed to survive in a cutthroat profession. Topicality, brevity, irreverence and the ability to work at speed were essential to success in the trade. 2)*

*He claimed to have spent no more than 24hrs writing each story he turned out. This fecundity began in the late 1870s, when Chekhov began submitting his work to the St. Petersburg weekly, the Dragonfly.*

*3)..... In the next 2 years he published more than 60 pieces in the weekly under various aliases. They are all entertaining and funny, and diverse in style. At times darkly Gothic in style, at others, bordering on the absurd, Chekhov never ceased to challenge and surprise. As he grew in maturity as a writer, Chekhov's work became more multi-layered.*

*4).....*

Using the information underlined in each paragraph, now write key words (not more than 5-6) to summarise each paragraph.

#### Summary notes (Example)

- Para.1** Chekhov failed then succeeded - several professions.
- Para.2** Started as journalist - demanding profession.
- Para.3** Prolific writer, started late 1870s.
- Para.4** Varied writing style - improved with age.

#### Step Two

Next, try to find the correct gap-fill sentence for each paragraph by matching the content of both the key-words and the gap-fill sentences.

##### Gap-fill sentences

- a. *He was 20.*
- b. *In each field, great achievements sprang from undistinguished beginnings.*
- c. *It can still be said that his works are as relevant today as they were in the 19<sup>th</sup> century.*
- d. *Chekhov was able to meet these demands.*

Using this method, it can be seen therefore, that:

**Para.1** matches with gap-fill sentence b, as both the key-words and sentence b refer to Chekhov's triumph over initial failure.

**Para. 2** matches with gap-fill sentence d, as the key-words refer to the difficulty of Chekhov's chosen career and d refers to an ability to fulfil certain requirements. When read out of context the 'demands' referred to in d could be job, or family related. Referring back to the context of the original paragraph, it becomes clear that these are job-related and so d is the correct choice, here.

**Para.3** matches with a, since the key-words refer to Chekhov himself, namely his early career and sentence a refers to something Chekhov accomplished at a very young age.

**Para.4** matches with c since both the key-words and sentence c refer to Chekhov's work itself (how it matured and its relevance today, respectively).

**Note:** Whilst this method is often effective to identify some correct gap-fill sentences, it is usually necessary to look for further detail in each paragraph in order to select the correct gap-fill option. This can occur when there is a degree of overlap in the content of paragraphs.

#### Step Three

##### More detailed analysis

Certain grammatical signposts can determine which gap-fill sentence to choose when there are more than one possibilities. Signposts include: **pronouns** (subject, object, possessive, demonstrative), **names**, **definite articles**, **contrast clauses** (but, although, despite etc.) and **adverbs of comment** and **time**.

##### Use of a definite article / pronoun (e.g. demonstrative and subject pronouns)

A definite article (referring to a person, rather than a specific thing/invention etc.), or a pronoun (e.g. demonstrative) will only be used if the subject has already been referred to. Do not opt for gap-fill sentences which use these if it is not known what is being referred to.

Now look at the example below and find the missing gap-fill sentence, a, b, c or d.

*Many people use cameras today. ... However, before the 19<sup>th</sup> century, cameras could only project, not record images.*

- a) *This prototype has been in existence for nearly 200 years.*
- b) *They are indispensable items, capable of capturing beautiful images.*
- c) *It is a hobby that fascinates.*
- d) *The hobby is very popular amongst young and old alike.*

##### Answer:

The correct gap-fill is b) since only in this sentence is it clear what is being referred to by the subject pronoun, 'they' (i.e. cameras).

In sentence a) the demonstrative pronoun 'this', being singular, cannot refer to the plural subject 'people' or plural object 'cameras'.

For the same reason, sentence c) beginning with the singular pronoun 'it' is incorrect.

Sentence d) is also incorrect, as the use of the definite article 'the' assumes prior familiarity with the topic, (the hobby of photography) and this is not the case here.

##### Use of names

Names of people and places used in gap-fill sentences can help the reader easily determine whether the gap-fill option is correct or incorrect. Reference to a previously unmentioned name/place will only occur if the name is used as an example (e.g. *It can rain quite often in the UK. Manchester probably has the most rainfall of all the UK cities.*) or, if the subject, identified by name, is then immediately defined for the reader

(e.g. *Photography has existed for many years. It was Herschel though, who first used the term 'photography' itself.*)

If the gapfill with a place or personal name falls into neither category, this indicates that the gap-fill sentence is an incorrect option.

Look at the example below and decide which gap-fill is the correct one to follow the example sentence.

**Example sentence:** *The first camera was created in 1000 AD.*

- a) *Alhazen then went on to develop his invention.*
- b) *Its inventor, Alhazen, later developed his invention further.*
- c) *It was fairly simple, so Alhazen later developed his invention.*

The correct option choice is therefore b) since only in this sentence is it explained who is being referred to, when the name Alhazen is mentioned.

**Contrast clauses**

Look out for words such as *despite*, *although*, *but*, *however*, etc. at the beginning of gap-fill sentences. These words introduce a **contrasting idea** to a topic in the sentence preceding the contrast clause. If no such contrast is present in the preceding sentence, then the gap-fill option can be safely eliminated as a correct choice. In the sentences below, contrast clauses are used in the gap-fill options.

**Example sentences:**

In the 18<sup>th</sup> century, Niepce teamed up with Louis Daguerre.

a) However, the combination proved a successful one.

In the 18<sup>th</sup> century Niepce successfully teamed up with Louis Daguerre.

b) However, the combination was to prove short-lived.

Here, sentence b) is the correct option since b) expresses a contrasting idea to the preceding sentence, i.e. a problem arose (so, it was *short-lived*). Sentence a) contrasts the partnership of Niepce and Daguerre (*teamed up*) by saying it was *successful*. This is not a contrast really.

**Adverbs of comment/time**

When these are used in a gap-fill sentence, they can provide a clear indicator as to whether the sentence option is the correct choice. When you see **comment** adverbs such as '*unfortunately*', '*luckily*', '*strangely*' etc. or adverbs/adverbial phrases indicating **time** e.g. '*before*', '*until then*', '*subsequently*' etc.

These must link respectively with the preceding sentence with regard to content (**comment adverbs**) and sequential action (**time adverbs**).

Look at the following examples below which include an adverb of time and decide which gap-fill sentence is the correct one to follow the first sentence.

*Photography became a commonplace hobby in 1839.*

- a) Since then, cameras have become increasingly sophisticated. Photography soon became a popular hobby.  
 b) Photography is more of an art form now since cameras are far more sophisticated than they used to be.

Here a) is the correct choice, as unlike b) it includes a time reference (1839) that '*since*' refers back to.

**Before you practise**

Having read these tips, look at **Reading Part 2, Paragraph 1**:

*I grew up writing letters. They were a big part of making me the writer I am today, I think. 1)..... And postcards. Every holiday was blighted with the obligatory postcard writing to family and friends. As I grew older, I seemed to accumulate pen pals the way other people collected football stickers, and by my late teens I was sending and receiving two or three letters a day. 2)..... I wrote about how terrible my life was and how brilliant my favourite singers were; but over time, much more of what I wrote became about storytelling.*

The first missing sentence is followed by, 'And postcards...' so we would assume that there would be something in the sentence before that refers to things that the writer used to write when he was a child. Probably it would be something that he didn't particularly enjoy writing as he was obliged to do it. The second missing sentence is connected to his penpals and the letters that he used to write to them. So, this theme would need to be continued in the missing sentence.



Therefore without even looking at the possible answers we can gain a clear idea of what we are looking for in the missing sentences.



## READING

## Exam Practice

## Part 2

Total: 6 marks

Read the text and fill the gaps with the correct sentences A-H. Write the letter of the missing sentence in the box in the gap. There are two extra sentences you will not need.

## Writing Letters

I grew up writing letters. They were a big part of making me the writer I am today, I think. (1) ..... And postcards. Every holiday was blighted with the obligatory postcard writing to family and friends. As I grew older, I seemed to accumulate pen pals the way other people collected football stickers, and by my late teens I was sending and receiving two or three letters a day. (2) ..... I wrote about how terrible my life was and how brilliant my favourite singers were; but over time, much more of what I wrote became about storytelling.

I was commuting 30 miles a day to college, and spent the time writing about the people I saw on those journeys. (3) ..... Without really thinking about it, I was experimenting with ways of telling a story, ways of holding a reader's attention, playing with voice and form and technique. My friends that were writing back to me were doing the same. The boundary between fact and fiction was blurred, but in truth we were only asking about each other's lives. (4) ..... In towns in Dorset and Devon, in south Wales, in north London, in the West Midlands, in Kent. These letters were making physical journeys from places I'd never been, bringing news from elsewhere.

I kept writing letters throughout my time at university. The first time someone gave me their email address, I looked at it as though it were in a foreign language. (5) ..... And there was a long period of overlap where I would email someone to let them know I was writing a letter and would soon be posting it. But at some point the balance tilted, and letter-writing became something that happened by choice rather than by default; something a little self-conscious or mannered, something that started to feel like a duty or a task, and so was never quite done. (6) ..... My email address wasn't changing, and my physical address no longer counted. My letter-writing days were over. Or were they?

- A. But of course, email crept gradually into my life, initially as a sort of proto-text-messaging, for occasions when quick and simple communication was required.
- B. Fortunately my family just weren't into writing postcards as holidays were a time to simply relax.
- C. As a child there were thank you letters, of course, ruining the long weeks after Christmases and birthdays.
- D. Then I moved house a few years later and realised there was no one I needed to tell.
- E. What I didn't know about them, I made up.
- F. I decided there and then that I was never going to use email and I stuck to that decision.
- G. Through these letters, I was learning about the small corners of the world my friends inhabited.
- H. Much of what I wrote then would have been standard teenage diary stuff.



# Unit 3

## Section A Vocabulary

### World Heritage Sites and UNESCO

- |   |  |  |
|---|--|--|
| ■ <b>listed building</b> building that is officially protected and can't be changed                             | ■ <b>sacred</b> special due to being connected to religion   | collaborator, collaborative, collaboratively]  |
| ■ <b>heritage</b> historic building or monument that is worthy of protection                                    | ■ <b>site</b> place, area where something is situated or happened                                  | ■ <b>scholar</b> person with specific academic ability or qualifications [Word family: scholarship, scholarly] |
| ■ <b>renovation</b> the act of restoring to good condition [Word family: renovate, renovator]                   | ■ <b>monument</b> ancient building or site or a structure built to celebrate or remember something | ■ <b>undertaking</b> work, a task, job etc that someone has decided or promised to do                          |
| ■ <b>conservation</b> the act of keeping something in a good condition [Word family: conserve, conservationist] | ■ <b>status</b> the position or level of importance that has been given to something or someone    | ■ <b>heighten</b> increase   |
| ■ <b>uniqueness</b> the state of being one of a kind/special [Word family: unique, uniquely]                    | ■ <b>milestone</b> an important time or event  | ■ <b>indigenous</b> belonging naturally to a place   |
| ■ <b>invaluable</b> worth more than money [Word family: value, valuable, valuation]                             | ■ <b>perception</b> the way something is seen or understood [Word family: perceive]                | ■ <b>incentive</b> reason to do something  |
|   | ■ <b>collaboration</b> the act of working together [Word family: collaborate,                      | ■ <b>mammoth</b> very big  |
|   |  | ■ <b>outstanding</b> special   |
|   |  | ■ <b>resolve</b> determination   |

1. Use the words/phrases in the box, on the right, to complete the article.

#### UNESCO (the United National Educational, Scientific and Cultural Organisation)

UNESCO was formed in 1945 when 44 countries came together to (1) ..... on a project which would change the world's (2) ..... of buildings, places and landscapes of cultural importance. Two world wars had led to the destruction of many (3) ..... buildings and locations that could never be replaced and this was the main (4) ..... to form a new organisation. It was also believed that if different countries worked together and communicated for this common aim, it would also help to secure world peace in the future. This was of course, no simple (5) ..... International specialists and (6) ..... began the (7) ..... task of listing the places that should be included in the scheme. Each place had to be recognised for its (8) ..... and cultural value. It had to stand out from other places as being either historic or of (9) ..... beauty or interest. This could mean that it was a sacred place of religious importance or somewhere that reflected the heritage and culture of an area and its (10) ..... people. The founding of UNESCO was a (11) ..... in conservation and (12) ..... It has served to (13) ..... global awareness and support local communities in their (14) ..... to protect the soul of the place that they have lived in for generations.



#### Words & Phrases

- incentive
- mammoth
- scholars
- invaluable
- outstanding
- collaborate
- perception
- indigenous
- undertaking
- milestone
- heighten
- uniqueness
- resolve
- renovation

2. Use the words/phrases from the original vocabulary box to complete these sentences. Make sure you use the correct form.

1. When the actor won the award, it was a ..... in his career.
2. This huge stone ..... was built to remember all those who were killed in the war.
3. The builders are working hard to ..... the old house so that it can be lived in again.
4. We decided to ..... with another company to get the job done more quickly.
5. Professor Brown is a famous ..... on the subject of physics.
6. The palace is part of our country's .....
7. He offered the workers a bonus as a(n) ..... to work harder.
8. Now that he's a director his ..... has increased.
9. This is a ..... building so you can't alter it in any way.
10. I would never sell my grandmother's jewellery as it is ..... to me.

3. Read the text below. Pay attention to the words and phrases in **bold**.

### Conserving our heritage

Human activity and extreme weather both have a **role** to play in shaping our cultural landscape. Pollution affects the air-quality and creates acid rain which slowly **dissolves** monuments and historic buildings. All over the world **legislation** is being passed to **safeguard** these places of cultural significance but their conservation can be **costly**. Those places that are **eligible** for funding are often adopted by UNESCO and are therefore legally protected for eternity. Another positive step forward is that of sustainable development whereby areas are developed without causing damage to the environment. As this **concept** becomes more popular with governments, the positive consequences are **far-reaching**. Urban planning in culturally sensitive areas now tends to be **in harmony** with local communities. Many societies and charities work hard to raise our **consciousness** and strengthen our desire to protect rather than destroy.



4. Replace the parts of the sentences in brackets with the correct form of words from the article.

1. If you put metal into a bowl of acid it will slowly ..... [destroy] it.
2. We need to take out an insurance policy to ..... [protect] our property.
3. You might be ..... [suitable/able to have] for some financial help as you have lost your job.
4. We all have an important ..... [part] to play in the success of this business.
5. The problems caused by the storm are ..... [have a big effect] and thousands of people will need help.
6. We painted the shed walls pale green ..... [working well together] the rest of the garden.
7. There have been many stories on the news to increase our ..... [awareness] in relation to the starving people in Africa.
8. Rebuilding this old house would be so ..... [expensive] that it would probably be cheaper to buy a new one.
9. There will hopefully be new ..... [laws] that will make hunting illegal in this area.
10. I think the ..... [idea] is interesting but it isn't very practical.

5. Use the word given in capitals at the end of each sentence to form a word that fits the gap.

- |  |             |
|--|-------------|
| 1. Several ..... are working on the old monument.                                  | CONSERVE    |
| 2. This historic building is famous for its ..... . There is nowhere else like it. | UNIQUE      |
| 3. They are working ..... to get the best result.                                  | COLLABORATE |
| 4. Sam won a ..... to go to college.   | SCHOLAR     |
| 5. Our ..... of what is beautiful is not the same.                                 | PERCEIVE    |
| 6. Thank you for your ..... help. I couldn't have done it without you.             | VALUE       |
| 7. Her legal fees were very .....  | COST        |
| 8. This new information has ..... the seriousness of the problem.                  | HEIGHT      |

## Describing a building or place

6. Read the descriptions 1-4 and match them with the pictures A, B, C and D.

1. This is an ancient place that **takes your breath away** when you visit it. The **lofty** columns **reach up** towards the sky. They are made of marble and look very **majestic**. As the sun shines through the **structure** it is very **atmospheric**. It's an incredibly peaceful place and the environment around it is wild and unspoiled. It's also quite **intriguing** as it makes you wonder what people used to do here and how the workers felt as they were constructing it. Although in some ways this structure is sophisticated, it also has a primitive, **pagan** feel to it. It certainly **dominates** the landscape. ....
2. This is a bit of a **derelict** looking building that is made of pink and sandy coloured stone. It's a very **solid** building with a few windows and an old wooden door. The walls do seem to be **crumbling** in some places but it doesn't seem as though it is at risk of **collapsing**. It looks as though it is **abandoned** now as it is all closed up. I doubt if this was ever a family **residence** as it looks more like some kind of small castle. Even if no one ever goes in this building I doubt if it would ever be **condemned** because it must be of historic and cultural importance. ....
3. This is a **handsome** and **uplifting** building. It looks like some kind of palace and it **raises your spirits** to walk around such a place. It has many beautiful white columns that support the balconies above. There are statues on the outside of the house which make it look very **grand**. It looks like it is a huge **rambling** place that would have **countless** rooms and I imagine the inside would be very **elaborate**. I think it would be bright and airy inside. The grounds are well **maintained** too with trees growing all around the house. ....
4. I'd imagine that this is a church or historic building. It has a **magnificent** stained glass window which looks like it has a **contemporary** design. This is slightly **at odds with** the rest of the building which appears to be quite old. It's a very spacious place with high ceilings. It must be very **tranquill** inside and a place where you could go to **gather your thoughts**. The window is the main **focus** in this part of the building and visitors must look at it with awe as it is so **pleasing on the eye**. ....



A



B



C



D

7. Using the words and phrases in **bold** in the texts 1-4 above, fill the gaps in the following sentences with the correct answer (**a**, **b** or **c**). Remember to use the correct form of the words.

1. The old house ..... during the earthquake.  
 a. condemned      b. collapsed      c. maintained
2. I prefer ..... buildings to more traditional ones.  
 a. grand      b. magnificent      c. contemporary
3. I come here to relax as it is such a ..... place.  
 a. rambling      b. pagan      c. tranquil
4. It's such a huge monument that it ..... the area.  
 a. dominates      b. intrigues      c. reaches up
5. There are ..... things to see there so you need to give yourself several hours.  
 a. majestic      b. countless      c. atmospheric
6. The old cottage is ..... now and can't possibly be repaired.  
 a. uplifting      b. grand      c. derelict
7. This is a(n) ..... wall, so there is no way it will fall down.  
 a. elaborate      b. solid      c. lofty
8. The beautiful painting is the ..... of the room.  
 a. focus      b. structure      c. residence

8. Are the following statements *True* or *False*?

- |   |              |
|---|--------------|
| 1. If something is intriguing it makes you think about things.                | True / False |
| 2. Something that is condemned will not be repaired.                          | True / False |
| 3. If two things are at odds with each other they match each other very well. | True / False |
| 4. If your spirits are raised you feel nervous.                               | True / False |
| 5. When you look at something with awe you are impressed by it.               | True / False |
| 6. When someone gathers their thoughts they are always upset.                 | True / False |
| 7. Your residence is usually where you work rather than where you live.       | True / False |
| 8. A contemporary building was built hundreds of years ago.                   | True / False |



## LISTENING Part 3

## Note taking

In this task you need to listen out for **key words** to enable you to complete the notes required. The information that you need to take down will be read out in the order of the notes or the questions that you have to complete. You will listen twice to a lecture, radio broadcast, narrative, presentation etc. in order to identify specific information.

## Step One

You will have some time before hearing the listening task to read the questions. Underline key words in the questions/notes that need to be completed.

Make sure you underline the *names* of people, places, organisations, publications etc. as well as any references to *numbers* e.g. the word '*percentage*', as these will not change in the reading (unlike other words which may be substituted for synonyms) and will be a major help in note completion.

Also, certain words like '*age*' used in the questions may be the same or virtually the same e.g. ('*aged*') in the listening task.

## Example: underlining key question words

(names, ages, percentages shown in bold type)

Listening topic: *Children and Obesity*

1. What children are liable to be today:
2. Percentage of American children who are over the optimum weight range:
3. The age range of children affected:
4. Illnesses connected to being overweight:
5. To learn about healthy eating it is a good idea to:
6. What we can learn more about with the help of experts:



**Extra tip:** Also, as you are underlining key words, think of any **synonyms** that might substitute for these words in the listening

- e.g. '*The US*' instead of '*American*' (Qn.2),  
or others that might be slightly altered
- e.g. '*eating healthily*' instead of '*healthy eating*' (Qn.5).

**Step Two**

Next, before the listening, if you have time, look at any incomplete sentence e.g. Question 5.

Think about what grammatical structure will follow the last word in each sentence. This will help you listen out for the correct words to complete your notes and will help you check if your answers are correct, too. Using this method, it is possible to predict that after Question 5, a verb will follow the infinitive 'to'.

Now look at the following incomplete sentences. Decide, based on the preceding tips, which option is correct for the following gap-fills:

**Topic: Teens and academic problems**

1. Parents need to
  - a) guiding and supporting children.
  - b) guidance and support of children.
  - c) support and guide children.
  
2. A school dropout earns on average \$200,000 less than
  - a) high school graduates.
  - b) to high school graduates.
  - c) with high school graduates.

The correct answers are: 1. c) ('need to' followed by bare infinitive) and 2. a) (less than + adjective and/or noun).

**Step Three**

Now, when you hear the listening for the first time, listen out for the key question words you previously underlined. In particular, focus on names, ages, percentages. These will act as cues and help you listen out for the gap-fill information associated with these words that will follow or precede the latter.

**Step Four**

As you listen, complete the notes with the missing words, exactly as you hear them. Do not attempt to paraphrase them (change them in any way). You will waste time doing so and risk the possibility of making grammatical mistakes.

Now look at the excerpt from the audioscript for the listening task on '*Children and Obesity*'.

Note how key words underlined in the questions are present in the audioscript in the same (or, virtually the same) form.

This is how underlining key question words will guide you to the words you need to take down in note form. The answers that follow/precede these cue words are UNDERLINED.

**Sample audioscript** (This is an excerpt only - the full audio script in the exam will be much longer - around 500 words.)

*A National Survey of Children's Health recently reported an alarming trend in children who are overweight or obese. In fact, in the US, the percentage of affected children, totals a massive 31%. Primarily, children who fall into this category are aged between 10-17. Those children who exceed the normal weight for their age are prone to diseases such as diabetes, cancer, and heart disease.*

*It can help to talk to your paediatrician if you want to teach your child to eat more healthily. With expert advice you can learn more about healthy eating habits.*

Then think of some **synonyms** for any of the underlined (not names) words e.g. teens/adolescents, digital media/text messaging/mobile phones/internet.

Finally, before listening for the first time, think of what grammatical structure will follow each incomplete sentence/note. e.g. Qn.1 need for + adjective and/or noun.

**Before you practise**

Now look at **Listening Part 3**. First, pick out the key words in the question words/notes and underline them:

e.g. 3. TIME magazine labelled Esperanto a

7. Membership of World Esperanto Association is over

By looking at the questions above you can see that in the first question we are listening out for mention of **TIME** magazine, so this is a clear marker for us.

In the second question, we are obviously listening for a specific number. Don't forget you may hear a derivative of the word 'membership' such as 'member' or 'members' or 'people who have joined'.

Finally, before listening for the first time, you should think of what grammatical structure will follow each incomplete sentence/ note.

## LISTENING

## Exam Practice

## Part 3

Total: 7 marks

Listen to the person talking and complete the information on the notepad. Write short answers of one to five words. You will hear the person **twice**. At the end you will have two minutes to read through and check your answers. You have one minute to look at the notepad. The first one is an example.

DO NOT WRITE MORE THAN 5 WORDS.



## Lecture notes: Esperanto

**Example:** International language for people from: different countries

1. Been in existence for over: .....
2. Zamenhof came from: .....
3. TIME magazine labelled Esperanto a: .....
4. Closer global communication brought about by invention of the: .....
5. Originally Esperanto speakers kept in touch via: .....
6. Esperanto congresses held every year with the exception of the: .....
7. Membership of World Esperanto Association is over: .....

## READING Part 3

## Matching questions with 4 different texts

Unlike other reading tasks e.g. *True/False* and *gap-fill* sentences, this is a fairly straightforward exercise. For this task, matching words/ideas in the questions with those in the texts is key to choosing the correct answer. In order to perform well on this task, it is necessary to skim-read all 4 texts quickly, and then scan for specific information.

## Step One

All 4 texts will have a *unifying topic*. They will however, have a *different purpose*. The texts may be from an email, article, advert, brochure etc. First, skim-read all texts, underlining key information i.e. *who/what is the subject, why are they mentioned, what is the main idea of the text*.

Look at the four short texts below (the ones in the actual exam will be around 150 to 200 words each).

The main information has been underlined in each text.

## Text A

*Downers are unsurpassed in their ability to see the negative side of life. They complain, criticise and judge and are invariably hard to please. Attempts to get them to adopt a more upbeat approach are doomed from the outset. A downer is never happier than when predicting a disaster scenario for any future plans involving either the doom-monger or for those unfortunate enough to be associated with them.*

## Text B

*Better Thans have the dubious privilege of having a variety of names assigned to them: Know It Alls, One Uppers or Show-offs. They are characterised chiefly by their need to impress, name-drop and compare. Any unfortunate on the receiving end of a self-congratulatory monologue delivered by a Better Than will simultaneously experience a degree of chagrin as well as indignation. After all, who wants to be made to feel lacking in some way, however unjustified that may be?*

## Text C

*Passives, also known as Push-Overs, are subtler than the other 3 category types of difficult people. These people don't overtly set out to irritate. They spread a feeling of malaise amongst all they come into contact with by what they don't do, rather than do. You are probably familiar with this type - they're the ones who fail to contribute to conversations and just sit back, letting others do the hard work. What makes these types so irritating is the fact that their behaviour, to all intents and purposes, seems above reproach and therefore beyond criticism.*

## Text D

*Tanks, as befits their name, ride roughshod over everybody and everything in order to get their way. Manipulative and bossy, they are apt to be explosive should anyone try to impede their progress. Possessing few scruples, Tanks will do anything to get what they want. Unsurprisingly, their behaviour does not make for harmonious relationships and they are usually universally unpopular.*

## Key information in texts

## General overview:

Texts discuss 4 'difficult' personality types.

## Individual texts:

A: **Downers** - depressive and depressing types who are eternally pessimistic.

B: **Better Thans** - known by several other names. Try to impress others causing their listeners to feel annoyed/unworthy.

C: **Passives** - also known as Push-Overs. Behaviour is unintentional, but annoying. Fail to contribute socially.

D: **Tanks** - suitably-named. No regard for others. Determined at all cost to get their own way. Deeply unpopular.

## Step Two

Once you have underlined key ideas for each text, look at the questions, underlining the key words in the questions (as below).

## In which text does the writer:

1. mention a one-sided conversation?
2. refer to something that is well-deserved?
3. make a comparison?

## Which text says the following?

4. A certain type has no real moral code.
5. One personality type is impossible to criticise.
6. One type derives some satisfaction from their behaviour.
7. A certain type may feel the need to compare themselves favourably with others.

Often, just by matching the key words in the questions with key ideas/words in the text can identify the correct text/answer. For example, look at question 7. Here the key words 'need to compare' are found in **Text B**, which is the correct answer. Sometimes, identifying the correct text/answer may be fairly straightforward, as the question requires the location of a comparative etc. as in question 3.

Scanning the texts reveals the comparative adjective 'subtler' in **Text C**, which is the correct answer to the question. Now, before scanning the text to find the remaining answers, try to think of synonyms for the key words underlined in the questions. This will help you correctly identify the text/answer that each question is referring to.

## Example:

Question 1 *monologue*

Question 2 *worthy of/deserving/meriting something*

Question 3 *similarly/likewise (or any comparative adjective)*

Question 4 *rule-breaker, immoral person*

Question 5 *beyond criticism*

Question 6 *pleasure/happiness*

Now, scan each text, identifying any word/phrase that is the same as / a synonym for / any of the key words (underlined) in the questions. Whenever there is an exact match, this indicates that the text referred to in the question has been identified.

Occasionally, you may find the answer immediately, when the synonyms match exactly with words in the text e.g. question 1 '*a one-sided conversation*' matches with the previously generated synonym '*monologue*', which is found in **Text B** '*...a self-congratulatory monologue...*' (para.2)

When the synonyms generated for the key words in the questions do not exactly match those in any of the texts, then a further scanning of the texts for other possible synonyms is required. When the texts are re-scanned, a synonym for '*worthy of / deserving / meriting something*' in question 2 is identified as '*befits*' in **Text D** (para.1).

**Text D** is therefore the correct answer. Similarly, a synonym or similar phrase for '*rule-breaker, immoral person*' in question 4 is identified in **Text D** as '*Possessing few scruples*'. **Text D** is therefore again the correct answer.

**Note:** Should there be more than one text with words or synonyms that match the question words, re-read the whole question. Then carefully read the sentences in the texts containing the same words/synonyms and identify which text contains all the information in the question; not just the key words.

### Step Three

On other occasions, the key question words are derivatives of words in the text e.g. in question 5 the word '*criticise*' has its derivative form in **Text C** ('*criticism*') and so **Text C** is the one referred to in the question and is the correct answer.

Similarly, scanning the texts for the synonyms '*pleasure*' and '*happiness*' in question 6 reveals the word '*happier*', which is a derivative of the latter synonym, in **Text A**. Therefore, the answer to question 6 is **Text A**.

### Before you practise

Now look at **Reading Part 3**.

First skim-read and identify the main ideas of each text and underline them. Then do the same for the questions. Match any underlined words in the questions with those in the texts to find the answers. Remember to generate **synonyms** and **find derivatives** of the underlined question words if no exact match is found at first.

## READING

### Exam Practice

#### Part 3

Total: 7 marks

Read the four texts on the following page. There are eight questions about these texts. Decide which text (A, B, C or D) tells you the answer to the question. The first one is done for you.

In which text does the writer:

Example: convey that they live in a city?

1. include information about a religious group?
2. mention a career change?
3. provide practical information for tourists?

D

Which text is saying the following?

4. Changes had to be made to achieve a status.
5. Silence can be powerful.
6. Undesirable people needed to be kept at bay.
7. The island has an outstanding natural product.


## READING

## Exam Practice

## Part 3

**A.**

The first taste of Sark cream inspired Caragh Coulridge to create an award-winning business and one of Sark's most delicious exports but the road to chocolate success hasn't been without its bumpy moments. Caragh and Simon Coulridge moved to Sark in 1989, the same year the couple were married. The couple took a holiday on Sark and when they heard that a long lease was available on an old house they decided to take the plunge and move here.

Caragh's original plan was to work in nursing on Sark but her life took a different course after she encountered the rich, thick cream produced on the island, courtesy of the resident Guernsey dairy cattle. "I just couldn't get over how wonderful it is," she explains, "but I was also completely baffled by the fact that no-one was doing anything with this superb local product commercially." Caragh considered making cheese or ice-cream but decided on chocolate. "Everyone loves chocolate, especially me!" She bought a couple of bars of chocolate, melted it and mixed it with a tub of Sark Cream. "All I made was a mess and I realised that I had a huge amount to learn." These were the days before the Internet so researching the techniques of chocolate making and sourcing the raw ingredients and specialist equipment needed was incredibly difficult. Sark resident Roy Cook ran a publishing business at the time specialising in books for the catering trade and he recommended a book on the art of the chocolatier that Caragh describes as her bible.

**B.**

In ancient times, Sark was almost certainly occupied by the Veneti. These people were subdued by the Roman Empire about 56 BC and the island annexed. After the Roman retreat during the fifth century AD, Sark was probably an outpost of one or other Breton-speaking kingdoms until 933, when it became part of the Duchy of Normandy. Following the Norman conquest of England in 1066, the island was united with the Crown of England. During the Middle Ages, the island was populated by monastic communities. By the 16<sup>th</sup> century, however, the island was uninhabited and used by pirates as a refuge and base. In 1565, Hélier de Carteret, Seigneur of St. Ouen in Jersey, received letters patent from Queen Elizabeth I granting him Sark as an estate permanently on condition that he kept the island free of pirates and occupied by at least forty men who were of her English subjects or swore allegiance to the Crown. This he duly did, leasing 40 parcels of land (known as "Tenements") at a low rent to forty families, mostly from St. Ouen, on condition that a house was built and maintained on each parcel and that "the Tenant" provided one man, armed with a musket, for the defence of the island. The 40 tenements survive to this day, albeit with minor boundary changes.

**C.**

The Isle of Sark is one of the few remaining places in the world where cars are banned from roads. Only tractors and horse-drawn vehicles are allowed. And yes, they do have an ambulance hooked to a tractor whenever necessary to transport somebody to the harbour, where a boat will take that person to the next island, where a helicopter will be waiting. To visit, ferries will take you from the French coast or from the larger island of Guernsey, as well as from the south of England, the mother continent. In French, the island is called Sercq. In 2011, the island was designated as a Dark Sky Community - and the first Dark Sky Island in the world. A Dark Sky appellation means that naked-eye astronomy is possible from that spot. Usually located in desert-like or uninhabited locales, the all-willing residents of Sark had to adjust their electric consumption to obtain and retain their proud status. A time warp visit to tiny Sark reveals idyllic lifestyles, where holiday makers can enjoy a truly unique and charming environment. No cars also means a good air quality, better grass and wildflowers, purer air to breathe for all, animals and humans alike. Can you imagine living without air pollution, even if only for a week or two?

**D.**

The moment I stepped foot on the breathtaking island of Sark, I was hooked. All my urban stress melted away as I took in the endless greenery of the island and the blue sea and sky that embraced it. Of everything that attacked my senses, the lack of traffic was the greatest impact of all. Sark has no motor vehicles. This peacefulness pervades the whole island. It took me a couple of days to stop looking over my shoulder for oncoming traffic and to accept that I had found a traffic-free heaven. Transport comes in the shape of horses and carts and boats. I began to imagine how the world must have been before technology ruined it and how wonderful the Earth could possibly be again if the motor vehicle was banished from the planet. Of course, this was an impossible dream of a romantic old fool but I liked to think that one day it could be so. It seemed to me that this was an island to inspire artists of all types from poets to painters. As a writer myself, I immediately knew this relationship was not going to end after this first visit. Sark was going to be a part of my life.

# Unit 4

## Section A Vocabulary

### Street Art

- **abstract** not looking realistic
- **figurative** easily recognisable, realistic
- **display** show for people to see
- **curator** person in charge of a museum or gallery
- **connoisseur** an expert in artistic and cultural things
- **composition** the way a picture or piece of music is arranged [Word family: compose, composer]
- **mural** an image painted directly on to a wall
- **ridiculous** silly, unrealistic [Word family: ridiculously, ridicule]
- **private view** when people are invited to the opening of an exhibition of art
- **stimulate** cause interest or a reaction [Word family: stimulating, stimulation, stimulus]
- **technique** the way in which someone does something
- **provocative** making someone respond or react because they are annoyed or upset [Word family: provocation, provoke]
- **offensive** making someone upset, hurt or angry [Word family: offend, offence]
- **dilapidated** old and in bad condition
- **vandalism** the act of deliberately destroying or damaging something [Word family: vandal, vandalise]
- **portray** show something or someone in a particular way [Word family: portrait, portrayal]
- **aesthetically** concerned with beauty and an appreciation of the way things look [Word family: aesthetics, aesthetic]
- **mundane** boring/ ordinary
- **vibrant** bright and colourful
- **captivating** very attractive and interesting [Word family: captivate, captivation]
- **stand out** be easily seen, be different from things around it
- **rebel** refuse to follow or obey [Word family: rebel, rebellious, rebellion, rebelliously]
- **sum amount**
- **hang** place art on a wall
- **elitist** belonging to only a few chosen people [Word family: elite, elitism]

1. Use the words/phrases in the box, on the right, to complete the article.

### Art out of the gallery

Street art is visual art that is (1) ..... in a public place such as a (2) ..... on the wall of a building or any other publicly viewed surface. The purpose of street art can be political or to make a social comment to (3) ..... change. Many people may find it (4) ..... and consider it to be a form of (5) ..... On the other hand, the intention of many street artists is to turn a (6) ..... building into something that is (7) ..... pleasing and (8) ..... Often (9) ..... colours are used to make the image (10) ..... within the dirty and (11) ..... urban environment. Street artists are often (12) ..... against what they see as an (13) ..... system where only the lucky few get to be professional artists. These street artists have no chance of having their work (14) ..... in a gallery by a supportive and enthusiastic (15) ..... There are no (16) ..... for them where wine flows freely and their art cannot be sold for (17) ..... and immoral (18) ..... of money to collectors and (19) ..... Their art is honest and (20) ..... rather than something that people just walk past.



### Words & Phrases

offensive	curator
dilapidated	connoisseurs
mundane	stimulate
sums	vibrant
displayed	provocative
vandalism	private
captivating	views
mural	stand out
aesthetically	hung
	rebelling
	elitist

- 2.** Use the words/phrases from the original vocabulary box to complete these sentences. Make sure you use the correct form.

- I'm not keen on ..... art where you don't even know what you are looking at.
- The ..... of the gallery tries to select a mixture of artistic styles to show in the gallery.
- This painting ..... a picture of a bloody battle scene.
- The young artist was very nervous before the ..... of his new work.
- The colours are so ..... that I almost need to wear sunglasses to look at the image.
- This building is so ..... that it looks like it's about to fall down.
- That's a ..... amount of money to pay for the work of an unknown artist.
- I wish I could escape from my ..... job and do something interesting.
- This is the second act of ..... on the school wall this month.
- A group of artists painted a large ..... on the wall of the children's playground.

- 3.** Read the text below. Pay attention to the words and phrases in **bold**.

### The art of acting

Acting is one of the oldest professions but it's also one of the most **challenging**. Many people dream of making a name for themselves in the theatre but few **attain** real **stardom**. A surprising number of actors suffer from **stage fright** even after years of live performances. In that **intense** moment when the curtain is pulled back and a sea of faces appears before the actors, it is quite normal for them to **have butterflies in their stomach**. This is particularly true of the **premiere** when no one is entirely sure what kind of **reception** the performance will get from the audience. Everyone wants their play to be a **box office hit** and after the final scene actors and directors alike **wait with baited breath** to see how enthusiastic the **applause** will be. The hope of course is for a **standing ovation** and calls of 'Bravo!'. **Inevitably**, some shows will be a **flop**. When this happens it is **crucial** that the cast **pick themselves up** and put it behind them quickly. There is no point dwelling on failure in show business. It happens to everyone at some point in their career.



- 4.** Replace the parts of the sentences in brackets with the correct form of words from the article.

- George ..... [manage to get] a grade A in all his exams.
- The celebrities wore glamorous clothes to the ..... [opening night].
- Please don't ..... [think about] her unkind comments. She is rude to everyone.
- It's always a(n) ..... [powerful] moment just before a baby is born.
- She smiled from ear to ear when she heard the ..... [clapping of hands] from the audience.
- Whatever happens, it's ..... [very important] that we don't miss the beginning of the concert.
- Although it was a ..... [difficult] part to play, she did a good job in the end.
- It's unlikely that his new film will be a(n) ..... [failure] because he is such a talented actor.
- All the drama students want to be professional actors but ..... [without doubt] some of them won't succeed.
- If at first you don't succeed, you need to ..... [recover] and try again.

5. Use the word given in capitals at the end of each sentence to form a word that fits the gap.

- |  |           |
|--|-----------|
| 1. The ..... of the work was more than he could cope with.                   | INTENSE   |
| 2. The singer couldn't hide her ..... during the audition.                   | NERVES    |
| 3. That was an amazing ..... from the orchestra.                             | PERFORM   |
| 4. Sandra needs some ..... to make her practice the piano.                   | STIMULATE |
| 5. He hit the boy after hours of .....                                       | PROVOKE   |
| 6. There seems to be a ..... in the factory as everyone has stopped working. | REBEL     |
| 7. Please don't take ..... I was only joking.                                | OFFEND    |
| 8. I love this ..... of the Queen.   | PORTRAY   |

## Idioms connected to acting

6. Read the sentences below and match the idioms in **bold** to their meanings in the box below.

1. I know we have had a bad week in the office but **the show must go on** so back to work everyone. ....
2. When David does well at something his brother always tries **to upstage him** by doing better. ....
3. I think Ian started the fight but I'm sure young Tom **was in on the act**. ....
4. Wow, Ginny's speech will be a **hard act to follow**. ....
5. Alan always **does a disappearing act** when the house needs to be cleaned. ....
6. Bobby doesn't like **being in the limelight** because he's quite shy. ....
7. Stop **acting the fool** and get on with your work. ....
8. Right, let's **get this show on the road** or we won't finish everything today. ....
9. A happy life is a **balancing act** between working hard and relaxing. ....
10. Although Sam said he didn't eat the cake, Brian **caught him in the act**. ....

- a. involved in something that someone else started
- b. be found doing something wrong or bad
- c. leave a place
- d. have to continue something
- e. be the centre of attention

- f. not behaving sensibly
- g. trying to do a number of things at the same time
- h. try to do better than someone
- i. start to do something, begin
- j. difficult to be as good or better

7. Complete the sentences below using the correct form of some of the idioms above.

1. We need to stop talking about what we are going to do and .....
2. Gemma was such a good manager that I feel sorry for Tim because she will be .....
3. Can you believe that the police ..... of breaking in to the bank.
4. When Benny told his parents he had got a B in the exam, Charles ..... by getting an A.
5. I don't want you two to do ..... as soon as I need your help.
6. I thought he might become an actor because he loves ..... with everyone watching him.

8. Are the following statements *True* or *False*?

- |   |              |
|---|--------------|
| 1. If someone is being ridiculous you will probably take their advice.                              | True / False |
| 2. Murals are usually displayed in an art gallery.  | True / False |
| 3. If your daily life is mundane you probably aren't enjoying it very much.                         | True / False |
| 4. If someone is provoking you it might end in an argument.   | True / False |
| 5. We often learn things from challenging situations.   | True / False |
| 6. You wait with baited breath when you are expecting an important announcement.                    | True / False |
| 7. It's every actor's dream to receive a standing ovation.  | True / False |
| 8. When it comes to doing all the unpopular jobs in the office, everyone wants to be in on the act. | True / False |

Science Computer  
Language Social Environmental  
Sport Physical Mathematics  
Arts Health

## LISTENING Part 4

In this task you will follow a discussion between 2 or 3 people, then answer seven questions in multiple choice format, with

3 options per question.

The questions will always follow the order of the dialogue. You will be asked to identify gist (general meaning), fact, opinion, contrast, purpose, key ideas, attitude and cause and effect.

## Step One

You will have some time to read through the questions before the conversation is played. First, underline all key words in the questions. This will help guide you to the correct answers when the recording is played since very often the same words or synonyms (or other synonym phrases) will be heard in the conversation.

Pay special attention to dates, years, names of people/organisations, as these will remain unchanged in the recording.

Look at some sample questions below with their key information underlined.

## Sample questions:

1. 'Smuggler's Cove' beach in Zakynthos
  - a) has lost some of its popularity.
  - b) has huge crowds at certain periods.
  - c) is continually crowded.
  
2. In 1983, the 'Panagiotis' ship
  - a) was shipwrecked on a Zakynthos beach.
  - b) attempted to chase away some smugglers.
  - c) was sunk in a huge storm.
  
3. Today the beach
  - a) is somewhat spoilt in its appearance.
  - b) has both natural and man-made appeal.
  - c) has been destroyed by Man.

## Step Two

Now look at the options, underlining key words.

## Options with key words underlined

1. a. has lost some of its popularity.  
b. has huge crowds at certain periods.  
c. is continually crowded.
  
2. a. was shipwrecked on a Zakynthos beach.  
b. attempted to chase away some smugglers.  
c. was sunk in a huge storm.
  
3. a. is somewhat spoilt in its appearance.  
b. has both natural and man-made appeal.  
c. has been destroyed by Man.

Now think of any **synonyms** that could replace these key words.

## Suggested answers

## Question 1:

**lost popularity** = became unpopular/unfashionable  
**huge crowds** = loads/masses/throngs of people, packed (with people)  
**certain periods** = peak times/periods  
**continually crowded** = constantly packed

## Question 2:

**shipwrecked** = cast ashore/stranded on the beach  
**chase** = pursue/follow in pursuit  
**sunk** = submerged  
**storm** = gale

## Question 3:

**spoilt** = ruined, destroyed  
**natural** = unspoilt, unaltered/unchanged  
**man-made appeal** = artificial attraction  
**destroyed by Man** = ruined, spoilt

Now look at an excerpt from the accompanying recording. Key words/synonyms in the questions and answers have been underlined.

## Conversation (excerpt)

**Katie:** So Tony, what is Zakynthos' chief attraction?

**Tony:** Of course the bars and nightlife are a big draw, as are the restaurants or tavernas. But the chief attraction has to be Smuggler's Cove. You have to choose when to go though. At peak times it's difficult to escape the crowds. The beach became famous since the Panagiotis ship got stranded on the beach in 1983, following a police chase out at sea during bad weather.

**Katie:** But it wasn't just an ordinary ship, was it?

**Tony:** Hardly! This ship was smuggling cigarettes and alcohol.

**Katie:** So I guess this ship must be a bit of an eyesore, positioned as it is, on an unspoilt beach?

**Tony:** You would have thought so, but in fact people love the unspoilt beach just as much as the shipwreck itself! The latter has done nothing to deter holidaymakers!

It can be seen that key words/synonyms can lead you to the correct answer e.g. **Tony:** At peak times it's difficult to escape the crowds. So the answer to Qn. 1 is b.



**Step Three**

When you are listening to the recording, be careful of distractors. These are key words in the questions/answer options that you may hear in the recorded conversation. Whilst key words can often guide you to an answer, do not simply choose an option just because you hear the key words. Make sure the answer option completely answers the question. As an example of this, look at an excerpt from the dialogue below.

**Excerpt**

*The beach became famous since the Panagiotis ship got stranded on the beach in 1983, following a police chase out at sea during bad weather.*

This part contains the answer to Qn. 2 but there are also distractors. Occurring in the dialogue is the key word 'chase', used in option b and a reference to 'bad weather' which might suggest option c with its reference to a 'storm'. However, with regard to option b, in the dialogue it is stated that the ship was smuggling cigarettes '*This ship was smuggling cigarettes and alcohol*' (Tony), not that it chased away smugglers. Therefore, option b is incorrect. With regard to option c, it is stated that the ship was '*stranded on the beach*' (Tony) not sunk at sea, thereby discounting also option c.

**Before you practise**

Now look at **Listening Part 4**. First, underline all the key words in the questions and answers. When you listen to the recording, listen out for these key words, noting down any relevant information linked to these key words as you listen and during the pause between each of the 2 playings. When you hear the listening again, check for distractors and make sure that your notes correspond exactly with each question option.

**LISTENING****Exam Practice****Part 4**

Total: 7 marks

Total marks for Listening: 26

Listen to the conversation and answer the questions. Put a circle round the letter of the correct answer. An example is done for you. You will hear the conversation twice. You have two minutes to read through the questions.

**Example:** Where is the meeting taking place?

- a) the office    **b)** a cafe    c) John's house

- Who has already worked on the Sanderson contract?  
a) the woman only  
b) all three of them  
c) the woman and one of the men
- What does Brian think about the contract?  
a) It's more trouble than it's worth.  
b) It's not as bad as everyone thinks.  
c) It's certain to be a big success in the end.
- Why has John been invited to join the project?  
a) He knows Sanderson.  
b) He needs to gain more experience in this area.  
c) Export is his speciality.
- Allison thinks that John  
a) can handle the situation carefully enough.
- What does Brian want to do?  
a) needs to talk to everyone he knows in the business.  
b) probably already has the information they need.
- Brian would like to  
a) assist John.  
b) be released from the project.  
c) take some time off work.
- What does John think about working with Brian?  
a) It concerns him.  
b) He's in two minds about it.  
c) He believes they will get a faster result.
- Allison's comment about the cafe is intended to  
a) encourage them to order something to eat.  
b) bring the meeting to a close.  
c) show her disapproval of the cafe.

## READING Part 4

## Writing answers to questions on text

In this part of the test you need to be able to understand a text in order to locate specific information. It will be one continuous text that could be narrative, descriptive, explanatory, biographical or instructive. There will be seven questions, plus one example, to be answered in a **maximum of five words**. It is important that you do not exceed the five-word limit, as this will mean that you have not located the correct answer.

## Step One

You will only need to skim-read the set text in order to find specific words used in the questions based on the text.

Limited time in the exam does not allow you to do more than skim-read the text since it is around 700 words long.

In addition, if you try to do more than skim-read, you may get caught up trying to understand difficult vocabulary and phrases which do not help reading comprehension, but instead, slow you down.

Look at the sample text below before studying the text-based questions that follow. Unnecessary/difficult vocabulary has been underlined in the text.

## Sample text

*According to a new study, having more than one language under your belt can give you the edge over monolinguals. Bilingual individuals have now been shown to be better equipped with enhanced attentional control abilities, allowing them to concentrate better on specific tasks than their monolingual counterparts. Researchers suggest that such an advantage may be the result of a lifetime of switching between different languages.*

## Questions

1. How are bilinguals better than monolinguals?
2. What allows bilinguals to have an advantage over those speaking only one language?

It will be seen in **Step Two** that the phrases underlined are not essential to answering the questions.

## Step Two

In order to find the answers to the questions, the best approach is to first underline key words in the questions:

1. How are bilinguals better than monolinguals?
2. What may have given bilinguals their advantage over those speaking only one language?

Then skim-read the text to find corresponding words or their synonyms.

**Note:** the information will always be given in the order of the questions.





## READING

## Exam Practice

## Part 4

Total: 8 marks

Total marks for Reading: 26

Read the text and answer the questions. Write a maximum of five words for each answer. The first one is done for you.

### Complementary and Alternative Medicine (CAM)

The term "conventional medicine" refers to the methods and treatments most widely practised by Western health professionals today to diagnose and treat health conditions. These methods and treatments are based on scientific research. Their effectiveness is proven and their side effects are well known. The term "complementary and alternative medicine" (CAM) refers to the use of treatment methods that are not yet approved by conventional Western medicine or proven by scientific research techniques. These may include physical treatments or procedures; herbal therapies, vitamins, and other substances; and even complete systems of medical theory and practice, such as traditional Chinese medicine and Ayurveda.

Strictly speaking, "alternative medicine" refers to using only the non-conventional treatment, whereas "complementary medicine" means using the non-conventional treatment in conjunction with conventional ones. However, the terms "complementary medicine" and "alternative medicine" are often used interchangeably. The terms "holistic" and "integrative" medicine can also be used to refer to patient-centred care that combines mainstream and complementary therapies. CAM for epilepsy may be used for lessening seizures, for alleviating related symptoms, and for reducing side effects. Some complementary and alternative therapies for epilepsy are based on the principle that relaxation may reduce seizures. Others are based on the idea that the person with epilepsy has less of some vitamin or mineral in his body than is normal. Still others focus on avoiding certain types of food.

Currently there is mixed scientific evidence on CAM. Studies have been done on various treatments over the years, with some results supporting their use, some indicating adverse reactions, and some no impact at all. Most studies have been done in adults, so we have limited information about the use of CAM for children with epilepsy.

If a treatment has been studied enough to show that it is both effective and safe, it is moved into the realm of conventional therapies. For example, the ketogenic diet was once considered an alternative therapy, but after various research studies showed that it was effective, it became a conventional treatment for epilepsy. Thanks to the same research, we also know what side effects and challenges to expect from this treatment and how best to implement it. In cases of epilepsy, people may investigate CAM for various reasons:

- Conventional drugs, such as anti-epileptic drugs, may not be effective in controlling a child's seizures or if they are effective, the side effects may be intolerable.
- Parents may want to supplement the conventional treatment and improve the overall well-being of their child.
- Surgery may be too risky, not an option, or tried and failed.
- A patient's cultural beliefs may make the CAM a viable option.
- Parents may have heard of the CAM helping another child with a similar condition.

It is also important to bear in mind that not all Cam treatments are suitable for all patients. Like conventional Western medicine, complementary or alternative therapies may be potent, may interact with each other and with conventional anti-epileptic drugs, and may have side effects. Like AEDs, prescription of CAM should be done on an individual basis. What works on one type of seizure or one child may not work in another similar case. Some alternative "therapies" may be actively harmful. A popular treatment in the 1960s and 1970s involved "aversive therapy," a technique based on the belief that seizures were a learned behaviour that could be modified by giving an unpleasant stimulus (such as a skin shock) at the start or end of a seizure. Effectively, this technique punished children for something they could not help - their seizures. Always keep your child's wellbeing in mind when investigating any treatment. CAM should be used along with conventional medicines, not instead of. If a child's anti-epileptic medication is suddenly stopped, this can result in very serious withdrawal seizures.

Example: What has been the foundation of conventional medicine? ..... *scientific research* .....

1. What are scientists well-informed about when it comes to conventional medicine?

---

2. What has not yet given CAM official recognition?

---

3. What is used alongside complementary medicines?

---

4. What mental condition may reduce seizures?

---

5. What might some epilepsy sufferers need to eliminate from their diet?

---

6. What might an epileptic suffer from to an unacceptable degree after taking conventional drugs?

---

7. What did practitioners of 'aversive therapy' believe seizures were a result of?

---

8. What might be the negative result of stopping conventional treatment too quickly?

---

# Unit 5

## Section A Vocabulary

- **gesture** movement of the body to express something [Word family: gesticulate, gesticulation]
- **convey** express, communicate
- **acknowledge** accept, recognise [Word family: acknowledgement]
- **interact** communicate, act in response to another [Word family: interaction, interactive]
- **invariably** mostly, usually
- **mistrust** not believing in or trusting [Word family: trust, (un)trustworthy, (un)trusting]
- **cue** sign, signal
- **fabric** the basic part of something
- **point** aim your finger towards something
- **animatedly** in an enthusiastic, excited way [Word family: animated, animation, animate]

- **misinterpretation** misunderstanding [Word family: misinterpret]
- **foundation** main part of, basis [Word family: found, founder]
- **posture** the position of someone's body [Word family: pose]
- **unconscious** without being aware [Word family: (un)consciously, consciousness]
- **broadcast** announce, tell, show
- **match up with** fit, go, agree with
- **tone of voice** the way the voice changes to express feeling or mood [Word family: tonal]
- **rappor** when people get on well together
- **tension** stress [Word family: tense, tenseness, tensely]
- **nonverbal** not spoken

## Body Language

- **(make) eye contact** look into someone's eyes
- **instance** situation, example
- **intention** aim, purpose [Word family: intend, (un)intentional, (un)intentionally]
- **clarity** not confused or doubtful [Word family: clear, clarify, clarification, unclear]
- **generate** create, cause efficiently successfully [Word family: (in)efficient, efficiency]
- **weave into** become part of
- **nod** move ones head down (in agreement)
- **beckon** make a movement with your hand/arm to tell someone to come to you

1. Use the words/phrases in the box, on the right, to complete the article.

### Being a good communicator

It's well known that good communication is the **foundation** of any successful relationship, be it personal or professional. It's important to **acknowledge**, though, that it's our (1) ..... communication - our facial expressions, (2) ..... , **eye contact**, **posture** and **tone of voice** - that speak the loudest. When we (3) ..... with others, we continuously give and receive wordless signals. In many **instances**, what comes out of your mouth and what you communicate through your body language are two totally different things. When faced with these mixed signals, the listener has to choose whether to believe your verbal or non-verbal message. (4) ..... , they're going to choose the nonverbal because it's a natural, **unconscious** language that (5) ..... your true feelings and **intentions**. When your nonverbal signals (6) ..... the words you're saying, they increase trust, **clarity** and **rappor**. When they don't, they can generate **tension**, **mistrust** and confusion. If you want to (7) ..... your thoughts and feelings **efficiently**, it's important to become more sensitive not only to the body language and nonverbal **cues** of others, but also to your own. Gestures are (8) ..... the **fabric** of our daily lives. We **nod**, **point**, **beckon** and use our hands when we're arguing or speaking (9) ..... - expressing ourselves with gestures often without thinking. However, the meaning of gestures can be very different across cultures and regions, so it's important to be careful to avoid (10) .....



### Words & Phrases

- invariably
- match up with
- misinterpretation
- gestures
- woven into
- nonverbal
- convey
- animatedly
- interact
- broadcasts

**2.** Use the words/phrases from the original vocabulary box to complete these sentences. Make sure you use the correct form.

1. Good communication is the ..... of every successful relationship.
2. I believe that her ..... were good and she didn't mean to upset you.
3. They could tell from his ..... of voice that he was angry.
4. His laziness has ..... a whole series of problems.
5. We will send you a formal letter to ..... that you have been offered the job.
6. Don't ..... your finger at me, young man.
7. He will always ..... her now that she has lied to him.
8. There seems to be a lot of ..... in the office. Is something wrong?
9. When he asked if she was okay, she just ..... her head.
10. Did I just see him make a rude ..... at her?

**3.** Read the text below. Pay attention to the words and phrases in **bold**.

### Learning a new language

When people decide to learn a new language, one of the first **dilemmas** they **encounter** is how to make new vocabulary stick in their mind.

The **acquisition** of new words can be **tricky** and the majority of learners try to **memorise** lists of words without putting them into context. Context, by the way, simply refers to the parts of a written or spoken statement that precede or follow a **specific** word or passage. The good news is that there are things that you can do to **jumpstart** your language learning. Words **rarely** have one strict meaning. By learning them in context we discover how to use the word rather than just its meaning in **isolation**. Don't try to **cram** too many words into your mind in one go. It is better to read the **target language** in a natural situation such as text from **simplified** books, labels, signs etc. Listen to native speakers with different **accents** so that you can get used to **regional dialects**. Most importantly use the new language as often as you can even if this means talking aloud as you go about your daily tasks.



**4.** Replace the parts of the sentences in brackets with the correct form of words from the article.

1. I found it quite ..... [difficult] to ski well at first.
2. We travelled around the country to experience ..... [local] food in each area.
3. I don't think you can ..... [fit] any more activities into the weekend.
4. Her name never ..... [stays] in my mind.
5. Did you ..... [experience] any bad weather on your journey?
6. Although I speak Spanish quite well, I struggled to understand the man's strong ..... [pronunciation, way of speaking].
7. I ..... [hardly ever] speak in German because I am embarrassed when I make mistakes.
8. Is there a ..... [particular] reason why he has called the meeting?
9. The decision to take the new job or not is a real ..... [problem] for me.
10. The ..... [gaining or getting something] of computer skills is essential for this career.

**5.** Use the word given in capitals at the end of each sentence to form a word that fits the gap.

- |   |           |
|---|-----------|
| 1. The psychologists observed the ..... between the children.         | INTERACT  |
| 2. I wouldn't give her a job because she is completely .....          | TRUST     |
| 3. He was offended because he ..... what I was saying.                | INTERPRET |
| 4. I need some ..... on some of these items.                          | CLARIFY   |
| 5. The boy tried to ..... the poem.                                   | MEMORY    |
| 6. Without the ..... of the problem I would never have understood it. | SIMPLIFY  |
| 7. I think he ..... ate all the cakes without thinking about it.      | CONSCIOUS |
| 8. There was a lot of ..... in the room before the exam.              | TENSE     |

## Idioms connected to speaking

**6.** Read the sentences below and match the idioms in **bold** to their meanings in the box below.

1. Simon and Barry aren't **on speaking terms** because they had a fight. ....
2. Mr Brown always **speaks well of** you because you were his favourite employee. ....
3. I tried to talk Anna **out of buying** the old car but she wouldn't listen to me. ....
4. It must be true because I **heard it from the horse's mouth**. ....
5. You **took the words out of my mouth**. How did you know I was thinking that? ....
6. We are definitely **speaking the same language** so I think we can work on this together. ....
7. Don't **talk down to** him, he is just as good as you! ....
8. You are **speaking out of line** now and I am getting offended. ....
9. I **put my foot in my mouth** when I told her I'd had a coffee with her boyfriend. ....
10. There is no point **talking in circles** because we aren't getting anywhere. ....

- a. not achieving anything
- b. say something just before someone else says it
- c. get information from someone who is involved
- d. not talking to each other
- e. persuade someone not to do something

- f. agree
- g. talk to someone as though you are better than them
- h. say exactly the wrong thing at the wrong time
- i. say something that is not appropriate or suitable
- j. say good things about

**7.** Complete the sentences below using the correct form of some of the idioms above.

1. I hope her brother and sister are back ..... before her wedding day.
2. Will you please stop ..... because you are confusing everyone?
3. Our boss ..... us because he thinks he is better than the rest of us.
4. You ..... ! Yes I would love to go out for a meal.
5. I hope I'm not ..... but I think you should apologise to her.
6. Meg is definitely pregnant as I ..... . She told me this morning.

**8.** Are the following statements True or False?

- |  |              |
|--|--------------|
| 1. If someone misinterprets something they are speaking in a foreign language.   | True / False |
| 2. When two people have a rapport they get on well together.                     | True / False |
| 3. If you have a dilemma you don't know what to do.                              | True / False |
| 4. You can often tell where someone grew up from their accent.                   | True / False |
| 5. It's difficult to understand how someone is feeling from their tone of voice. | True / False |
| 6. If you find something tricky you might need to ask for help.                  | True / False |
| 7. If you need clarification you understand completely.                          | True / False |
| 8. If someone behaves in an animated way they are probably excited.              | True / False |



## WRITING Part 1

In Part 1 of the writing test you will be asked to write a formal letter, report, argument or article using a written, graphic or visual input. You will also be given a target reader so you know who you are writing the piece for.

## Writing a formal letter

Plan your letter into logical paragraphs, covering the points that the question requires. You will need to write between 200 and 250 words.

## Exercise 1

Look at the plan below for a formal letter.

Dear Sir/Madam, or, Dear Mr X

**Para 1:** Reason for writing (Who I am),  
What I want,  
When and/or Where it happened

**Para 2:** Main Body – Points from input material

**Para 3:** Developing ideas and further relevant points

**Para 4:** Action Step / Desired outcome

**Ending:** Yours faithfully (*In case you don't know the name*)  
Yours sincerely (*In case you know the name*)

Now, match the words and phrases below to each relevant paragraph above.

- a. *I trust/very much hope you will...*  
*I would appreciate it/be grateful if you would...*  
*It seems only fair that you should...*  
*I look forward to receiving/seeing...*  
*In light of the above...*
- b. *Firstly.../To begin with.../Moreover...*  
*I would like to.../I want to point out that...*  
*According to your (article)/Your (article) states that...*  
*However.../which is completely wrong...*
- c. *In fact.../Furthermore.../In addition.../Finally...*  
*(I feel) I must also (dis)agree with...*
- d. *I am writing with regard/reference to (the article which appeared when/where) to express my concern about.../disappointment with.../dissatisfaction with.../disapproval of.../apologies for (motivation)*

## Rhetorical Questions

When writing a formal letter, rhetorical questions can be a good way to stress a point. A rhetorical question is where a question is asked by a speaker, but no answer is expected. This distinguishes it from an ordinary question where a speaker asks a question and then waits for a response. Rhetorical questions can be used in a variety of ways, depending on the needs of the writer. It is rarely necessary to ask a rhetorical question; there is nearly always another way to convey the same idea without using a question. But rhetorical questions, like other rhetorical devices, add variety and interest to a text.

## Exercise 2

Look at the rhetorical questions 1-6 and match them with their purpose a-f.

- 1. Setting goals is easy, but achieving them isn't.  
How are you sabotaging yourself?
- 2. What do the police ever do to protect us residents?
- 3. Given how much tax you pay, don't you think that you deserve better service?
- 4. Six youths have died in gang-related crime.  
How many will it take before we act?
- 5. Will we beat the criminals? Is the sky blue?
- 6. As a parent, you may wonder: How can I protect my child from cybercrime? The answer is: talk to them about their internet activities.
- a. Invite your reader to agree with you by asking a rhetorical question.
- b. Stir emotions in the reader.
- c. Ask and answer a rhetorical question your reader may be thinking.
- d. Engage the reader to think.
- e. Emphasise a previous statement with a rhetorical question.
- f. Answer a question with another rhetorical question.

## Answer Key:

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

## Answer Key:

Para 1:d Para 2:b Para 3:c Para 4:a

**Before you practise**

Now look at **Writing Part 1**.

Next, underline key words in the question. Make sure you understand what you need to cover in your letter. Organise the letter into logical paragraphs taking each point one at a time. Don't forget to have a clear introduction as to why you are writing and a concise concluding paragraph to sum up your thoughts.

**WRITING****Exam Practice****Part 1**

*You have seen the results of a local council meeting to discuss a planning application for a housing development at the edge of your town. Write a letter to your local councillor giving your views on how this development would affect the area. Write between 200 and 250 words.*

The developer proposes to build 200 residential dwellings. One small shop and a hairdresser's will also be built.

Concerned local residents raised the issues of increased traffic and a lack of facilities, such as a doctors' surgery and leisure facilities for both adults and children. Already three hairdressers in the town - do we need another one?



**WRITING Part 2**

In **Part 2** of the writing test you will be asked to write a more informal piece of writing than in **Part 1**. It will most likely be a more personal piece, such as an informal letter, a narrative, descriptive composition or personal opinion on a given topic. You will be expected to write between 250 and 300 words.

**Writing an article**

In **Part 2** of the writing test you may be asked to write an article but it will be of an informal nature. That is to say that it will be asking your personal opinion and views on a given topic rather than a more formal question that might be asked in **Part 1**. However, your article still needs to be organised and well planned even if the language you use is not particularly formal.

**Step One****Generating ideas**

When you are writing an article, first brainstorm the title. Generate as many related ideas as possible. It may help to draw a mind-map, like the one below.

**Example title:** Young people and internet use  
gaming / shopping / sedentary lifestyle / addiction  
**positive effects:** research, socialising  
**negative effects:** no guarantees who they are talking to

By doing this, the main topic areas to be discussed will become clearer.

**Step Two****Organising an article**

As with an essay/letter or report, an article needs to follow a definite structure. Articles should begin with an **Introduction**, introducing the main topic of the article. The **Main Body** of the article (consisting of between 2-3 paragraphs) should expand upon the introduction, dealing with the main topic areas in separate paragraphs. The article should then end with a well-defined **Conclusion**. In the conclusion, the main lines

of discussion should be briefly summarised and a personal comment added. Before writing an article, you should always write a rough draft, outlining what you will include in the Introduction, the Main Body and the Conclusion.

**Step Three****Focussing on language**

Articles are intended for a public audience. Accordingly, the writing style should be formal/semi-formal depending on the audience e.g. an article in a science magazine will be formal in style. An article intended to be read by peers e.g. a school magazine will be semi-formal.

Decide which writing of the following writing styles are acceptable in formal/semi-formal writing:

*use of contractions e.g. won't, they'll...  
use of 1st person  
passive voice  
beginning sentences with conjunctions e.g. But, And...  
active voice  
direct address to reader e.g. 'You can see that...'  
use of examples  
use of 3rd person  
slang*

**formal/semi-formal styles**

When writing in a formal/semi-formal style, you must avoid the following: use of contractions, slang, beginning sentences with 'but' and 'and', as well as directly addressing the reader. Use of the 1st person is acceptable in the conclusion of an article when giving a personal opinion but more in semi-formal than formal articles. The 3rd person ('it') is used for both formal and informal articles, particularly the former (e.g. 'It can be seen that...'). Addressing the reader is only acceptable in semi-formal articles. Both formal and semi-formal articles can use the passive and active (although the former is more prevalent in formal articles), and in both types of article, points can be illustrated by using examples.

**Linking Ideas**

Longer sentences are normally used in formal/semi-formal writing. 'Linkers' (e.g. furthermore, secondly) enable sentences to be longer and to read more coherently.

Compare the 2 sentences below: which sounds better in an article?

**Sentence 1:** Children overuse the internet and this causes problems; cyber-bullying is common and children spend too long indoors.  
**Sentence 2:** Children overuse the internet and consequently this causes many problems; not only the problem of cyber bullying, which is common, but also children spend too long indoors.

**Sentence 2** is the better option, as ideas are linked seamlessly, rather than in a disjointed way as in **Sentence 1**.

Linkers also focus the reader's attention on:

results e.g. consequently, as a result,  
contrast e.g. in spite of, although, though,  
similar ideas e.g. in addition, moreover, furthermore,  
dissimilar ideas e.g. on the other hand etc.

**Before you practise**

Now look at **Writing Part 2**.

Make a note of the key points in the question. Organise the points into logical paragraphs. Make sure you have covered everything that the question asks of you. Once you have finished your article read through it for spelling mistakes and repetition. Check that your use of semi-formal language is consistent throughout the article and that you have not jumped from formal to informal language.

## WRITING

## Exam Practice

## Part 2

You've been discussing the Internet in your English class. Your teacher has asked you to write an article for a college magazine based on the following: 'We live in an age that is becoming more dependent on the Internet. What positive and negative effects does this have on your peer group?'

Write between 250 - 300 words.

## Sample Answers for the Writing: Exam Practice tasks

## Part 1

Dear Sir,

I am writing to you to express my concern over the proposed development of the fields near the recreation ground. It is my understanding that a developer wishes to build 200 houses on this beautiful location. A number of concerns have been raised by local residents which I would like to draw to your attention.

First of all, access to the site will be restricted and many people feel that the increased traffic will not only create noise pollution but will also pose a potential danger to local residents. This is particularly true around the playground that many children use on a daily basis.

Another serious issue is that of the facilities that so many more residents will need. The local doctors' surgery is already pushed to its limits. There is no way that it could cope with another 600 or so patients. All that is being offered is a small shop and a hairdresser's. This is ridiculous as we already have three hairdressers in the town. Surely it would be better to provide some kind of leisure facility such as a gym and maybe a youth centre.

I hope you will consider the needs of the community very carefully before approving this scheme.

Yours faithfully  
John Brown

(210 words)

## Part 2

Without doubt, it is true to say that the internet has become a powerful influence on modern day society. This is particularly true when it comes to young people in their teens and upwards. As in most situations there are both positive and negatives aspects to this trend.

First of all, let us consider how the internet is of benefit to young people. There is no denying that it is a valuable educational tool. Students can do research on the internet on just about every subject that exists. The days of libraries being the only source of academic information are long gone. This is particularly important to people who live in more remote or isolated areas.

Secondly, the internet is a good way for young people to communicate with other people who they share a common interest with. Many people enjoy chatting on the internet and using social media.

The other side of the coin is that the internet encourages young people to live a sedentary life which is very unhealthy. They may sit for hours at a time in front of a computer instead of going out and playing sports. This can lead to obesity and other health problems.

Many young people become addicted to the internet and this means that they do not make real friends that they can go out with. Their social skills do not develop properly and this can have an impact on relationships and skills at work.

To sum up, I believe that it is inevitably that young people will always be internet users. What is important however is that there is some balance between sitting in front of a screen and getting out and about in the fresh air with other people.

(289 words)

# Unit 6

## Section A Vocabulary

- **consumption** the act of eating or using something [Word family: consume, consumer, consumable]
- **decade** ten years
- **outpace** move, grow faster than
- **processed** treated with chemicals etc to increase life (of food)
- **convenience food** food that is prepared so that it is ready to eat or quick to cook
- **digest** for the body to deal with food [Word family: digestion, digestible, digestive]
- **dairy** containing milk or eggs
- **high-income** earning a lot of money
- **modest** small [Word family: modestly]
- **wealthiest** richest [Word family: wealth, wealthy, wealthier, wealthily]
- **substantially** importantly, of large size or amount [Word family: substantial]

- **ready-made** pre-cooked, ready to be eaten
- **projection** forecast, prediction, estimate [Word family: project]
- **indicate** suggest, show [Word family: indication, indicative]
- **non-communicable** for a disease that cannot be passed from one person to another
- **account (for)** cause, be responsible for [Word family: accountable]
- **crucial** very important, necessary [Word family: crucially]
- **burden** problem, difficulty [Word family: burdensome]
- **findings** discovery, results [Word family: find]
- **implication** effect, suggestion [Word family: imply]
- **body organization**

## Eating habits

- **distinct** particular, specific, unique [Word family: distinctive, distinctly, distinction]
- **trend** fashion [Word family: trendy]
- **multiple** many, numerous [Word family: multiply, multiplication]
- **urgent** needing immediate action [Word family: urgency, urgently]
- **portion** serving, amount
- **refined** treated with chemicals etc to make cleaner (in appearance)
- **under nutrition** lacking in the substances that the body needs [Word family: nutrition, nutritious, nutrient]
- **eclipse** be made to seem less important due to something else
- **obesity** the state of being medically overweight [Word family: obese]

1. Use the words/phrases in the box, on the right, to complete the article.

### A global health problem

Worldwide, (1) ..... of healthy foods such as fruit and vegetables has improved during the past two decades, but has been **outpaced** by the increased intake of unhealthy foods including (2) ..... meat and **convenience food** in most world regions. Improvements in diet quality between 1990 and 2017 have been greatest in **high-income** nations, with **modest** reductions in the consumption of unhealthy foods and increased intake of healthy products. However, people living in many of the (3) ..... regions (eg, the USA and Canada, Western Europe, Australia and New Zealand) still have among the poorest quality diets in the world, because they have a **substantially** higher consumption of **ready-made** food worldwide. On average, older people and women seem to consume better diets. By 2025, (4) ..... indicate that (5) ..... diseases such as heart disease and diabetes will **account for** 75% of all deaths. Improving diet has a **crucial** role to play in reducing this **burden**. Recent **findings** have (6) ..... for governments and international **bodies** worldwide. The **distinct** dietary (7) ..... based on healthy and unhealthy foods indicate the need to understand different, **multiple** causes of these trends, such as agricultural, food industry, and health policy. There is a particularly (8) ..... need to focus on improving an awareness of (9) ..... size and the problem of **refined** foods such as white sugar, bread and rice. If we do nothing, **under nutrition** will be rapidly (10) **eclipsed** ..... by **obesity** and non-communicable diseases.



### Words & Phrases

- trends
- processed
- eclipsed
- implications
- wealthiest
- urgent
- consumption
- projections
- portion
- non-communicable

2. Use the words/phrases from the original vocabulary box to complete these sentences. Make sure you use the correct form.

1. Smoking is a ..... on the National health service.
2. You may get a stomach ache if you eat food that is difficult for your body to .....
3. According to the ..... of a recent survey, 60% of women are on a diet.
4. She ..... needs to lose weight or she will be very ill.
5. Do you always give your child such a large ..... of food?
6. A poor diet leads to ..... illnesses such as strokes and diabetes.
7. The ..... among young people is to eat fast food most of the time.
8. Too much unhealthy food ..... for his poor concentration.
9. I've been going to the gym for more than a ..... which is why I'm never ill.
10. Even if you make a few ..... changes to your diet, you will see your health improve slightly.

3. Read the text below. Pay attention to the words and phrases in **bold**.

### A healthy diet from an early age

The importance of learning about a balanced diet from an early age cannot be **stressed** enough. During our **formative** years we **pick up** lifetime habits that will **determine** our attitude towards food. It is never a good idea to reward children with food as this sends out all the wrong signals. Also children should be discouraged from **emotional eating**. If a child is having a **temper tantrum**, giving them **confectionary** is not the way to deal with the situation. To avoid **fussy eating**, you should **periodically** vary what your child eats. Gather the family together at least once a day to eat your main meal. If they see you **tucking into** your meal, they are more likely to **clear their plate**. Always be **alert** to the **telltale signs of eating disorders**. If your child plays with their food or never seems to have an **appetite**, monitor them carefully so that this doesn't develop into something more **sinister**. Another potential **pitfall** when it comes to healthy eating is that of **food intolerance**. This can appear during childhood and can potentially be quite dangerous if not **spotted** quickly. In our **hectic** life it isn't always possible to **serve up** **mouth-watering** dishes every day but try to ensure that what your family eats is **nutritious** and tasty.



4. Replace the parts of the sentences in brackets with the correct form of words from the article.

1. I could see that he loved the food by the way he was ..... [eating] it.
2. I've had such a(n) ..... [busy] day that I haven't had time for lunch.
3. Children need to learn to look after their health in their ..... [developing] years.
4. That red mark on your skin looks a bit ..... [bad, worrying] to me. You should go to the doctor.
5. Sally can't eat the cake because she has a(n) ..... [unable to eat] to nuts.
6. You can't leave the table until you have ..... [eaten all the food] because I don't want you to waste food.
7. You shouldn't eat so much ..... [sweets] because it is bad for your teeth.
8. John usually has a very good ..... [desire to eat] and eats everything I cook for him.
9. Don't be surprised if Karen doesn't eat her dinner, she's a very ..... [difficult to please] eater.
10. I ..... [every now and then] try out different foods so that my family don't get bored.

5. Use the word given in capitals at the end of each sentence to form a word that fits the gap.

- |   |          |
|---|----------|
| 1. Shiny hair and clear skin is ..... of a healthy diet.                    | INDICATE |
| 2. He must be held ..... for his actions.                                   | ACCOUNT  |
| 3. Let's try that ..... restaurant that has just opened in town.            | TREND    |
| 4. Brian needs to get help .....  | URGENT   |
| 5. That meat doesn't look very ....., does it?                              | APPETITE |
| 6. You need to start eating food that is more .....                         | NUTRIENT |
| 7. This new product isn't going to sell if ..... don't like the look of it. | CONSUME  |
| 8. Drinking water with a meal helps .....                                   | DIGEST   |

## Idioms connected to food

6. Read the sentences below and match the idioms in **bold** to their meanings in the box below.

1. Tony seems to have **bitten off more than he can chew** with the new job as he looks exhausted. ....
2. There's no point **crying over spilled milk**, we can't change anything now. ....
3. If I were you I would take what she says with a **pinch of salt** because she's not a very honest person. ....
4. Come on **spill the beans** I'm dying to know what she said. ....
5. If you **cook the books**, you'll get into trouble with the tax office. ....
6. I wouldn't go out with her **for all the tea in China**. ....
7. Lots of people seem to like the new restaurant but it's **not my cup of tea**. ....
8. Alison is the **apple of her father's eye**. Sometimes her brothers feel quite jealous. ....
9. Her new book is **selling like hot cakes** so she'll be rich soon. ....
10. The strange thing is that the twin boys are **like chalk and cheese**. ....

- a. give information
- b. be upset about something that has already happened
- c. for anything
- d. be the favourite person
- e. I don't like it
- f. be opposites
- g. for a product that is successful
- h. don't expect something to be completely true
- i. be dishonest with accounts
- j. not be able to cope



7. Complete the sentences below using the correct form of some of the idioms above.

1. I hear Tina's paintings are ..... as she's such a good artist.
2. I'm surprised that Tom and Jim are best friends because they are .....
3. She ..... when she offered to look after her neighbour's four crazy dogs.
4. I couldn't be a nurse ..... because I hate the sight of blood.
5. There's no ..... just don't make the same mistake again.
6. His mother won't be angry with him because .....



8. Are the following statements *True* or *False*?

- |  |              |
|--|--------------|
| 1. If something is a dairy product it contains meat.   | True / False |
| 2. An urgent situation needs to be dealt with as quickly as possible.                              | True / False |
| 3. If something is a burden to you, you would like to keep it.                                     | True / False |
| 4. People change during their formative years.   | True / False |
| 5. If you have a good appetite you enjoy your food.  | True / False |
| 6. You would try to avoid a sinister person.   | True / False |
| 7. If you can keep a secret you won't spill the beans.   | True / False |
| 8. If someone has lied to you in the past you would take everything they say with a pinch of salt. | True / False |



**SPEAKING Part 1**

The first part of the speaking test is designed to help you relax. You will be asked questions about yourself and your ideas on a number of topics. It is important to remember that in the speaking test there are no wrong or right answers. What is being tested is your ability to use the English language and not your general knowledge. It is important however that you listen carefully to what you are asked and respond appropriately. You will lose marks if you do not answer the question.

The examiner will ask you up to five questions on different topics. Try to give full answers that express your own views on the topic. Don't worry if the examiner stops you as this will be because there is only a limited amount of time to do the task.

**Expressing your opinion**

*To my mind ... (+ noun or verb in -ing form + phrase) is/isn't, are/aren't a good idea because...*

*Personally, I think/believe... (+ noun / verb in -ing form + phrase) is/isn't, are/aren't a good idea, since...*

*I'm of the opinion that... (+ noun or verb in -ing form + phrase) is/isn't, are/aren't a good idea, as...*

*I would say that ...*

*It seems to me that ...*

*My own feeling on the subject is that ...*

*It is my impression that ...*

Below are standard phrases that can be used in certain situations.

**PHRASES FOR ROLE-PLAYS****Making a suggestion**

*Have you ever considered ...? + verb in -ing form (formal)*

*Try ... + verb in -ing form (informal)*

**Responding to a suggestion**

*I can't say I'd really thought about that until now ... (formal)*

*I hadn't thought of that! Sounds a great idea! (informal)*

**Agreeing/disagreeing with someone**

*I couldn't agree more! (formal)*

*I'm afraid I can't agree with you on that ... (formal)*

*You're so right! (informal)*

*You're not serious, are you? (informal)*

**Agreeing to a request**

*It would be my pleasure! (formal)*

*No problem. You can count on me! (informal)*

**Politely refusing a request**

*I'm terribly sorry but it wouldn't be possible at the moment. (formal)*

*Sorry but I've got a lot on, at the moment. I'm up to my eyes in it. (informal)*

**Making a request**

*I wonder if you could...? + verb (formal)*

*Would you mind...? + verb in -ing form (formal)*

*Can you do me a favour? (informal)*

**Asking for information**

*I wonder if you could tell me... / Would you mind telling me... + indirect question e.g. where the nearest café is? / if there is a café nearby? (formal)*

*Where's the ... please? / What's the nearest station? (formal)*

**Asking for an explanation**

*I wonder if you could clarify that a bit more for me, please? (formal)*

*What do you mean, exactly? (informal)*

**Giving information**

*The main point to consider is... (formal)*

*You need to know that... / The thing is... (informal)*

**Giving an explanation**

*You see, it's due to... (formal)*

*It's because... (informal)*

**Giving advice**

*It is my opinion / In my opinion, you should... + verb (formal)*

*Why don't you... + verb (informal)*

**Responding to advice**

*I'm not sure that's really for me. (formal)*

*That seems to be a very good idea! (formal)*

*No way! That's not me, at all! (informal)*

*Yes, that's a great idea! (informal)*

**Before you practise**

Now you have read these tips, look at **Speaking Part 2**.

First ask yourself if you have a lower, equal or higher status than the person you are speaking to. On the basis of your decision, decide if you will use formal or informal expressions in your dialogue. Then think how you could apply the above phrases in the different role plays given.



## SPEAKING

## Exam Practice

## Part 1 (4 minutes)

Test time: 17 minutes. I: Interlocutor, C: Candidate.

- I: International Spoken ESOL Test, Mastery level, (give today's date). (Give candidate's name.) Exam begins.  
Hello. My name is (give full name). Can you spell your family name for me, please?  
C: (Spells family name.)  
I: Thank you. Where are you from?

C: (Responds.)

- I: Thank you. Now, Part One. I'm going to ask you some questions about yourself and your ideas. All right? (Choose up to five questions, one from each of the different topic areas, as time allows. Name the topic; eg 'Now, Clothes and fashion').

## TOPICS

## Clothes and fashion

- How far do you think normal people relate to the world of high fashion?
- Do you consider yourself to be a slave to fashion? Why/Why not?
- How true do you believe it is that people judge others by their appearance?
- Why do you think young people want to wear designer brand clothes?

## House and home life

- What do you appreciate most about your home and why?
- What one thing would you like to change about the area you live?
- How would you describe the atmosphere in your home on an average day?
- Where would be your ideal place to live and why?

## Finance

- Do you consider yourself to be good at handling your personal finances? Why/Why not?
- How easy do you find it to save on a regular basis?

- How important do you think it is for children to be taught the value of money?
- Is a high salary important to you? Why/ Why not?

## Manners

- Do you agree with the saying that 'Manners make the man'?
- How important do you think it is that parents teach their children good manners?
- How do you deal with people who are rude to you?
- What role do manners play in showing respect towards others?

## Television

- Do you believe that television presents us with an unbiased view of the world?
- How far do you think the role of television has changed over the years?
- How much would you miss television if it no longer existed and why?
- What are your feelings about young children having a television in their bedroom?

C: (Responds.)

I: (Interlocutor makes brief responses and/or comments.) Thank you.

## SPEAKING

## Exam Practice

## Part 2 (4 minutes)

- I: Now, Part Two. We are going to role-play some situations. I want you to start or respond. First situation (choose one situation from A).

**A**

- I'm chairing an important business meeting and you arrive ten minutes late. I start. *I told you last week how important this meeting is. I'm disappointed in you.*
- We're friends. I start. *I'm struggling to keep up with my studies. What should I do?*
- We are colleagues. I start. *We have got 2 people off sick today. How are we going to divide the workload?*
- We are friends. I start. *I'd like to arrange a surprise party for our friend. What do you suggest we do?*

C: (Responds.)

I: (Role-play the situation with candidate - approximately two turns each.)

I: Second situation (choose one situation from B).

**B**

- I work in a hotel reception. You have lost your mobile phone somewhere in the hotel. You start.
- I'm a friend. I came round for a coffee two hours ago and you need to do some work. You start.
- I'm a colleague. I haven't done something that you are waiting for. You start.
- I'm your neighbour. I had a party very late last night and you had to go to work early this morning. You start.

C: (Initiates.)

I: (Role-play the situation with candidate - approximately two turns each.)

I: (Role-play a third situation from A or B if time allows.)

I: Thank you.

## SPEAKING Part 3

## Discussing options

In this section of the exam, you need to be able to interact with another speaker (the examiner). You will discuss the merits and disadvantages of various courses of action and situations.

## Step One

You can practise preparing for this task by choosing ideas linked by a common theme (e.g. different types of activities to keep fit) and writing down the disadvantages/advantages of each. Although in the exam you will only have 20 seconds to prepare, practising similar tasks in advance will get you used to the exam task.

## Step Two

In the exam, you will need to present your ideas, as well as respond to those of the examiner. In order to prepare for this, the following expressions will help you.

**Note:** Use the phrases below to agree/disagree with a statement.

Afterwards, you will need to justify your opinion. Use phrases from 'Expressing an opinion' to help you do this.

## Agreeing with a statement

## a. complete agreement

I wholeheartedly agree with you there.

I couldn't agree more.

You're absolutely right in what you say.

Nobody could dispute that.

You've hit the nail on the head, there!

## b. partial agreement

**Note:** Here you begin by agreeing, then you introduce a contrasting opinion.

I agree with you up to a point, however...

I agree with you to an extent, although a better case could be made for... (+ noun or verb in -ing form + phrase)

Yes, I agree but I think... (+ noun or verb in -ing form + phrase) is a better alternative, because...

## Disagreeing with a statement

I can't agree with you on that one.

I'm of a different opinion.

Actually, I don't think ... (+ noun or verb in -ing form + phrase) is/are such a good idea.

## Expressing your opinion

To my mind ... (+ noun or verb in -ing form + phrase) is/isn't, are/aren't a good idea because...

Personally, I think/believe... (+ noun / verb in -ing form + phrase) is/isn't, are/aren't a good idea, since...

I'm of the opinion that... (+ noun or verb in -ing form + phrase) is/isn't, are/aren't a good idea, as...

## Asking for an opinion

What do you think about...? (+ noun / verb in -ing form + phrase)

Do you think... (+ verb in -ing form + phrase or a noun) is/are a good idea?

How do you feel about...? (+ verb in -ing form + phrase / noun)

## Step Three

After discussing the options with the examiner, you will need to agree on the most effective option. You can use the following phrases to sum up your opinion, proposing the best option.

## Summing up phrases

- All in all/All things considered ... (+ noun or verb in -ing form + phrase) would seem to be the best option of all.
- Overall, ... (+ noun or verb in -ing form + phrase) is probably the best option.
- To sum up ... (+ noun or verb in -ing form + phrase) is by far the best option.

## Before you practise

Now look at the Speaking Task Part 3.

Quickly write down some ideas for each option offered as to how someone can improve their health. Do not worry about spelling or writing complete sentences. This is just a way to quickly form ideas in your head so that you have something to say. If you practise this with lots of different topics you will find that in the exam you are much quicker at 'thinking on your feet' and finding things to say in the speaking test.

## SPEAKING Exam Practice

## Part 3 (4 minutes)

I: Now, Part Three. We're going to discuss something together.

We are discussing ways to improve our health. Decide which is the most and least effective. (Hand over candidate's task sheet.)

Take 20 seconds to think about what you want to say. (20")

Please start.

I: Thank you. (Retrieve candidate's task sheet.)



## SPEAKING Part 4

### Speaking on a given topic (3 mins)

In this part of the exam, you will be asked to speak about a topic for 2 minutes. The examiner will choose 1 of 3 topics written on the exam paper.

#### Step One

##### Talking about a topic

In order to give structure and clarity to your speech, you need to introduce, and then develop your topic. When you develop your topic, talk about how the issue is relevant to society and how it affects people. Try to give examples, even personal ones, and give your own viewpoint on the topic.

Below are certain phrases to help you talk about a set topic, dealing with a topical issue.

##### Introducing a topic

*This subject stirs up a lot of controversy / is a highly controversial one.*

*This is a subject that is very topical at the moment...*

*This topic is currently very much in the news.*

##### Developing a Topic

1. Say why it is relevant:

*It concerns many people because...*

*It is a subject that is of particular interest to ... because ...*

*It is an issue that touches upon many lives, since ...*

2. Say how the issue affects people:

##### Talking about an issue with a negative impact:

*Many/some people feel uncomfortable about ... because...*

*The majority of/some people feel very strongly that ... (the subject), is not acceptable, for the following reason(s)...*

##### Talking about an issue with a positive impact:

*Generally, there is a lot to be said for ... (subject) since it enriches the lives of many people.*

*On the whole, this has improved/is beneficial to society because...*

##### Talking about an issue that has both a positive and negative impact:

*It is not a clear-cut issue. There are both benefits and disadvantages to... (subject).*

*There are 2 sides to this issue. There is both a negative and a positive aspect, namely...*

##### Giving a personal opinion

*Personally I have mixed feelings about the issue.*

*I reckon that ... is generally a good thing.*

*In my opinion, ... is not a good idea.*

Now look at the example talk below on **Using animals for medical research**, which uses some of the phrases given.

#### Example talk

**This subject stirs up a lot of controversy** since animals suffer for medical research. It is an issue that touches upon many lives because whether we like it or not, we all use medicine that has been tested on animals first.

**It is not a clear-cut issue** since there are both benefits and disadvantages to using animals for medical research. Testing drugs on animals saves many human lives and helps advance medicine. On the other hand, animals suffer in the process.

**Personally I have mixed feelings about the issue.** Although I think it is wrong to make animals suffer, we need to use medicine which has first been tested on animals. Until stem cell research provides a viable alternative to animal testing, I believe that unfortunately we will need to carry on testing on animals for at least the foreseeable future.

#### Follow-up Questions

In this section you will be asked 4 follow-up questions related to the topic you have just spoken about. Here, you will be asked specifically for your opinion on topic-related issues (see expressions for '*Giving a Personal Opinion*').

You will need to qualify your opinion, using examples if possible.



## SPEAKING

## Exam Practice

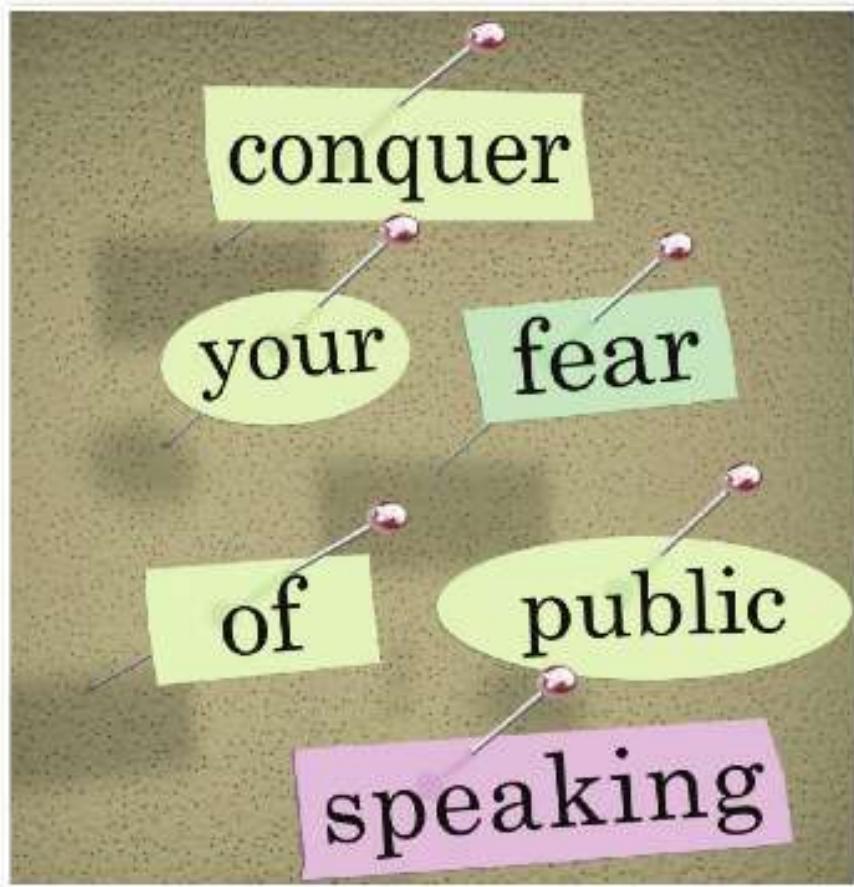
## Part 4 (5 minutes)

I: In Part Four you are going to talk about something for three minutes. Your topic is (choose topic for candidate).

## TOPICS

- A How important are traditional customs?
- B Does having a university degree improve your chances of getting a good job?
- C Does the media represent an unrealistic lifestyle?

I: You now have thirty seconds to write some notes to help you. (Hand over piece of paper and pen/pencil.)  
So your topic is (repeat topic). (Withdraw eye contact for thirty seconds. Leave recorder running.)  
I: (Candidate's name), please start.  
C: (Talks.)  
I: (When candidate has talked for a maximum of three minutes, say, 'Thank you', and then ask some follow-up questions.)



## SPEAKING

## Exam Practice

## FOLLOW-UP QUESTIONS

**How important are traditional customs?**

- Should children learn about traditional customs at school?
- Should we still observe national holidays?
- How do traditions boost tourism?
- Can traditions encourage understanding between the generations?

**Does having a university degree improve your chances of getting a good job?**

- Are young people mature enough to go to work at 18?
- Does university offer more than just an education?
- How can studying abroad change a person?
- What problems might someone have, emotionally, when they first go to university?

**Do the media represent an unrealistic lifestyle?**

- Is modelling an unhealthy career?
- How honest do you believe news channels are?
- Do you believe that successful actors earn a fair amount of money for what they do?
- How can celebrities have a positive impact on young people?

I: Thank you. (Give candidate's name.) That is the end of the exam.

# Unit 7

## Section A Vocabulary

### Responsibility within society

- **take on** decide, agree to do something (a responsibility)
- **obligation** commitment [Word family: oblige, obligatory]
- **extended family** members of your family other than those that live with you
- **compassion** sympathy and care [Word family: compassionate, compassionately]
- **traumatic** causing stress [Word family: trauma, traumatize, traumatically]
- **dementia** disease of the brain that makes people confused and forgetful
- **inadequate** not good enough [Word family: adequate, (in)adequacy, (in)adequately]
- **raise** bring up, care for a child
- **participant** someone who is actively involved with something [Word family: participate, participation]

- **proportion** amount, number [Word family: proportional]
- **poverty** the state of being too poor
- **logic** justification, reason [Word family: (il)logical, (il)logically]
- **carer** someone whose job is to look after people
- **in-built** natural
- **bond** connection
- **ageing** getting older
- **expertise** skill, knowledge [Word family: expert, expertly]
- **feasible** possible
- **reason** explain, argue
- **decline** the state of becoming less
- **dependant** someone who relies on another person to look after them [Word family: dependent, independent, dependency]

- **safety net** system or facility that is there if someone needs help
- **abandon** leave someone alone without help [Word family: abandonment]
- **entitled** getting something that is deserved or earned [Word family: entitlement]
- **sufficient** enough
- **means** ability, resources
- **vulnerable** easily hurt in some way
- **spread about** existing over a wide area
- **standard of living** conditions that someone lives in
- **pensioner** someone who has retired from work due to old age [Word family: pension]

1. Use the words/phrases in the box, on the right, to complete the article.

#### Caring for the elderly

How will we care for an (1) ..... population? With the most recent estimates projecting that the number of people of state pension age will rise from 12.2 million to 15.6 million by 2035, this is one of the hardest questions we face in Britain today. The most common view seems to be that the NHS should take on the biggest responsibility, reasoning that it has the expertise and the funding to care for the vulnerable - especially as the (2) ..... of the traditional family often leaves the elderly with no personal support. These days, families are much more spread about the country (even the world) and it is not always (3) ..... for them to help. Furthermore it is often the case that families are now not in a position to look after elderly relatives. Both husbands and wives work to maintain their own (4) ..... and do not have sufficient spare time to care for elderly dependants. On top of that many pensioners have very little money and some are close to living in (5) ..... They certainly don't have the means to pay for (6) .....

But others argue that families should take on most of the responsibility instead. Their logic being that grown-up children have an in-built (7) ..... to their parents for raising them, and family members are therefore more likely to provide a more personal, comforting standard of care. It should encourage better (8) ..... between families. It allows extended families to remain in contact which is good for all members of the family. Within this debate however, many participants note that while family members should take responsibility as much as possible, for elderly individuals with no close family, or complex medical problems, the state should provide them with a safety net. A large proportion of the elderly have paid into a system which they have rarely, if ever, used. It seems unfair for it to suddenly (9) ..... them. They are (10) ..... to state care when they need it the most.



#### Words & Phrases

- standards of living
- carers
- ageing
- abandon
- feasible
- decline
- entitled
- poverty
- bonds
- obligation

2. Use the words/phrases from the original vocabulary box to complete these sentences. Make sure you use the correct form.

- Being involved in a train crash was a ..... experience for him.
- Now that she suffers from ..... she often forgets who people are.
- She has ..... three children all on her own because her husband died.
- Do we have ..... money to go on holiday this year?
- The kittens were ..... in a bag by the side of the road.
- My family are ..... the country so we don't get together very often.
- You are ..... to a pay rise after working so hard for so long.
- It's not ..... that a child could live alone.
- There were over 200 ..... in the race.
- When I'm a ..... I'm going to spend lots of time with my grandchildren.

3. Read the text below. Pay attention to the words and phrases in **bold**.

### Helping The Homeless

We **reach out to** homeless individuals through street **outreach** and **mobile** outreach services and once we **engage with** people who find themselves **destitute**, we provide assistance that ranges from paying a first month's rent to offering permanent supportive housing so that people with disabilities can become **stable** and productive members of their communities. In 2017, we helped over 83,000 homeless individuals.



We have found that, without supportive services, housing is often not enough to end homelessness. From helping homeless youth, to providing assistance in **obtaining** disability **benefits**, to providing **transportation**, to offering intensive job training assistance to homeless **veterans**, we operate a number of innovative supportive services programs to **rehabilitate** people who have no one else to **turn to**.

While permanent housing, often **coupled with** supportive services, is the best way to end homelessness, many individuals and families need **short-term stabilization** before they can find housing that will meet their **long term** needs. That's why for over 100 years we have provided emergency assistance to homeless people in the form of **homeless shelters**.

Since homeless people can be **reluctant** to leave the streets and accept emergency shelter or transitional housing, we operate drop-in centres - places where homeless youth or adults can get off the streets and find a temporary **safe haven**. And often, when these people begin to trust drop-in centre staff, they agree to leave the streets and enter transitional or permanent housing.

4. Replace the parts of the sentences in brackets with the correct form of words from the article.

- As you have lost your job you are entitled to ..... [money from the government] to help you pay your bills.
- It is difficult to ..... [get] a passport quickly.
- She is going through a ..... [changing] period of her life where nothing is certain.
- It is the responsibility of the government to look after ..... [ex military] when they become civilians.
- His good looks ..... [together with] his talent suggests he will be a big star.
- George was ..... [unwilling] to share his toys with the other children.
- We own a ..... [able to be moved] canteen that we take from place to place.
- The experienced teacher is very good at ..... [communicating] the students.
- You need to go to a ..... [place of safety] until the storm has gone.
- The ..... [homeless and poor] man had no job and nowhere to live.

**5.** Use the word given in capitals at the end of each sentence to form a word that fits the gap.

- |  |             |
|--|-------------|
| 1. Serving in the army is ..... in this country.   | OBLIGE      |
| 2. She was left ..... by the terrible experience.  | TRAUMA      |
| 3. That small amount of food is ..... for the large number of people that we have invited. | ADEQUATE    |
| 4. Your ..... is expected at the next staff meeting.                                       | PARTICIPATE |
| 5. Jill won't accept your help because she is very .....                                   | DEPEND      |
| 6. Andrew didn't do well in the exams because he was ..... prepared for them.              | SUFFICIENT  |
| 7. Can you survive on your ..... ?   | PENSIONER   |
| 8. It seems ..... to buy him a car when he doesn't know how to drive.                      | LOGIC       |

## Idioms connected to people and society

**6.** Read the sentences below and match the idioms in **bold** to their meanings in the box below.

1. Jeremy can afford a beautiful house because he was **born with a silver spoon in his mouth**. ....
2. Andrea is a **social climber** who wants to move away from her poor childhood home. ....
3. I'm not sure if this is the right position for John because he seems to be a **square peg in a round hole**. ....
4. I'm not surprised that Tim and Sue got engaged as they **move in the same circles**. ....
5. Now that Bob has got his first promotion he is really **going places**. ....
6. No one can beat this athlete, she is **in a class of her own**. ....
7. Peter is definitely the **black sheep of the family** as he is always embarrassing his parents. ....
8. The boys are **as thick as thieves** so you always see them together. ....
9. Michael has been a **tower of strength** when everyone else was panicking. ....
10. The government is attempting to **build bridges** between the different cultures in the community. ....

- |  |                                   |
|--|-----------------------------------|
| a. socialise with people of the same background or lifestyle | f. helpful to others              |
| b. be better than others                                     | g. bring different sides together |
| c. trying to join a higher class                             | h. very close to each other       |
| d. not suitable for a situation                              | i. born into a rich family        |
| e. the badly behaved one                                     | j. starting to be successful      |

7. Complete the sentences below using the correct form of some of the idioms above.

1. I don't know how they met as they certainly don't .....
2. When it came to painting, Picasso was in .....
3. You have been ..... through this difficult time. Thank you.
4. He's in trouble with the police again but he always has been the .....
5. It's true that he was ..... but he uses his wealth to support good causes.
6. Look how successful your brother is at university. He's really .....

8. Are the following statements **True** or **False**?

- |  |              |
|--|--------------|
| 1. If you are obliged to do something you don't have to do it.         | True / False |
| 2. If something is feasible it can probably be achieved.               | True / False |
| 3. If you have a bond with someone you connect to them in some way.    | True / False |
| 4. A vulnerable person needs to be protected.                          | True / False |
| 5. If you are destitute you must have worked very hard.                | True / False |
| 6. Most people would be reluctant to earn a lot of money.              | True / False |
| 7. A veteran will be enjoying a successful career in the army.         | True / False |
| 8. If someone is a social climber they want to change their lifestyle. | True / False |



# Test 1

## LISTENING

### Part 1

Total: 6 marks

You will hear six sentences **twice**. Choose the best reply to each sentence. Look at the example. If you hear 'The trouble is, she wants the best of both worlds. The trouble is, she wants the best of both worlds.', the best reply is (c). Put a circle round the letter of the best reply.

**Example:**      a) She always wants the best.  
                      b) She is in trouble.  
                      **c)** Doesn't she always!

1.    a) It normally turns out well.  
      b) They really got very badly burned.  
      c) Yes, everyone's talking about it.
  
2.    a) Well, I really hope you're right.  
      b) They didn't forecast rainy weather.  
      c) That's very pessimistic of you.
  
3.    a) You need to pay a toll to use it.  
      b) You'll need to read between the lines.  
      c) OK, let's deal with this problem first then.
  
4.    a) Yes, I always eat far too much.  
      b) I agree there's rather a lot to do.  
      c) It's absolutely the right size.
  
5.    a) Yes, we'll have to start all over again.  
      b) You were always good at Art and Design.  
      c) No, you can't use the board to draw on.
  
6.    a) I can't believe she hurt you.  
      b) So you need to find another job?  
      c) She was always rude to people.

## Part 2

Total: 6 marks

You will hear three conversations. Listen to the conversations and answer the questions. Put a circle round the letter of the correct answer. You will hear each conversation twice. Look at the questions for Conversation One.

### Conversation 1

1. The conversation is taking place
  - a) in the man's home.
  - b) in a school.
  - c) at a police station.
  
2. Who wants to involve the authorities?
  - a) both speakers
  - b) the woman
  - c) the man

### Conversation 2

3. The client is frustrated by the company's
  - a) e-mail system.
  - b) lack of response.
  - c) telephone policy.
  
4. The woman seems to be
  - a) polite and helpful.
  - b) used to complaints.
  - c) indifferent towards the client.

### Conversation 3

5. The male speaker camped on Thassos because of
  - a) a shortage of rooms to rent.
  - b) the hotels being fully booked.
  - c) a lack of other accommodation.
  
6. The male speaker and the DJ were
  - a) strangers.
  - b) friends.
  - c) acquaintances.

## Part 3

Total: 7 marks

Listen to the person talking and complete the information on the notepad. Write short answers of one to five words. You will hear the person **twice**. At the end you will have two minutes to read through and check your answers. You have one minute to look at the notepad. The first one is an example.

**DO NOT WRITE MORE THAN 5 WORDS.**



### Volunteers for research into ...

**Example:** Speaker researches: (the) ageing of the brain

1. The audience probably have: .....
2. Research shows memory loss can start from: .....
3. Scientists once believed that in adulthood, new neurons were:  
.....
4. Volunteers needed, aged: .....
5. Dr Anderson's research will continue: .....
6. Tests designed to research: .....
7. Main reason for cognitive training: .....

## Part 4

Total: 7 marks

Total marks for Listening: 26

Listen to the conversation and answer the questions. Put a circle round the letter of the correct answer. An example is done for you. You will hear the conversation twice. You have two minutes to read through the questions.

Example: What time of day has the meeting started?

- a) morning
- b) lunchtime
- c) afternoon

1. Which of the speakers is based in London?
  - a) both the men
  - b) Alan and Ann
  - c) just Alan
2. How did James react when he was told why they were there?
  - a) He was surprised.
  - b) He thought it was a joke.
  - c) He understood the reasoning.
3. Ann objects to the idea of discussing previous ads
  - a) because they've already had good reviews.
  - b) because they're unlikely to be repeated.
  - c) just because they won awards.
4. Ann agrees with Alan that
  - a) animals would be best to use in an ad.
  - b) their business is difficult to advertise.
  - c) James doesn't understand the problem.
5. Alan's reason for asking Ann to write down their ideas is
  - a) not believed by Ann.
  - b) seconded by James.
  - c) discussed at length.
6. Alan's comment about the public is intended to
  - a) draw their attention to how young the actors in the ad are.
  - b) make them realise they must be careful with the music.
  - c) forewarn them how seriously some people take ads.
7. The example of an advertisement for another company proves
  - a) how successful advertising can be.
  - b) the extreme reaction some people can have.
  - c) that they shouldn't use animals.

## Part 1

## READING

Total: 5 marks

Read the following text, then read the five statements. Some of these statements are true according to the text, some of them are false. Write T for True or F for False in the box next to each statement.

She entered the hotel lobby and looked around. It was magnificent - towering columns in light brown marble, a huge fireplace with a roaring log fire, comfortable couches and armchairs, marble coffee tables and discreet lighting. There was a hum about the place, with staff bustling about, but the hotel guests looked relaxed, enjoying their afternoon tea.

Marianna moved towards the reception desk to book in. The whole procedure was very efficient and took minutes. A porter rushed forward to take her case and show her to the room on the fourth floor. The young man opened the door with such a flourish she thought he was going to reveal a palace rather than just a room. He smiled and gestured to her to go in first and as she reached the doorway, she could see why he was so proud of the room. A huge four-poster bed dominated the space and everything was so clean. The bathroom was equally impressive, with a shower big enough for three or four people and a bath that someone over six feet tall could lay down flat in.

The woman tipped the porter and started to unpack. The wardrobe space was more than adequate and she could not believe how lucky she was to be staying here as long as the court case lasted. She was not even footing the bill for this luxury - the police were. Her presence was needed as a witness in what was being called 'the trial of the century' and she briefly wondered how many other witnesses were staying in the hotel.

She was startled out of her reverie by a tapping at the door. She wondered how long they had been knocking as she walked across the carpet. Marianna peeped through the glass hole in the door and saw a tall, clean-shaven man standing there. Believing him to be a detective checking on her, she opened the door. He reached out as if to shake her hand, but slapped a smelly cotton pad across her nose and mouth. It was the last thing she was to remember for many weeks.

1. The woman was accustomed to such splendour.
2. The registration process was very straightforward.
3. The description of the room emphasises the shabbiness of the hotel.
4. Marianna was there because she was being prosecuted by the police.
5. The woman was kept unconscious for quite a while.


## Part 2

Total: 6 marks

Read the text and fill the gaps with the correct sentences A-H. Write the letter of the missing sentence in the box in the gap. There are two extra sentences you will not need.

### The Birth of the Barcode

In 1948, a shopkeeper asked N. Joseph Woodland how he could make the process of people paying at his tills faster. He wanted something automated and Woodland set about tackling the problem, though he could not immediately see a solution.

(1) ..... Why not use something like Morse code? Instead of dots and dashes, he would use thin and thick lines to put the necessary information about the product and its price into code that a machine could read. The idea was feasible, but technology at that point was not that advanced and it would be expensive to do. Soon the invention of lasers and the advances in computers made the whole concept more possible.

Joseph's brainchild was fleshed out many times over the ensuing years, with various engineers using it for different purposes with great success. (2) ..... This led, in 1969, to members of the Grocery Manufacturers of America (GMA) and the members of the National Association of Food Chains (NAFC), meeting to discuss the issue. Agreement was always going to be difficult, as an eleven-digit code was required by the GMA to include a range of labelling formats they were already using. The NAFC preferred a shorter, seven-digit code that would mean the checkout system could be simpler and cheaper.

It took years before they all agreed on a standard for the Universal Product Code, or UPC. (3) ..... It was also costly for the packaging to be redesigned with barcodes, so the retailers were reluctant to install scanners until the manufacturers had barcodes on all their products. The manufacturers were unwilling to print barcodes on their products until the retailers had fitted scanners.

(4) ..... As well as this increase in turnover, it was also easier for them to keep track of their stock. It saved them time, too, as barcodes allowed supermarkets to just change the price of something on the shelf instead of having to change the price on each item.

The proliferation of the barcode in the 70s and 80s was no real surprise and went hand in hand with the expansion of large retailers. (5) ..... It made it less expensive to carry a much larger selection of products and they began to diversify into clothes, electrical goods, books, DVDs, and so on.

Although today we all take those ubiquitous black and white stripes for granted, the barcode does more than just help us get through a till more quickly. (6) .....

- A. Joseph Woodland's seaside doodles had finally become a reality.
- B. Part of the problem was getting enough people to adopt and install expensive scanners.
- C. It enables supermarkets to be more efficient and customers benefit from lower prices and a much wider choice of items.
- D. Knowing exactly what they had in stock, they could order and never run out of anything.
- E. However, while sitting on Miami Beach, he had what would be called today 'a lightbulb moment'.
- F. Big supermarkets were able to offset the cost of scanners against an increase in sales.
- G. It is now the largest grocery chain in America - about as large as its five closest rivals combined.
- H. In the meantime, American grocers were contemplating whether or not to use bar codes.

## Part 3

Total: 7 marks

Read the four texts below. There are eight questions about the texts. Decide which text (A, B, C or D) tells you the answer to the question. The first one is done for you.

**A.**

Cardinal Thomas Wolsey bought the site of Hampton Court Palace in 1514. He was a favourite of Henry VIII's until he fell out of favour - as they all did given Henry's mercurial temper later in life. I wanted to see what Wolsey had created over seven years of building and what Henry VIII had lived in with Anne Boleyn after receiving the palace as a gift from Wolsey in 1528. The Cardinal actually built the finest palace in England at Hampton Court and is one of only two of Henry's palaces - out of the many that he owned - that remain today. Of course, little of what Wolsey had constructed remains unchanged now. In the Clock Court, his seal can still be seen over the entrance arch. Off the Clock Court is the inner gatehouse, which housed his private rooms. The Base Court contained forty-four lodgings for guests, while the second court contained the very best rooms, or, state apartments, used only by King Henry and his family. Henry stayed there in 1525, as soon as they were completed.

**B.**

Hampton Court Palace has been open to the public for many years and has proved to be a major tourist destination. It can be reached easily from Waterloo Station in central London, and Hampton Court railway station; four buses, the 111, 216, 411 and R68 all stop right outside the gates, allowing visitors to flock there. We were very lucky to visit in June when the Hampton Court Palace Festival was taking place. The concerts are held in the cosy and atmospheric Base Court in the open air. These concerts are well-known for showcasing very diverse music genres, from opera to heavy metal, and from pop to jazz. I particularly liked the idea that these concerts continue the tradition of entertainment at the palace, as first introduced by monarchs and the nobility in the 16<sup>th</sup> and 17<sup>th</sup> centuries. We sat and listened to Bryan Adams and Eric Clapton and had a day we will never forget, though I don't think Cardinal Wolsey and Henry VIII listened to quite the same type of music.

**C.**

We ventured into the famous Hampton Court Maze. It was planted sometime between 1689 and 1685 by George London and Henry Wise for the amusement of William III of Orange. It covers a third of an acre and has half a mile of paths. It's believed it replaced an earlier maze that was actually made for Cardinal Wolsey. It used to be one of the biggest in Europe, but there are now many bigger mazes around the world. It's not that difficult to find your way to the centre and back out again. Basically, all you have to do is keep the hedge on your right. What I kept thinking about while I was walking round was how many famous people's footsteps I was walking in - monarchy, famous writers, Heads of State and renowned members of British public life.

**D.**

Another fascinating part of the palace are Henry VIII's kitchens, still operating today, though not on such a grand scale. In Henry's time, they produced over a thousand meals a day - a veritable food production line. It must have been a very efficient procedure, bearing in mind they had to order the food, prepare and cook it. And they didn't cook for Henry VIII in this kitchen - he had his own private kitchen, but he did enlarge this main kitchen so they had the room to cope with raw food coming in at one end and the finished product going out the other. One of the many smaller kitchens off the large one was just for boiling meat in a huge pot. This reduced the time needed on a spit. As they cooked 8,200 sheep a year, without all the other meat, it would need to be quick.

In which text does the writer:

Example: praise an old custom?

1. include information tourists would find useful?
2. detail the incentive for the visit?
3. provide details about daily Tudor life?

B


Which text is saying the following?

4. Prominent people had a leisurely stroll there.
5. Some domestic things were done on an enormous scale.
6. A famous landmark has been surpassed.
7. Many details have been altered.


## Part 4

Total: 8 marks  
Total marks for Reading: 26

Read the text and answer the questions. Write a maximum of five words for each answer. The first one is done for you.

### Why are most people right-handed?

People often differ in their opinions about anything and everything, but one thing everyone seems to agree on is which hand is the easiest for them to control and write or eat with. In fact, 85% of the world's human population is right-handed. Archaeologist Natalie Sims, of the University of Cambridge, states in her new book that 'there has never been any report of a human population in which left-handed individuals predominate'.

She explains that the bias towards either the left or right generally begins in the brain. It has already been proven that some tasks are mainly under the control of brain activity in the left hemisphere, while the right hemisphere manages other tasks. Just to confuse the issue, there is some crisscrossing of nerves between the body and the brain, which in turn makes it seem as if the left side of the brain has more power over the right side of the body and the same the other way round. Put simply, the brain's left-hemisphere assists in the management of the right leg, hand, eye, and so on.

A case has been made that this distribution of neurological effort has been an attribute of animals for half a billion years. Possibly it developed as it is more economical to let the two hemispheres carry out various calculations at the same time. For example, the left side of the brain may have been more prominent when habitual tasks, such as hunting for food, were being done, whereas the right side, not primed for this, was available to sense and respond quickly to sudden changes in their surroundings, like a predator stalking them. Even today, this can be observed in some fish, birds and toads, which are all more liable to confront prey seen by the right eye.

From these facts a theory has arisen that when our hominid ancestors started to move on two legs instead of four, it left their hands free to execute new undertakings, for instance, making tools, and grooming each other. This left them more inclined to use their hands differently. To test this theory, handedness in chimpanzees was observed, and scientists discovered that when the animals stood on all fours, they showed no sign of hand preference. However, when driven to stand upright, a left or right inclination appeared, though the chimps studied were evenly spread between right and left-handed.

So what led from this early indifference to which hand was used, to the predominance of right-handedness today? Many researchers have argued that it changed when we learned to speak. Right-handedness is run by the left side of the brain and it's the left-hand side of the brain where the majority of people do most of their linguistic processing. In truth, this left-brained specialisation for language is even more widespread than right-handedness, which could imply that because the left hemisphere developed for language, the inclination towards the right hand might merely be a side effect.

Example: What do most people have the same opinion about? ..... **which hand to use**

1. What has never been found in previous civilisations? .....
2. What can make it appear that the left-hand side of the brain is stronger than the right? .....
3. What parts of the right side of the body can the left-hemisphere affect? .....
4. In animals, what does the right side of the brain protect them from? .....
5. What two activities are mentioned that hominids did when standing on two feet? .....
6. Why did standing on two feet help hominids? .....
7. What was discovered when the chimps stood on two legs? .....
8. What became the main function of the left hemisphere? .....

## WRITING

### Part 1

You have seen the results of the survey below on a website that focuses on problems the elderly face. Write an **article** for the website, giving your views on how these elements might impact on the elderly. Write between 200 - 250 words.

According to respondents to the survey we recently conducted, the elderly, like other segments of society, have been affected by the financial crisis which has taken its toll on the elderly and the facilities they use.

We investigated the following and discovered:

**Care homes:** residents now have to pay for their care, which not everyone can afford. House owners are also forced to sell their homes.

**Pensions:** These are not in line with inflation, so income for the elderly is inadequate.

**Volunteers:** There are now fewer volunteers working for charities that befriend the elderly by visiting or calling them regularly.

## WRITING

### Part 2

Many adults are fans of superhero comic books. Write a **narrative composition** about you as your favourite superhero and what happens to you and the strange or funny things which occur while you are your superhero. Write between 250 - 300 words.

# SPEAKING

## Part 1 (4 minutes)

Test time: 17 minutes. I: Interlocutor, C: Candidate

- I: International Spoken ESOL Test, Mastery level, (give today's date). (Give candidate's name.) Exam begins. Hello. My name is (give full name). Can you spell your family name for me, please?
- I: Thank you. Which country are you from?
- I: Thank you. Now, Part One. I'm going to ask you some questions about yourself and your ideas. All right?

## TOPICS

### Youth and old age

- Should parents continue to finance their children after the age of twenty-one?
- Why do you think that in most countries women live longer than men?
- Do you think the age of retirement should be lowered to make way for younger people to find work?
- In many countries, the tradition is to have older leaders. Do you think older people make better leaders?

### Physical attractiveness

- Do you believe you need to be attractive to achieve success in life?
- Should people have plastic surgery to make themselves more attractive?
- How far do you agree with the saying that 'beauty is only skin deep'?
- Many people have lots of tattoos. Do you think this makes them more attractive?

### Science and technology

- How important is it to clone people or the organs of people for the future?
- What social changes do you think mobile phones have made?

- Facebook is often criticised for its privacy settings. How much information are you willing to share online?
- Some countries already have robot teachers. Is this a sign that AI is taking over?

### Advertising

- How can advertising impact on our perceptions of life?
- Advertising is often accused of making people want more and more material possessions. What's your opinion?
- Should advertising online be blamed for people's irresponsible spending habits?
- It is said that children are easier to influence through advertising than adults. Why is this?

### Behaviour

- How does good behaviour play a role in showing respect for others?
- Does the bad behaviour of some people make them bad because of circumstances or choices?
- Is bad behaviour a sign of rudeness and arrogance or just ignorance?
- Do you agree that the best way to learn good behaviour is from those who behave badly?

I: (Interlocutor makes brief responses and/or comments.)

I: Thank you.

## Part 2 (4 minutes)

I: Now, Part Two. We are going to role-play some situations. I want you to start or respond.  
First situation

### A

- I'm your Head Teacher. You handed in a report about school facilities yesterday. So why is the report not complete?
- We're neighbours. Could you look after my dog while I'm away, please?
- We're colleagues. I don't think you're pulling your weight on this project?
- I'm your friend. Mum and I have had a terrible row.

### B

- We're cousins. You've heard I'm thinking of taking a gap year.
- I'm your friend. You want to borrow my tablet.
- I'm your boss. You want to ask for a rise.
- We're classmates. You want me to help you cheat in a maths exam.

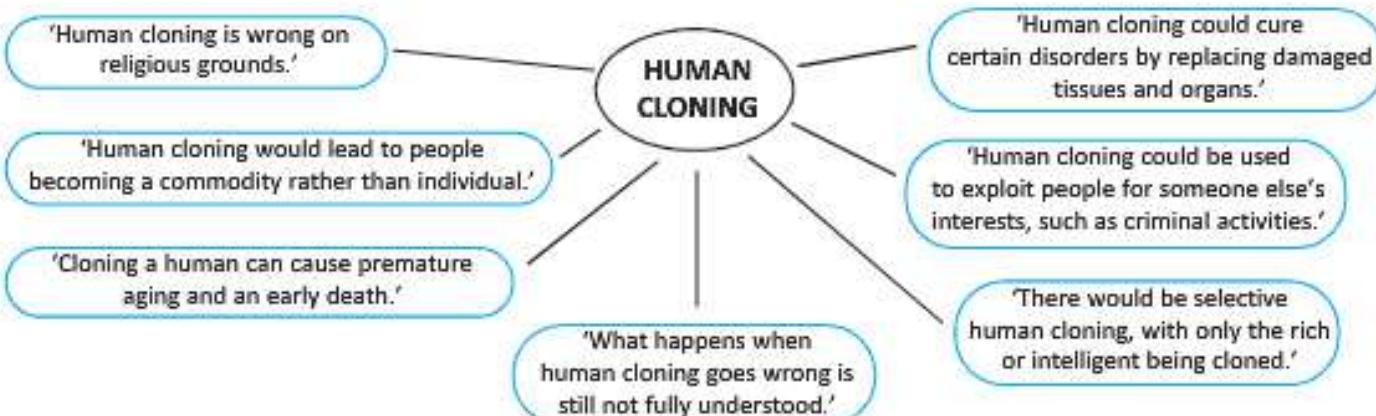
**Part 3 (4 minutes)**

I: Now, Part Three. We're going to discuss something together.

An ethics committee has been investigating whether it is morally right or wrong to clone humans. Here are some ideas. Let's discuss them and decide which we most and which we least agree with.

Take twenty seconds to think about what you want to say. (20 seconds.) Please start.

I: Thank you.

**Part 4 (5 minutes)**

I: In Part Four you are going to talk about something for three minutes. Your topic is

**TOPICS**

- A Is free health care and medical attention a basic human right?**
- B The clothes we wear reflect what is really inside us.**
- C A major function of consumerism is to produce consumers.**

I: You now have thirty seconds to write some notes to help you.

So your topic is

I: (*Candidate's name*), please start.

**FOLLOW-UP QUESTIONS****Is free health care and medical attention a basic human right?**

- Would you consider donating your organs after your death?
- How far do you agree that alternative medicine should be used alongside traditional medicine?
- What is your opinion about people who pay to jump hospital queues?
- Should blood donors get preferential treatment from the health service if they are sick?

**The clothes we wear reflect what is really inside us.**

- Does the fashion industry play a role in continuing stereotypes?
- What do you think of the accusation that fashion is to blame for the level of anorexia in the western world?
- Is fashion selfish in a world where many people do not have what they need?
- To what extent do you believe that where and how clothes are made should be more strictly controlled?

**A major function of consumerism is to produce consumers.**

- How does globalisation affect your own life?
- To what extent do you agree with removing all barriers to trade throughout the world?
- Do you believe that imported goods are better than products made or grown locally?
- Globalisation is where the people of the world are unified into a single society and function together. How far do you agree with this definition?

I: Thank you. (*Give candidate's name*.) That is the end of the exam.

# Unit 8

## Section A Vocabulary

### Travel and Tourism

- **out-of-the-ordinary** unusual
- **daring** brave and adventurous
- **steep climb** big increase
- **sound** correct, sensible and good
- **road less travelled** journeys that not many people go on
- **backpacking** travelling with a bag on your back from place to place [Word family: backpack, backpacker]
- **trekking** walking for pleasure in the countryside [Word family: trek, trekker]
- **attribute** be responsible for; cause [Word family: attributable, attribution]
- **imperative** very important, essential

- **niche** specialized product, service etc
- **accelerate** go faster, increase [Word family: acceleration]
- **actual** real, existing
- **invincible** can't be defeated or hurt
- **reinforce** confirm, make stronger [Word family: reinforcement]
- **transformative** affecting, changing someone or something very much [Word family: transformation, transform]
- **exertion** the act of putting a lot of physical effort in [Word family: exert]
- **embark** start, begin
- **hordes** large numbers of

- **by and large** generally, on the whole
- **perceive** see or think of something in a particular way [Word family: perception, perceptive, perceivable, perceiver]
- **seek** look for
- **comfort zone** situation that is not challenging or new
- **far-flung** being a long way away
- **faint-hearted** not very brave
- **peak season** the busiest time

1. Use the words/phrases in the box, on the right, to complete the article.

### The adventure travel industry

Growth in the adventure travel market has (1) ..... at a 65 per cent yearly rate since 2009 according to the newly released Adventure Tourism Market Study. Adventure tourism's **steep climb** is (2) ..... to growth in the global tourism industry, a significant increase in the percentage of adventure travellers, and an increase in the average amount spent per adventure travel trip. This comes as positive news, of course, and **reinforces** the ATTA community's rising commitment to safety, education, training and development of innovative and culturally and environmentally **sound** travel options. As adventure travel tourism grows it is **imperative** that travellers are provided with (3) ..... experiences, all while helping to protect and respect the very people and places visited. Adventure travel is a type of (4) ..... tourism, involving exploration or travel with **perceived** (and possibly **actual**) risk, and potentially requiring specialized skills and physical (5) ..... Adventure tourism has grown in recent decades, as tourists **seek** **out-of-the-ordinary** or "roads less travelled" types of holidays. Adventure tourists may be motivated to step outside of their (6) ..... They often **embark** on a long journey to (7) ..... locations that the (8) ..... of package holidaymakers would not even consider. Despite their growing popularity, adventure holidays are not for the **faint-hearted** and (9) ..... tend to be undertaken by (10) ..... individuals who believe that they are **invincible**.



### Words & Phrases

- attributed
- niche
- hordes
- accelerated
- exertion
- comfort zone
- transformative
- by and large
- daring
- far-flung

2. Use the words/phrases from the original vocabulary box to complete these sentences. Make sure you use the correct form.

- Saving a little bit of money every month is a(n) ..... idea as you can never tell what is going to happen in the future.
- Is this a(n) ..... problem or are you imagining things again?
- We are about to ..... on a difficult project but I believe we can succeed.
- Doing a parachute jump from an aeroplane is not for the .....
- Timmy can be a challenging child at times but ..... he's a good boy.
- I'm worried about sailing for the first time because I don't like being out of my .....
- She thinks she is ..... but she will have an accident one day if she continues to drive so fast.
- It was quite ..... of her to ask the famous actor for a kiss.
- It's ..... that you are not late for the flight.
- Being bitten by a Labrador ..... his fear of dogs.

3. Read the text below. Pay attention to the words and phrases in **bold**.

### Fear of flying

The sudden bumps and drops caused by **turbulence** at 35,000ft are often blamed for **instilling** a fear of flying in people, which at least one in ten people suffer from. Yet, while there are suggestions that it is increasing, experts say turbulence is a harmless and often unavoidable part of flying, with the **vast majority** of turbulence-related injuries caused by **unfastened** seatbelts, or falling luggage.



Those whose **palm**s sweat at the unexpected **soaring** or **diving** of a plane should **take heart**, however, as commercial pilots have revealed some very simple, if somewhat unusual, ways of **banishing** that feeling of terror on a flight. Overcoming a fear of flying takes a lot of courage and practice, but it is possible with appropriate treatment. If you can successfully identify the **triggers** that produce your **anxiety**, you've taken the first step. It's important to note that fear of flying is not a single **phobia**. Most people who fear flying are **claustrophobic**, or frightened of being locked in the plane and unable to choose when to get off. Most "flight phobics" agree that flying is safe, yet frightening. They have a hard time **reconciling** their fear with safety statistics.

Although we know our phobias are not logical, we cannot reason ourselves out of one. The "**active ingredient**" for **overcoming** phobias is **exposure** to feared triggers. It's important to note that avoidance keeps your phobia alive and intense. With fear of flying, there is a huge **component** of **anticipatory anxiety**, or the fear experienced in anticipation of taking a flight.

4. Replace the parts of the sentences in brackets with the correct form of words from the article.

- Even though you didn't pass your driving test ..... [be encouraged by] from the fact that most people pass on their second attempt.
- The best way to deal with something that frightens you is by repeated ..... [experience of] to it.
- If she sees a big spider it ..... [causes] a panic attack.
- She held the tiny kitten in her ..... [hands].
- We watched the bird ..... [fly up] above us in the sky.
- The ..... [most] of holiday makers like to sunbathe.
- It is often the ..... [waiting for something] of a difficult task that is worse than the actual thing.
- For how long have you had a ..... [fear] of heights?
- It took a long time to ..... [get rid of] my fear of boats.
- She was filled with ..... [worry] whenever she thought about the journey.

**5.** Use the word given in capitals at the end of each sentence to form a word that fits the gap.

- |   |            |
|---|------------|
| 1. I can't believe the ..... In him since he travelled to Africa.                             | TRANSFORM  |
| 2. Don't ..... yourself too much or you'll get an injury.                                     | EXERTION   |
| 3. My ..... of the situation seems to be quite different to his.                              | PERCEIVE   |
| 4. Unfortunately it was a very ..... flight.  | TURBULENCE |
| 5. Are you always this ..... before a flight?   | ANXIETY    |
| 6. His behaviour has only acted as a ..... of my thoughts about him.                          | REINFORCE  |
| 7. We need to encourage the ..... of the process in order to get the results we want quickly? | ACCELERATE |
| 8. Shall we go ..... this summer as it's a cheap way to go on holiday.                        | BACKPACK   |

## Idioms connected to travel

**6.** Read the sentences below and match the idioms in **bold** to their meanings in the box below.

- |  |       |
|--|-------|
| 1. There is no point complaining. We are all <b>in the same boat</b> . You'll just have to be patient like the rest of us.             | ..... |
| 2. I can't believe you paid £100 for that. You've been <b>taken for a ride</b> .   | ..... |
| 3. George is <b>in the driver's seat</b> and no one could do a better job than him.  | ..... |
| 4. I've <b>come to a fork in the road</b> with my career so I need to think carefully.   | ..... |
| 5. Right, our parents will be home soon so <b>all hands on deck</b> to get the house clean and tidy.                                   | ..... |
| 6. I'm definitely going to travel round India this summer so are you <b>on board</b> or not?   | ..... |
| 7. After a difficult start I am expecting it to <b>be plain sailing</b> from now on.   | ..... |
| 8. We've only just reached an agreement so please don't <b>rock the boat</b> and cause more problems.                                  | ..... |
| 9. John is <b>sailing close to the wind</b> by investing in such a risky business.   | ..... |
| 10. I should have accepted the offer while I had the chance but now I have <b>missed the boat</b> and it's been given to someone else. | ..... |

- |  |   |
|--|---|
| a. be in a situation where a decision must be made | f. in the same situation                |
| b. be easy   | g. everyone get involved                |
| c. be in control                                   | h. be part of something, support, agree |
| d. cause trouble                                   | i. take a risk                          |
| e. tricked or deceived                             | j. not take an opportunity              |

**7.** Complete the sentences below using the correct form of some of the idioms above.

1. This isn't going to be simple so don't expect it to .....
2. With Anna ..... things will certainly be interesting for the rest of us.
3. If you don't get down to the sales early you ..... because the bargains will be gone.
4. It was ..... to finish the work before the deadline.
5. Why do you always have to ..... when things are peaceful?
6. I think you are ..... by lending James so much money as he probably won't pay you back.

**8.** Are the following statements *True* or *False*?

- |   |              |
|---|--------------|
| 1. When a team wins a championship they feel invincible.                                      | True / False |
| 2. Beaches are generally quieter during the peak season.                                      | True / False |
| 3. If someone gives you sound advice you should listen to them.                               | True / False |
| 4. When there are hordes of people in front of you, you probably won't get a seat on the bus. | True / False |
| 5. If someone is outside their comfort zone they may feel nervous.                            | True / False |
| 6. When something triggers an event it brings it to an end.                                   | True / False |
| 7. If someone takes you for a ride you will feel grateful to them.                            | True / False |
| 8. If you are on board with a situation you will be cooperating with someone.                 | True / False |



# Test 2

## LISTENING

### Part 1

Total: 6 marks

You will hear six sentences **twice**. Choose the best reply to each sentence. Look at the example. If you hear 'The trouble is, she wants the best of both worlds. The trouble is, she wants the best of both worlds.', the best reply is (c). Put a circle round the letter of the best reply.

**Example:**    a) She always wants the best.

     b) She is in trouble.

     c) Doesn't she always!

1.    a) I can just about afford it.  
     b) Yes, it was a mistake.  
     c) There isn't much time now.
  
2.    a) It couldn't be more different.  
     b) There's no need to get upset.  
     c) London's a long way away.
  
3.    a) I haven't seen her today.  
     b) Perhaps she needs new glasses.  
     c) Nothing new there then!
  
4.    a) You should have put more effort into it.  
     b) Yes, he has a habit of doing that.  
     c) Yes, he does live beyond his means.
  
5.    a) I think it will be.  
     b) I'd be unhappy, too.  
     c) Me neither.
  
6.    a) Dream on!  
     b) It serves her right.  
     c) I'm sorry.

## Part 2

Total: 6 marks

You will hear three conversations. Listen to the conversations and answer the questions. Put a circle round the letter of the correct answer. You will hear each conversation twice. Look at the questions for Conversation One.

**Conversation 1**

1. The speakers are discussing
  - a) an invitation for the man.
  - b) what the man should buy.
  - c) the correct selling price.
  
2. The man sounds
  - a) humiliated.
  - b) irritated.
  - c) confused.

**Conversation 2**

3. Where is this conversation taking place?
  - a) at a solicitor's office
  - b) at the surveyor's
  - c) at a new property
  
4. What does the man say about the surveyor?
  - a) He might discover a problem.
  - b) He may arrange fixtures and fittings.
  - c) He will have to exchange contracts.

**Conversation 3**

5. What is the relationship between the speakers?
  - a) brother and sister-in-law
  - b) brother and sister
  - c) husband and wife
  
6. What does the woman want the man to do?
  - a) talk to his sister
  - b) prepare the evening meal
  - c) call his brother-in-law

## Part 3

Total: 7 marks

Listen to the person talking and complete the information on the notepad. Write short answers of one to five words. You will hear the person **twice**. At the end you will have two minutes to read through and check your answers. You have one minute to look at the notepad. The first one is an example.

**DO NOT WRITE MORE THAN 5 WORDS.**



### The Lucy Fossil

**Example:** First piece of Lucy found was: an (the) elbow bone

1. Afar site was inhabited over: .....
2. Lucy total find consisted of: .....
3. Lucy named after: .....
4. Taung Child was different from an ape as it had: .....
5. Taung Child was able to: .....
6. Dart concluded that humans: .....
7. Australopithecines proved to be: .....

## Part 4

Total: 7 marks

Total marks for Listening: 26

Listen to the conversation and answer the questions. Put a circle round the letter of the correct answer. An example is done for you. You will hear the conversation twice. You have two minutes to read through the questions.

Example: Andy believed Carl and Rose were

- a) currently on vacation.
- b) attending the meeting.
- c) going to the woods.

1. Andy thought the meeting
  - a) was extremely prejudiced.
  - b) had new details.
  - c) was very uninformative.
2. According to Andy, changes made for the airport will
  - a) mean he has to make a detour.
  - b) entail relocating a church spire.
  - c) force a new runway to be built.
3. Carl points out that future passengers will
  - a) be able to get to the airport quickly.
  - b) have limited options about flights.
  - c) enjoy a wider choice of destinations.
4. What is Andy's attitude towards the points made by Rose?
  - a) He totally agrees with her.
  - b) He is dismissive about them.
  - c) He suggests a new terminal.
5. Carl finds Andy's comment about the old buildings
  - a) really sensible.
  - b) absolutely absurd.
  - c) very convincing.
6. One of Andy's concerns is that
  - a) the plan is being kept secret.
  - b) the public are not attending the meetings.
  - c) people will not get to vote on the issue.
7. Rose admits that she
  - a) doesn't have the same opinion as Andy.
  - b) has had her mind changed by Andy.
  - c) is frustrated by Andy's point of view.

## Part 1

## READING

Total: 5 marks

Read the following text, then read the five statements. Some of these statements are true according to the text, some of them are false. Write T for True or F for False in the box next to each statement.

For years now, scientists have been asking why we doodle or draw. Humans seem compelled to sketch or scribble something from a very young age, whether it is on paper or a wall. This impulse remains with us all our lives, proving that humans seem unable to refrain from expressing themselves through pictures.

The Arandic, the Warlpiri and other aboriginal societies of the Australian desert, start most conversations by gently levelling an area on the ground and removing any rocks or other debris. They then proceed to draw, with either a stick or their finger, the story they want to tell. These stories can range from something their ancestors did, to news about a sick neighbour. As soon as they have told the story, the drawing is wiped away, letting their story 'go back to rest' in the earth. Their traditional drawings and gestures are so articulate and expressive, that many linguists believe whole narratives can be told without a word being spoken.

Lately, many researchers have reasoned that drawing should be considered a more instinctive quality of humans. Neil Cohn, from the University of California in San Diego, realised as soon as he learned about the Australian 'sand' drawings that they gave him the chance to explore how drawing plays a part in language and communication, something he had been researching for years. He believes that their amalgamation of drawing, hand signals, gestures and some words, form one single communication system. He found it was hard to divide one part from another - they all come together to tell a story that is easy to understand.

Some of these stories are now being preserved through the use of technology. Many female indigenous Australians are now using iPads to record these drawings. Doing this they may not just be showing the world the language and drawings of the past, but showing the way into the future as well.

1. People have an undeniable urge to convey their feelings through art.
2. The Indigenous peoples of Australia have a tradition of telling their stories orally.
3. Researchers believe that drawing is an innate urge in humans.
4. Cohn found the aborigines' means of communicating could be separated into different components.
5. The aborigines are using technology to create new drawings.


## Part 2

Total: 6 marks

Read the text and fill the gaps with the correct sentences A-H. Write the letter of the missing sentence in the box in the gap. There are two extra sentences you will not need.

## The myth about phone privacy

There is no doubt that mobile phones have altered people's lives in a multitude of ways. They link us to friends and relatives through e-mail and social networking sites, wherever we are in the world. They provide us with maps, recommend where to eat or shop, and enable us to order food or taxis. We can download apps for nearly everything, but while appreciating all these functions, few people realise that this ease of accessing information or communicating comes at a cost - privacy. (1) .....

Your mobile phone serial number, geographical location, date and time are the things that are prone to revealing your movements. Known as metadata, or smartphone EXIF files, these little bits of data can all be used together to work out your identity. Geotagging, the app most used to isolate your precise location, is thought of as the biggest risk when using a mobile phone. (2) ..... Instagram and Twitter also include geotags.

Fortunately, revealing your geographical location on social media sites can be managed by altering your data location services settings on your phone and apps. Nevertheless, metadata can still be gathered from your mobile phone even when doing something as simple as making a phone call. (3) ..... So, whilst no one can hear or find out what you said during the call, they can still fill in the gaps, and this can have significant consequences.

During the research the complaint was often said that people did not agree to this and that it must be illegal, but this is not the case. Every time a user logs on to a site like Facebook, they agree to let their every move be recorded, just by using the service. (4) ..... All this information can simply be joined together and someone has practically all the information they need about you and your identity. Mobile phone companies also retain the right to record the metadata about your calls, so do social media sites when you make use of their facilities to get in touch with friends or family.

There can be hardly anyone who reads the Terms and Conditions posted on these sites. They are too long and obscure. (5) .....

So what should you do to reduce the amount of metadata you broadcast? The most straightforward answer is to go to the privacy settings on your mobile phone and decide which apps you want or do not want to use in data location services. (6) ..... You even have the choice of turning off your data location services completely, although this will stop you from being able to use the maps app.

As regards social media sites, set your account to allow only your friends to see your posts. Also turn off geotagging on Facebook. This can be found on the status bar and within Instant Messenger and it can be enabled or disabled whenever you want.

- A. The option is there to select *Always, While Using or Never*.
- B. Recent research has shown that the general public still does not understand how much information about their identities, activities and personal data is available to other people.
- C. Each time the site is accessed, the user leaves a really comprehensive data imprint behind them.
- D. However, this does give opportunities to other companies to create software that can conceal or interrupt your metadata.
- E. Facebook offers geotagging as a service you select whenever you change your status or chat on Instant Messenger.
- F. For example, Paypal's Terms and Conditions are 36,275 words long.
- G. The more online platforms you use to keep in touch, the more you increase your chances of being hacked.
- H. Information is collected on who you rang, how long you spoke to them and your location when you made the call.

## Part 3

Total: 7 marks

Read the four texts below. There are eight questions about the texts. Decide which text (A, B, C or D) tells you the answer to the question. The first one is done for you.

**A.**

New research from the United States suggests that dinosaurs were destroyed sixty-six million years ago by not just one disaster, but two. Along with the nine-mile wide meteor that crashed into Earth, the new theory is that dinosaurs were also fatally affected by a flood of volcanic eruptions in the Deccan Traps, in India. The impact of the meteor caused the increase in volcanic activity. The Deccan Traps spewed out twice the amount of sulphurous gas and dust that it would normally have done. This brought about a extraordinary change in the climate, as it blocked out the sun's rays. Layers of volcanic rock have now been measured showing the progress of the Deccan Traps more accurately than ever before. The scientists are positive that the volcanism and the collision happened within 50,000 years of the dinosaurs' extinction, so both incidents were happening at the same time.

**B.**

Despite all the advances made in the field of palaeontology and the innovative imaging methods used to prise pigment and tissue remains from fossils, we still don't have the foggiest idea what colour the majority of dinosaurs were or what their skins were like. Many scientists today believe that their skins appear to have been more feathery than leathery, including velociraptors - which were shown in Jurassic Park as having a leather-like skin. They were also much smaller than in the film - more like the size of a big chicken. T-rex might also have had feathery skin. Furthermore, with just a few exceptions, palaeontologists don't even know what noises dinosaurs made. One that has been examined is the well-preserved skull of a Parasaurolophus. The skull points towards it making the sound something like the low notes of a trombone. How they moved and other details though, are still a mystery.

**C.**

Have you ever wondered what would have happened to the dinosaurs if the meteor had hit Earth a few minutes earlier or later? What if it had missed altogether? A recent BBC documentary, *The Day the Dinosaurs Died*, explores just such a scenario. They argue that had the meteor crashed only a few moments earlier or later it would have landed in the Pacific or Atlantic oceans, rather than the shallow waters of the Yucatan Peninsula. Landing in one of the two oceans would have soaked up the force of the meteor and thus limited the amount of sulphur rich deposits that suffocated the atmosphere for years ahead. Had this happened, devastation and fatalities would still have occurred, but some of the larger dinosaurs might have survived. This begs the questions: would dinosaurs still be around today? Would mammals have still come to the forefront? Would humans have evolved and discovered a way to co-exist with huge dinosaurs?

**D.**

During the Oligocene and Miocene periods, grasslands began to spread across large parts of Earth. This led to herbivorous mammals, that were fast- running because of their slender legs, becoming more common. They needed to be quick, because it's impossible to hide in open grasslands. Dinosaurs already had more evolutionary advantages than mammals. Mammals took a long time to develop the same assets, so dinosaurs had a head start acclimatising to the grasslands. Duck-billed hadrosaurs had nearly 1,000 teeth compared to the forty or so that a horse has, so were able to easily deal with grinding grasses when they ate. Dinosaurs were also blessed with better eyesight than mammals, with extra colour vision which possibly made them more able to see danger. Duck-bills and sauropods may also have evolved to have squared off snouts. Sauropod necks, too, may have shrunk to help them graze from the ground rather than up in the trees.

In which text does the writer:

Example: suggest more than one reason for the dinosaurs' demise?

1. explain when the landscape began to change?
2. compare the differences between certain dinosaurs and modern animals?
3. show that even technology does not supply all the answers?

A


Which text is saying the following?

4. Interesting possibilities were raised by a television programme.
5. Two events were occurring simultaneously.
6. Timing is everything.
7. Scientists are still ignorant about many details.


## Part 4

Total: 8 marks

Total marks for Reading: 26

Read the text and answer the questions. Write a maximum of five words for each answer.  
The first one is done for you.

## Earth's Magnetic Field is Flipping More Often

The very thing that shields us from possible hazardous radiation from the sun is steadily losing its stability. Our magnetic poles have traded places several times in times gone by, but scientists are conjecturing that these flips have become more common and that the magnetic field pole reversals were less frequent in the distant past.

The centre of Earth is what powers the Earth's magnetic field. The Earth's core is solid, surrounded by a fluid outer core, which is hotter at the bottom. Hot iron climbs higher in the outer core, cools down and sinks. It is thought that these convection currents, in conjunction with the rotation of the Earth, create a 'geodynamo' that controls the magnetic field. Due to variation in temperatures and fluid flows, the intensity of the magnetic field differs and the location of the north and south magnetic poles change.

These changes are evident in rocks. When lava cools down, metal oxide elements inside the rock freeze in the direction of the current magnetic field. Scientists can then trace the history of the position of the magnetic poles by inspecting and dating the lava samples. Thanks to these studies, scientists know there have been approximately 170 magnetic pole reversals over the previous 100 million years, the last one being 781,000 years ago.

Whether or not these reversals are happening more often depends, in theory, on how the Earth's core is behaving. It is believed by researchers that the inner core is growing slowly as the outer core is cooling and hardening. This indicates there should be more regular flips. Models of this effect have been carried out by Gary Glatzmaier and his colleagues at the University of California and indicate that a larger inner core would act as an obstacle to the flow in the outer core, resulting in a more unpredictable magnetic field.

In the distant past, reversals happened around every 3.7 million years between 500 million and 1.5 billion years ago, but at an even earlier period of time, it occurred once every 5 million years. In the past 150 million years, however, the field has started to flip every 600,000 years and in the previous 10 to 20 million years, it has speeded up to once every 200,000 - 250,000 years.

It is difficult to say if another flip is due imminently. The Swarm Satellite Array from the European Space Agency shows that the magnetic field is weakening at a rate of approximately five percent every ten years. It should be borne in mind that the magnetic field does alter all the time, but at a rate of five percent per century being the norm. These findings have resulted in many scientists predicting a pole reversal any time now, although no one knows what would happen if the field vanishes briefly during a reversal.

Example: What has become unstable? ..... *our (the) magnetic poles*

1. What was different in the past about the magnetic field pole reversals?

---

2. What characterises the Earth's inner core?

---

3. What manipulates the magnetic field?

---

4. Where can confirmation be found of magnetic pole flips?

---

5. What has changed about the outer core?

---

6. According to Glatzmaier, what is the magnetic field likely to be in the future?

---

7. What additional tool did scientists use for more information about the magnetic field?

---

8. What is uncertain about the magnetic field in a future pole reversal?

---

# WRITING

## WRITING

### Part 1

The Leigh-on-Sea FootballFest for Children has just finished. As this was the first time it was held, the FootballFest for Children Committee has asked you to write a report on the good and bad aspects of the five-day event. Using the results of the survey you conducted during the event and the notes you have made, write your report and make constructive recommendations that can be incorporated next year. Write between 200 - 250 words.

#### Leigh-on-Sea FootballFest for Children Survey

	Outstanding	Satisfactory	Unsatisfactory
General Satisfaction with event	73%	24%	3%
Prices:			
- accommodation	48%	35%	17%
- food and drink	81%	18%	1%
Facilities:			
- transportation	95%	5%	-
- coaching	100%	-	-
Organisation	66%	22%	12%

#### Suggestions made by the children's parents:

- More activities off the football pitch
- Better accommodation for families
- Matches should start on time
- Inside space to use when bad weather
- Famous footballers to coach

### Part 2

You've had a class discussion with your English teacher about the glass ceiling that prevents many women from getting top management jobs. The teacher has asked you to write an article for a college magazine based on the following: 'Many women have hit their head on the glass ceiling. In this day and age, should governments be taking action to remedy this situation?' Write between 250 - 300 words.

**Part 1 (4 minutes)**

Test time: 17 minutes. I: Interlocutor, C: Candidate

- I: International Spoken ESOL Test, Mastery level, (*give today's date*). (*Give candidate's name*.) Exam begins. Hello. My name is (*give full name*). Can you spell your family name for me, please?
- I: Thank you. Which country are you from?
- I: Thank you. Now, Part One. I'm going to ask you some questions about yourself and your ideas. All right?

**TOPICS****Childhood**

- What do you consider affects a child the most - how they are raised or genes?
- Do you think that children these days have a better or worse childhood than your generation?
- At what age does childhood end and adulthood begin? Why do you think so?
- Are you of the opinion that the children of today grow up too quickly?

**The Internet**

- In what ways do you think using the Internet is an anti-social activity?
- What is your opinion of governments who block access to certain websites?
- How do you feel about people illegally downloading films and music?
- Do you agree that the Internet will eventually kill off newspapers?

**Animal rights**

- Do you think zoos exist to help animals or entertain humans?

- How do you feel about using animals to test cosmetics?
- Why do you think that in this day and age people still like to go hunting?
- What rights do you think animals should have?

**Public transport**

- Are there any advantages to using public transport rather than your own vehicle, cycling or walking?
- Do you know of any economic or ecological arguments in favour of using public transport?
- Are you of the opinion that if public transport were free, more people would abandon their cars?
- Which is the most efficient and safest form of public transport in your opinion?

**Marriage**

- How do you feel about arranged marriages?
- In your opinion, is it morally and ethically right to allow same sex marriages?
- Do you think it's becoming more common for people to live together and not bother to get married?
- Why do you think more people are getting married in a registry office than in a church?

I: (*Interlocutor makes brief responses and/or comments*)

I: Thank you.

**Part 2 (4 minutes)**

I: Now, Part Two. We are going to role-play some situations. I want you to start or respond.

First situation

**A**

- I'm presenting a webinar and my laptop won't work. *You're supposed to have made sure everything is working.*
- We're friends. *I'm supposed to donate these clothes to the charity shop, but I can't be bothered. Let's put them in the bin.*
- We're neighbours. You have to get up early tomorrow for an important job interview. *I'm having a birthday party tonight. Would you like to come?*
- I'm your colleague. *I really don't like you eating strong smelling food at your desk.*

**B**

- You park your car in a car park. When you come back, your car has gone. I'm the car park attendant.
- I'm a vet. You want a summer job working at my animal surgery.
- I'm your colleague. You want me to swap days off so that you can go to London for the weekend.
- You discover you have lost your train ticket. I'm the ticket inspector.

## Part 3 (4 minutes)

I: Now, Part Three. We're going to discuss something together.

We're discussing the best way to get a date. Here are some ideas. Let's discuss them and decide which might be the most effective and which the least.

Take twenty seconds to think about what you want to say. (20 seconds.) Please start.

I: Thank you.



## Part 4 (5 minutes)

I: In Part Four you are going to talk about something for three minutes. Your topic is

### TOPICS

- A Do you think people are what they eat?
- B A true friend is consistently willing to put your happiness before your friendship.
- C Is there such a thing as respect for the elderly or are they just ignored?

I: You now have thirty seconds to write some notes to help you.

So your topic is

I: (*Candidate's name*), please start.

## FOLLOW-UP QUESTIONS

### Do you think people are what they eat?

- How much attention do you pay to your cholesterol level?
- Do you, or anyone you know, suffer from food allergies?
- To what extent do you take care about how much salt you eat?
- What do you think of the suggestion that advertising of junk food to children should be restricted?

### A true friend is consistently willing to put your happiness before your friendship.

- Do you think it's easier to make friends at one time of life rather than another?
- In your opinion, are people naturally able to get along with each other or is it a skill that needs to be learned?
- Do you agree with the old saying that a friend in need is a friend indeed?
- Has the concept of friendship changed in the modern age?

### Is there such a thing as respect for the elderly or are they just ignored?

- To what extent do you agree with the saying that you are only as old as you feel?
- Do you agree that men 'age' better than women?
- Would you go to a doctor that specialises in helping people age better?
- What sort of problems will face countries where they have an ageing population and fewer younger people?

I: Thank you. (*Give candidate's name*.) That is the end of the exam.

# SIMPLY LanguageCert C2 - ANSWER KEY

## Unit 1

### Section A - Vocabulary

#### Exercise 1

1. parched
2. drought
3. scorching
4. uninhabitable
5. dust storms
6. flash floods
7. deluge
8. lightning strikes
9. devastation
10. relief efforts

#### Exercise 2

1. gust
2. avalanche
3. visibility
4. uninhabitable
5. wild fires
6. hypothermia
7. claps of thunder
8. humid
9. freezing
10. scorching

#### Exercise 4

1. drizzle
2. atmosphere
3. broke into
4. petrified
5. overcast
6. heatwave
7. boiling
8. raining cats and dogs
9. rapidly
10. astonishment

#### Exercise 5

1. unpredictable
2. devastating
3. inhabitants
4. vision
5. exposure
6. humidity
7. scorcher
8. petrifying

#### Exercise 6

- 1.c
- 2.f
- 3.j
- 4.h
- 5.a
- 6.g
- 7.d
- 8.i
- 9.b
- 10.e

#### Exercise 7

1. was a breeze
2. throwing caution to the wind
3. will be right as rain
4. come rain or shine
5. break the ice
6. ride out the storm

#### Exercise 8

- 1.b
- 2.a
- 3.c
- 4.a
- 5.c
- 6.a
- 7.b
- 8.c
- 9.a
- 10.c

#### Exercise 9

- 1.F
- 2.T
- 3.T
- 4.F
- 5.T
- 6.T
- 7.F
- 8.T

### Section B - Exam Preparation

#### LISTENING - Exam Practice - Part 1

- 1.c
- 2.a
- 3.c
- 4.b
- 5.b
- 6.a

#### READING - Exam Practice - Part 1

- 1.T
- 2.F
- 3.T
- 4.F
- 5.T

## Unit 2

### Section A - Vocabulary

#### Exercise 1

1. gravity
2. exploration
3. satellite
4. launched
5. orbit
6. unmanned
7. shuttle
8. ushered in
9. civilian
10. missions
11. crew
12. re-evaluation
13. compatible

#### Exercise 2

1. constellations
2. military
3. compatible
4. orbits
5. satellites
6. launched
7. crew
8. Gravity
9. re-evaluate
10. ushered in

#### Exercise 4

1. funds
2. significant
3. insight(s)
4. extravagant
5. monitoring
6. precisely
7. taken measures
8. pour into
9. pinpoint accuracy
10. beneficial

#### Exercise 5

1. accurate
2. exploratory
3. evaluation
4. compatibility
5. robotics
6. extravagance
7. precision
8. insignificant

### Exercise 6

- 1.d
- 2.g
- 3.b
- 4.i
- 5.e
- 6.a
- 7.h
- 8.j
- 9.f
- 10.c

### Exercise 7

1. over the moon
2. come back down to earth
3. It's not rocket science
4. It's out of this world.
5. the sky is the limit
6. once in a blue moon

### Exercise 8

- 1.c
- 2.a
- 3.b
- 4.a
- 5.c
- 6.b
- 7.c
- 8.a
- 9.b
- 10.a

### Exercise 9

- 1.F
- 2.T
- 3.T
- 4.T
- 5.F
- 6.T
- 7.T
- 8.F

### Section B - Exam Preparation

#### LISTENING - Exam Practice - Part 2

- 1.c
- 2.b
- 3.c
- 4.b
- 5.a
- 6.c

#### READING - Exam Practice - Part 2

- 1.C
- 2.H
- 3.E
- 4.G
- 5.A
- 6.D

## Unit 3

### Section A - Vocabulary

#### Exercise 1

1. collaborate
2. perception
3. invaluable
4. incentive
5. undertaking
6. scholars
7. mammoth
8. uniqueness
9. outstanding
10. indigenous
11. milestone
12. renovation
13. heighten
14. resolve

#### Exercise 2

1. milestone
2. monument
3. renovate
4. collaborate
5. scholar
6. heritage
7. incentive
8. status
9. listed
10. invaluable

#### Exercise 4

1. dissolve
2. safeguard
3. eligible
4. role
5. far-reaching
6. in harmony with
7. consciousness
8. costly
9. legislation
10. concept

#### Exercise 5

1. conservationists
2. uniqueness
3. collaboratively
4. scholarship
5. perception
6. (in)valuable
7. costly
8. heightened

#### Exercise 6

- 1.D
- 2.C
- 3.A
- 4.B

#### Exercise 7

- 1.b
- 2.c
- 3.c
- 4.a
- 5.b
- 6.c
- 7.b
- 8.a

#### Exercise 8

- 1.T
- 2.T
- 3.F
- 4.F
- 5.T
- 6.F
- 7.F
- 8.F

### Section B - Exam Preparation

#### LISTENING - Exam Practice - Part 3

1. a hundred years
2. north-eastern Poland
3. neutral tongue
4. telegraph
5. letters and periodicals
6. two world Wars
7. 5500

#### READING - Exam Practice - Part 3

- 1.B
- 2.A
- 3.C
- 4.C
- 5.D
- 6.B
- 7.A

## Unit 4

### Section A - Vocabulary

#### Exercise 1

1. displayed
2. mural
3. stimulate
4. offensive
5. vandalism
6. dilapidated
7. aesthetically
8. captivating
9. vibrant
10. stand out
11. mundane
12. rebelling
13. elitist
14. hung
15. curator
16. private views
17. ridiculous
18. sums
19. connoisseurs
20. provocative

#### Exercise 2

1. abstract
2. curator
3. portrays
4. private view
5. vibrant
6. dilapidated
7. ridiculous
8. mundane
9. vandalism
10. mural

#### Exercise 4

1. attained
2. premiere
3. dwell on
4. intense
5. applause
6. crucial
7. challenging
8. flop
9. inevitably
10. pick yourself up

#### Exercise 5

1. intensity
2. nervousness
3. performance
4. stimulus/stimulation
5. provocation
6. rebellion
7. offence
8. portrait/portrayal

#### Exercise 6

- 1.d
- 2.h
- 3.a
- 4.j
- 5.c
- 6.e
- 7.f
- 8.i
- 9.g
- 10.b

#### Exercise 7

1. get this show on the road
2. a hard act to follow
3. caught him/her/them in the act
4. upstaged him
5. a disappearing act
6. being in the limelight

#### Exercise 8

- 1.F
- 2.F
- 3.T
- 4.T
- 5.T
- 6.T
- 7.T
- 8.F

### Section B - Exam Preparation

#### LISTENING - Exam Practice - Part 4

- 1.c
- 2.b
- 3.c
- 4.a
- 5.a
- 6.c
- 7.b

#### READING - Exam Practice - Part 4

1. their effectiveness and side effects
2. conventional western medicine
3. conventional ones/medicine
4. relaxation
5. certain types of food
6. side effects
7. (a) learned behaviour
8. serious withdrawal seizures

## Unit 5

### Section A - Vocabulary

#### Exercise 1

1. nonverbal
2. gestures
3. interact
4. Invariably
5. broadcasts
6. match up with
7. convey
8. woven into
9. animatedly
10. misinterpretation

#### Exercise 2

1. foundation
2. intentions
3. tone
4. generated
5. acknowledge
6. point
7. mistrust
8. tension
9. nodded
10. gesture

#### Exercise 4

1. tricky
2. regional
3. cram
4. sticks
5. encounter
6. accent
7. rarely
8. specific
9. dilemma
10. acquisition

**Exercise 5**

1. interaction
2. untrustworthy
3. misinterpreted
4. clarification
5. memorize
6. simplification
7. unconsciously
8. tension

**Exercise 6**

- 1.d
- 2.j
- 3.e
- 4.c
- 5.b
- 6.f
- 7.g
- 8.i
- 9.h
- 10.a

**Exercise 7**

1. on speaking terms
2. talking in circles
3. talks down to
4. took the words out of my mouth
5. speaking out of line
6. heard it from the horse's mouth

**Exercise 8**

- 1.F
- 2.T
- 3.T
- 4.T
- 5.F
- 6.T
- 7.F
- 8.T

**WRITING - Part 1****Exercise 1**

Para 1:d Para 2:b Para 3:c Para 4:a

**Exercise 2**

1.d

2.b

3.a

4.e

5.f

6.c

**Unit 6****Section A - Vocabulary****Exercise 1**

1. consumption
2. processed
3. wealthiest
4. projections
5. non-communicable
6. implications
7. trends
8. urgent
9. portion
10. eclipsed

**Exercise 2**

1. burden
2. digest
3. findings
4. urgently
5. portion
6. non-communicable
7. trend
8. accounts
9. decade
10. modest

**Exercise 4**

1. tucking into
2. hectic
3. formative
4. sinister
5. intolerance
6. cleared your plate
7. confectionary
8. appetite
9. fussy
10. periodically

**Exercise 5**

1. indicative
2. accountable
3. trendy
4. urgently
5. appetising
6. nutritious
7. consumers
8. digestion

**Exercise 6**

- 1.j
- 2.b
- 3.h
- 4.a
- 5.i
- 6.c
- 7.e
- 8.d
- 9.g
- 10.f

**Exercise 7**

1. selling like hot cakes
2. like chalk and cheese
3. bit off more than she could chew
4. for all the tea in China
5. point crying over spilled milk
6. he is the apple of her eye

**Exercise 8**

- 1.F
- 2.T
- 3.F
- 4.T
- 5.T
- 6.T
- 7.T
- 8.T

**Unit 7****Section A - Vocabulary****Exercise 1**

1. ageing
2. decline
3. feasible
4. standards of living
5. poverty
6. carers
7. obligation
8. bonds
9. abandon
10. entitled

**Exercise 2**

1. traumatic
2. dementia
3. raised
4. sufficient
5. abandoned
6. spread about
7. entitled
8. feasible
9. participants
10. pensioner

**Exercise 4**

1. benefits
2. obtain
3. transitional
4. veterans
5. coupled with
6. reluctant
7. mobile
8. engaging with
9. shelter
10. destitute

**Exercise 5**

1. obligatory
2. traumatized
3. inadequate
4. participation
5. independent
6. insufficiently
7. pension
8. illogical

**Exercise 6**

- 1.i
- 2.c
- 3.d
- 4.a
- 5.j
- 6.b
- 7.e
- 8.h
- 9.f
- 10.g

**Exercise 7**

1. move in the same circles
2. a class of his own
3. a tower of strength
4. black sheep of the family
5. born with a silver spoon in his mouth
6. going places

**Exercise 8**

- 1.F
- 2.T
- 3.T
- 4.T
- 5.F
- 6.F
- 7.F
- 8.T

**Practice Test 1****LISTENING - Part 1**

- 1.c
- 2.a
- 3.c
- 4.b
- 5.a
- 6.b

**LISTENING - Part 2**

- Conversation 1:** 1.b 2.c  
**Conversation 2:** 3.b 4.a  
**Conversation 3:** 5.c 6.c

**LISTENING - Part 3**

1. relatives who forget things/names
2. the age of twenty / around their twentieth birthday
3. not generated
4. eighteen and over
5. (for) twenty years
6. how memory performs / memory performance
7. keep brain / our brains busy

**LISTENING - Part 4**

- 1.c
- 2.a
- 3.b
- 4.b
- 5.a
- 6.c
- 7.b

**READING - Part 1**

- 1.F
- 2.T
- 3.F
- 4.F
- 5.T

**READING - Part 2**

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

**READING - Part 3**

- 1.B
- 2.A
- 3.D
- 4.C
- 5.D
- 6.C
- 7.A

**READING - Part 4**

1. left-handed individuals who predominate / left-handed individuals predominating
2. the crisscrossing of nerves
3. the leg, hand and eye
4. (possible) predators
5. making tools and grooming
6. Their hands were free.
7. a left or right preference/inclination
8. language/linguistic processing

**Unit 8****Section A - Vocabulary****Exercise 1**

1. accelerated
2. attributed
3. transformative
4. niche
5. exertion
6. comfort zone
7. far-flung
8. hordes
9. by and large
10. daring

**Exercise 2**

1. sound
2. actual
3. embark
4. faint-hearted
5. by and large
6. comfort zone
7. invincible
8. daring
9. imperative
10. reinforced

**Exercise 4**

1. take heart
2. exposure
3. triggers
4. palms
5. soar
6. vast majority
7. anticipation
8. phobia
9. banish
10. anxiety

**Exercise 5**

1. transformation
2. exert
3. perception
4. turbulent
5. anxious
6. reinforcement
7. acceleration
8. backpacking

**Exercise 6**

- 1.f
- 2.e
- 3.c
- 4.a
- 5.g
- 6.h
- 7.b
- 8.d
- 9.i
- 10.j

**Exercise 7**

1. be plain sailing
2. in the driving seat
3. will miss the boat
4. all hands on deck
5. rock the boat
6. sailing close to the wind

**Exercise 8**

- 1.T
- 2.F
- 3.T
- 4.T
- 5.T
- 6.F
- 7.F
- 8.T

**Practice Test 2****LISTENING - Part 1**

- 1.b
- 2.a
- 3.c
- 4.b
- 5.c
- 6.a

**LISTENING - Part 2**

- Conversation 1:** 1.c 2.b  
**Conversation 2:** 3.a 4.a  
**Conversation 3:** 5.c 6.c

**LISTENING - Part 3**

1. 3 million years ago
2. forty percent of the skeleton / 40% of the skeleton
3. a (Beatles) song
4. human-like teeth
5. walk upright / stand up to walk
6. originated/came from Africa
7. early humans / not apes

**LISTENING - Part 4**

- 1.c
- 2.a
- 3.c
- 4.b
- 5.b
- 6.c
- 7.a

**READING - Part 1**

- 1.T
- 2.F
- 3.T
- 4.F
- 5.F

**READING - Part 2**

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

**READING - Part 3**

- 1.D
- 2.D
- 3.B
- 4.C
- 5.A
- 6.C
- 7.B

**READING - Part 4**

1. They were less frequent.
2. it is solid
3. (a/the) geodynamo
4. in rocks
5. It is cooling and hardening.
6. (more) unpredictable
7. the Swarm Satellite Array
8. It could/may/might vanish briefly.

# SIMPLY LanguageCert C2 - Audioscripts

## Exam Practice material

### Part one, part one.

You will hear six sentences twice. Choose the **best reply** to each sentence. Look at the example. (15 seconds.) If you hear 'The trouble is, she wants the best of both worlds. The trouble is, she wants the best of both worlds,' the best reply is (c). Put a circle round the letter of the **best reply**.

Number one. Number one. (6 seconds)  
I haven't the faintest idea why she took offence.  
I haven't the faintest idea why she took offence. (10 seconds)

Number two. Number two. (6 seconds)  
Did Martin put our point across well at the meeting?  
Did Martin put our point across well at the meeting? (10 seconds)

Number three. Number three. (6 seconds)  
[surprised] I reckon he'll get the promotion after all!  
[surprised] I reckon he'll get the promotion after all! (10 seconds)

Number four. Number four. (6 seconds)  
Do you think she is having second thoughts?  
Do you think she is having second thoughts? (10 seconds)

Number five. Number five. (6 seconds)  
Don't miss the deadline, or the whole project will be at risk.  
Don't miss the deadline, or the whole project will be at risk. (10 seconds)

Number six. Number six. (6 seconds)  
And I think you'll agree that it's a fine example of contemporary design.  
And I think you'll agree that it's a fine example of contemporary design. (10 seconds)

That is the end of Part One.

### Part two, part two.

You will hear three conversations. Listen to the conversations and answer the questions. Put a circle round the letter of the correct answer. You will hear each conversation twice. Look at the questions for Conversation 1. (10 seconds)

#### Conversation 1

**M:** Was everything satisfactory with your meal, Madam?  
**W:** Well, as you are asking, no, I'm not entirely happy.  
**M:** Our chef is very highly qualified. Didn't you enjoy your steak?  
**W:** It was delicious, what there was of it. I think I know now why it was so reasonably priced. I'm still quite peckish.  
**M:** Ah, were you expecting a slightly more

generous portion, Madam?

**W:** Double the size would have been much better, to be honest.  
**M:** I'm afraid that is the norm in this establishment, Madam. You aren't the first to have mentioned this. It's called Fine Dining, you know.

**W:** Well, I wish I had known that before I booked our table.

(Wait 10 seconds before repeating.)  
(10 seconds)

Now, look at the questions for Conversation Two. (10 seconds)

#### Conversation 2

**W:** Hi Andrew, how are you?

**M:** Hi Lisa, I haven't seen you in ages!  
**W:** I don't think I've seen you since your retirement party in the office. How are you enjoying your freedom?

**M:** I'm loving it. I spend hours in my garden these days. In fact, I've come here to buy some new chairs.

**W:** Oh! Good idea. It's so much cheaper here than in the garden centre.

**M:** Absolutely! Their prices are a rip off. We must get together for a coffee soon and have a catch up.

**W:** I'd like that. Maybe we could meet at that new cafe over in the park.

**M:** Excellent idea. I'll give you a ring soon.

**W:** Right! I'd better get a ticket for my car before the attendant comes. See you soon.

**M:** Bye Lisa.

(Wait 10 seconds before repeating.)  
(10 seconds)

Now, look at the questions for Conversation Three. (10 seconds)

#### Conversation 3

**M:** Hi Jenny, what are you doing here?

**W:** Don't ask. I had an appointment with my GP and had to get a prescription from the pharmacy after and now I'm really late.

**M:** I hope it's nothing serious.

**W:** Oh no, not really. I just can't shake off this nasty cough that I've had for three weeks.

**M:** There's a lot of that nasty stuff going around, isn't there? I wish I could offer you a lift but I'm not driving at the moment as I'm having a new radiator fitted. Stupid car kept overheating.

**W:** Oh, that's fine. Don't worry I was just going to jump into a cab. I'd intended to walk as I need the exercise but I had to wait ages at the surgery so I need to get a move on.

**M:** I won't hold you up then. I hope you feel better soon.

**W:** Thanks, Bob. Nice to see you.

(Wait 10 seconds before repeating.)  
(10 seconds)

That is the end of Part Two.

#### Part three, part three.

Listen to the person talking and complete the information on the notepad. Write **short answers** of one to five words. You will hear the person twice. At the end you will have two

minutes to read through and check your answers. You have one minute to look at the notepad. The first one is an example.

(1 minute)

[beep]

Esperanto is an international language, created to facilitate communication amongst people from different countries. In practical use for more than a hundred years, Esperanto has proved to be a genuinely living language, capable of expressing all facets of human thought.

Esperanto was created in 1887 by Dr. L. L. Zamenhof to be a second language that would allow people who speak different native languages to communicate, yet at the same time to retain their own languages and cultural identities. Zamenhof grew up in north-eastern Poland, where different peoples were not separated by a geographical barrier, but by a cultural and language barrier. While he realized that a common language would not end the cultural barrier, it would enable ordinary people, not politicians, to have cross-national conversations. To this end, he created Esperanto, a language that would be easy for most people to learn, due to its logical, regular design.

Zamenhof identified the need for a "neutral tongue," as TIME magazine once called it. While Zamenhof was in medical school in Moscow in his 20s, his world changed: "The tsar was assassinated and Jews are accused of carrying out the assassination."

The wave of anti-Semitism reinforced Zamenhof's belief that the world needed a single language that would make it possible for people to bridge gaps of religion or ethnicity. Meanwhile, technological developments, like the telegraph, meant that people from vastly different backgrounds were suddenly in closer contact than ever before.

After some ten years of development, which Zamenhof spent translating literature into Esperanto as well as writing original prose and verse, the first book of Esperanto grammar was published in Warsaw on the 26th of July 1887. The number of speakers grew rapidly over the next few decades, at first primarily in the Russian Empire and Central Europe, then in other parts of Europe, the Americas, China, and Japan. In the early years, speakers of Esperanto kept in contact primarily through letters and periodicals, but in 1905 the first world congress of Esperanto speakers was held in Boulogne-sur-Mer, France. Since then, world congresses have been held in different countries every year, except during the two World Wars. Since the Second World War, they have been attended by an average of more than 2,000 people and up to 6,000 people.

Today, up to two million people worldwide, to varying degrees, speak Esperanto, including about 1000 to 2000 native speakers who

learned Esperanto from birth. The World Esperanto Association has more than 5500 members in 120 countries. Its usage is highest in Europe, East Asia and South America.

(Wait 10 seconds before repeating.)  
(10 seconds)

You will now have two minutes to read through and check your answers. (2 minutes)  
That is the end of Part Three.

#### Part four, part four.

*Listen to the conversation and answer the questions. Put a circle round the letter of the correct answer. An example is done for you.*  
(20 seconds) You will hear the conversation twice. You have two minutes to read through the questions. (2 minutes)  
[beep]

F: Thanks for meeting up at such short notice. I know everyone was meant to be working at home today, with the office being closed for refurbishment, but this just couldn't wait till Monday.

M1: Well, it was easy enough for me, as my house is only a few minutes away.

M2: I'm a bit further away, but John and I were planning to work on something together today anyway.

F: Great. Now then, the dreaded Sanderson contract. Brian, I know this is familiar to you but John hasn't been on board until now, so I just need to bring him up to speed on what's been going on.

M2: Can I just say before John gets really nervous about it, there's been a lot of grumbling around the office over Sanderson, but I believe everyone is overreacting, to be honest. I'm not saying it's an easy job and we haven't got the result that we need yet but we should get there in the end if we tread carefully.

F: I agree with you, Brian, and it would be a real shame if we didn't manage to get the result we need after all the effort we've already put in.

M1: I'm pleased to say I haven't had the pleasure of meeting up with Mr Sanderson in person although I've heard a lot about him. He was a name that came up in conversation quite often during my years as the export manager in my last position. So how specifically can I be of assistance Alison?

F: Well John, I'd like you to discreetly look into who Sanderson has been trading with over the last two years and the amounts of goods he's been exporting. I figured with your contacts you were our best chance of getting the data we need without our competitors realising what's going on. Keep your contacts to a minimum. Brian would you like to add something?

M2: Actually yes. John and I seem to think along the same lines, so I think it might be a good idea if we collaborated on this and I went along, too, as his right hand man, so to speak.

M1: Sounds like a plan. It would speed everything up particularly where the data research is concerned.

F: That's settled then.

M2: Did you want to discuss the progress of the office refurbishment while we were all together?

M1: Good idea John. I wanted to talk about the new art that we are going to put up on the walls.

F: Actually, I'm not sure that we should overstay our welcome here as it's getting close to their busy lunchtime. I've got a lot to get through today, as well, so I think we should call it a day.

M1: No problem. I'll send you an email with my ideas.

M2: Speak to you later.

(Wait 10 seconds before repeating.)

(10 seconds)

That is the end of Part Four.

**You now have two hours and forty minutes to complete the rest of the paper.**

## TEST 1

### Part one, part one.

*You will hear six sentences twice. Choose the best reply to each sentence. Look at the example. (15 seconds.) If you hear 'The trouble is, she wants the best of both worlds. The trouble is, she wants the best of both worlds.', the best reply is (c). Put a circle round the letter of the best reply.*

Number one. Number one. (6 seconds)  
The issue has turned out to be a really hot potato.

The issue has turned out to be a really hot potato.  
(10 seconds)

Number two. Number two. (6 seconds)  
You know what they say - every cloud has a silver lining.

You know what they say - every cloud has a silver lining.  
(10 seconds)

Number three. Number three. (6 seconds)  
We'll cross that bridge when we come to it.  
We'll cross that bridge when we come to it.  
(10 seconds)

Number four. Number four. (6 seconds)  
I think you've bitten off more than you can chew.  
I think you've bitten off more than you can chew.  
(10 seconds)

Number five. Number five. (6 seconds)  
It's back to the drawing board then to see what we can do.  
It's back to the drawing board then to see what we can do.  
(10 seconds)

Number six. Number six. (6 seconds)  
Then, to add insult to injury, she sacked me!  
Then, to add insult to injury, she sacked me!  
(10 seconds)

That is the end of Part One.

### Part two, part two.

*You will hear three conversations. Listen to the conversations and answer the questions. Put a circle round the letter of the correct answer. You will hear each conversation twice. Look at the questions for Conversation 1. (10 seconds)*

#### Conversation 1

M: June, you're the last person I expected to see here. How are you?

F: I'm fine, thanks, Martin. How're things with you?

M: Not great. But why are you here?

F: Actually, I'm here to see George's teacher and see how he's getting on.

M: George is your eldest son?

F: Yes, and you haven't seen me here before because he was at Belfair's until now.

M: Why has he switched then?

F: Because he was being bullied and nothing was being done about it. His work started to deteriorate and Bill and I thought this was the best solution.

M: Let's hope it helps, though there are problems here, too. My daughter, Rachael, is in the same position as George and if I don't get some answers tonight, I'm going to the police.

F: Is that why there are so many people here? All for the same reason?

M: Yes, and I'm hoping if we all stick together we'll get more done. It's time this was dealt with.

(Wait 10 seconds before repeating.)

(10 seconds)

Now, look at the questions for Conversation Two. (10 seconds)

#### Conversation 2

F: Good morning, sir. Can I help you?

M: I'd like to speak to the Manager, please.

F: Can I help you?

M: I'd rather see the Manager. I'm fed up with phoning and e-mailing you and nothing is ever done.

F: I'm sorry to hear that, sir. What have you been phoning in connection with?

M: It's about the estate of Lillian May Mitchell. A young man from here rang me on 26<sup>th</sup> June and said the statement would be sent out on 1<sup>st</sup> July. It's September now, and I'm still waiting.

F: I'm so sorry about that. I believe there were some late complications with it.

M: [sounding irritated] Then why didn't anyone phone and tell me?

F: I expect they thought it wouldn't take so long to sort out. Oh, I can see from the computer records that it was sent on Monday.

**M:** And when I phone I'm told the case manager will phone me back, but he or she never does. It's a very unprofessional way to treat your clients.

(Wait 10 seconds before repeating.)

(10 seconds)

Now, look at the questions for Conversation Three. (10 seconds)

### Conversation 3

**M:** Sabrina! I haven't seen you in an age. Have you been on holiday?

**F:** Hi, Graham. Yes, we travelled around the Greek islands. We got ferries between the smaller ones and stayed on each one for a few days.

**M:** I love the Greek islands. Which one is your favourite?

**F:** Thassos. I've been there before, but it's totally changed there now.

**M:** I haven't been there for donkey's years. There were hardly any buildings on the island. There wasn't even a hotel or rooms to rent. We had to camp.

**F:** Well, now there are some lovely small hotels.

**M:** Do you know what was really strange when I was there before? I bumped into the DJ from our local disco here.

**F:** What a coincidence!

**M:** We didn't really know each other, but he did recognise me and I knew who he was. He was staying the whole summer to learn how to build wooden boats.

**F:** How strange.

(Wait 10 seconds before repeating.)

(10 seconds)

That is the end of Part Two.

### Part three, part three.

*Listen to the person talking and complete the information on the notepad. Write short answers of one to five words. You will hear the person twice. At the end you will have two minutes to read through and check your answers. You have one minute to look at the notepad. The first one is an example.*

(1 minute)

[beep]

Good evening and thank you for being here. I'm Doctor Anderson, a neuroscientist who specialises in studying the ageing of the brain. Now, the reason I'm here at this beautiful university campus is to ask for your help, but let me first explain some of the background to my research.

I'm sure you all have relatives in their fifties or upwards who have started to forget things. Perhaps it's where they left their car keys or the name of a film star. Perhaps even names of family members and you find it either amusing or annoying. My own grandmother nearly burnt the house down once, because she forgot she'd put some potatoes on to boil.

But when does all this start? If I asked you to guess, you'd probably say in middle-age, but recent research has shown that it's in fact much earlier than you think. It actually begins around your twentieth birthday! [laughing] Yes, I can see that most of you are surprised.

The volume of the brain shrinks by about fifteen percent between the ages of thirty and ninety and we now know this is not due to the dying off of our grey matter, or neurons, to give them their correct name. It was also believed that no new neurons were generated once we reached adulthood. However, further investigation has revealed that the majority of brain cells remain intact until we die and that daily, thousands of neurons are produced even in an older brain, but this is with a drop of up to eighty percent during our lifetime. There is also more harm in the ageing process because of the reduction of the fatty material that surrounds the threads carrying signals from neuron to neuron, called axons. Also referred to as white matter, this establishes the rate at which such signals are transmitted and its decline causes a slowing in the ability of the brain to process information.

Now we'd like to do further research into the ageing of the brain from the age of eighteen and this is where you come in. We'd like you to volunteer to be our guinea pigs, and over the years, complete different tests for us to see how your memory is and when it starts to be not quite what it is. We also need professors, tutors and administrative staff, as well, to volunteer, but before you all rush to sign up, please remember that this is a long-term project that will last twenty years; not five minutes.

What you'll start doing is completing five tests that investigate how your memory is performing. They look at your capacity to remember numbers, words, sequences and shapes. Even if you don't do so well in them, actually taking the tests will help start to train your brain and hone your memory skills for the tests that will come later. It's also worthwhile keeping our brains busy through what's called 'cognitive training' – cognitive, being the technical word for our mental processes.

So does anyone have any questions? Good, OK. After I've answered them, I'll hand you over to Doctor Michael Benson, who will give you forms to fill in and full details of when you'll be needed for the first tests. Let's start with the young lady in the pink jumper ... (fade)

(Wait 10 seconds before repeating.)

(10 seconds)

You will now have two minutes to read through and check your answers.

(2 minutes)

That is the end of Part Three.

### Part four, part four.

*Listen to the conversation and answer the questions. Put a circle round the letter of the correct answer. An example is done for you. (20 seconds) You will hear the conversation twice. You have two minutes to read through the questions. (2 minutes)*

[beep]

**M1:** Thank you both for coming at such short notice and also at such an unsociable hour. We needed to get started at the crack of dawn in order to get everything done by the deadline. I'm not sure if you both know each other or not. James, meet Ann. Ann's from our Dublin office.

**M2:** Hi, Ann. I've seen you here in London, but we've never spoken. I work in Edinburgh, so it's no real surprise we haven't met formally before.

**F:** Nice to meet you, James. So what are we here for today, Alan?

**M1:** Well, we have to come up with some ideas on next year's advertising campaign, believe it or not.

**M2:** [sounding very surprised] Are you kidding? We're not even involved in anything to do with publicity.

**M1:** I know, and that's why they want our ideas. As we deal with clients at a grass roots level, they know that people talk to us about our ads and give us feedback. They want to know what they liked and disliked in the past and how we can use that info for the future.

**F:** That's all very well, but what's worked before isn't likely to be replicated, is it? So what's the point?

**M1:** Well, for example, this year's campaign got excellent reviews from people in the industry, from other ad agencies, from the public and even won a couple of awards. So could we sort of ... make a follow up to that or choose something different?

**M2:** I must admit that it was an inspired advert. After all, we're a road side car repair company, but we looked humorous, efficient and slick in the ad. If only real life was like that!

**F:** [laughing] If only! But Alan is right ... it's not an easy thing to advertise.

**M1:** No, it isn't, and that's why they'd like some input and ideas on what we think. For example, ads that include animals increase sales by as much as eight hundred percent, but it's difficult to involve animals with our product.

**F:** Yes, people don't usually put them in cars if you're referring to the cow in the butter advert.

**M1:** I was, but not just the cow. Other animals have been used, like chimpanzees, dogs, cats, squirrels, bears, and so on. We'd only be able to use domestic animals that someone might really put in a car.

**M2:** That's true. Perhaps we should have a dog or cat that's being taken to the vet and the car breaks down. Our mechanic repairs

the car in an instant and the animal ... I don't know ... bites or snarls at the repairman, because it means he'll have to go to the vet after all.

**F:** Not a bad idea, James. What do you think, Alan?

**M1:** Quite good. Let's make a note of it and carry on brainstorming. Ann, would you mind taking notes on your tablet, please? You're much quicker than James and me.

**F:** Poor excuse, Alan, but I will anyway.

**M2:** If we continued with this year's advert, as Alan suggested, how could we do it? If we used the same little girl, she would, in theory, be a year older, and might not be so cute. **F:** We could always give her a 'boyfriend' in the back of the car with her, also in a car seat and they're singing something to each other, though the song would have to be carefully chosen.

**M1:** We could get complaints that she's too young to have a boyfriend. She's only two-and-a-half and you know what the public are like.

**M2:** *[disbelieving]* Are you telling me people would read something into a situation that's totally innocent? Really?

**F:** Indeed they would. Do you remember that advert with the dancing chicken that was promoting a fast food chain? The ad said 'Nothing but the whole chicken'. People complained in their thousands about it and said it had turned them vegetarian.

**M2:** Unbelievable!

**M1:** We're not doing too badly so far. Two good suggestions and we've got the rest of the day to go yet. We can have all day tomorrow as well if we want to, but for now, let's go and get some lunch. It's on me, so what do you both fancy?

(Wait 10 seconds before repeating.)  
(10 seconds)

That is the end of Part Four.

You now have two hours and forty minutes to complete the rest of the paper.

## TEST 2

### Part one, part one.

You will hear six sentences twice. Choose the **best reply** to each sentence. Look at the example. (15 seconds.) If you hear 'The trouble is, she wants the best of both worlds. The trouble is, she wants the best of both worlds.', the best reply is (c). Put a circle round the letter of the **best reply**.

Number one. Number one. (6 seconds)  
Cutting corners doesn't save you money in the long run.  
Cutting corners doesn't save you money in the long run.  
(10 seconds)

Number two. Number two. (6 seconds)  
This is definitely a far cry from living in London.  
This is definitely a far cry from living in London.  
(10 seconds)

Number three. Number three. (6 seconds)  
*[sounding ironic]* My mother and I don't exactly see eye to eye!  
*[sounding ironic]* My mother and I don't exactly see eye to eye!  
(10 seconds)

Number four. Number four. (6 seconds)  
*[sounding annoyed]* Tim taking the credit for my idea was the final straw.  
*[sounding annoyed]* Tim taking the credit for my idea was the final straw.  
(10 seconds)

Number five. Number five. (6 seconds)  
I shan't be sad to see the back of this terrible winter.  
I shan't be sad to see the back of this terrible winter.  
(10 seconds)

Number six. Number six. (6 seconds)  
*[sounding irritated]* If she had a spark of decency, she'd apologise.  
*[sounding irritated]* If she had a spark of decency, she'd apologise.  
(10 seconds)

That is the end of Part One.

### Part two, part two.

You will hear three conversations. Listen to the conversations and answer the questions. Put a circle round the letter of the correct answer. You will hear each conversation twice. Look at the questions for Conversation 1. (10 seconds)

### Conversation 1

**F:** Is it just the shirt and tie, sir?

**M:** Yes, thank you.

**F:** That's twenty-one pounds, please.

**M:** But the sign there says they're twenty pounds.

**F:** I'm sorry, but I have to go by the price on the till, sir.

**M:** It's against the law to advertise one price and charge another.

**F:** There's nothing I can do about it, I'm afraid.

**M:** *[sounding irritated]* Then I'd like to see whoever's in charge. I know it's only a pound, but there's a principle involved here.

**F:** I'll get the manager for you. He won't be a moment.

**M:** *[still sounding irritated]* That sign is known legally as an 'invitation to treat', which literally means inviting an offer and includes the display of goods.

**F:** I didn't know it had a legal name.

**M:** Yes, and it's covered under the consumer protection laws.

**F:** Ah, here's Mr Kane, the manager, sir.

(Wait 10 seconds before repeating.)

(10 seconds)

Now, look at the questions for Conversation Two. (10 seconds)

### Conversation 2

**F:** This is the address and the vendors have accepted my offer. What happens next?

**M:** We have to arrange for a structural survey of the property to make sure the house is not in danger of falling down or subsiding.

**F:** Do I have to do that or can you do it for me?

**M:** We can do that.

**F:** And what then?

**M:** Assuming his report is favourable, we move on to drawing up the draft contract. This is where we decide how long will be allowed between exchange and completion, what fixtures and fittings will be included in the sale and whether any discounts will be added if the survey shows there's something wrong; for example the damp course needs replacing.

**F:** I know I have a questionnaire to complete, but when will we exchange contracts?

**M:** In about three months' time.

(Wait 10 seconds before repeating.)

(10 seconds)

Now, look at the questions for Conversation Three. (10 seconds)

### Conversation 3

**M:** Are Amy and Tom coming round tonight?

**F:** Yes. Why? What's the problem with tonight?

**M:** I had a huge row with Tom earlier and we're not speaking.

**F:** Well, it can't be so bad that it can't be fixed. Ring him, sort it out and stop being childish. All the food is prepared now and it won't keep.

**M:** Can't you freeze half of it?

**F:** It was frozen before and you know you can't re-freeze food. Plus you can't go on forever not talking to your sister, can you?

**M:** No, I suppose not, but it goes against the grain to phone him and apologise when it was his fault.

**F:** It just shows you're a bigger man than he is. So ring now and get it over and done with.

(Wait 10 seconds before repeating.)

(10 seconds)

That is the end of Part Two.

### Part three, part three.

Listen to the person talking and complete the information on the notepad. Write short answers of one to five words. You will hear the person twice. At the end you will have two minutes to read through and check your answers. You have one minute to look at the notepad. The first one is an example. (1 minute)

[beep] [male speaker]

In 1974, scientists were excavating in the remote area of the Afar region in Ethiopia, when they found part of an elbow bone. Recognising that it was human, they looked

for more. They were rewarded with bits of the skull, part of the jaw bone and some vertebrae. The scientists knew what a significant find they had come across, as the deposits at this site were known to be 3.2 million years old. They had discovered a skeleton that was more than three million years old and were the earliest human remains ever found, or at least the forty percent of the skeleton that had been preserved.

Believed by the scientists to be female due to her small size, she was nicknamed Lucy after the scientists listened to the Beatles song, 'Lucy in the Sky with Diamonds' at their camp. It was, however, a further four years before Lucy was formally described. She was part of a new species called *Australopithecus Afarensis* and one of the most important relics ever found.

Although part of a new species, Lucy was the second Australo-pithecius ever discovered. The first was the Taung Child, the fossilised skull of a child who lived around 2.8 million years ago in Taung, South Africa. Discovered in 1924 and examined by anatomist Raymond Dart, he named the child *Australopithecus Africanus*. The large brain was much bigger than that of a baboon's, with human-like teeth that were totally dissimilar to the teeth of an ape. The anatomist also deduced that the child had been able to walk upright like a human, because a section of the skull where the spinal cord meets the brain was like a human's.

This find was the first clue that humans originally came from Africa, but Dart's theories were not believed by many scientists, as they had never contemplated humans coming from Africa. They had always considered Europe and Asia were where the first steps were taken in human evolution. Over the years, Dart was vindicated, as more evidence came to light. So by the time Lucy was found, anthropologists agreed that australopithecines were not apes, but early humans. When Lucy was uncovered, she became the most ancient possible ancestor for every accepted hominin species.

(Wait 10 seconds before repeating.)  
(10 seconds)

You will now have two minutes to read through and check your answers.

(2 minutes)

That is the end of Part Three.

#### Part four, part four.

*Listen to the conversation and answer the questions. Put a circle round the letter of the correct answer. An example is done for you. (20 seconds) You will hear the conversation twice. You have two minutes to read through the questions. (2 minutes)*

[beep]

**M1:** Hi, Carl, Rose. I thought you were on holiday now.

**M2:** Hi, Andy. No, we leave early in the morning. What are you doing in this neck of the woods?

**F:** Yes, this isn't one of your usual haunts, is it?

**M1:** No, but I'm here for a meeting about whether a new runway should be built or not, at the airport. It's just finished actually and was a waste of time. Same old blah, blah, bah.

**M2:** Are you in favour of it or against it? After all, you don't live really close to the airport and won't be affected if they build a new runway, will you?

**M1:** It affects everyone in this city. Haven't you looked at the plans?

**F:** We saw the plans for the actual runway, but nothing else. What else will it affect then?

**M1:** Where shall I start? Apart from the new runway, which, incidentally, means moving a thousand-year-old church because its spire will be in the way, they'll also have to change the route of the dual carriageway and block off some minor roads. One of these shutting means I'll have to go two miles out of my way to get onto the dual carriageway to drive to my office every day.

**M2:** [sounding incredulous] And that's why you went to the meeting? Because it inconveniences you?

**M1:** Yes. What's wrong with that? Just for starters, it means I'll be spending more on petrol and that's without the extra time I'll have travelling.

**F:** Come on, Andy. It'll only add about ten minutes to your journey. Hardly earth shattering!

**M2:** And you haven't taken into account that you're just one person. What about the thousands of travellers it will help every year with more flights and places to choose to go to on offer.

**F:** And the economic boost and regeneration it will bring to the city, plus employment opportunities. A new runway means a new terminal, which needs to be manned with security, catering facilities, the fire brigade, customs officers, ground staff, baggage handlers, maintenance personnel ... the list is endless.

**M1:** [sounding irritated] That's as maybe and incidentally, no one's mentioned the new terminal yet, but what about all the other things? They're going to demolish some buildings to build the multi-storey car park and those buildings are of historical significance.

**M2:** Rubbish. They've been derelict for years and nobody has even attempted to buy and repair them.

**F:** Yes, they're an eyesore and we'll be better off without them.

**M1:** [sounding sulky] Well, I don't think so. I'm convinced the town should have a sort of referendum about the whole thing and see how the residents of the city feel about it.

**M2:** [impatiently] Andy, how many people were at the meeting?

**M1:** About a hundred. Why?

**F:** That shows you how many people care about it. The majority of them who live here welcome the changes it will bring, as they see them all for the good, not bad.

**M1:** [sounding more irritated] Then they're stupid and misguided. They'll regret their apathy once it's built. The station's going to be moved, some bus routes altered, new roundabouts put in and we have a lot of noise from the building work to look forward to. Once they can't get somewhere they want to go easily, the public will start to grumble, but it'll be too late then and they'll only have themselves to blame.

**M2:** Nothing's been agreed, so don't despair just yet. The government also has to approve it.

**M1:** We all know it's a foregone conclusion that it'll get the nod.

**F:** We'll see. Anyway, we must get going now as we've got loads to do. Let's agree to disagree and we'll see you when we get back.

**M1:** OK. Have a great time and enjoy yourselves.

**M2:** We will. Bye!

(Wait 10 seconds before repeating.)

(10 seconds)

That is the end of Part Four.

**You now have two hours and forty minutes to complete the rest of the paper.**