

# SIMPLY

## LanguageCert

Expert

Level

IESOL & ISESOL

C1



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



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## LanguageCert International ESOL Qualifications

The **LanguageCert International ESOL** qualifications will help you demonstrate your ability to communicate in English to enable you to work or study in English-speaking countries and/or environments.

The tests are intended for test takers who are speakers of other languages (ESOL) and who would like to demonstrate their ability to communicate in English.

Many English-speaking universities accept this qualification as evidence of language proficiency for entry onto their courses.

The tests are recognised globally and are accepted by universities, employers and national education authorities in many countries as evidence of a required standard of English.

There are two different exams for each level, the **IESOL** (International ESOL) that tests Listening, Reading and Writing and the **ISESOL** (International Spoken ESOL), which is a stand-alone Spoken exam.

International ESOL (English for Speakers of Other Languages) & International Spoken ESOL (Spoken English for Speakers of Other Languages)	Common European Framework
Preliminary A1	Breakthrough
Access A2	Waystage
Achiever B1	Threshold
Communicator B2	Vantage
Expert C1	EOP (Effective Operational Proficiency)
Mastery C2	Mastery

## **LanguageCert**

### **Level C1 Expert IESOL & ISESOL**

The **Simply City & Guilds** Level C1 includes **8 Preparation Units** and **2 Complete Tests** for the Level C1 Expert **IESOL** exam (Listening, Reading and Writing). There are also **2 Complete Tests** for the Level C1 Expert **ISESOL** exam (Speaking).

# Unit 1

## Section A Vocabulary

### Studying and working abroad

- **comfort zone** If you are in your comfort zone, you are doing things that you are familiar with and confident about.
- **cover a lot of ground** to deal with a lot of subjects
- **enhance** to improve the quality or attractiveness of something [Word family: enhancement]
- **globalisation** the way companies operate all over the world [Word family: globalise]
- **head start** an advantage over someone else
- **intensive** demanding or involving many things [Word family: intensity, intensively]
- **interaction** communicating or spending time together [Word family: interact, interactive]

- **invaluable** extremely valuable [Word family: valuable, value]
- **life-changing** causing great change to someone's life
- **line up** to have something ready or organised
- **Master's degree** university degree such as an MA or an MSc, done after a first degree
- **notoriously** in a way that is famous for bad reasons [Word family: notoriety, notorious]
- **postgraduate** describes study done by someone who already has a first degree and is now studying at a higher level [Word family: postgraduate (n.)]

- **pursue** to carry out [Word family: pursuit]
- **recruitment agency** a company that finds people to do jobs for other companies
- **relocate** to move to a different place [Word family: relocation]
- **subsequent** coming after something else [Word family: subsequently]
- **tuition** teaching
- **vacancy** a job that is available [Word family: vacant]
- **voluntary** done willingly and without being paid [Word family: voluntarily, volunteer]

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

### Studying abroad - an option to consider

Many students find that studying abroad gives them an (1) ..... experience which can be of great benefit in their (2) ..... careers, especially in this era of (3) .....

For UK students, there are several options. Some, often attracted by lower (4) ..... fees, decide to take their whole degree abroad. Others may do year-long exchanges, or go abroad for (5) ..... studies. Many universities run courses that are taught in English, though students must be prepared for different teaching styles.

'The courses I did during my year in the Netherlands were more (6) ..... than anything I had done at home,' says media student Robyn Hall. 'They (7) ..... in a very short time, and at first I struggled to keep up.'

However, Hall now feels that it was good for her to have been pushed out of her (8) ..... . 'I've gained so much knowledge and confidence and the (9) ..... with students from different backgrounds and cultures was a very positive thing for me.' She is now considering doing a (10) ..... in another country.

### Words & Phrases

- intensive
- invaluable
- tuition
- subsequent
- covered a lot of ground
- Master's degree
- globalisation
- interaction
- comfort zone
- postgraduate



**2.** Use the same words/phrases again to complete these sentences. Make sure you use the correct form.

1. You can do a part-time course over a year or an ..... full-time course of 4 weeks.
2. I did a first degree in politics, followed by a ..... in international relations.
3. The help I received from my personal tutor was .....
4. The best lectures are those that have a lot of ..... between the lecturer and the students.
5. I was extremely nervous in my first exam, but the ..... ones went better.
6. We offer a ..... course for technical translators.
7. I know a lot about biology, but genetics is a bit out of my .....
8. ..... has resulted in more and more people taking jobs abroad.
9. The lecturer ..... in his talk today, so I had to take a lot of notes.
10. We receive around ten hours of ..... per week.

**3.** Read this article. Pay attention to the words and phrases in **bold**.

### Job opportunities abroad

Susan Morgan had been teaching for years when she decided to **relocate** with her family. 'It was a **life-changing** decision,' she says. 'It has been so positive for me, and my son is getting experiences he never would have had at home.'

Susan has made a long-term move, but shorter periods of paid or **voluntary** overseas work can provide adventure and **enhance** your CV too.

When Ian Scott arrived, he went to a **recruitment agency** which found him a temporary **vacancy** in a bank. 'I hadn't been thinking of banking,' says Scott, 'but I found it really interesting. It made me realise that I'd like to **pursue** a career in that area. And when I got home, the experience I had gave me a **head start** when it came to looking for a permanent job.'

Be warned, though. Visa regulations mean that many countries require you to bring in enough money to support yourself, even if you already have a job **lined up**, so you should be prepared for this, as in some places (Japan, for example) the cost of living is **notoriously** high.



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

1. I've already got an electrician ..... [organised] to put in the new lighting.
2. Why don't you do some ..... [unpaid] work during the university holidays?
3. We had to ..... [move] to Canada for my wife's job.
4. I found my new job through a ..... [company that finds people to do jobs].
5. Winning the award has ..... [improved] his reputation in the design world.
6. Interviews for these jobs are ..... [famous for being] tough.
7. Your management experience will give you a ..... [advantage] over the other applicants.
8. Reading about his trial made me want to ..... [have] a career in law.
9. Check the company's website to see if they have any ..... [jobs available].
10. The decision to join the army was ..... [made a huge difference to his life].

## Unit 1: Section A - Vocabulary

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

- |   |             |
|---|-------------|
| 1. The company covered her ..... expenses.  | RELOCATE    |
| 2. I found the careers advice that I received absolutely .....  | VALUE       |
| 3. Rogers has relocated three times in ..... of his career.   | PURSUE      |
| 4. He couldn't find paid employment so he ..... in a charity shop for a period, just to gain some experience. | VOLUNTARY   |
| 5. The post became ..... after the sudden death of Julia Sylva.   | VACANCY     |
| 6. Certainly, good language skills would help with career .....   | ENHANCE     |
| 7. In his new post, he will have to ..... with clients a lot more.  | INTERACTION |
| 8. Her usual strategy is to study ..... for the short period before the exam.                                 | INTENSIVE   |

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

1. These latest revelations have done nothing to ..... the university's reputation.  
a. pursue      b. enhance      c. line up
2. I never for one moment regretted relocating to the US. It was a ..... decision, in the best possible sense of the phrase.  
a. life-changing      b. subsequent      c. intensive
3. She described in some detail her graduation and ..... return from the US.  
a. vacant      b. subsequent      c. interactive
4. At that time, the quality of the tuition in these colleges was ..... bad.  
a. intensively      b. voluntarily      c. notoriously
5. She found the job through an overseas ..... agency.  
a. recruitment      b. postgraduate      c. tuition
6. Students receive five hours of one-to-one ..... a week.  
a. relocation      b. interaction      c. tuition
7. Eventually, he decided to ..... a career in arts administration.  
a. line up      b. cover      c. pursue
8. Who knows where any of these students may end up working in this era of .....  
a. interaction      b. globalisation      c. enhancement

7. Complete each sentence with the correct word.

1. I didn't have a clue what I was doing - I was way ..... of my comfort zone.
2. I thought he ..... a lot of ground in his lecture – I had to really concentrate to keep up.
3. You have relevant work experience which should ..... you a head start when it comes to applying for jobs.
4. I have a meeting lined ..... next week with a potential new client.
5. The report found that there was very little interaction ..... management and workers.
6. Richard and his family have relocated ..... Tokyo for three years.

8. Choose the best ending for each sentence.

- |  |  |
|--|--|
| 1. If you are in your <b>comfort zone</b> , you are doing something that<br>a. brings you pleasure.<br>b. you know and are confident with. | 4. If you have something in the future <b>lined up</b> , you<br>a. debate whether to do it or not.<br>b. have it arranged already. |
| 2. If you <b>cover a lot of ground</b> , you<br>a. discuss many different subjects or areas.<br>b. make slow progress.                     | 5. <b>Intensive</b> courses are usually<br>a. long.<br>b. short.   |
| 3. If you have a <b>head start</b> over someone else, you<br>a. have an advantage over them.<br>b. are more clever than them.              | 6. A <b>subsequent</b> action happens<br>a. before something else.<br>b. after something else.                                     |

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

**TRUE FALSE**

1. A Master's degree is generally the first degree that someone does.
  2. Intensive courses are generally short.
  3. The words '**notoriously**' and '**famously**' mean exactly the same thing.
  4. Something that is **invaluable** has no value at all.
  5. If a company has **vacancies**, it needs to recruit staff.
  6. A period of unemployment generally **enhances** someone's CV.
  7. A **postgraduate** degree is at a more advanced level than a first degree.
  8. A **recruitment agency** would help you to find the right course of study.

□ □

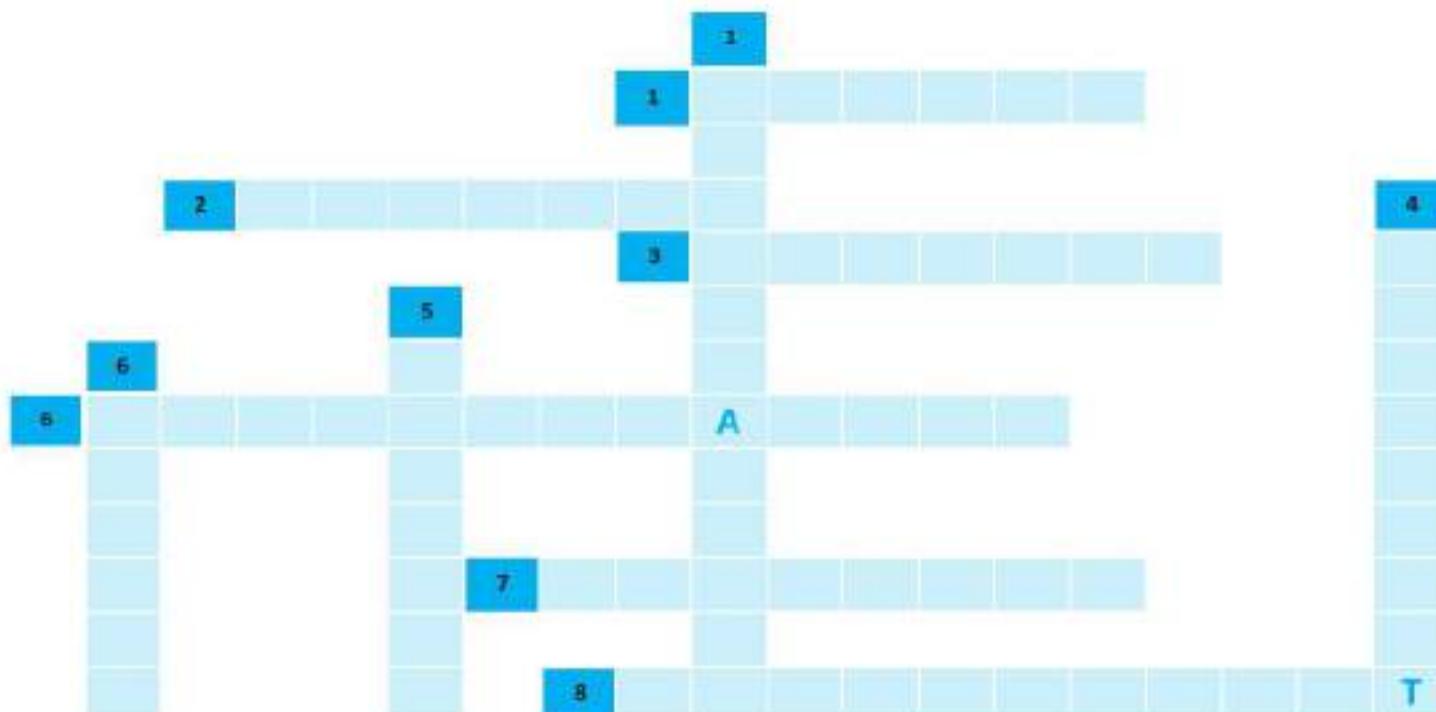
**10. Complete the crossword.**

## ACROSS

1. to try to achieve something, for example a career, over a period of time
  2. An MA or an MSc is an example of this type of degree.
  3. another word for 'teaching'
  4. the rise in trade around the world
  5. If something is life-changing, it has a very great effect on someone's life.
  6. A recruitment agency will find people to fill vacancies.

BOWN

1. describes a high-level course done after a first degree
  4. If you have one of these, you are in a better position than others.
  5. a job that no one is currently doing
  6. If you cover a lot of this, you deal with many subjects.



## Section B Exam Preparation

### LISTENING Part 1

#### Choosing the best reply in 6 short conversations

In an exam situation, you will only have 15 seconds in which to look at your test questions. After the playing of each conversation, you will have another 10 seconds to choose the correct reply (out of 3) in each conversational 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/how the speaker is feeling.

- a) Better give him a call then.
- b) Well, I find it annoying!
- c) Don't worry. He'll probably come later.

##### Answer:

In **a**) there is a sense of urgency implied by the use of *better + verb*. The need to call again suggests urgency and since the person who is going to be called is obviously absent, they are likely needed for an urgent reason e.g. a work crisis etc.

In **b**) something has happened to upset the speaker, although by implication, the other person in the conversation is not so upset, since the speaker exclaims 'I find it annoying'. Possibly the speaker is upset over someone's behaviour; it could be a parent annoyed about a child etc.

In **c**) the two people in the conversation are obviously expecting someone who has not turned up. Since the speaker is trying to reassure the other person, it would suggest that the latter is more concerned than the speaker. It is possible the situation is a meeting that has been organised.

#### 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 dialogue below and try to identify the context of the conversation.

*Man: Jeremy's not here.*

*Woman: Well, time-keeping isn't exactly his strong point, is it?*

*Man: I wouldn't mind, but we've got a train to catch!*

**Answer:** The conversation is about a friend who's late and might cause the man (and woman) to miss a train, as a result. The man is obviously anxious due to the situation, shown by his comment '*I wouldn't mind, but...*'.

#### 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.

**b)** is therefore obviously the wrong option to choose, as the man in the dialogue is anxious. The question option, however, suggests that only the woman is anxious/upset.

**c)** is also the incorrect option, as the dialogue implies a sense of urgency, which is not conveyed in the question option. In the latter instance, the woman is quite casual about the situation, stating '*...he'll come later.*'

**a)** is therefore the **correct** option as the woman's statement reflects the urgency of the situation. She immediately wants to call the man who is late.

### 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, 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 conversational dialogue.

Look at the following example to see how distractors can function to confuse the listener:

#### **Example of a conversational dialogue (with distractors)**

*Man: Oh no, looks like another letter from the bank!*

**Woman:** You're not in Quicksort again, are you?

**Map 4b** It's a notification of a local bank closure.

#### **Example of a set of question options (with distractors)**

- a) Oh, so they're closing your account!
  - b) How inconvenient!
  - c) Your overdraft must be quite considerable!

As can be seen from the above example of question options, the references to '*closing your account*' (a) and '*overdraft*' (c) in two of the question options mirror the dialogue. The man refers to a '*bank closure*' and the woman refers respectively to an '*overdraft*'. However, these are merely distractors, intended to mislead the listener into choosing the incorrect option.

In the dialogue, a bank closure is being referred to, but the reference is not to a personal bank account (a) or to a personal overdraft (c). So the correct answer is, in fact, (b), referring to the inconvenience of the bank closure that the man refers to in the dialogue.



## Before you practise

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

**Question 1**

- 1. a)** Let's revise together.
  - b)** I think we've earned one.
  - c)** Let's hope the next one isn't too difficult.

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

### **Answers:**

- a) Context: in the run-up to an exam. The speaker is friendly, wanting to co-operate with the other speaker in the dialogue.
  - b) Context: both speakers have put a lot of effort into something that was probably successful, as one of the speakers thinks they deserve a reward. '*...we've earned one.*' The speaker seems tired from the effort since she believes they deserve a reward.
  - c) Context: an exam or some form of test is approaching. The speaker is expressing some anxiety: '*Let's hope the next one isn't too difficult.*'

If you now look at the dialogue in the audioscript, you can see that the context is the end of an exam period. The speakers are relieved the exams are over.

**M:** 'I'm glad to see the back of those exams.'

**F:** "Tell me about it."

As a result, the man wants to celebrate

Question response b) is therefore the correct answer, as it matches the context of the dialogue. The effort referred to in b) that both speakers have put into something that is now over is obviously the end of the exams referred to in the conversation dialogue.

Responses a) and c) are therefore incorrect, as both refer to an approaching exam.

**Extra hint:** For extra practice, try watching a film with subtitles. Try stopping the film every now and then and then try to predict what the speakers will say next. This will get you used to focussing on the context of a situation and generating responses similar to those in the actual listening test.

**LISTENING****Exam Practice****Part 1**

Total: 6 marks

You will hear six short, unfinished conversations. Choose the **best reply** to continue each conversation. Put a circle round the letter of the **best reply**. Look at the example. You will hear each conversation twice.

**Example:**

Speaker 1: Are you sure this is the one he wanted?

Speaker 2: He said it was the stripy one in the window.

Speaker 1: But was it blue and white or red and white?

Speaker 2: .....

a) That's what he said.

**(b)** Oh no! It comes in black and white, too!

c) That's a lovely shade of green.

1. a) Let's revise together.  
b) I think we've earned one.  
c) Let's hope the next one isn't too difficult.
  
2. a) He could certainly do with professional help.  
b) I doubt if he will want to work abroad.  
c) I guess that will be of value in this role.
  
3. a) But George is already studying there and he'll look after me.  
b) Don't worry, you will be fine once you get there.  
c) Ok, you can write me a cheque if you really want to.
  
4. a) I was having second thoughts about studying abroad.  
b) I overslept again.  
c) That looks like the postman now.
  
5. a) Actually, it's an easy course.  
b) Learning not to make social slip-ups with the locals.  
c) I don't think you would have difficulty there at all.
  
6. a) Why don't you phone home more often then?  
b) Yes, there is always a chance you will get ill in a foreign country.  
c) The thrill of the adventure would soon put pay to that.

## READING Part 1

## Answering True/False Questions

## 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.

- Retirement can be just as difficult for women, as it is for men. T/F
- Women were better at adapting to retirement in the past, than they are today. T/F
- 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:

- 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.
- 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.'

- 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 intended to 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 signed the petition.

## Sentence 2

A few people objected to signing the petition.

## Sentence 3

Only a few people signed the petition.

Sentence 2 means that the majority of people signed the petition. However, in Sentences 1 and 3, those signing the petition, were in the minority.

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 **Exam Practice 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.

**Question 1**

*The writer was leaving America for the summer.*

Then in the text, underline the corresponding references to the information underlined in the question. i.e. on the next line 'After a long boring summer with a 9-5 job, ... I was ready to leave America; ready for a new chapter.' (para.2)



**READING****Exam Practice****Part 1**

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.

**Ready to study abroad**

There is one emotion I can pinpoint as to my feelings of leaving home to embark on study abroad: anxious. After a long boring summer with a 9-5 job, I was more than ready for an adventure. I was ready to jet off and discover a new side of myself. Every person I talked to prior to leaving asked if I was sad to leave my family and friends. I felt so bad saying no, but I was ready to leave America; ready for a new chapter.

The stress started to build as I quadruple-checked every one of the dozen documents I needed to board the plane. The only hard part about leaving was my crying mother who I left behind at the security check-in gate. The anticipation I had was uncontrollable. I dreamed of studying abroad while college searching five years ago, and now it was finally happening. July 14<sup>th</sup>, a day I had been counting down towards for the longest time, had finally come. I didn't care about the long 23-hour flight; I had snacks, books and films to watch.

I managed to keep my mind free of expectations. I had no idea what I was getting myself into; studying abroad was a concept far too hard for me to wrap my head around. I told myself I was heading across the world, and that was enough for me. I knew that I would be living at a 'college' surrounded by Australians, and a few other exchange students. The environment and social nature of this college (based on literature I had read) eased my nerves about making friends and staying busy, while also remaining relaxed.

On the final (14-hour) leg of the flight from Los Angeles to Melbourne, a nice couple sitting next to us filled us in about some of the less-touristy stuff we needed to add to our 'abroad bucket list'. I soon became overwhelmed. We filled an entire sheet of paper up with places we needed to visit, museums we needed to check out and some good bars and restaurants to frequent. I knew that I couldn't possibly travel to five different countries surrounding Australia, build the friendships I longed for, relax and keep my mind at ease, and still have money in my bank account. It was a great jumping off point for planning the next five months, though.

1. The writer was leaving America for the summer.
2. The trip involved a lot of vital paperwork.
3. It took the writer five years to get permission to travel to Australia.
4. The writer felt like she was taking a leap into the unknown.
5. On the final leg of the journey the writer started to doubt her decision.


## WRITING Part 1

## Writing an e-mail

## Step One

Read all the input information in the question i.e. the writing task itself and any chart(s) or graph(s) included in the question. Then identify the key information that you will need to respond to in the given text(s). Underlining key points will help clarification in forming your response, as in the example below.

## Writing Task

*You want to help organise extracurricular activities for students in your local school. You see the notice below offering a grant to innovative ideas. Using the results of the survey provided, write an email to Jason Dartmoor explaining how you would use the grant.*

Write between 150 and 200 words.

## Sample Text

## Woodlands School

As part of our effort to further educate, as well as entertain our students, Woodlands is offering grants to anyone who would be willing to volunteer to organise the new extracurricular programme.

Apply to Jason Dartmoor: jdartmoor@woodlands.org

after-school activities in Woodlands  
(recent survey)

	excellent	good	ok	poor
activities	5%	60%	31%	4%
venues	3%	25%	62%	10%
staff	60%	25%	10%	5%
organisation	10%	40%	42%	8%

## Comments:

- 'Not enough for art lovers'
- 'More activities for girls needed!'
- 'Great staff - but need more!'
- 'Changing rooms a necessity, not a luxury!'

## Step Two

Next, decide if the e-mail requires an informal/semi-formal, or formal response. This is indicated by the method of address which will be already written in for you.

*Dear Sir/Madam* indicates a formal response,

*Dear + a first name* indicates a semi-formal response, and *Dear + just the addressee's name,* an informal response.

An indication of the degree of formality required will be also given in the input information, i.e. e-mails etc. you are provided with. How are the emails to which you are required to respond signed off?

'Best wishes' and 'All the best' suggest a somewhat formal response, whilst

'Yours sincerely' (addressed to a known recipient), and 'Yours faithfully' (addressed to an unknown recipient) require an even more formal reply.

When the information input is in the form of a notice/leaflet with only a name given for correspondence, the response will be formal if the surname and/or first name is given and semi-formal if just the first name is given.

Remember to avoid using slang in formal/semi-formal responses, as well as contractions (isn't, won't, etc).

The table below outlines the basic contractions to be followed when writing formal/informal responses.

formal / semi-formal	informal
I am we are you are will not was not were not do not does not have not has not can not	I'm we're you're won't wasn't weren't don't doesn't haven't hasn't can't



**Step Three**

When writing either a reply or responding to an advert or an information leaflet, state clearly at the beginning, who you are and your purpose for writing.

**SAMPLE beginning****Formal response****Method of address**

*Dear Madam/Sir* or *Dear Mr/Mrs. + surname*, or  
*Dear + first name and surname*.

(For a semi-formal response, write *Dear + first name*.)

**Introduction**

*I am a student/young person and I am writing in response/with regard/ to your advert. I would very much like to share with you my ideas about the Woodlands afterschool programme.*

**Informal response****Method of address**

*Hi there, Linda / Hi Linda*

**Introduction**

*I'm a student/young person and I'd really like to share with you my ideas about the Woodlands afterschool programme.*

**Main body**

In the main body of the e-mail, you can be more specific. Here you can elaborate on the topic of your e-mail, whether it is asking for information or proposing a course of action etc.

Remember, that when making recommendations in formal e-mails etc. certain expressions should be used. Direct questions can be used only in informal e-mails etc.

**Formal e-mail**

*I'd recommend starting up a fashion club for everyone interested in design, latest trends and modelling.*

**Informal e-mail:**

*How about a fashion club? Have you ever thought about activities connected to design?*

**SAMPLE main body****Formal response**

*In particular, my advice would be to introduce a drama club for more artistic people to be able to express themselves.*

*In addition, I believe that painting classes would be an equally popular idea.*

**Informal response**

*For a start, what about a drama club for people who want to express themselves? Also, have you ever thought of painting classes?*

**Ending/Signing off**

When finishing your e-mail, you do not need to refer back to the main body, as you would in the conclusion of an essay. Merely an expression of a hope for a prompt response or a thanks in advance for a reply is sufficient.

The e-mail is then signed with a standard phrase such as 'Best wishes' etc. followed by your name.

**SAMPLE Ending/Signing off****Formal response**

*I hope to hear from you soon. / Thank you in advance for your time.*

*Yours sincerely/faithfully or*

*All the best/Best wishes/Regards/ Kind regards + your name + surname*

**Informal response:**

*Please write back soon! / Can't wait to hear from you! / Thanks a lot! + your first name*

**Before you practise**

Now you have read these tips, look at Exam Practice Writing Part 1. Before writing a response, ask yourself, what is the key information in the input? Then underline it. Next, decide if the response will be formal/semi-formal or informal.

Finally, always remember to keep within the limit of 200 words and stick to the required information.

## WRITING

## Exam Practice

## Part 1

You help students in your country select a university abroad. You see the notice below asking to hire someone to create a new website that will provide students with information about foreign studies. Using the results of the survey provided, write an e-mail to Adam Johnson explaining what you would include in this website. Write between 150 and 200 words.

## International Studies

More and more students go abroad to study so they need to be well-informed about foreign universities. We are looking for a person to create a useful website for every student planning to study abroad. We offer a generous wage.

**Apply to Adam Johnson:** adj@interstudies.org

## Students' awareness concerning foreign universities 2018 survey

(220 students)

	excellent	good	ok	poor
field of study	13%	27%	45%	15%
international recognition	45%	32%	18%	5%
terms of acceptance	5%	13%	67%	15%
fees	36%	44%	15%	5%

## Comments:

- 'Each university provides a variety of opportunities to its students, but it isn't easy to know all of them.'
- 'The majority of students know more or less about the power of educational institutions.'
- 'Most students don't know the exact details of their entrance to a university.'
- 'Money is a significant factor.'

## SPEAKING Part 2

## Role-Play Situations

Although these situations require a spontaneous response and the specific situation cannot be prepared for, role plays will always revolve around certain types of situation.

Therefore, certain stock phrases can be learnt in advance and practised in similar situations.

## Typical role-play situations

- making/responding to a suggestion
- agreeing/disagreeing with someone
- agreeing to/politely refusing a request
- making a request
- asking for information/an explanation
- giving information/an explanation
- giving/responding to advice

In addition, the character you may be asked to play, may vary from someone in a position of authority (e.g. a boss) to someone of lesser status (e.g. an employee), or that of an 'equal' (e.g. colleague, neighbour). The former situations (e.g. boss-employee) will require more formal language and the latter (friend/neighbour) more informal language.

Each situation will require two conversational exchanges from you i.e. you will have two turns to speak in the course of the short dialogue.

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 Exam Practice Speaking

**Part 2 and 3.** 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.

Below is a sample dialogue for Speaking Part 2, first question:  
*I'm your tutor. I start. Have you thought about doing a gap year?*

**Sample Dialogue for Role-play question**

(approx. 1.5 minutes)

**Tutor (examiner):** Have you thought about doing a gap year?

**You:** I can't say I'd really thought about that until now... I've been rather focussed on exams and my studies, to be honest. Could you tell me why you believe a gap year would be good for me?

**Tutor:** The main point to consider is how this might enrich your life as you will learn important life skills and become more independent as you will be living away from home.

**You:** I can see there are a lot of advantages to a gap year. Hmm... it seems a very good idea to me! I guess it would help improve my CV if I have done a bit of travelling before I start my degree. I wonder if you could tell me more about what I could do or suggest any countries I might visit. I've never travelled alone before and I would welcome some advice.

**Tutor:** It would be my pleasure! Well, you can start by visiting countries in Europe as they're nearer to home. That way you won't feel homesick so much and if a problem arises, help is not far away! You could also try volunteering or working abroad to gain valuable job experience. Whatever you do, a gap year is thoroughly recommended!

**Note:** As in the above example, the interchange is equally balanced. Your dialogue is approximately equal in length to that of the examiner. Your answers should always be elaborated on, giving extra information, wherever possible, in addition to using the sample phrases given.

## SPEAKING

## Exam Practice

Part 2

3 minutes

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

- I'm your tutor. I start.

Have you thought about doing a gap year?

- We're friends. I start.

How about travelling to England together this summer to improve our English?

- We're colleagues. I start.

If I were you, I would apply for that job in New York.

- We're neighbours. I start.

Would you help little Jonnie with his maths homework as I'm useless at maths?

**C:** (Responds.)**I:** (Role-play the situation with the candidate – approximately two turns each.)**I:** Second situation (choose one situation from B).**B**

- We're colleagues. You're not sure if I've posted an important document. You start.
- We're friends. I've just been given a promotion at work. You start.
- I'm a travel agent. You want to find the cheapest way to travel around Europe. You start.
- I'm a careers' advisor. You are thinking about doing voluntary work abroad. You start.

**C:** (Initiates.)**I:** (Role-play the situation with the candidate – approximately two turns each.)**I:** (Role-play a third situation from A or B if time allows.)**I:** Thank you.

# Unit 2

## Section A Vocabulary

### Travel and transport

- **aboard** on or in a ship, plane, train or bus
- **broaden your horizons** to have new experiences and learn new things
- **cater for** to provide what someone needs
- **commuter** someone who travels to work each day [Word family: commute (noun), commute (verb)]
- **congestion** so much traffic that it cannot move fast [Word family: congest, congested]
- **ease** to make better
- **exhaust fumes** waste gases from the engine of a vehicle
- **flow** continuous movement [Word family: flow (verb)]
- **fulfil a dream** to do something you strongly wish to do
- **go/travel further afield** to go/travel somewhere that is further away
- **hospitality** kindness to guests [Word family: hospitable, hospitably]
- **iceberg** a large mass of ice in the sea
- **infrastructure** the basic systems of roads, communication, etc. in a country
- **itinerary** a timetable of events
- **mode of transport** a way of travelling
- **mountainous** having many mountains [Word family: mountain]
- **scenic** having a beautiful view [Word family: scene, scenery]
- **slow to a crawl** to slow down until you are moving very slowly
- **take your life in your hands** to do something dangerous
- **transportation** methods of moving people or goods from one place to another [Word family: transport (noun), transport (verb)]

1. Use the words and phrases on the right to complete the article.

### If you thought that cruises were all about dressing up for the captain's table, think again, says Tara Richardson

I've always loved travelling. Even from a very young age, I understood that visiting new places and experiencing different cultures could (1) ..... in all sorts of ways. As a teenager, I loved visiting my penfriends in France and Spain, and when I was older, I took every opportunity to (2) ..... - skiing in the (3) ..... regions of Europe and America, experiencing the fabulous (4) ..... of local people in Morocco and Thailand and taking (5) ..... train journeys in India.

But one thing I had never done was a cruise. I thought cruises were for rich, old people, more interested in dressing up in their best clothes than seeing new places. It was only when I decided to (6) ..... of going to Antarctica that I discovered how wrong I was.

Our (7) ..... was packed with fascinating experiences. An extensive programme of lectures (8) ..... all interests, from wildlife to geology to politics, so that our time (9) ..... the ship was almost as interesting as the time we spent on excursions. And I don't think any of us will forget seeing our first (10) ..... - the size and the beauty of it was enough to take your breath away!



#### Words & Phrases

- mountainous
- iceberg
- fulfil my dream
- scenic
- catered for
- broaden your horizons
- hospitality
- aboard
- itinerary
- go further afield

**2.** Use the words again to complete these sentences. Make sure you use the correct form of the words.

- One day I hope to ..... of seeing the Northern Lights.
- There is still snow in these high, ..... regions.
- I think that some travel might ..... his ..... a bit.
- We go on shore for sightseeing, but we have most of our meals .....
- If you only have a weekend, we could go to Paris, but if you have more time we could ..... perhaps to New York.
- I'm not sure what time the train leaves. Let me check my .....
- These people are well known for their .....
- I'm not sure how well the hotel ..... vegetarians.
- We sailed very close to an .....
- The ..... route takes longer, but it's well worth it.

**3.** Read this article. Pay attention to the words and phrases in **bold**.

### Traffic misery – is there a solution?

As we get closer to the city, traffic **slows to a crawl**, and we spend the next hour stuck in an enormous traffic jam, breathing in **exhaust fumes** and travelling a couple of miles at the most.

Sadly, this is the daily routine for thousands of **commuters**, and problems are particularly bad in this area. The government has promised a multi-million pound investment to widen the roads and **ease the congestion**. They say that another two lanes on the main routes into and out of the city will improve the **flow** of traffic.

Gordon Potter of the Low-Carbon Transport Group disagrees. 'The road **infrastructure** in this country will never be able to cope with the numbers of cars we have,' he says. 'We should be looking at different, greener and cleaner **modes** of transport such as cycling for commuters, and using our canals for the **transportation** of goods. In particular, we would like to see the government invest in a huge network of safe cycle lanes. At the moment, you **take your life in your hands** if you go on some of our roads on a bicycle.'



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

- The ..... [large amount of traffic] on these roads is harming our businesses.
- These ships are used for the ..... [carrying] of goods to Europe.
- As the traffic built up, we ..... [started moving very slowly].
- A better train service would help to ..... [improve] the crowding on our roads.
- ..... [Dirty gases from cars] are causing a lot of pollution in the city.
- You ..... [risk death] if you try to cross the road here.
- We want to use more environmentally friendly ..... [methods] of transport.
- I catch the 6.30 train, along with crowds of other ..... [people who travel to work each day].
- These new traffic lights have helped to improve the ..... [movement] of traffic.
- The country's transport ..... [network] is in a terrible state.

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

1. Should you stick to the speed limit or go with the ..... of traffic?  
a. congestion      b. mode      c. flow
2. A new car-sharing service has been launched in the city in an attempt to ..... congestion.  
a. ease      b. fulfil      c. cater
3. Let us know your requirements and we can arrange your ..... for you.  
a. itinerary      b. hospitality      c. infrastructure
4. He hadn't had much experience of life and I thought that if he spent a year or so travelling, it might ..... .  
a. slow to a crawl.      b. take his life in his hands.      c. broaden his horizons.
5. It is estimated that the ..... of goods by sea will double by 2020 in the Baltic region.  
a. transportation      b. hospitality      c. infrastructure
6. The government has plans to improve the road ..... in the region generally.  
a. hospitality      b. infrastructure      c. congestion
7. At that time of the morning, the train is full of ..... .  
a. commuters      b. itineraries      c. transportations
8. Supporters of the motorway say it will improve transport in South Wales and ease ..... .  
a. transportation      b. congestion      c. itinerary

**6. Use the words in capitals at the end of each sentence to form a word that fills the gap.**

1. Unfortunately, he has a three-hour daily ..... COMMUTER
2. Our roads are very ..... , and the combination of heavy traffic and speed can be lethal. CONGESTION
3. I found the people very warm and ..... HOSPITALITY
4. It's a remote, ..... region in the east of the country. MOUNTAIN
5. The ..... was breathtaking – mountains on one side and a huge lake on the other. SCENIC
6. There are strict guidelines for the ..... of live animals. TRANSPORT

**7. Complete each sentence with the correct word.**

1. Of course, travel is meant to broaden your .....
2. Our cycling holidays cater ..... children of all ages.
3. The air in the city centre is thick with exhaust .....
4. We usually stay in Europe for our holidays but this year, we thought we would go ..... afield.
5. The driving there is just incredible. You take your life in your ..... when you step off the curb to cross the road.
6. Rail is my preferred mode of .....

**8. Choose the best ending for each sentence.**

- |   |   |
|---|---|
| 1. To <b>ease</b> something is to<br>a. increase it.<br>b. reduce it. | 4. <b>Flow</b> is movement that<br>a. does not stop.<br>b. stops and starts repeatedly.                     |
| 2. A <b>commuter</b> travels for<br>a. pleasure.<br>b. work.          | 5. You <b>slow to a crawl</b> when you<br>a. are in a vehicle.<br>b. are on foot.                           |
| 3. Another word for <b>itinerary</b> is<br>a. plan.<br>b. document.   | 6. A <b>scenic route</b> somewhere would take you through beautiful views of<br>a. buildings.<br>b. nature. |

## 9. Circle the incorrect sentence in each group.

1. a. When everyone was aboard the car, we set off.  
     b. The cabin crew welcomed us aboard the ship.  
     c. Welcome aboard flight 3036 to Washington DC.
2. a. One way of easing congestion would be to impose a charge for cars coming into the city.  
     b. The congestion was moving so slowly, it would have been quicker to get out and walk.  
     c. It's one of the steps taken by the council to manage the city's congestion problem.
3. a. There are some very scenic buildings in the city centre.  
     b. We took the scenic route through the mountains.  
     c. Enjoy a scenic cruise down the River Torrens.
4. a. By then, the traffic had slowed to a crawl.  
     b. The car slowed to a crawl and almost stopped.  
     c. Three of the runners had slowed to a crawl.
5. a. Bus lanes would help to ease the flow of traffic considerably.  
     b. A better train service would ease congestion in the region.  
     c. I don't think that having a car would have eased the holiday in any way.

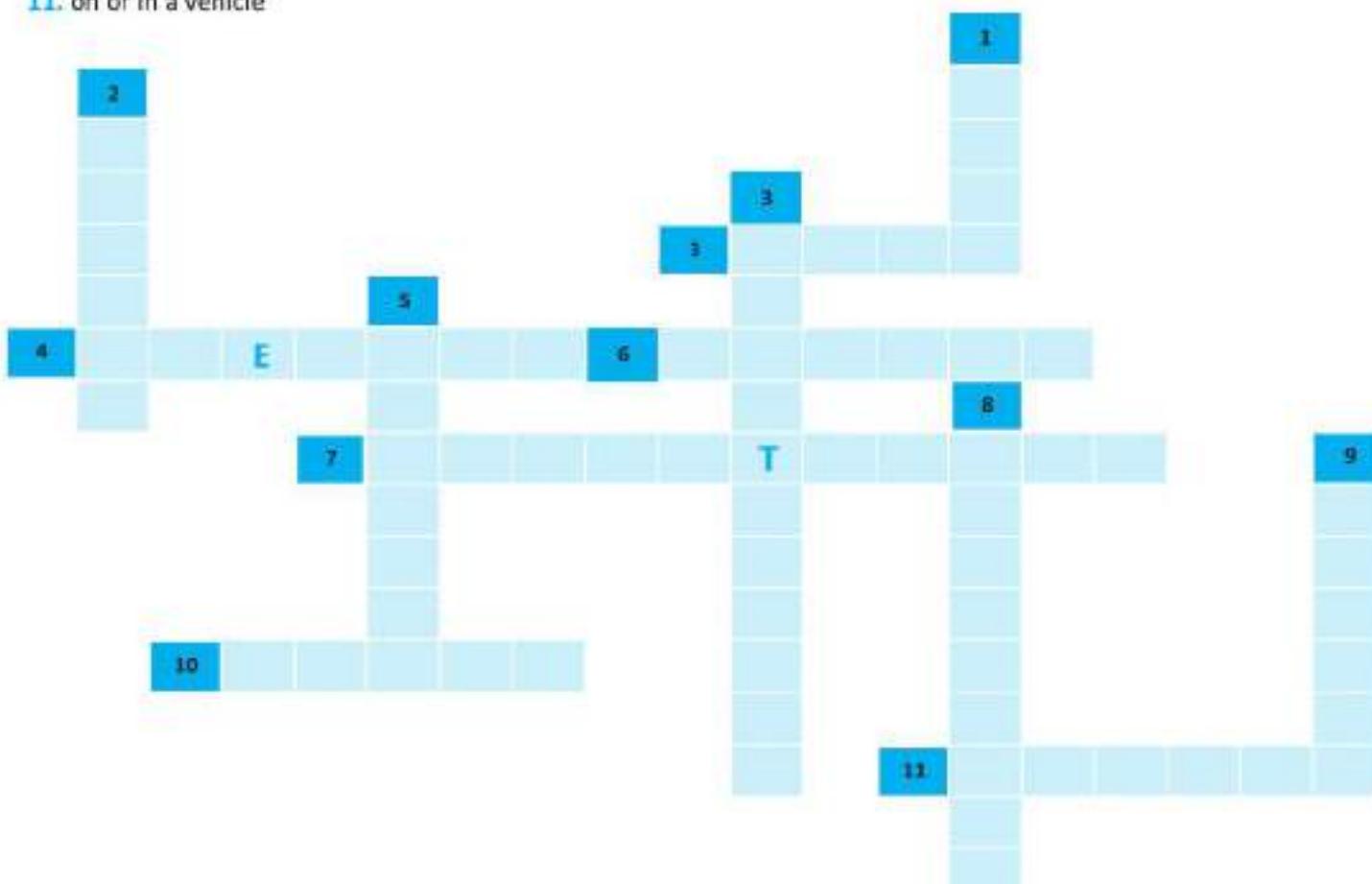
## 10. Complete the crossword.

## ACROSS

3. a method of moving people or goods from A to B; a ..... of transport  
 4. a large piece of frozen water floating in the sea  
 6. to succeed in doing what you very much want to do; to ..... a dream  
 7. behaviour that makes visitors feel welcome  
 10. to give someone what is suitable for and needed by them; ..... for  
 11. on or in a vehicle

## DOWN

1. to risk killing yourself; take your ..... in your hands  
 2. with lovely views of hills, mountains, lakes, etc.  
 3. describes an area with a lot of high places, larger than hills  
 5. polluting smoke that comes out of vehicles ..... fumes  
 8. a plan of things that are to happen  
 9. further away; further .....



## Section B Exam Preparation

### LISTENING Part 2

#### Listening to 3 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.

#### 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, 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. ('*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 **3rd 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 and in c) the likelihood, although not as clear as in b), is that the speaker wanted cake.

#### Before you practise

Now look at **Conversation 1** in **Listening Part 2**. Before listening to the dialogue, decide what vocabulary you expect to hear in **Question 1** if the dialogue is set in a *TV studio / at a travel exhibition / on stage at a book festival*. Remember to focus not just on the vocabulary but on the context of the conversation, to avoid being misled by potential distractors.

Now look at **Question 2**. Again, think about what vocabulary you will hear if the topics of '*money*', '*being environmentally aware*' and '*local culture*' are mentioned. Also, listen out for phrases suggesting agreement, e.g. '*I couldn't agree more*', '*You've got a point, there*' etc. which will direct you to the topic the speakers are in agreement about. As with **Question 1**, beware of distractors.

**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. Where are the speakers?
  - a) in a television studio
  - b) in a travel exhibition
  - c) on stage at a book festival
  
2. What do the speakers agree about, regarding modern travellers?
  - a) They don't have much money.
  - b) They are more environmentally aware.
  - c) They aren't interested in local culture.

**Conversation 2**

3. What does the lawyer think?
  - a) It will be a complicated case.
  - b) The legal process should be straightforward.
  - c) Tony should rethink the claim.
  
4. Tony is most upset about
  - a) financial compensation.
  - b) losing his job.
  - c) recurring health issues.

**Conversation 3**

5. Why are Sandra and Laura meeting?
  - a) to decide where to go on holiday
  - b) to resolve a problem
  - c) to decide who to travel with
  
6. What is the waiter's attitude?
  - a) unfriendly
  - b) professional
  - c) envious

## 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 True/False or even 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 '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, 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 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 gap-fill 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 only b) expresses a contrasting idea to the preceding sentence, i.e. a problem arose although the partnership of Niepce and Daguerre was successful.

**Adverbs of comment/time**

When these are used in a gap-fill sentence, these 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. as '*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) Since then, cameras have become increasingly sophisticated.*

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**. Consider what the general content of the paragraph is (i.e. Richard Trevithick – inventor of the steam engine, relatively unknown at time.) Then, identify potential gap-fills that could fit in this paragraph, namely those referring to Trevithick (i.e. A, B, D, E).

Next look for signposts in the gap-fill sentences, e.g. subject/possessive pronouns 'He'/His' in sentences A, B, D. Do we know who is being referred to? If not, then gap-fill E is the correct answer.

## 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.

## Railway History

Britain celebrated the bicentenary of the steam railway locomotive with a year-long events programme, but it was not an engineering giant such as James Watt or George Stephenson that was feted. **1** Richard Trevithick (1771-1833), who learnt his craft in Cornish tin mines, built his "Penydarren tram road engine" for a line in South Wales whose primitive wagons were pulled, slowly and laboriously, by horses.

On February 21, 1804, Trevithick's pioneering engine hauled 10 tons of iron and 70 men, nearly ten miles from Penydarren, at a speed of five miles-per-hour. He was 20 years ahead of his time – Stephenson's "Rocket" was not even on the drawing board but Trevithick's engines were seen as little more than a novelty. **2** But his idea was developed by others and, by 1845, a spider's web of 2,440 miles of railway were opened and 30 million passengers were being carried in Britain alone.

Perhaps because it was the birthplace, Britain can boast more railway attractions per square mile than any other country. The figures are impressive: more than 100 heritage railways and 60 steam museum centres are home to 700 operational engines. Wales deserves a special mention for its Great Little Trains. **3** They were originally built to haul slate and other minerals out of the mountains, but are now a wonderful way for visitors to admire the Welsh scenery, which is breathtaking.

Then there are the railway museums that are historic in their own right. "Steam" at Swindon is built into the former workshops of the Great Western Railway (GWR). **4** The GWR Railway Centre at Didcot re-creates its golden age in an old steam depot where polished engines are tended lovingly.

But it is North East England that is known as the birthplace of railways. At Shildon in County Durham, a £10 million permanent Railway Village is taking shape, to open in the autumn, the first out-station of the National Railway Museum. At nearby Beamish, the open-air museum of North Country Life – where the past is brought magically to life – there is an opportunity to see one of the earliest railways re-created. **5**

If you want to trace the steps of Trevithick, go south-westwards, to Cornwall, where the story of the great engineer Trevithick began. In his home town of Camborne there is a bronze statue of him holding a model of one of his engines.

**6** It is hard to imagine that scribblings in this humble home were to lead to the 'high-pressure steam engine'.

- A. He went on to engineer at mines in South America before dying penniless, aged 62.
- B. Not far away, the little thatched cottage where he lived, at Penponds, is open to the public.
- C. This has near-legendary status among rail fans.
- D. His designs were of no influence to future rail travel.
- E. The man who first put steam engines on rails was a tall, strong Cornishman described by his school-master as "obstinate and inattentive".
- F. It is an interesting photograph that illustrates the clothes and fashion of that age.
- G. Feel the wind – and steam – in your hair as you travel in open carriages behind a working replica of a pioneering engine, such as Stephenson's Locomotion No.1, built in 1825.
- H. Though small in stature, these narrow-gauge lines are real working railways.

## WRITING Part 2

## A descriptive essay

## Step One

When writing any composition, first underline key words in the essay title. This will focus on what points need to be answered. Look at the following title for a descriptive essay:

*For a homework assignment, your teacher has asked you to write about your first day at primary school. Describe how you felt and what happened.*

Write between 250 and 300 words.

## Step Two

Next, make notes under the main areas that you need to describe. In the example essay, the points to describe are: 1) your feelings and 2) what happened.

So, if you are writing a descriptive essay with the example title, first write the title 'Feelings'. Most experiences involve mixed emotions, so try to write down a variety of different emotions. It is not sufficient to write just about how you felt; you also need to explain why you felt that way, so next to the emotions you describe, write what caused those feelings:

Feelings

- excitement - new experience
- fear - new place/no friends
- curiosity - new building, meeting new people
- anticipation - start of new life, new friendships
- sadness - leaving family first time, long period

Next, write notes under the title 'What happened' and also make notes here about how you felt. Keep to a sequential order of events, otherwise the essay will sound confused.

What happened

- left at school gates with teacher - felt bewildered, shy
- shown to class - scared by noisy children, unfamiliar environment
- introduced to class members by teacher - felt more relaxed, at ease
- made friends with children in class
- played games - began to find experience enjoyable
- day passed quickly - sad to go home, anticipation and excitement for next day

**Note:** As with any descriptive essay, (like the example, which details what happened on a specific occasion, e.g. a visit to a foreign country/an unfortunate experience etc.) it is important to impose a *chronological order* on your paragraphs.

If, however, you are just writing about a place or thing, then you will need to start from a more general description and proceed to a more specific one. For example, if asked to describe your hometown, first describe *location, how long you have lived there* etc. before describing specific details e.g. certain buildings/areas that you like/dislike, your neighbours etc.

## Step Three

Decide what you will include in each paragraph. The introduction sets the scene detailing what you will describe. Here you can include your general feelings about the situation you are about to describe.

e.g. Introduction for sample essay:

'My first day at primary school'.

First day - mixed emotions - first day alone from family, anticipation of new life. Sent to local school, knowing no-one.

Next, use your notes detailing 'what happened' to construct the Main Body of the essay. Keep to the same chronological order as your notes.

e.g. Main Body

**Para 1:**

Left at gates, alone, taken to class by teacher.  
Feeling overwhelmed, shy etc.

**Para.2:**

Experience in class - positive. Introduced to class, played games, made friends with other children. Felt more confident, relaxed.

Finally, in the conclusion, refer to how you felt at the end of the experience and also how it compared with your original feelings.

e.g. Conclusion

Experience better than anticipated. Day passed well. Felt sad to leave, keen to return next day.

## Step Four

In order to make your essay more interesting and to write more proficiently, you can do several things. Firstly, you can find more unusual synonyms to replace more commonplace adjectives.

e.g. Look at the 2 sentences below. Which sounds more interesting/proficient? Why?

- I approached the unfamiliar building with trepidation, led by a stern-looking, somewhat distant, headteacher.*
- I was scared as I approached the strange building, led by the unfriendly headteacher.*

The first sentence is better since more usual adjectives, such as *strange*, are substituted for more unusual ones, e.g. *unfamiliar*, in this instance.

Secondly, you can use more unusual verbs when describing actions as well as verbs in their participle form e.g. (-ing form).

Now, decide which of the 2 sentences below is more proficient/interesting and why.

- As I entered the building and looked around, I saw my classroom and the children inside running around.*
- On entering the building, I glanced around and in doing so, glimpsed the children in my class, running about inside.*

The second sentence is more interesting due to the use of participles (*on entering, running*) and more unusual verbs (*glance, glimpse*).

Finally, you can add interest to your essay by using strong adjectives (with or without modifying adverbs like *absolutely, completely*) as opposed to weak adjectives e.g. *superb* (strong) vs *nice* (weak).

Look at the list of weak adjectives below, with synonyms that are stronger and see how effectively the latter can strengthen the impact of what you are describing.

Adjectives	
Strong	Weak
horrid/awful	bad
fantastic/superb	good
stunning	beautiful
decrepit (person)	old (person)
hostile	unfriendly
terrifying/terrified	scared/scary
fascinating/fascinated	interesting/interested

Now compare the following 2 sentences:

- My first day at school was absolutely awful as I was terrified by the hostile environment.*
- My first day at school was bad as I was scared by the unfriendly people there.*

As can be seen, sentence 1 reads better, as it includes strong adjectives, one of which is modified by the adverb '*absolutely*'.

### Before you practise

Now look at Writing Task Part 2. Decide what the key points you have to write about are and underline them. Make notes under each point. Think about how you can add interest to your essay by adding strong adjectives, verb participles, etc. Remember to keep the events in chronological order as you will be describing what happened on a specific occasion.

## WRITING Exam Practice

### Part 2

Your English teacher has asked you to write a composition about a memorable journey that you undertook.

Describe where you were going and why and how you now feel about this journey.

Write between 250 and 300 words.



## 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 decide on the best option. You may be required to discuss up to 6 options.

### 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.

#### Example speaking task:

*We are going to discuss the best way to stay in communication with a good friend. Let's discuss these ideas and try to agree on their order of effectiveness.*

#### Ideas:



Now, please list at least 1 advantage/disadvantage for each communication option.

#### Example

##### Letter writing

###### Advantages:

more personal / can be referred to at a later stage

###### Disadvantages:

laborious to write, communication not immediate

### E-mails

#### Advantages:

instant communication/brief, so quickly read

#### Disadvantages:

impersonal, limited form of communication, abbreviated form of communication so can seem abrupt, also open to misinterpretation. Communication dependent on communicators having internet access.

### Social media

#### Advantages:

instant communication, allows virtual face-to-face calls via Skype, Facebook etc., can share photos with friends and keep-up-to-date easily with their activities.

#### Disadvantages:

virtual, not real 'human' contact, so still impersonal, communication dependent on communicators having internet access.

### Shared social activities

#### Advantages:

face-to-face communication, social activities allow 'bonding' over shared interests.

#### Disadvantages:

difficult to organise on regular basis

### Phone calls

#### Advantages:

personal, immediate form of contact

#### Disadvantages:

expensive [especially if long-distance], not face-to-face contact

### Face-to-face chats

#### Advantages:

personal, easier to communicate/share information, interaction more meaningful.

#### Disadvantages:

friends may live far away, difficult to organise meet-ups.



**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**

Now practise responding to the following statements of the examiner, using phrases from **Step Two**. Use the list you made in **Step One**, outlining the advantages/disadvantages of each option, to help you.

- I believe that face-to-face contact is always the best method of communication. What do you think?
- I think e-mails are a good way to keep in touch, don't you?
- To my mind, letter writing is a waste of time, nowadays, don't you think?
- There's nothing better than social media as a form of communication, is there?

**Suggested responses:**

- Nobody could dispute that. To my mind, face-to-face communication is an immediate and very personal form of communication.
- Actually, I don't think they're such a good idea as they're rather impersonal and can seem rather abrupt.
- I agree with you up to a point, however, letters are very personal and you can keep them to refer to later.
- Yes, I agree but not everyone uses social media and it can be rather impersonal. Also, you and the person you are communicating with have to have an internet connection/be online to have immediate contact.

**Step Four**

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**.

First decide what the disadvantages/advantages of each holiday option are. Then decide which phrases you will use to express your opinion in the course of the dialogue with the examiner. Finally choose a summing up phrase to summarise which option you think is the best.

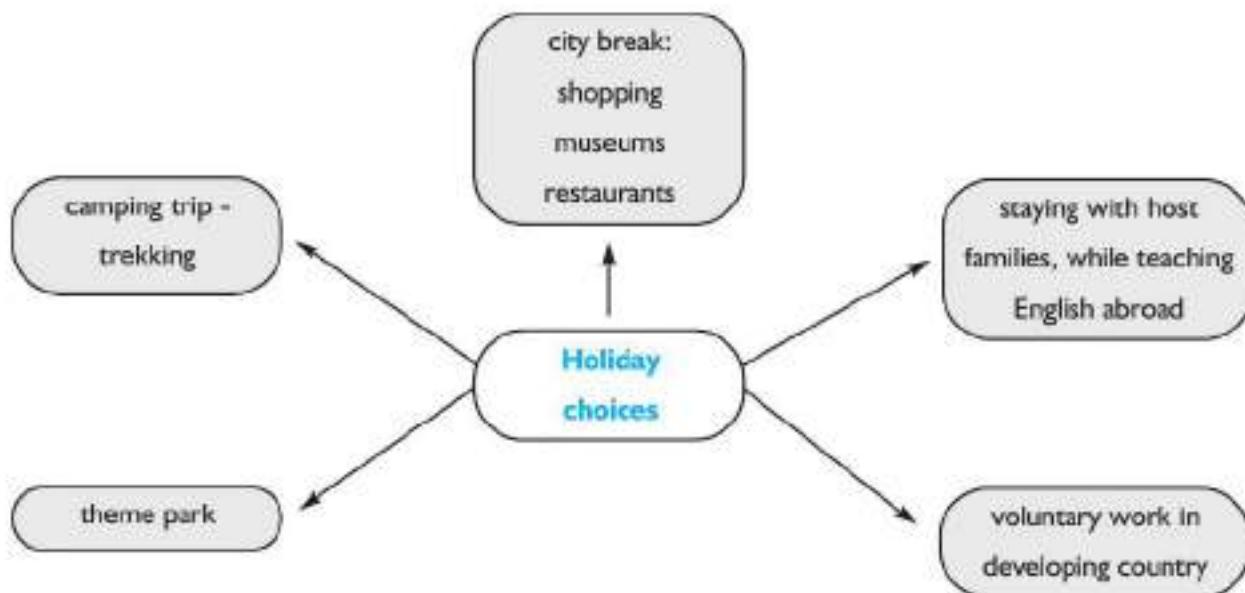
**SPEAKING****Exam Practice****Part 3**

4 minutes

I: Now, Part Three. We're going to discuss something together. We've been asked to discuss some ideas for a trip abroad that would be of interest to a group of friends who want to experience a different culture. Let's discuss these ideas and try to agree on their order of helpfulness.

*(Hand over candidate's task sheet.)*

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



# Unit 3

## Section A Vocabulary

- **blind date** a romantic meeting between two people who have not met before
- **bully** someone who intentionally tries to frighten or hurt someone, often repeatedly [Word family: bully (verb), bullying]
- **campaign** a series of activities or events that are intended to achieve something [Word family: campaign (verb), campaigner]
- **compatible** able to have a harmonious relationship [Word family: compatibility]
- **confide in** to tell someone something that is private [Word family: confidence, confidential]

- **cyberbullying** the deliberate use of the internet to make someone feel frightened or upset
- **flattering** making you look attractive [Word family: flattery, flatter]
- **flirt** to do things that show you are attracted to someone
- **in the flesh** in reality rather than in a picture or on a film
- **isolated** alone and without support from other people [Word family: isolation]
- **mutual** experienced by both people
- **no hard feelings** no feeling of anger
- **nurture** to encourage the development of something [Word family: nurture (noun)]

## Online social interaction

- **self-esteem** a feeling of confidence
- **stand up to** to defend yourself against someone who is attacking or harming you
- **stigma** a feeling that people disapprove of you [Word family: stigmatise]
- **target** the intended victim of a bad action [Word family: target (verb)]
- **trial period** a period of time in which you can try a product before you buy it
- **turn (someone) against** to (make someone) start not to like someone or something
- **worthless** having no value [Word family: worth (noun & adjective)]

1. Use the words and phrases on the right to complete the article.

### Online dating

These days, online dating is so common that there is no (1) ..... attached to it. It is simply seen as an efficient way of meeting someone, as the site will use members' details to search for the people with whom you are most likely to be (2) .....

Once you've indicated an interest in someone, as long as the feeling is (3) ....., you can take it from there. And if it doesn't work out, you can simply say goodbye with (4) ..... Many sites offer a free (5) ..... so you can see whether it's for you or not.

Of course, online dating has its disadvantages too. It can take time to (6) ..... a good, long-lasting relationship – time that isn't always available on a (7) ..... However, you don't have to meet immediately. You can get to know one another by email or phone first, sending messages and perhaps (8) ..... a little before you meet.

In reality, the most common problem of online dating is when people aren't honest about themselves. If someone includes a ridiculously (9) ..... profile picture, it's almost impossible not to look disappointed when you meet them (10) ..... and that's never going to be the best way to start a relationship!



### Words & Phrases

- mutual
- flattering
- stigma
- trial period
- in the flesh
- compatible
- no hard feelings
- nurture
- flirting
- blind date

**2.** Use the words again to complete these sentences. Make sure you use the correct form of the words.

- The couple shares a ..... love of horses.
- She was taller ..... than she looked on TV.
- This style of dress is very ..... for the older woman.
- In my country, there is still some ..... associated with being unmarried at 30.
- You can download the app for a .....
- He likes to ..... with lots of women at parties.
- We're not very ..... because she loves to socialise and I prefer quiet nights at home.
- My brother has organised a ..... for me with one of his colleagues.
- Sometimes when we're too busy, we forget that we need to ..... our relationships.
- We agreed that the relationship wasn't working, but it was all very friendly – there were .....

**3.** Read this article. Pay attention to the words and phrases in **bold**.

### Bullies in the classroom

This time last year, Jade Ball (not her real name) was in a terrible state. She would often sit in her bedroom crying, and refuse to go to school. Jade was a victim of **cyberbullying**.

In her case, it was one particular girl who seemed determined to **turn her friends against her** by posting unpleasant rumours and lies on the social media sites they all used. Jade has now written a prize-winning essay describing how it feels to be the **target of bullies** like this girl.

She explains how at first she tried to **stand up to** the girl and ignore the things she wrote, but that gradually her **self-esteem** became so low that she couldn't cope anymore. 'I felt completely **worthless**', she said. 'I couldn't understand why this was happening to me.'

Eventually, Jade **confided in** a teacher who had noticed her unhappiness and the school took the problem very seriously. Today, Jade helps to run the school's anti-bullying **campaign**. 'When I was being bullied, I felt so **isolated**', she explains. 'And I don't want anyone else in the school to feel that way if it happens to them.'



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

- His colleagues ..... [started to dislike] him after he made the complaints.
- She was strong enough to ..... [fight back against] the people who were criticising her.
- The school will exclude anyone who is found to be ..... [posting unpleasant messages online].
- Paul ..... [told] his brother that he was being bullied at school.
- This kind of teasing can be very bad for the ..... [confidence] of the child.
- None of my friends supported me and I felt very ..... [lonely].
- The government is introducing a ..... [series of events] to tackle bullying in the workplace.
- They loved to post cruel comments, and Suzie soon became a ..... [person they wanted to hurt].
- No parent wants to believe that their child is a ..... [person who tries to hurt someone].
- Reading their comments made me feel ..... [that my life had no value].

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

1. Some dating websites have a quiz that tests your ..... with potential partners. **COMPATIBLE**
2. It was a private matter and she told the teacher about it in strictest ..... **CONFIDE**
3. Everything that the child tells the teacher is, of course, strictly ..... **CONFIDE**
4. We do everything we can to combat the sense of ..... that children who are being bullied feel. **ISOLATED**
5. Despite our best efforts, mental illness is still ..... in our society. **STIGMA**
6. The bullying had ruined her self-esteem. She felt she had no ..... **WORTHLESS**

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

1. Girls are more likely to be the ..... of online bullying, but they are also more likely to ask for help when this happens.  
**a.** targets      **b.** campaigns      **c.** trial periods
2. According to our online profiles, we shared a lot of interests and seemed generally quite .....  
**a.** mutual      **b.** compatible      **c.** flattering
3. It's a very ..... photo and makes him look a good ten years younger than he actually does.  
**a.** flattering      **b.** isolated      **c.** mutual
4. In your experience, is there still a ..... attached to online dating?  
**a.** target      **b.** campaign      **c.** stigma
5. The government have launched a ..... aimed at tackling cyberbullying.  
**a.** trial period      **b.** campaign      **c.** target
6. People who feel they don't have the time to ..... a relationship sometimes see online dating as a shortcut.  
**a.** confide in      **b.** nurture      **c.** flirt
7. I certainly found James very attractive and I think the feeling was .....  
**a.** mutual      **b.** compatible      **c.** worthless
8. Research seems to suggest that bullies pick on children who already suffer from low .....  
**a.** stigma      **b.** self-esteem      **c.** target

**7. Complete each sentence with the correct word.**

1. He'd looked quite young in his website picture, but ..... the flesh he looked somewhat older.
2. Didn't Millie have a good friend that she could confide ..... when all this was happening?
3. We had a silly argument online but we both apologised, so there were no ..... feelings.
4. The article was titled, 'Why it's important to stand ..... to bullies'.
5. Isabel felt that this girl was turning her friends ..... her by posting lies about her online.
6. Max had been on a blind ..... with a woman he'd got chatting to online on a discussion forum.

**8. Underline the word or phrase that forms a correct collocation in each sentence.**

1. There's still a stigma attached / joined / fused to mental illness.
2. Charlotte and Nathan attended / went on / went to a blind date set up by mutual friends.
3. The government has issued / launched / formed a campaign to raise awareness of the impact of cyberbullying.
4. Before the bullying had even started, Joe suffered from low / bad / negative self-esteem.
5. The website offers / donates / grants a free trial period of three months.

**9.** Choose the best ending for each sentence.

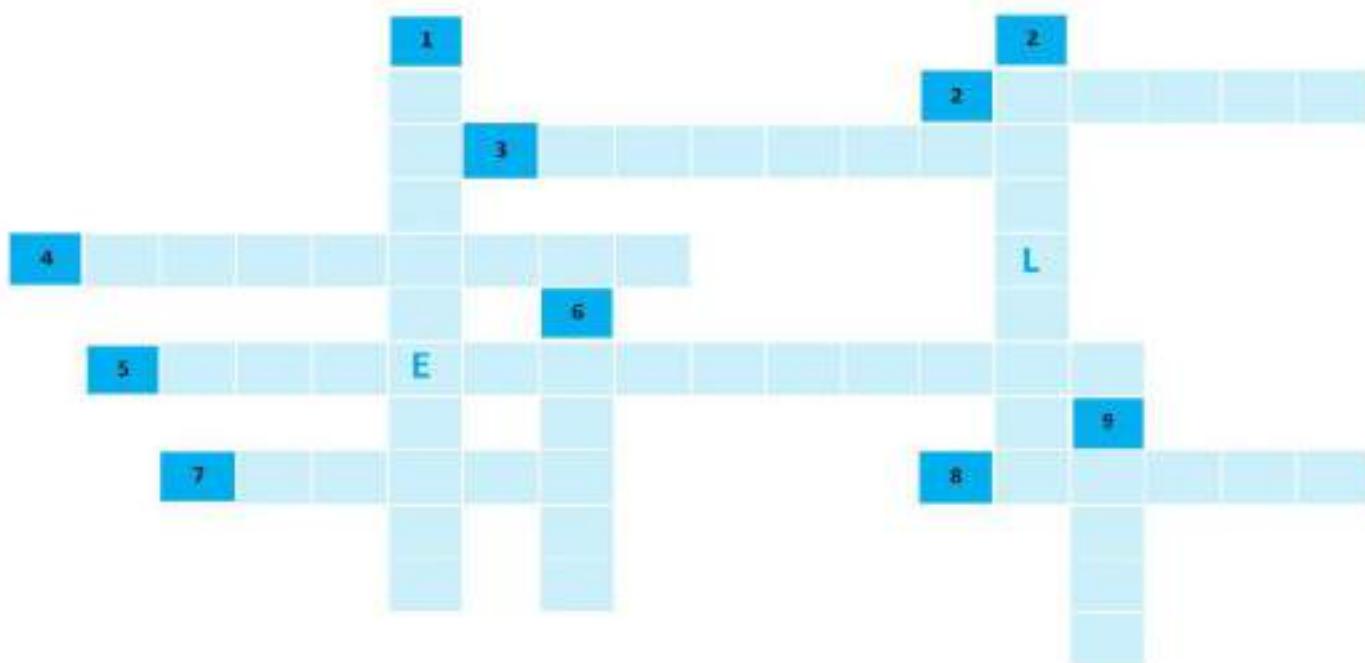
- 1.** If you feel isolated, you feel sad because
  - a. you are not able to socialise with other people.
  - b. someone keeps threatening or frightening you.
- 2.** To flirt with someone is to
  - a. behave as if you are sexually attracted to them.
  - b. arrange to meet them.
- 3.** A mutual feeling is a feeling that is
  - a. satisfying.
  - b. shared by two people.
- 4.** Worthless means 'without'
  - a. interest'.
  - b. importance'.
- 5.** The target of a bad action is the
  - a. victim of that action.
  - b. person who commits the action.
- 6.** If you stand up to someone, you
  - a. support them.
  - b. defend yourself against them.

**10.** Complete the crossword.**ACROSS**

2. in the .....; not in a picture or on TV
3. to look after something so that it grows and improves
4. behaviour that gives someone the impression that you find them attractive
5. the posting of unpleasant messages online that are intended to frighten or upset someone
7. ..... period; an opportunity to try a product for a set amount of time to see if you like it
8. ..... up to someone: to refuse to let someone treat you badly

**DOWN**

1. describes a picture that makes you look better than you actually are
2. no hard .....; no bitterness or hatred
6. someone who enjoys frightening people who are less powerful than them
9. ..... (someone) against; to make someone not like someone



## Section B Exam Preparation

### 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/questions that you have to complete.

#### 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 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 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
  - guiding and supporting children.
  - guidance and support of children.
  - support and guide children.
2. A school dropout earns on average \$200,000 less than
  - high school graduates.
  - to high school graduates.
  - 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.*

**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.

1. Perspectives on Psychological Science journal shows need for:
2. Amount of time American teens spend using digital media:

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*.

**LISTENING****Exam Practice****Part 3**

Total: 7 marks

DO NOT WRITE MORE THAN 5 WORDS FOR EACH QUESTION.

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.

**Teenagers and online social interaction****Example:**

Age group discussed in this talk: *teens/teenagers*

1. Perspectives on Psychological Science journal shows need for:

2. amount of time American teens spend using digital media:

3. main use of digital media by sociable teens:

4. what may be indicated by increased internet use for unsociable teens:

5. number of teens affected by cyber bullying and traditional bullying:

6. cause of parents' concern:

7. what affects quality of sleep:

## 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, then scan for specific information.

## Step One

All 4 texts will have a unifying topic. First, skim-read all texts, underlining key information i.e. who/what is the subject, why they are mentioned/what is the main idea of the text. Look at the four short texts below (the ones in the exam will be around 150 words each). The main information has been underlined in each 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.*

**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?*

**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.*

**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 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 off/deserving/meriting something  
 Question 3 similarly/likeness (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 / is a synonym for / is 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/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 1 text with words/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*' a derivative of the latter synonym, in Text A. Text A is therefore the answer to Question 6.

### 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 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.** Mark Zuckerberg, 23, founded Facebook while studying psychology at Harvard University. In February 2004 Mr Zuckerberg launched "The facebook", as it was originally known. Within 24 hours, 1,200 Harvard students had signed up, and after one month, over half of the undergraduate population had a profile.

The network was promptly extended to other Boston universities, the Ivy League and eventually all US universities. It became Facebook.com in August 2005 after the address was purchased for \$200,000. US high schools could sign up from September 2005, then it began to spread worldwide, reaching UK universities the following month.

As of September 2006, the network was extended beyond educational institutions to anyone with a registered email address. The site remains free to join, and makes a profit through advertising revenue.

**B.** Twitter's origins lie in a "daylong brainstorming session" held by board members of the podcasting company Odeo. Jack Dorsey, then an undergraduate student at New York University, introduced the idea of an individual using an SMS service to communicate with a small group. The original project code name for the service was twttr, partly due to the fact that domain twitter.com was already in use, and it was six months after the launch of twttr that the crew purchased the domain and changed the name of the service to Twitter.

Work on the project started on March 21, 2006, when Dorsey published the first Twitter message at 9:50 PM Pacific Standard Time (PST); "just setting up my twttr". Dorsey has explained the origin of the "Twitter" title: "...we came across the word 'twitter', and it was just perfect. The definition was 'a short burst of inconsequential information,' and 'chirps from birds'. And that's exactly what the product was."

**C.** WhatsApp Inc., was founded in 2009 by Brian Acton and Jan Koum, both former employees of Yahoo!. After Koum and Acton left Yahoo! in September 2007, they applied for jobs at Facebook but were rejected. In January 2009, after purchasing an iPhone and realising that the seven-month-old App Store was about to spawn a whole new industry of apps, they started visiting their friend Alex Fishman in West San Jose where the three would discuss "...having statuses next to individual names of the people," but this was not possible without an iPhone developer, so Fishman introduced Koum to Igor Solomennikov. Koum almost immediately chose the name "WhatsApp" because it sounded like "what's up", and a week later on his birthday, on February 24, 2009, he incorporated WhatsApp Inc. in California.

**D.** The original founders of Skype were Scandinavians Janus Friis and Niklas Zennstrom. However, the masterminds behind the software itself were three people from Estonia. These guys had a great idea - to make it possible for anyone having an Internet connection to be able to chat and talk to any other over the web. But that's not all; all of this would be completely FREE! This was something amazing, especially for people from less developed countries, where the other ways of communication were expensive, limited or in some cases not possible. People started using Skype like crazy. The proud founders now had to think about making some money with their product. They decided to start providing a paid service - direct calls to regular phones from Skype and vice versa. This brilliant idea was what they needed. In 2005, more than 70 million people were using Skype, and the app started generating some pretty good money.

#### In which text does the writer:

Example: mention 5 people involved in the development of an idea?

1. mention inspiration from the natural world?
2. talk about people not getting the job that they wanted?
3. mention benefits to citizens of poorer countries?

**D**

#### Which text says the following?

4. Advertising has allowed a free service to flourish.
5. A combination of a free service and a paid service creates results.
6. An innovative idea can be developed in a single day.
7. An academic service led to an all-inclusive service.


## WRITING Part 1

### Writing an article

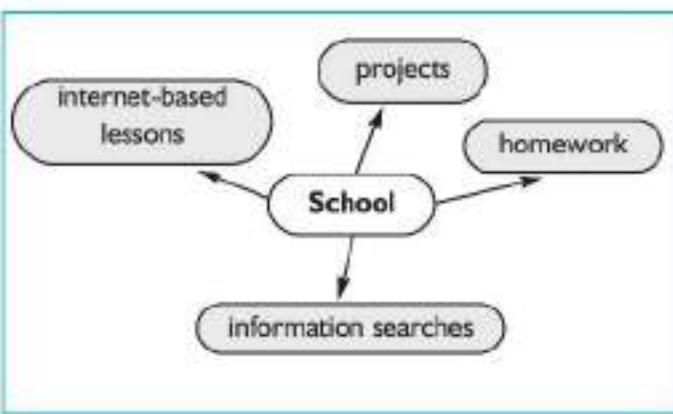
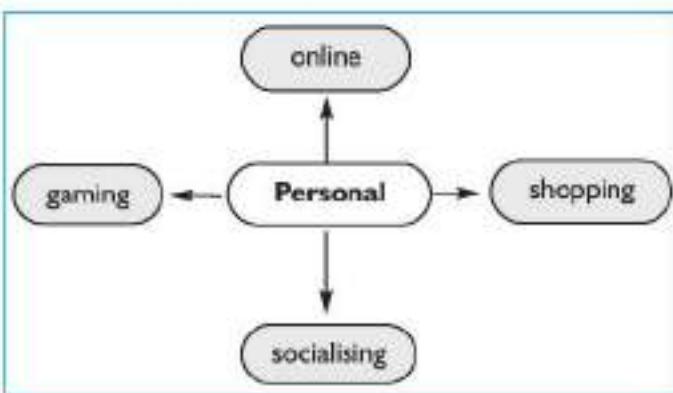
In this task you may be required to write an article that is neutral/formal in content. Sometimes, you will be provided with visual input (e.g. bar chart/graph) on which you will be required to base your article. This section will provide general information on writing an article and then give specific information on how to incorporate information such as *bar charts*.

### 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: [Children and internet use](#)



By doing this, the main topic areas to be discussed will become clearer. In this article, the main discussion will therefore centre around the 2 topic areas of personal and school use. The areas for discussion, under these headings e.g. projects, gaming etc. should then be touched upon briefly, and illustrated by example.

### 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, Main Body and Conclusion.

#### Example lay-out for article:

##### [Internet Use by Children](#)

#### Introduction

Internet used globally. Unavoidable nowadays. Children today dependent on Internet - for personal use/at school.

#### Main Body

**Para.1:** School: In past, books for reference. Today Internet - information searches/projects/internet-based lessons.

**Para.2:** Personal use: Probably as much in free time as at school for socialising e.g. Facebook, Twitter etc., gaming-computer games e.g. Pokemon, internet shopping (occasional), information searches.

#### Conclusion

Internet used equally at school and at home. Personal opinion: necessary for school, however children should restrict home use - instead, spend time playing outside/with friends etc.

Now look at the ideas below for a different article. Select which ideas you would put in the Introduction, Main Body and Conclusion of the following article:

##### [The problems of internet use by children](#)

- children can easily target other children
- cyber-bullying
- distraction from studying (computer games)
- children prefer playing indoors
- parental monitoring needed
- stop cyberbullying/abuse
- generally benefits outweigh disadvantages
- why cyber-bullying is common
- face-to-face contact with other children decreased
- increasing trend - many children use internet today
- many problems because children use internet,
- more serious problems: internet leaves children open to abuse

## Ideas for article

Although the content in the Main Body can vary (ideas are presented in topic-themed paragraphs but order of paragraphs is interchangeable) the suggested lay-out is as below:

**Introduction:** Increasing trend - many children use internet today/many problems because children use internet.

**Main Body:** Para.1: Distraction from studying (computer games), children prefer playing indoors - face-to-face contact with other children decreased. Para.2: More serious problems - internet leaves children open to abuse e.g. cyber-bullying - why cyber-bullying is common - children can easily target other children

**Conclusion:** Generally benefits outweigh disadvantages / parental monitoring needed - stop cyberbullying/abuse

## 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 1<sup>st</sup> person  
passive voice  
active voice  
use of examples*

*direct address to reader e.g. 'You can see that...'  
use of 3<sup>rd</sup> person  
slang  
beginning sentences with conjunctions e.g. But, And...*

### 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 1<sup>st</sup> person is acceptable in the conclusion of an article when giving a personal opinion but more in semi-formal than formal articles. The 3<sup>rd</sup> 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.

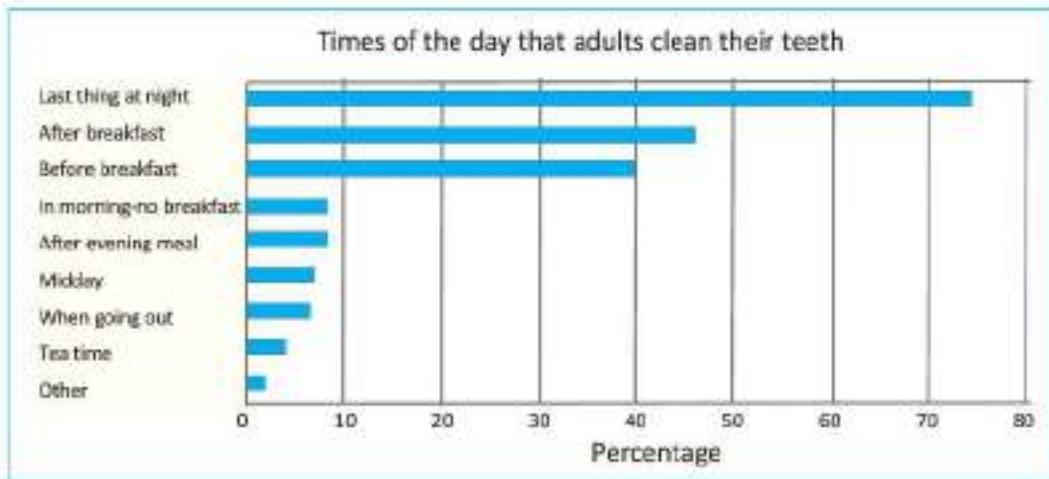
**Sentence 2** is the better option as ideas are linked seamlessly, rather than in a disjointed way as in **sentence 1**. Linkers also focus the reader's attention on results e.g. consequently, as a result, contrast e.g. in spite of, although, though, similar ideas e.g. in addition, moreover, furthermore, dissimilar ideas e.g. on the other hand etc.

## Using statistical information e.g. bar charts

**Step One**

You will be writing only 150-200 words maximum in the exam. It is vital therefore to choose only the key points. On analysing a bar chart, first pick out the most/least common behaviour illustrated on the chart. Then find 1 or 2 other examples that are nearly as common/uncommon. Finally, find the behaviour that is the median/average.

**Example bar chart:**



Most frequent behaviour = brushing teeth last thing at night (75%)

2<sup>nd</sup> most frequent behaviour = brushing teeth after breakfast (46%)

3<sup>rd</sup> most frequent behaviour = brushing teeth before breakfast (40%)

Least frequent behaviour = 'other' (2%)

2<sup>nd</sup> least frequent behaviour = brushing teeth at teatime (5%)

3<sup>rd</sup> least frequent behaviour = when going out (8%)

Median behaviour = brushing teeth before breakfast (40%)

**Step Two**

Next, see if the main points that you have picked out can be grouped thematically in some way. This will help the interpretation of the data and make the article read more coherently.

*Suggested thematic grouping of data:*

- Adults brush teeth mostly beginning/end of day.
- Adults least likely to brush teeth during day e.g. teatime.
- Just under half of sample (40%) brush teeth before breakfast.

**Step Three**

Organise your data analysis into an article consisting of a clear introduction (where you state what is being analysed) the Main Body and Conclusion. In the Conclusion, don't forget to add a personal comment.

**Suggested lay-out**

**Introduction:** Analysis of daily teeth cleaning behaviour in adults (% of the population). Focus on times of day/mealtimes and teeth cleaning habits.

**Main Body**

**Para.1:** Most common behaviours = brushing teeth beginning/end of day. Brushing teeth end of day most frequent behaviour (75%). Closely followed by brushing teeth after breakfast (46%) and before breakfast (40% = just under half of total sample).

**Para.2:** Least common behaviours = non-specified other (2%), brushing teeth during day, not after a main meal: teatime (5%) when going out (8%).

**Conclusion**

Teeth cleaning more common beginning/end of day and least common during day (teatime/before going out). Linked more to time of day than mealtimes. Possibly teeth cleaning more frequent beginning/end of day as more people at home - less convenient cleaning teeth when at work/outside home. Unusual teeth cleaning not directly linked to meal consumption - behaviour could result in tooth decay. People need to be more informed about dental hygiene.

**Use of language**

Use **passive voice** where appropriate and make use of linkers to ensure your ideas are cohesive and clear.

*Look at the conclusion for the article based on teeth cleaning and choose the correct linker from those given below to complete the gaps.*

**Linkers:** however, nevertheless, despite, although, consequently, as a result, but (Linkers may be used more than once and more than 1 solution may be possible.)

**Conclusion**

*Teeth cleaning is common behaviour at the beginning and end of the day ..... It is least common during the day (at teatime). It can be seen from the data that most people find it too difficult to clean their teeth during the day ..... more adults are likely to brush their teeth when they are home. .... teeth cleaning is not linked to meal consumption. .... tooth decay is common and brushing after mealtimes seems to be common sense, this, .... is not common behaviour ..... the fact that it is recommended by dentists.*

**Before you practise**

Now look at the article in **Writing Part 1**.

Decide whether the article will be formal/semi-formal (hint: it is aimed at students of your own age).

Using the previous notes decide which are the most/least common motivations (i.e. reasons for visiting social networking sites) and ones which are similar in frequency to these two categories.

Try to link them thematically

e.g. *most common reasons = communication.*

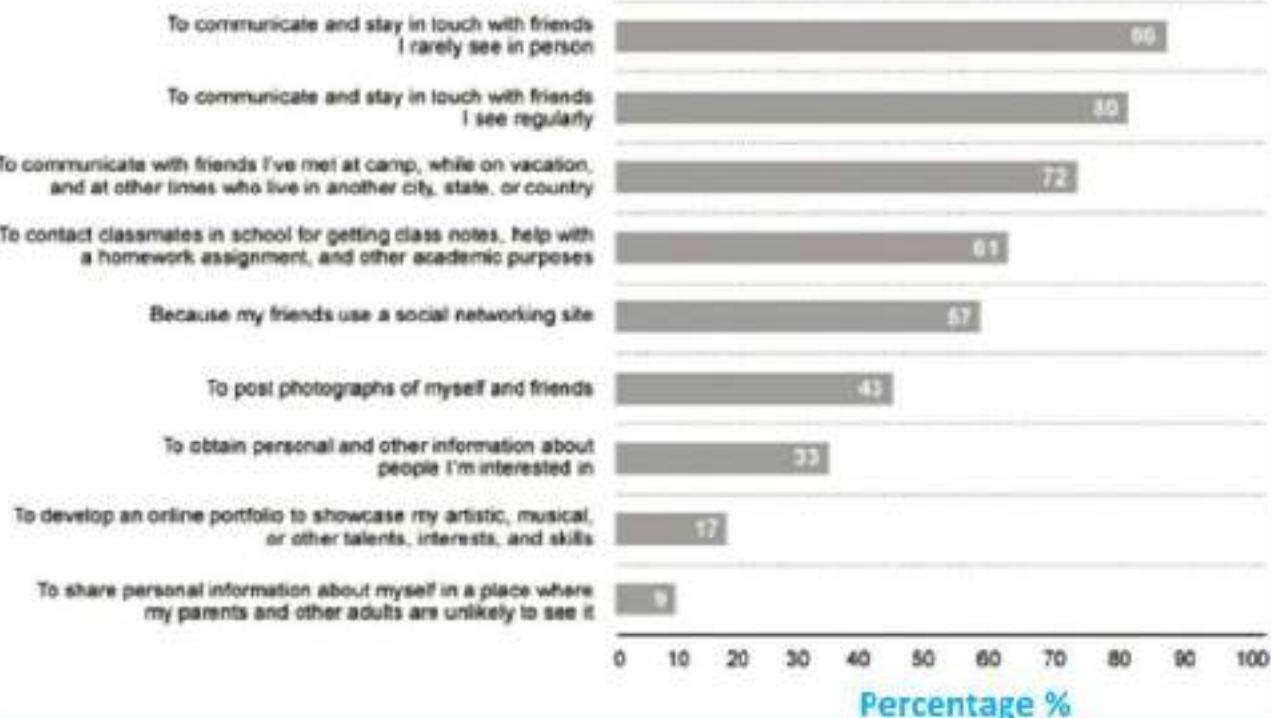
Then make a draft of the lay-out of your article before writing it out in full.

Remember to include a personal comment/observation in the conclusion

e.g. *'I believe that communication is the main reason why students use the internet as it is more convenient / quicker than face-to-face communication.'*

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

You have been asked to write an article for a college magazine about why students use social media. Using the chart below write your article. Write between 150 and 200 words.

**Primary reasons students visit social networking sites**

## SPEAKING Part 4

### Speaking on a given topic (2 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. You have 30 seconds to write notes on the given topic.

#### Step One

##### Writing preparatory notes

30 seconds is only sufficient time to write prompts which will help you when talking about the topic. Write only key information in note form. The topic will be one that is a topical issue or one that has an impact on society today:  
e.g. 'The secondary education system in your country' or  
'The importance of preserving wildlife habitats'.

You will need to mention why the topic is relevant / who or what the topic concerns. Wherever possible, use examples to illustrate your point. You can use personal examples, if you wish, and conclude with your own viewpoint on the issue.

##### Example notes

**Topic:** Using animals for medical research

##### Notes

*Controversial - many new drugs need to be tested. Animal testing easier/safer than testing on humans. Saves lives.*  
*Opposition - animal rights supporters. Alternatives to drug testing e.g. stem cell research. Animal testing probably best option.*

#### Step Two

##### Talking about a topic

In order to give structure and clarity to your speech, you need to introduce, 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, as in the example question/response below.

**Example Question and Answer**

**Question:** 'Do you think animal testing will still exist in the 22<sup>nd</sup> century?'

**Answer:** 'I reckon it probably won't. Because by then we will have found viable alternatives to experimenting on animals. For example, scientists are already researching stem cells which could be used in medical research and testing of medicines.'

Now look at other topic-related questions and think how you would answer and justify your opinion.

**Topic-related questions**

1. 'Do you think testing on humans is an acceptable alternative to testing on animals?'
2. 'Would you be a human guinea pig?'
3. 'In your opinion, should cosmetics be tested on animals?'

**Suggested answers**

1. I reckon it is acceptable if humans are willing to volunteer for tests. In a way it is probably more ethical than testing on animals that aren't given the choice to participate in the first place.
2. Personally I wouldn't be too happy volunteering to be a human guinea pig. If we need to test medicines on animals before using them ourselves, how can it be safe to be a human guinea pig?
3. In my opinion, it is unethical to test cosmetics on animals. Whilst testing medicines on animals can be justified, since medicines save lives, cosmetics are merely a beauty aid and non-essential.

**Before you practise**

Now look at **Speaking Part 4**.

Choose a topic (A, B or C) and give yourself 30 seconds to write notes. Brainstorm the topic. Don't worry if at first the notes are rather random. You will improve with practice. Then time yourself for 2 minutes speaking about your chosen topic, using the notes as a prompt. Practise using the phrases from this unit.

Next try and answer the follow-up questions for your chosen topic. Be sure to justify your response in each case.

**Extra tip:** It is a good idea to record your speech (e.g. on a mobile phone/online at [www.vocaroo.com](http://www.vocaroo.com)) then play it back. This way it is easier to hear your pronunciation and to check grammar mistakes. Try also taking different topics and timing yourself for 30 seconds as you brainstorm ideas, writing them down. The more you practise note-taking, the better prompts you will generate, which will greatly aid your topic talks.



**SPEAKING****Exam Practice****Part 4**

(5 minutes including follow-up questions)

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

**Topics**

- A The invasion of privacy on social media
- B Addiction to the internet
- C Making friends on the internet

I: You now have thirty seconds to write some notes to help you. (*Hand over piece of paper and pen.*)  
So your topic is (*repeat topic*).

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

C: (*Talks*.)

I: (*When candidate has talked for a maximum of two minutes, say, 'Thank you', and then ask some follow-up questions.*)

**Follow-up questions****The invasion of privacy on social media**

- Who is at risk by using social media?
- What problems might young people and children encounter?
- What information are you prepared to share on social media?
- What do you enjoy looking at on social media and why?

**Addiction to the internet**

- How often do you use the Internet?
- What do you use it for?
- How would you feel if you could not use social media for a week?
- Do you think there should be age restrictions on the use of social media and why?

**Making friends on the internet**

- Have you made a friend via the internet?
- Do you believe you can trust people that you meet through social media? Why?
- What are the dangers of internet relationships?
- How do you think social media has affected the way we interact with other people?

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

# Unit 4

## Section A Vocabulary

### Festivals and traditions

- **anticipate** to expect something to happen and prepare for it [Word family: anticipation, anticipated, unanticipated]
- **authentic** genuine and as it should be [Word family: authenticity, inauthentic]
- **be derived from** to come from something [Word family: derivation, derivative]
- **book ahead** to arrange in advance to have a ticket, hotel room, etc. [Word family: booking]
- **consumption** the amount of something that you eat, drink or use [Word family: consume, consumer]

- **contestant** someone who takes part in a competition [Word family: contest]
- **dozens** a lot, but usually less than 100
- **excess** something that is bigger or more extreme than is usually acceptable [Word family: excess (adjective), excessive, excessively]
- **feast** a large meal, usually part of a celebration
- **flamboyant** very lively, colourful, loud, etc. [Word family: flamboyance, flamboyantly]
- **have its roots in** to begin in a particular place or way
- **more than your fair share** more than most other people

- **onlooker** someone who watches an event
- **otherwise** in a different way
- **participant** someone who takes part in an event [Word family: participation, participate]
- **play host to** to provide the place where an event takes place
- **pricy** expensive
- **torch** a large stick that is burning at the upper end
- **trace back** to find the origin of something
- **upmarket** high quality and expensive

1. Use the words on the right to complete the article.

### Odd UK festivals

The UK probably has (1) ..... of weird and wonderful festivals, many of which (2) ..... ancient local traditions.

For instance, Coopers Hill in Gloucestershire (3) ..... an annual cheese-rolling festival, in which (4) ..... of people chase a small, round cheese down a steep, grassy hill. This festival can be (5) ..... to the 15<sup>th</sup> century. Despite the dangers to both runners and (6) ..... (injuries are relatively common), this event attracts (7) ..... from all over the world.

In contrast, the 'Up Helly Aa' festival in Shetland (an island region near Scotland), consists of (8) ..... in Viking costumes carrying flaming (9) ..... through the streets and then setting fire to a traditional Viking longship. Although this looks like an (10) ..... Viking tradition, it was in fact started only in the late 19th century.

### Words & Phrases

plays host to  
participants  
torches  
authentic  
more than its fair share  
traced back  
dozens  
have their roots in  
onlookers  
contestants



2. Use the words again to complete these sentences. Make sure you use the correct form of the words.

- The marchers all carry ..... to light the route.
- The origins of this custom can be ..... to Roman times.
- This area has ..... of strange customs.
- All ..... in the race must wear an animal costume.
- A large crowd of ..... gathered to watch the parade.
- This custom ..... an old harvest tradition.
- During the festival, ..... of people try to cross the lake in old bath tubs.
- Many people wear ..... local costumes.
- In 2006, Rio ..... the Olympic Games.
- ..... in the parade are encouraged to sing or play instruments.

3. Read this article. Pay attention to the words and phrases in **bold**.

### Carnival in Rio

In Brazil, the carnival is one of the most eagerly **anticipated** events of the year and nowhere is it celebrated more enthusiastically than in Rio de Janeiro.

The word carnival is probably **derived from** the Latin 'carnelevare', which means the 'removal of meat' because of the Catholic tradition of having a feast before the period of Lent, during which no meat would be eaten. Carnival is certainly a time of **excess**, even though fewer people these days follow it with a period of reduced **consumption**!

The samba music, the dancing and the **flamboyant** costumes attract over 500,000 foreign visitors a year. If you fancy joining them, remember to **book ahead**, as tickets go fast, especially for the main Carnival Parade, otherwise known as the Samba Parade.

Many visitors choose to stay in the Southern Rio zone, which is both beautiful and relatively safe. The **upmarket** areas such as Copacabana and Ipanema are extremely attractive, though rather **pricy**, but other, less expensive areas are still well connected to the main carnival areas.



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

- I'll be living on bread and water for a day or two after a week of ..... [eating and drinking very large amounts]!
- The name of this festival is ..... [comes from] a local word meaning 'celebration'.
- After the dancing, there will be a ..... [large meal].
- He took us for a meal in a very ..... [expensive] restaurant.
- The whole city is becoming excited as it ..... [looks forward to] the start of this year's festival.
- They didn't attend the ceremony because they were ..... [differently] occupied.
- They were all dressed in extremely ..... [bright and lively] costumes.
- The ceremony ends with the ..... [eating] of an extremely large amount of food.
- Tickets for the show were a bit too ..... [expensive] for us.
- If you want a hotel room, you need to ..... [arrange it in advance].

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

1. A crowd of ..... had gathered and were watching the extraordinary dancing with considerable interest.  
a. contestants      b. onlookers      c. participants
2. Every year in July, the town of Portland on the south coast ..... this festival.  
a. has its roots in      b. traces back to      c. plays host to
3. Hotels here command a great view of the festivities, but they tend to be ....., charging over \$200 a night.  
a. flamboyant      b. pricy      c. authentic
4. The celebration probably ..... pre-Christian traditions based on the seasons.  
a. has its roots in      b. anticipates      c. plays host to
5. Hotels here are booked well in advance of these well attended and eagerly ..... celebrations.  
a. derived      b. traced back      c. anticipated
6. ..... in the parade wear fantastic costumes.  
a. Torches      b. Participants      c. Onlookers

**6. Choose the best ending for each sentence.**

1. The adjective **upmarket** is used to describe  
a. people who are wealthy.  
b. goods and services intended for wealthy people.
2. If something is **otherwise** known as another thing, it  
a. is also known as that thing.  
b. was previously known as that thing.
3. **Dozens** means a lot.  
a. usually more than 100.  
b. but usually less than 100.
4. A **participant** takes part in an event  
a. and is always competing against someone.  
b. but need not be competing against anyone.
5. A **feast** is a  
a. large, public celebration.  
b. large, special meal that forms part of a celebration.
6. If you say that something **has its roots in** another thing, you mean that  
a. it came from a particular place or thing.  
b. it is now practised in a particular place.

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

1. In the weeks leading up to the carnival, there's a great sense of ..... **ANTICIPATE**
2. Some have questioned the ..... of the festival. **AUTHENTIC**
3. These three days see the ..... of some five thousand pies baked especially for the festival. **CONSUME**
4. ..... come from all over the country to take part in the event. **CONTEST**
5. We were both struck by the ..... of the dancers' costumes. **FLAMBOYANT**
6. In all, over twenty thousand people ..... in the annual celebrations. **PARTICIPANT**
7. The ..... of the festival's name has been the subject of considerable discussion. **DERIVE**
8. Our consumption of cakes and pastries during the festival was quite ..... **EXCESS**

**8. Complete each sentence with the correct word.**

1. The hotels in the city centre were all full but luckily we had thought to book .....
2. As with most holidays, Chinese New Year has more than its ..... share of related traditions.
3. Every year during the summer months, the Eastern Region Cultural Centre plays ..... to this festival.
4. The name for the festival is derived ..... the dogwood trees found in much of the southeastern State.
5. The San Fermin Festival ..... its roots in the 14<sup>th</sup> century.
6. The origins of this tradition can be traced ..... to Medieval England and France.

## 9. Circle the incorrect sentence in each group.

1. a. There were several onlookers around the painting.  
 b. We were at the festival, though this time as onlookers rather than participants.  
 c. The cool, damp weather didn't keep away a large crowd of onlookers and supporters.
2. a. The female participants wore brightly coloured dresses and flamboyant hats.  
 b. Flamboyant costumes and painted faces were on show as 5,000 festival-goers packed the park this morning.  
 c. We were feeling very flamboyant as we approached the crowd.
3. a. They'd booked into a very upmarket hotel for the duration of the festival.  
 b. Maria is very upmarket – I can't imagine her wanting to stay in a budget hotel.  
 c. The procession goes through one of the most upmarket districts in the capital.
4. a. I was looking for a nice, pricy hotel to stay in.  
 b. Generally, the food you get from the stalls at festivals is quite pricy.  
 c. Tickets for the event can be a bit pricy, especially if you buy them on the day.
5. a. We both ate to excess over the festive period.  
 b. Can I give you an excess of dessert?  
 c. With big family meals as its focus, this five-day holiday is generally a time of excess.

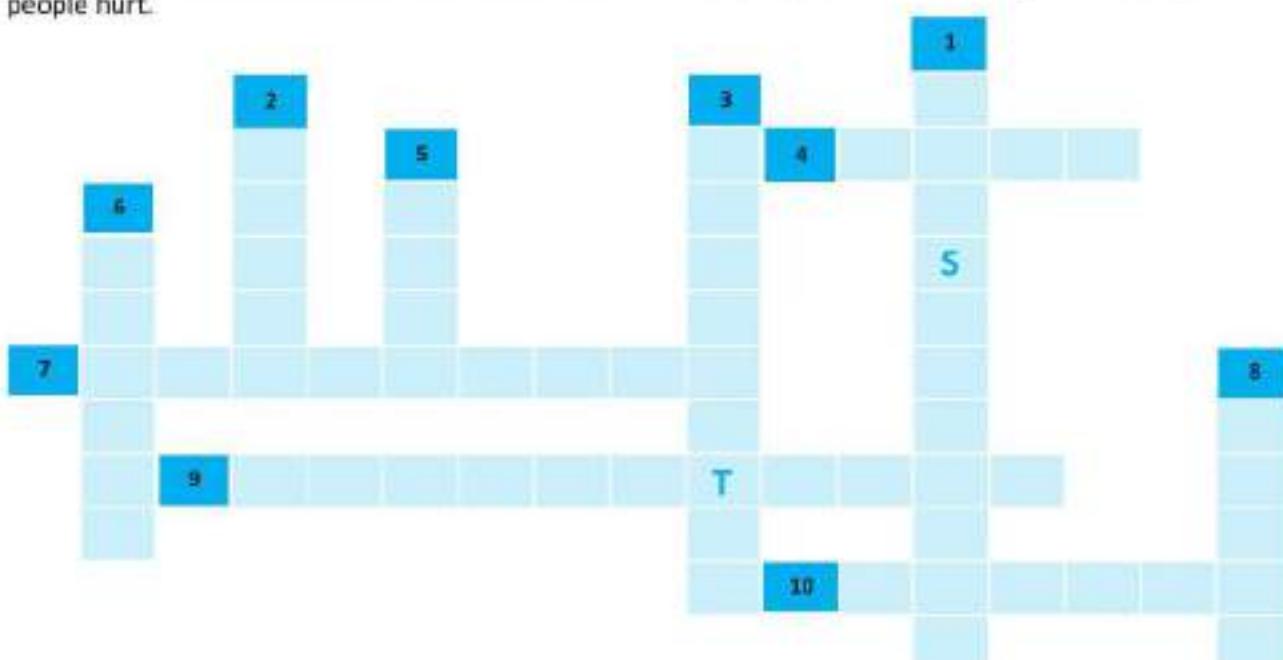
## 10. Complete the crossword.

## ACROSS

4. This small town once again played ..... to a world-famous literary festival.  
 7. Children throw coloured powder at each other as they celebrate the annual Hindu festival of Holi, ..... known as 'The Festival of Colour'.  
 9. In this game which can be traced back to the Middle Ages, ..... have to climb their way to the top of a very greasy pole.  
 10. Police were last night investigating the cause of an explosion at a fireworks festival which left ..... of people hurt.

## DOWN

1. Of course, the ..... of sugar and fats goes up dramatically during festivals like these.  
 2. The man at the front of the procession was carrying a blazing ..... .  
 3. The carrying of the flag through the square is an .... Medieval tradition.  
 5. Of course, this whole region has more than its ..... share of strange customs and traditions.  
 6. We knew that it would be hard to get a hotel during the carnival so we ..... ahead.  
 8. The period ends with a special celebration which involves a ..... with family and friends.



## Section B Exam Preparation

### LISTENING Part 4

In this task you will listen to a conversation between 2 people, then answer related questions in multiple choice format, with 3 options per question. The questions will always follow the order of the dialogue.

#### 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. These will help guide you to the correct answers when the recording is played since very often the same words or synonyms/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

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.

**Example:** Paul

- a) is just about to write an article about the festival.
- b) would like to write about the festival.
- c) has already written many pieces about the festival.

1. The famous tomato fight
  - a) starts the festival off.
  - b) is the peak of the festival.
  - c) is the last thing to happen at the festival.
2. Paul believes that the large amount of festival goers
  - a) have ruined the whole atmosphere.
  - b) improve the character of the festival.
  - c) don't necessarily spoil the festival.
3. In the 1945 parade,
  - a) people were hurt in violent clashes.
  - b) there was some unintended disruption.
  - c) the police overreacted and caused problems.
4. The local council in Bunyol
  - a) have always supported the tradition of tomato throwing.
  - b) have little choice but to tolerate the throwing of tomatoes.
  - c) are often seen taking part in the throwing of tomatoes.
5. Carrie, the radio presenter,
  - a) would like to experience the festival.
  - b) seems to be unimpressed by the festival.
  - c) has been to the festival and enjoyed it.
6. Hiring a car might not be a good idea because
  - a) it might get vandalised.
  - b) it is difficult to park.
  - c) it is likely to get very dirty.
7. According to Paul,
  - a) the campsite is the preferable accommodation.
  - b) the campsite is only suitable for families.
  - c) there is never a shortage of accommodation in Valencia.

## READING Part 4

### Writing answers to questions on text

This exercise is similar to exercises using True/False questions, gap-fill sentences and questions on four thematically-related texts in that specific information needs to be found in the set text(s). However, unlike the previously mentioned exercises, no response is already supplied (as in True/False questions and gap-fill sentences) or just a letter required to be written (as in four-text questions). Instead, the candidate needs to generate their own 5-word (or less) answer.

It is the latter part that candidates may find most challenging.

Below are the steps to help:

- to identify relevant information in the set text that will guide you to the correct answers, and
- to generate better written responses.

### 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 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

- How are bilingualists better than monolingualists?
- What allows bilingualists 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:

- How are bilingualists better than monolingualists?
- What may have given bilingualists 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.

Now look at the excerpt from the text below. Corresponding words and synonyms of key question words have been underlined in the text. (*The key question words have also been added, in bold type alongside their synonyms*).

#### Excerpt

*According to a new study, having more than one language under your belt can give you the edge over monolinguals. Bilingual individuals (bilingualists) 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 (monolingualists).*

*Researchers suggest that such an advantage may be the result of a lifetime of switching between different languages.*

### Step Three

The underlined words in the text will guide you to your answers. Now, using the last sample text, pick out the key words/information following on from (or preceding) these words. This will identify the answers for each question.

Words/information relating to Question 1: *enhanced attentional control abilities, concentrate better on specific tasks*

Words/information relating to Question 2: *result of lifetime of switching between different languages*

### Step Four

Now you have the answers you need to summarise them in 5 words or less. Where possible, it is best to keep key words unaltered. This prevents grammatical errors from occurring.

**Note:** complete sentences are not needed.

Suggested answers: (unchanged words are italicised)

**Question 1:** They can concentrate better.

**Question 2:** Alternating languages over a lifetime.

As can be seen, it may be necessary to substitute key words for your own in the answer, in order to keep to the word limit. **Question 2** is a good example of this.

When you have to substitute words, in order to reduce the word count, think of one-word synonyms that can sum up a whole phrase. Look at the text below and find one-word synonyms for the underlined phrases.

e.g. *In contemporary society being bilingual is a tremendous value add to employers that separates you from the other pile of resumes. The more diverse your skill set is the more attractive a prospect you are in your employer's eyes.*

#### Suggested synonyms

*In contemporary society* = today

*a tremendous value add* = asset

*pile of resumes* = CVs

*the more attractive a prospect you are* = potential

**Note:** be careful when substituting -ing adjectives. Only use adjectives in this form if they refer to who/what causes something, e.g. *I find the news quite shocking*. i.e. 'the news' is the agent here. Compare this sentence with: '*I was shocked by the news*' In this sentence, the focus is on the subject 'I' not the news. The -ed form of the adjective i.e. *shocked* is therefore used to describe how the subject was made to feel.

You can also use participles (present and past) as a substitute for a longer verb phrase. Look at the following sentences:

**Sentence 1:** *If you speak more than one language it is an advantage.*

**Sentence 2:** *The candidate who was hired spoke 2 languages.*

Now look at the same sentences rewritten using a present participle (**Sentence 1**) and a past participle (**Sentence 2**).

**Sentence 1:** *Speaking more than one language is an advantage.*

**Sentence 2:** *The hired candidate spoke 2 languages.*

#### Before you practise

Now look at **Reading Part 4**.

Next, underline key words in questions

e.g. **Qn.1** Where is the *Carnival* held?

Then find the corresponding words/synonyms in the text for the key words identified.

e.g. Trinidad and Tobago's biggest annual festival, Carnival, calls to me in a way that nothing else in my life ever has.

Then try to paraphrase the notes into an answer to the question, writing no more than five words e.g. '(in) Trinidad and Tobago'

## READING

## Exam Practice

## Part 4

Total: 8 marks

Read the article and answer the questions. Write a maximum of five words for each answer.  
An example is done for you.

## Carnival

Trinidad and Tobago's biggest annual festival, Carnival, calls to me in a way that nothing else in my life ever has. As an Afro-Caribbean Black woman who immigrated to America when I was just 4, visits to my homeland feed my soul and put me in touch with my Blackness and womanhood in a way nothing else ever has. I was 18 the first time I experienced Carnival. Until that time, I had never really connected with the land of my birth. I had been there many times, but the culture still felt elusive to me, blurred by my American upbringing. Carnival completely changed that.

In many ways, for diasporic Trinbagonians, like myself, who long ago departed from their native country in order to search for opportunities elsewhere, Carnival is a pilgrimage. Until the plane lands at Piarco Airport, and I step foot out into the warm embrace of my homeland, my chest is always knotted with anxiety - the anxiety of struggling to merely survive; to get through 40-hour work weeks, internships, and a full-time college course load.

Carnival is my time for release. It's a moment of true freedom, where my waistline can bounce to the rhythm of Soca and Chutney music, inspired by the African and Indian history of the twin-islands' people. Whether it's the bass erupting from a speaker, the banging of tassa drums, or a steel pan orchestra, the music demands that our body respond.

The spirit and rhythm of Carnival courses through the veins of island people. From its inception, it signified the reclaiming of freedom, when slaves appropriated the French tradition of wearing masks while parading in the streets, adding their own cultural flair and political meaning. Since then, the festival has transformed into all-out bacchansalia.

Men and women take to the streets in the wee hours of the morning for J'ouvert, dancing behind huge music trucks with stereo systems that can be heard for miles, while dousing each other in buckets of mud, oil, and paint - all

traditions that trace back to the ancient Indian and African cultures. The vibrant paints celebrate all global citizens coming together to reclaim their freedom and rebel against oppression. People covered in mud or oil are indistinguishable - everyone is black or brown.

It is this authentic celebration of brownness and blackness that quells my anxiety. In America, I grew up one of few Black people in spaces that constantly felt unwelcoming. In New Jersey, my then-boyfriend's white family told me I was not welcome in their home. In Florida, my family was priced out of the good neighbourhoods that welcomed minorities. Even New York City - America's "melting pot" - feels divided, even segregated.

These and other experiences have led me to conclude that in many ways, I simply do not belong; that I am not wholly accepted, respected, wanted, or even understood as a Black immigrant woman. For me, Carnival is the ultimate expression of freedom - a source of revitalization, even. When the music takes over me and my body shakes, I am filled with a sense of pride, and the spirit of my ancestors pulses through me. It is like an antidote to the constant slights I am subjected to at all other times. It is my remedy for the sickness of racism, sexism, and cultural marginalization.

This marks the eighth year that I will be participating in Carnival. Now, at 26, I finally feel whole and complete. My career is satisfying and my position in society and the greater world is more defined; I feel stabilized and rooted in my culture and heritage. This week I will cover myself from head to toe in paint, and jump in the mud with friends and strangers to the hard thumps of Soca music. I will feel at one with all of the people of my island homeland, no matter their race, creed, or gender. And I will return to the U.S., a proud Afro-Caribbean-American woman.

**Example:** Where is the Carnival held?

### Trinidad and Tobago

- Why has the writer left her home country? .....
- What does the writer feel concerning her survival in America? .....
- Which two cultures does the Carnival music stem from? .....
- What does the Carnival indicate from its outset? .....
- How did the parents of the writer's ex-boyfriend react to her presence?  
They told her she was not .....
- What does the writer feel proud of at Carnival? .....
- What are the problems the Carnival helps the writer overcome? .....
- What does the writer describe her job as? .....

## WRITING Part 2

### Writing a descriptive essay e.g. about a place, event

An essay describing a person/place/tradition needs to focus far more on associated sensations/feelings than a descriptive essay relating something that happened (refer to **Unit 2, Writing Part 2**). In addition, the chronological order of events is not relevant when describing someone/somewhere/something (unless referring to sequential events associated with a particular tradition - see **Step Five** in this section).

### Step One

First underline key words in the essay title so you can better focus on what points need to be answered.

e.g. Sample title (with key words underlined)

*For a competition you have been asked to write about a location that you find special. Describe a place that is special to you and say why it is important to you.*

### Step Two

When describing a place/tradition etc. you need to describe how it affects the different senses of smell, sight and sound. By doing this, you enable the reader to imagine the location etc. that is being described, more vividly.

#### Mind map

Special place		
Sight	Sound	Smell
old-fashioned buildings	-----	damp, musty
fishing port, fishermen fishing boats, seagulls,	boat engines, cries of seagulls	varnished wood, fish, tar
marina	sailboats - rigging in wind	seawater
daily vegetable market fish/vegetables/flowers bustling activity-crowds	cries of market-sellers, noise of crowds	fish/flowers

### Step Three

Use of varied and unusual adjectives is essential to write good descriptive essays. Once you have completed a mind map, add adjectives to describe each sight/sound/smell. Look, for example, how the fishing port can be described using less commonplace adjectives.

**Sight:** fishing boats - brightly-coloured, bobbing (up and down), peeling (paint)

seagulls - swirling (in air) fishermen - weather-beaten, bearded

**Sound:** boat engines - humming, roaring, cries of seagulls - forlorn / screeching

**Smells:** varnished wood/fish/tar - pungent, lingering

Now look at the following excerpt based on the sample title:

*Describe a place that is special to you and say why it is important to you.*

#### Excerpt

*I walked past the market where fish, flowers and fruit were sold. I could hear the cries of market-sellers as I moved through the bustling crowd.*

Now, rewrite the excerpt, adding an appropriate adjective before each noun in **bold type**. Use the adjectives from the Wordbox. **Note:** more than one adjective may be possible.

Wordbox			
oily	haunting	pungent-smelling	
fresh	ear-splitting	eye-catching	
vibrant	bustling	piercing	aromatic

#### Suggested answer

*I walked past the market where **pungent-smelling/fresh/oily** fish, **vibrant/aromatic/eye-catching** flowers and **fresh** fruit were sold. I could hear the **haunting/piercing/ear-splitting** cries of market-sellers as I moved through the **bustling** crowd.*

**Note:** When using more than one adjective, pay attention to word order. Look at the table below, showing the usual order of adjectives, then put the adjectives in the sentences that follow in the correct order, based on the Table below.

Adjective Order							
opinion	size	age	shape	colour	origin	material	noun
lovely	little		round	green		leather	bag
	small	old			French		coin

**Note:** for natural-sounding English, no more than 2 adjectives are normally used before a noun.

#### Sentences:

1. a(n) Indian enormous grey old elephant
2. a(n) new magnificent brick large mansion
3. a(n) antique silver gorgeous French mirror
4. a(n) dilapidated concrete old grey factory

#### Answers:

1. An enormous old grey Indian elephant.
2. A magnificent large new brick mansion.
3. A gorgeous antique silver French mirror.
4. A dilapidated old grey concrete factory.

## Step Four

In a **descriptive essay** describing a location, tradition etc. it is also important to express the *emotions* associated with the location/tradition etc. in question. This also helps the reader to *imagine actually being there* and makes for a much more engaging essay. In descriptive essays that describe a person, expressing emotions associated with that person and how they make you feel, is especially important.

Now look at the **Wordbox** on this page. Decide which adjectives can be applied to a person/thing, when describing the person/thing or when describing how the person/thing makes you feel.

**Note:** Remember when using adjectives to describe how someone/something makes you feel, use the '*ed*' not the '*ing*' form of the adjective (when an adjective takes both these forms.) e.g. *I feel excited whenever I go to London, not: I feel exciting.* (see previous note in the **Reading Section, Step Four** of this unit)

#### Wordbox

fulfilled	ignored	inspiring	amazing
depressing	astonished	perplexed	thrilled
liberated	irritating	enthralled	
delighted	exhausted	overwhelmed	

#### Answer:

All the adjectives can be applied to both a person and a thing, except for the adjective *ignored* which can only be applied to people.

Now look at the sentences below and complete them with a suitable adjective from the word box (more than one answer may be possible).

1. Impolite people are very .....
2. After a full day of work, I feel ..... and ready to sleep.
3. Swimming in the open sea makes me feel ..... without a care in the world.
4. I was ..... at getting a promotion.
5. I'm often ..... by mathematical puzzles.
6. It is ..... to see a new generation of environmentally-friendly people.

#### Answers:

1. irritated
2. exhausted
3. liberated
4. delighted
5. perplexed
6. inspiring

## Step Five

Descriptive essays, like any other essay, need a definite structure. When describing a tradition/place, first give general information in the **Introduction** i.e. *location*, why it is important to you. If you are describing a tradition you will also need to say *when* the events associated with it take place, *how often* and *why*.

In the **Main Body** of the essay you need to focus on details, trying to convey emotions and sensations associated with a tradition/place/person etc. In each paragraph (2-3 for the Main Body), you should have thematically-ordered sentences, each dealing with a specific aspect of the tradition, place, person etc. If describing events associated with a tradition, keep to the sequential order of what happens, detailing the beginning e.g. *a parade in paragraph 1*, what happens next in paragraphs 2 & 3 e.g. *fireworks on the beach, a musical performance*.

Finally, end with a **Conclusion**, stating how you feel at the end about the tradition (or location, if this is your subject matter). If you are describing a person, e.g. *a best friend*, describe different aspects of their character in each paragraph, and describe how they make you feel in your conclusion.

Now look at a sample lay-out for an essay about a traditional English tradition:

### Suggested lay-out

## Guy Fawkes Night

## INTRODUCTION

Location-celebrated: nationwide in UK. Biggest celebration, Lewes, East Sussex.  
Date: annually, Nov. 5th.  
Reason: to commemorate Guy Fawkes attempt to blow up Parliament in 1605.

## MAIN BODY

### Paragraph 1

### Description of opening parade

**Sights:** torchlight procession down High Street, huge crowds, all ages

**Smells:** burning torches, street food - roast chestnuts, hot-dogs **Sounds:** drums beating in parade, excited children

shrieking, dogs barking, firecrackers  
Frontiers excited, thrilled, amazed

### **Paragraph 2**

Assembly at recreation ground for burning of Guy Fawkes on bonfire.

**Sights:** spectacular bonfire, huge flames, burning Guy on top, huge crowd of people.

**Smells:** bonfire smoke, burning material

**Sounds:** excited shrieks of children, gasps of awe, exploding fireworks

Emotions: excited, thrilled

### Paragraph 3

End of display, return home.

**Sights:** crowds of people jostling, pushing onto local transport, excited happy faces of children

**Sounds:** loud, talkative crowd, exploding of last few firecrackers in streets

**Smells:** cordite in air from fireworks, bonfire smoke **Emotions:** tired, irritated

## CONCLUSION

**Emotions:** excited (to attend), fulfilled, disappointed when over, impatient for the event to come around again next year

### Before you practise

Now look at Writing Part 2.

**Underline the key words in the question title. Make a mind map to describe the sights and sounds and smells you associate with the tradition/festival you are writing about. Think about how you can make the description more interesting with unusual adjectives. Then plan a lay-out for your essay before writing it.**

**WRITING** Exam Practice

Part 2

Your English pen friend has asked you to tell them about a tradition or festival in your country. Describe the festival or tradition and say why it is important to you. Write between 250 and 300 words.

## SPEAKING Part 1

### Answering personal information

In this section you need to answer (time-permitting), one question from each of 5 broad topic areas that will be chosen for you by the examiner. This total section is 3 minutes in total, so you only have to speak for less than 1 minute for each question.

#### Step One

The topic areas will be general ones such as *relationships, travel, work* etc. You can prepare for this part of the speaking exam by selecting different topics, then brainstorming any related questions that you can think of. In the exam you will be asked questions that use a variety of tenses. Therefore, you need to practise questions using different tenses.

Look at the situations below and decide what tense you would use for each question.

- a) a question asking about past experience
- b) a question asking about a hypothetical situation
- c) a question asking general situations/habits/your personal opinion
- d) a question asking about general trends

Now practise writing questions for the topic:

**College and studying.**

Try to use each of the above tenses.

#### Suggested answers:

1. Have you ever considered studying abroad?  
(present perfect)
2. Would you drop out of college if you were offered a good job?  
(future conditional)
3. Do you think university helps you get a good job?  
(present simple)
4. In your opinion, are exams getting easier?  
(present continuous)

#### Step Two

Practise answering the questions you have written. Remember to keep to the same tense as the question e.g. if you are asked, '*What if anything, would you change about the school system?*' Begin by answering, '*I would/wouldn't change...*' NOT '*I will change...*'.

Make sure that your answers are always completely relevant to the question. You only have a very short time in the exam to answer each question so you must keep your answers short and to the point. Practise focussing on what is being asked by underlining key words in your own generated questions or exam practice ones. e.g. '*What's your opinion about social media sites?*' '*How do you think your life will be in 20 years' time?*'

#### Step Three

Always justify your answer by giving reasons and supporting, where possible with personal or other examples. This is especially important in 2-part questions that end in 'why'? e.g. '*What kind of technology do you like using and why?*'.

In questions like the one above, first describe your favourite technology, then explain why you like it, giving examples to illustrate your point.

#### Example answer:

*I like my Apple Mac computer because it is cutting-edge and has the largest variety of Apps of all the computers on the market. It is also less likely to get a virus, unlike Windows operating systems. From a practical viewpoint, it is also extremely lightweight and so is very easy to carry around, enabling me to work on my computer, away from home. I also love its appearance with its backlit Apple logo and keyboard.*

#### Step Four

Finally, practise using the phrases below. They will help you if you need further clarification of a question/the repetition of a question.

#### Useful phrases

##### For clarification:

- *By ...* (refer to word needing clarification) *do you mean...?* (suggest a possible meaning) e.g. *By social media, do you mean sites like Twitter and Facebook?*
- *Could you explain exactly what you mean by ... please?*
- *When you say ...* (refer to word needing clarification) *are you referring to ... ?* (suggest a possible meaning)

##### Asking for a question to be repeated:

- *I didn't quite catch what you said, could you repeat that, please?*
- *Sorry can you repeat the question, please?*
- *Would you mind repeating the question?*

#### Before you practise

Now look at **Speaking Part 1**.

Choose a topic that you feel confident to talk about.

Before looking at the questions, try brainstorming possible questions and answering them.

Now look at the questions, underline the main tense in each question e.g. *How would you feel about studying in another country?* and think what tense you will answer in (i.e. future conditional).

Then think '*What are the key words in the question?*' i.e. In this case, '*studying*' '*another country*', in order to focus on answering the question.

Finally, think how you are going to justify your answer e.g. '*I would feel apprehensive because I don't speak a foreign language.*' Think also how you could use any personal or relevant examples e.g. '*I know not speaking a foreign language is a problem as a friend of mine experienced difficulties abroad when it came to even basic communication, like buying food.*'

## SPEAKING

## Exam Practice

## Part 1

3 minutes

I: International Spoken ESOL Exam, Expert level, (give today's date).

(Give candidate's name.) Exam begins.

Hello. My name's (give full name). Can you spell your family name for me, please?

C: (Spells family name.)

I: Thank you. Which country are you from?

C: (Responds.)

I: Thank you. Now, Part One, I'm going to ask you some questions about yourself and your ideas.

(Choose up to five questions, one from each of the different topic areas, as time allows.

Name the topic: e.g. 'Now, relationships'.)

### Relationships

- How would you describe your closest friend?
- How do you form new relationships?
- Would you describe yourself as a sociable person? Why/Why not?
- Tell me about someone in your family that you admire.

### Studying and working abroad

- How would you feel about studying in another country?
- What difficulties might someone have working in a foreign country?
- How might someone change as a person by studying or working abroad?
- How would you feel about doing voluntary work in a foreign country?

### Travel and transport

- Is there a place that you would really like to travel to?
- What is your favourite form of transport and why?
- How do you think transport will change in the future?
- Do you think people's holiday choices are changing?

### Online social interaction

- Have you made friends through social media?
- How can social media help us to maintain friendships?
- Would you hesitate to meet someone that you met on the internet?
- How can social media enrich the lives of older people?

### Festivals and traditions

- Why do you think it is important to keep up traditions?
- How important is tradition for tourism?
- What kind of festivals do you enjoy going to and why?
- Is there an international festival that you would like to go to?

C: (Responds.)

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

I: Thank you.

# Unit 5

## Section A Vocabulary

### Crime and punishment

- **atrocity** an extremely bad crime [Word family: atrocious, atrociously]
- **call (as) a witness** to officially ask someone to give evidence in a trial
- **come before a court** to go to a court for a trial
- **crimes against humanity** serious crimes that affect many people and are often carried out by governments
- **defendant** a person who is on trial [Word family: defend, defence]
- **DNA** the chemical that controls the structure and purpose of each cell in your body
- **evidence** facts or objects that prove something [Word family: evident, evidently]
- **genocide** the crime of killing large numbers of people, especially from one race, nation or religion
- **hold someone to account** to make sure that someone takes the blame when they do something wrong
- **imprisonment** putting someone in prison [Word family: imprison, prison, prisoner]
- **innocence** the state of not being guilty [Word family: innocent, innocently]
- **jurisdiction** the authority to make legal decisions
- **on suspicion of** If you are arrested on suspicion of a crime, the police believe you have committed that crime. [Word family: suspect, suspicious, suspiciously]
- **perpetrator** someone who commits a crime [Word family: perpetrate]
- **prosecute** to try to prove in court that someone is guilty of a crime [Word family: prosecution, prosecutor]
- **reinstate** to bring back (a law etc.) [Word family: reinstatement]
- **stand trial** to be the defendant in a trial
- **take the stand** to give evidence in a trial
- **try** to see if someone is guilty or innocent in a court [Word family: trial]
- **verdict** the announcement of whether someone is guilty or innocent

1. Read this article. Pay attention to the words and phrases in **bold**.

### The International Criminal Court

The International Criminal Court (ICC) was set up to deal with individuals who commit **atrocities** and whose national courts cannot or will not **prosecute** them. Currently, the crimes that come under the **jurisdiction** of the ICC are **genocide**, war crimes and **crimes against humanity**, though the crime of aggression (armed attack) is likely to be added soon.

The court was established in the Hague in the Netherlands in 2002 as existing courts were often unsuitable or had time limits which meant that **perpetrators** of terrible crimes were sometimes able to escape justice.

Several high-profile **defendants** have already **come before the court**, though some countries have refused to cooperate with particular trials. In addition, some defendants have refused to **take the stand** even when handed over by their own governments. However, the court has had several major successes in **holding** individuals **to account** for their actions and allowing their victims to see justice being done.



## 2. Now use those words and phrases to complete these sentences.

- We need to make sure that the ..... of this terrible crime is brought to justice.
- Many people say that the killing of so many people from one race amounts to .....
- We need to ensure that the ..... has a fair trial.
- It has taken years for this evil man to .....
- They are accused of ..... such as murder and rape.
- The ICC tries people for genocide and .....
- This sort of crime does not come under the ..... of the ICC.
- We want to make sure that these people are held ..... for their actions.
- The defendant's own country has refused to ..... him for his part in these crimes.
- The ex-president is due to ..... today in one of the most high-profile cases the court has ever seen.

## 3. Use the correct form of the words and phrases on the right to complete this newspaper article.

**Mitcham to stand trial**

Roberto Mitcham, the man accused of murdering two schoolgirls in 1985, is due to (1) ..... next week, police have confirmed. Mitcham, who continues to protest his (2) ....., was arrested (3) ..... murder a year ago, almost 30 years after the crimes were committed.

He was considered a suspect at the time, but police could not find enough (4) ..... to (5) ..... him. However, new techniques have allowed scientists to identify tiny traces of (6) ..... on the clothing of one of the girls, which has been matched to Mitcham. The prosecution will be (7) ..... Mitcham's former girlfriend as a witness and police are confident of a guilty (8) .....

If found guilty, Mitcham will face life (9) ..... However, for the families of the murdered girls, that will not be enough. 'We want the government to (10) ..... the death penalty for cases like this,' said the brother of one of them.

**Words & Phrases**

innocence
DNA
try
verdict
on suspicion of
reinstate
call
evidence
imprisonment
stand trial

## 4. Replace the parts of the sentences in brackets using words or phrases from Exercise 3.

- The jury has not yet reached its ..... [decision].
- Wilson has been told that she will be ..... [given a trial] for theft.
- I really do not believe in his ..... [not being guilty].
- ..... [Chemicals that control your genes] found on the clothing matched that of the suspect.
- Do you have any ..... [facts that prove] that the defendant knew this man?
- The woman was arrested ..... [because police believe she is responsible for] stealing the money.
- The girl's landlord will ..... [go to court for a trial] for her murder next month.
- The defence team wants to ..... [ask to attend court] his boss as a character witness.
- He believes that we should ..... [bring back] hanging for serious crimes such as murder.
- The judge has warned Smith that she faces ..... [time in prison] for her part in the robbery.

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

- |   |            |
|---|------------|
| 1. The family of the murdered teenager is calling for the ..... of the death penalty. | REINSTATE  |
| 2. For a time, the boyfriend of the dead girl was the main ..... in the case.         | SUSPICION  |
| 3. He hired a famous lawyer to ..... him at his trial.                                | DEFENDANT  |
| 4. Her former husband will be ..... for murder later this year.                       | TRIAL      |
| 5. The captured soldiers spent three years ..... in an enemy jail.                    | PRISON     |
| 6. He is the ..... of one of the worst crimes in our country's history.               | PERPETRATE |
| 7. Despite the evidence, the defendant still insists she is .....                     | INNOCENCE  |
| 8. He lost his job after his ..... for a tax-related offence.                         | PROSECUTE  |

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

- |   |
|---|
| 1. This killing is just one of the ..... committed during the war.<br>a. prosecutions      b. atrocities      c. genocides              |
| 2. His former girlfriend has been ..... as a witness for the prosecution.<br>a. called      b. stood      c. held                       |
| 3. The ..... questioned the accused man very forcefully.<br>a. defendant      b. evidence      c. prosecutor                            |
| 4. The English court had no ..... over the defendant.<br>a. evidence      b. verdict      c. jurisdiction                               |
| 5. The killing of so many people from the same tribe amounts to .....<br>a. genocide      b. crimes against humanity      c. atrocities |
| 6. The jury took a long time to reach their .....<br>a. prosecution      b. imprisonment      c. verdict                                |
| 7. She endured a long period of ..... after being arrested as a spy.<br>a. defence      b. imprisonment      c. innocence               |
| 8. Photographic evidence proved that she was the ..... of the crime.<br>a. prosecutor      b. defendant      c. perpetrator             |

**7. Complete each sentence with the correct word.**

1. He was asked to ..... evidence at the trial of his former boss.
2. This offence comes ..... the jurisdiction of the military court.
3. We are working to ensure that these people are ..... to account for their crimes.
4. This sort of case doesn't come ..... the court very often.
5. The court was packed as Harper ..... the stand to begin giving evidence.
6. The suspects are due to ..... trial next week.

**8. Underline the verb that forms a correct collocation in each sentence.**

1. The jury was unable to arrive / reach / achieve a verdict.
2. These people have committed / perpetrated / undergone crimes against humanity.
3. Scientists were able to undertake / calculate / analyse samples of their DNA.
4. Jackson has spent twenty years protesting / insisting / convincing his innocence.
5. All of the accused men will stand / reach / hold trial next month.
6. Taylor is being stood / held / reached on suspicion of murder.

## 9. Circle the incorrect sentence in each group.

1. a. Logan will be tried in the Supreme Court.  
b. Logan will be tried as a witness in the case.  
c. We do not yet know which court will try the case.
2. a. We are still waiting for her defence lawyer to take the stand.  
b. Tomorrow it is the turn of Morris's sister to take the stand.  
c. Williams took the stand to give evidence against his former colleague.
3. a. He was accused of committing several atrocities during the war.  
b. He was arrested for the atrocity of murder.  
c. The villagers suffered terrible atrocities during that time.
4. a. When she comes before the court, the jury will be able to decide whether or not she is lying.  
b. We are still waiting for the case to come before the court.  
c. The judge came before the court to explain the process of the trial.
5. a. The trial enables us to hold the criminals to account for their actions.  
b. During the trial, defence lawyers held the evidence to account.  
c. So many of these people have never been held to account for their crimes.
6. a. I really think we should reinstate compulsory military service in this country.  
b. They voted in favour of reinstating the death penalty.  
c. The judge asked the prosecutor to reinstate one of the witnesses.

## 10. Are the following statements true or false?

TRUE FALSE

1. A sample of DNA could be used as evidence in a trial.
2. Genocide is when someone kills members of their own family.
3. If you prosecute someone, you try to persuade the court that they are guilty.
4. If the judge calls a witness, the witness has to leave the court.
5. All crimes in which someone is hurt are crimes against humanity.
6. The defendant in a trial is the person who is being tried.
7. When someone is prosecuted, they are always sent to prison.
8. The verdict in a trial is the decision about whether someone is guilty or not.

<input type="checkbox"/>	<input type="checkbox"/>

## Section B Exam Preparation

### LISTENING Part 1

In Part 1 of the listening test you hear six short, unfinished conversations. You have to choose the best reply to continue each conversation. In order to do this, you must listen for key words to get the gist of what the conversation is about. However, you must be very careful when choosing the correct answer as there may be words in the conversation that are repeated as distractors in the possible answers.

Look at the example below:

#### Script:

M: Jenny really is a model student this year, isn't she?  
 W: You can say that again. I've never seen so much effort put in to a student project.  
 M: Let's hope she is rewarded with a distinction.

#### Possible answers:

- a) I think that's a foregone conclusion.
- b) What on earth makes you think that?
- c) She is a talented model.

#### Setting the scene

You can quite quickly work out where the people might be. As they are talking about a student, they might be teachers in a school, college or university. Maybe they teach Jenny. Alternatively, they might be Jenny's fellow students. They could also be Jenny's parents who are proud of her efforts.

#### Choosing the correct answer

The correct answer is a) as the man is agreeing that Jenny is likely to get a distinction. A *foregone conclusion* is something that can be assumed to be true or to happen before it has actually been proved or happened.  
 b) cannot be correct as they have already agreed that she is a good student. Therefore, the woman wouldn't be doubting the idea that Jenny will get a distinction. The fact that she says '*What on earth*' also expresses strong surprise, disapproval or disagreement which is not appropriate here.  
 c) is a play on the word '*model*' as in the conversation it is used as an adjective to say that Jenny is the ideal (*model*) student but c) suggests that Jenny is actually a model, as in a fashion model. This is a good example of a word being repeated as a distractor.

#### Understanding gist and predicting responses

##### Exercise 1

Look at the conversations below and think of an appropriate response for each one. Work out what the speakers are talking about and consider their relationship, attitude, mood and purpose of the conversation. Then write your response.

1. M: I hope you left the house secure before you came away?

F: No, I deliberately left all the windows open and the doors unlocked.

M: There is no need to be sarcastic.

F: \_\_\_\_\_

2. F: It's true to say that the crime rate in this area has increased dramatically, hasn't it?

M: I'm not sure that it's a dramatic increase, but yes, it has risen.

F: I think most of our listeners would agree that 55% is pretty dramatic.

M: \_\_\_\_\_

3. M: When did you last see Mr Reynolds, Madam?

F: Let me see. It must have been when I left the office, on Monday afternoon.

M: Was there anything odd about his behaviour that day?

F: \_\_\_\_\_

4. F: I told you not to trust strangers who come to the door, Dad.

M: He looked very respectable and he was wearing a suit and had a briefcase.

F: You should have asked for identification like I told you to.

M: \_\_\_\_\_

##### Exercise 2

Now look at the responses below. Choose one appropriate response for each of the conversations above. There are two responses which cannot be used.

- a) He was so charming I forgot. Unfortunately he has my bank details now.
- b) But you aren't taking into consideration that this is just petty crime; nothing serious.
- c) If I hear from him, I will call you immediately.
- d) You know I am always careful about such things since the neighbours were burgled.
- e) What kind of identification do I need to show?
- f) He did seem slightly distracted by something all day.

## LISTENING Exam Practice

### Part 1

Total: 6 marks

You will hear six short, unfinished conversations. Choose the **best reply** to continue each conversation. Put a circle round the letter of the **best reply**. Look at the example. You will hear each conversation twice.

#### Example:

Speaker 1: Are you sure this is the one he wanted?  
 Speaker 2: He said it was the stripy one in the window.  
 Speaker 1: But was it blue and white or red and white?  
 Speaker 2: \_\_\_\_\_

- a) That's what she said.
- (b)** Oh no! It comes in black and white, too!
- c) That's a lovely shade of green.

1. a) He's an excellent photographer.  
 b) He should have passed that exam, though.  
 c) He doesn't stand a chance with all that evidence.
  
2. a) I think you are exaggerating a little.  
 b) Let's put in an offer then.  
 c) We probably ought to call the police.
  
3. a) There is nothing wrong with my eyesight, Sir.  
 b) I'll just move the car over there, shall I?  
 c) I can't bend the rules, Sir.
  
4. a) I want to know who is going to clean it off the wall.  
 b) I respect my parents.  
 c) They aren't his parents.
  
5. a) He has been accused of murdering her.  
 b) And the cost to wildlife is horrendous, too.  
 c) Let's watch a different film to this one.
  
6. a) They will be national heroes.  
 b) Yes, but we mustn't forget they did hurt a security guard.  
 c) It must be nice to win so much money.

## READING Part 1

In **Part 1** of the reading test you will read a text which will be followed by five statements. Your task is to decide if the statements are true or false according to the information in the text. The best way to approach this task is to read the whole text through once. Consider the following:

- a) What is the text about?
- b) Who has written the text?
- c) Who is the target reader?
- d) Where is the text from?
- e) What kind of information are you likely to find in the text?

#### Exercise 1

Look at the text titles 1-3 below. Using the questions (a-e) above, predict as much as you can about the texts.

1. Police launch major investigation into armed robbery - inside job suspected.
2. The foolproof guide to touring Venice without getting ripped off.
3. Dead man's shoes - The continued adventures of Detective Shannon.

#### Exercise 2

When answering true or false questions, be aware that the answers which are false may well appear to be true at first glance. Read the statements carefully and remember that the information that you need will always be in the text. You will not be asked to give a personal opinion. As you read, underline any key words or ideas in the text.

Now, read the following text and decide if the statements are true or false. Use the key words in **bold** to help you locate the answers.

#### Protecting yourself against crime

Robbery is theft using force or threats of force. After a string of armed robberies in Britain, a prosecutor observed that although the victims suffered no physical harm, all suffered **mental anguish**. "Several of them report ongoing anxiety and sleep difficulties," she said, "and virtually all of them say that their daily working lives have been gravely affected by what they experienced."

#### What can you do?

**Be aware.** Thieves are **opportunists**. They like to prey on the unsuspecting. So watch the people who are watching you, be aware of your surroundings, and do not dull your senses or impair your judgment by overdrinking. When a person is drinking alcohol it is harder for him or her to think clearly and evaluate a potentially dangerous situation.

**Protect your property**

Secure your vehicle and the doors and windows of your home. Never admit a stranger. **Keep valuables out of sight; do not flaunt them.** Wisdom is with the modest ones. Thieves, including desperate children, often target people who parade expensive jewellery and electronics.

**Seek advice**

If you are travelling, heed the advice of informed locals, including the authorities. They can point out places to avoid and show you how to protect yourself and your belongings.

Identity theft involves illegally obtaining and using information about someone else's personal identity in order to commit fraud or some other crime.

How does it affect people? Thieves may use your identity to obtain credit cards or loans or to open new accounts. Then they rack up debts in your name! Even if you eventually get the debts cancelled, your financial reputation may remain tarnished for years. "Having a zero credit rating affects everything - it's even worse than having money taken," says a victim.

**What can you do?****Protect sensitive information**

If you bank or shop online, change your passwords regularly, especially if you have used a public computer. And as mentioned earlier, be highly suspicious of e-mails requesting sensitive personal information.

Identity thieves do not use computers only. They try any means they can to get their hands on important documents, such as bank statements, chequebooks, credit cards, and social security numbers. So keep these things safe, and shred all sensitive documents before discarding them. Of course, if you suspect that a document has been lost or stolen, report this immediately.

1. Victims of crime are psychologically impacted even if they haven't been attacked physically.
2. Thieves prefer an easy target.
3. Wear your valuables with pride.
4. A zero credit rating can soon be fixed.
5. Review your security systems often.
6. Don't just throw away documentation, destroy it first.


**Exercise 3****Scanning for key information**

When you are looking for key information you will be looking for **repeated words** or phrases and, more often than not, **synonyms** or **antonyms**.

Look at the words and phrases taken from the text and match them with their **synonym**.

- |              |               |
|--------------|---------------|
| 1) force     | a) accumulate |
| 2) virtually | b) seriously  |
| 3) gravely   | c) damage     |
| 4) impair    | d) violence   |
| 5) flaunt    | e) almost     |
| 6) rack up   | f) show off   |

Now, look at the words and phrases taken from the text and match them with their **antonym**.

- |                |              |
|----------------|--------------|
| 7) mental      | a) ignore    |
| 8) heed        | b) trusting  |
| 9) wisdom      | c) physical  |
| 10) suspicious | d) retain    |
| 11) discard    | e) ignorance |

## READING

## Exam Practice

Part 1

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.

### Diversion programmes: a possible solution

More than 1 million American youths end up in juvenile court every year, and about 160,000 of them are referred to residential placements, according to a Social Policy Report by the Society for Research in Child Development.

However, the report finds that such settings often do more harm than good. Recognising this problem, many states have enacted a variety of community-based "diversion" programmes aimed at keeping offending youths out of the court system, particularly those who have committed non-violent crimes or "status" offences.

Diversion services, though, are extremely diffuse in their design and in the populations they intend to serve. What's more, most programmes that communities use are not backed by science. "The literature is pretty consistent that you're better off diverting the less serious offenders out of the juvenile justice system, and if possible, hooking them up with services," says Medical University of South Carolina psychologist Scott Henggeler, PhD. "But you can be diverted to services that make the situation worse. So, for me, 'diverted to what?' is really the question."

The good news is that psychologists and other social scientists are creating diversion programmes that address this concern, dramatically improving outcomes, such as re-offence rates and family relationships, says University of Connecticut psychologist Preston A. Britner, PhD, the incoming co-chair of APA's Committee on Children, Youth and Families, who also helped the state of Connecticut create and implement an evidence-based diversion programme for status-offending kids. In addition, these programmes are being studied using advanced research methodology, and they recognise that young people's entire environments are part of why they end up in trouble.

William Davidson, distinguished professor at Michigan State University, never imagined that his graduate dissertation would become a model diversion programme that has been running now for 35 years. But that's what has happened with his Adolescent Diversion Project, which pairs undergraduate students and adolescents found guilty of breaking and entering, stealing and other crimes.

In the model, undergraduate psychology students take a two-semester course that trains them in the programme's theory and practice. They then spend eight hours a week, for 18 weeks, mentoring young offenders and their families on how to communicate and negotiate effectively with each other. In addition, the psychology students connect the kids with positive, community-based activities that tap their interests, such as computer labs, machine shops, dance studios and tae-kwon-do centres.

1. Sometimes a punishment can lead to an increase in crime.
2. Diversion services tend to work no matter where they are located.
3. Recent research is studying new aspects of the causes of crime.
4. Davidson created the diversion programme with his students.
5. The role of the mentor is to create alternative choices for young offenders.


## WRITING Part 1

## Formal letter

In the first part of the writing task you will be asked to respond appropriately to a text, diagram, image etc. in order to produce a formal response for a specified reader. Plan your letter into logical paragraphs, covering the points that the question requires. You will need to write between 150-200 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 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:** In case you don't know the name: *Yours faithfully*  
In case you know the name: *Yours sincerely*

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

- a. *I trust / I very much hope you will...*  
*I would appreciate it / I would 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.

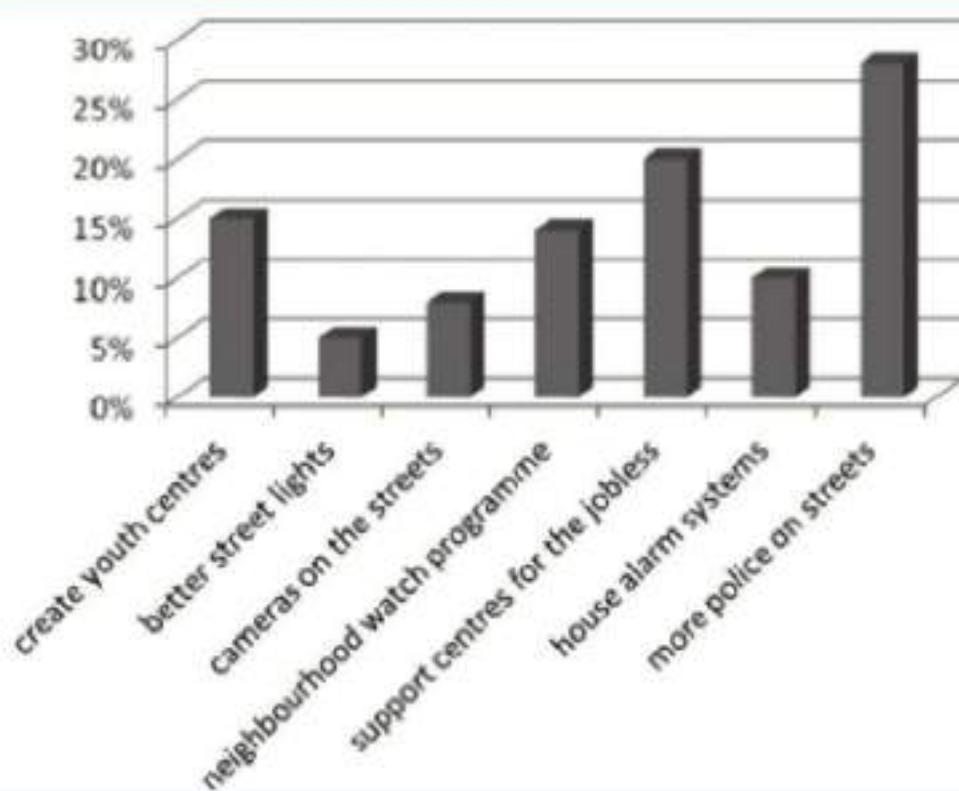
1. Setting goals is easy, but achieving them isn't. How are you sabotaging yourself?
  2. What do the police ever do to protect us residents?
  3. Given how much tax you pay, don't you think you deserve better service?
  4. Six youths have died in gang-related crime. How many will it take before we act?
  5. Will we beat the criminals? Is the sky blue?
  6. As a parent, you may wonder: How can I protect my child from cyber crime? 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.

## WRITING

## **Exam Practice**

## Part 1

The local authorities in cooperation with the local council are trying to prevent crime in your area. They have some ideas about what to do. They have conducted a survey of local residents to find out what they believe would be effective in an effort to fight crime. Study the results of the survey as shown on the diagram below and write your **report** recommending two of the following ways of crime prevention. Write between 150 and 200 words.



## SPEAKING Part 2

## Role-Play

In Part 2 of the speaking test, you will be given a situation by the examiner to which you must respond appropriately. This could be a situation that demands a number of speaking skills such as giving or asking for advice, making a request, defending or justifying your actions, apologising, showing appreciation, expressing various emotions or moods etc. You will be told by the examiner what your relationship is with each other. This is very important as it informs you of the kind of language you will need to use. i.e. formal or informal.

## Exercise 1

Match the opening statements 1-8 with an appropriate response from a-j. (There are two responses you do not need to use.)

1. I'm your boss. I start.

*We urgently need to address the problem of shoplifting in our store.*

2. We are friends. I start.

*Did you hear that my brother was mugged last week?*

3. We are neighbours. I start.

*I am going to inform the police if you have another loud party.*

4. We are strangers. I start.

*Excuse me. I've just had my bag stolen. Can you help me?*

5. We are strangers. I have just thrown some litter on the floor. You start.

6. We are colleagues. You have noticed a suspicious-looking man in the car park. You start.

7. You are a journalist. I have just witnessed an accident.

You start.

8. I'm a traffic warden. You have just parked illegally. You start.

a. *I'm a bit unnerved by that fellow out there. Have you ever seen him before?*

b. *You are such a killjoy. Lighten up a bit.*

c. *It gives me great pleasure to invite you to our party.*

d. *Oh no. Did you see the culprit?*

e. *My meeting overran; please don't give me a ticket.*

f. *Would you like me to arrange a staff meeting to discuss the issue?*

g. *He came out of nowhere; they didn't stand a chance.*

h. *Would you mind telling me exactly what you saw?*

i. *No, really? Was he badly shaken up?*

j. *Excuse me. You do know it's illegal to do that, don't you?*

## Exercise 2

The first thing you must do in this task is to establish if the language you are going to use is formal or informal. This, of course, depends on who you are in the role play and who you are talking to.

Look at these short conversations and choose the most appropriate response.

1. Your teacher is annoyed because your assignment is late again.
  - a) *It's no big deal. I'll hand it in tomorrow.*
  - b) *It won't happen again. Please, can I have an extension until tomorrow?*
  
2. Your boss has offered you a promotion.
  - a) *I really appreciate that. Thank you.*
  - b) *That's great! Thanks a lot.*
  
3. Your friend has asked you to babysit on Saturday night.
  - a) *Normally I'd love to but I'm going to a party on Saturday.*
  - b) *I regret to say that I am unavailable on Saturday.*
  
4. Your colleague has used up the last of the computer ink again.
  - a) *What is wrong with you? You always do that.*
  - b) *Would you mind putting a new cartridge in next time the ink runs out?*
  
5. A police officer asks you if you would recognise the robber.
  - a) *I'm afraid I didn't get a good look at him, officer.*
  - b) *I haven't got a clue what he looks like.*
  
6. You want to ask a fellow passenger a question.
  - a) *Excuse me, is this seat free?*
  - b) *Can I sit here?*
  
7. A customer has asked you if a dress suits them. It doesn't.
  - a) *That colour really doesn't work on you.*
  - b) *I think the blue one would look even nicer on you.*
  
8. A colleague has just been made redundant.
  - a) *Oh well, I'm sure you'll find something else.*
  - b) *I'm sorry to hear that, but you are so talented I'm sure you will find an even better job soon.*

**SPEAKING****Exam Practice****Part 2**

3 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 your neighbour. I start.  
*Could you keep an eye on our house while we are on holiday?*
- We're friends. I start.  
*How can I stop that gang of youths throwing litter in my garden every weekend?*
- We're colleagues. I start.  
*We need to be very careful about internet fraud.*
- We're cousins. I start.  
*I'm worried that my brother is getting involved with a bad group of teenagers.*

**C: (Responds.)**

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

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

**B**

- We're colleagues. You're not sure if your work computer has been hacked by someone. You start.
- We're friends. I've had my bag stolen. You start.
- I'm a police officer, you have parked illegally. You start.
- I'm a neighbour. I think a burglar is in my house. You start.

**C: (Initiates.)**

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

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

I: Thank you.

# Unit 6

## Section A Vocabulary

### Work and finance

- **bail out** to give money to an organisation in order to solve its financial problems [Word family: bailout]
- **bankrupt** having no money and unable to pay your debts [Word family: bankrupt (verb), bankruptcy]
- **compensate** to pay money to someone because you are responsible for something bad that has happened to them [Word family: compensation, compensatory]
- **executive** someone with a very senior job in a company
- **fit something in (around)** to find time to do something when you are not busy with something else
- **mislead** to try to make someone believe something that is not true [Word family: misleading]

- **mortgage** a loan that you take in order to buy a home
- **motivate** to encourage someone to do something [Word family: motivation, motivational]
- **negotiate** to try to make an agreement with someone by discussion [Word family: negotiation]
- **pick up the pieces** to deal with the bad consequences of something
- **prosperous** rich and successful [Word family: prosperity]
- **recruit** to try to get someone to work for an organisation [Word family: recruitment, recruiter]
- **repayment** an amount of money that is paid back to someone who has lent it [Word family: repay]

- **self-employment** working for yourself rather than for a company [Word family: self-employed]
- **stock market** the place where parts of companies are bought and sold
- **teamwork** working together as part of a team
- **transferable** able to be used in different situations [Word family: transfer]
- **with your eyes open** knowing the reality of a situation
- **work-life balance** the amount of time that you spend working compared to the amount of time you spend doing things you want to do
- **workplace culture** the way that people in a company typically behave

1. Use the words and phrases on the right to complete the article.

### Fools or victims?

Once, Umberto Ramirez was the fairly (1) ..... owner of a pet food business. Now he is (2) ..... Ramirez is one of the many thousands who was tempted by the easy availability of credit to take out a (3) ..... he couldn't really afford.



The crisis that resulted when borrowers were unable to keep up their (4) ..... sent (5) ..... into shock and forced national governments to (6) ..... banks in danger of collapse.

Ramirez claims he was (7) ..... by his mortgage lender, who insisted that his home would be a good investment. 'The language they used was technical and confusing, but I trusted them,' he says, 'and I think the government should do something to (8) ..... people in my position.'

Financial expert Clive Waterman disagrees. 'Most of these people went into the deal (9) .....,' he argues. 'They were the ones that took a risk and it shouldn't be up to the taxpayer to (10) ..... when that risk went wrong.'

### Words & Phrases

- bail out
- bankrupt
- compensate
- misled
- mortgage
- pick up the pieces
- prosperous
- repayments
- stock markets
- with their eyes open

**2.** Use the words again to complete these sentences. Make sure you use the correct form of the words.

1. I feel that the company should ..... me for the time and expense of sorting out the problem that they caused.
2. She lives in a big house in a ..... suburb of Manchester.
3. In the end, the government agreed to ..... the failing company in order to save thousands of jobs.
4. She made a lot of money investing on the .....
5. You can buy the car today and make the ..... over a two year period.
6. It was my own fault that I lost the money. I went into the deal .....
7. My friend and I took out a joint ..... to buy the apartment.
8. I feel that some of these salespeople deliberately try to ..... their customers.
9. We will never get our money back now that Smith has declared himself .....
10. She made a lot of financial mistakes and her parents had to .....

**3.** Read this article. Pay attention to the words and phrases in **bold**.

### How to choose the perfect career

You may be at the beginning of your working life or you may be looking for a change, but how do you decide on the perfect job for you?

First, think about the kind of person you are. Do you find it easy to **motivate** yourself? Are you good at **teamwork**? Can you see yourself in an **executive** position?

Secondly, think about what is important to you. Are you willing to work long hours or are you looking for a good **work-life balance**? Perhaps you want to **fit work in** around other commitments such as studying or looking after children? If that's the case, a company with a **workplace culture** of very long hours will not be for you. In fact, if **flexibility** is your main requirement, **self-employment** may be a good option for you.

Be realistic about qualifications, but remember that you may be able to **negotiate** - for instance, a company **recruiting** office staff may ask for a degree, but if you don't have one but you already have relevant experience, it may well be worth applying. Remember that most of us have **transferable skills** that we may not even think of, for example organising events or speaking in public.



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

1. The unions are refusing to ..... [discuss a solution] with the managers.
2. I have to ..... [organise] my work around looking after my elderly parents.
3. You probably have lots of skills that are ..... [able to be used in different situations].
4. I'm not particularly ..... [encouraged to work hard] by money.
5. I think I need to change my ..... [the amount of work I do compared to the amount of free time I have].
6. This achievement was all down to ..... [working together].
7. I don't enjoy working for other people so I'm considering ..... [working for myself].
8. Her company has a very relaxed ..... [atmosphere at work].
9. We are hoping to ..... [take on] some new staff in the spring.
10. All our ..... [senior staff] have company cars.

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

1. Without ..... , this department will never be successful.  
**a.** teamwork      **b.** executives      **c.** workplace
2. The family lost a lot of money in the ..... crash.  
**a.** mortgage      **b.** repayment      **c.** stock market
3. She is ready to apply for a(n) ..... role.  
**a.** transferable      **b.** prosperous      **c.** executive
4. A US company is involved in ..... to buy the firm.  
**a.** recruitment      **b.** negotiations      **c.** motivations
5. We have a very relaxed ..... culture in our company.  
**a.** teamwork      **b.** workplace      **c.** self-employed
6. I'm not sure that we'll be able to ..... a loan of that size.  
**a.** motivate      **b.** compensate      **c.** repay

**6. Choose the best ending for each sentence.**

1. Someone who is **prosperous** is  
**a.** wealthy.      **b.** mediocre.
2. If you **mislead** someone, you  
**a.** take them to the wrong place.      **b.** try to trick them.
3. To **negotiate** is to  
**a.** try to agree on something through discussion.      **b.** avoid discussing something altogether.
4. To **motivate** means to  
**a.** criticise.      **b.** encourage.
5. If you **pick up the pieces**, you  
**a.** take money from someone.      **b.** deal with a difficult situation.
6. If you **recruit** someone, you  
**a.** interview them for a job.      **b.** get them to work for you.

**7. Use the words in capitals at the end of each sentence to form a word that fills the gap.**

1. Following his ..... , he paid back less than 2% of what he owed.      **BANKRUPT**
2. She had managed to save a considerable sum during that period of ..... .      **PROSPEROUS**
3. The bank agreed to ..... her for her losses.      **COMPENSATION**
4. He was accused of making ..... claims about the value of his company.      **MISLEAD**
5. She is responsible for the ..... of all our new staff.      **RECRUIT**
6. What ..... skills do you think you could bring to this job?      **TRANSFER**
7. He has returned to working for a company after a period of ..... .      **SELF-EMPLOYED**
8. There are some professional exams I could take, but I don't really have the ..... .      **MOTIVATE**

**8. Complete each sentence with the correct word.**

1. This kind of aggressive behaviour should not be allowed ..... the workplace.
2. I have to fit in my work ..... my tennis training.
3. Some banks have been forced to compensate customers ..... selling them unsuitable financial products.
4. At present, I don't have a very good work-life .....
5. Some people feel that the government was wrong to bail ..... the banks.
6. If the business fails, who is going to pick ..... the pieces?
7. I had to take ..... a large mortgage in order to buy this place.
8. You need to make sure that you are going into the deal with your eyes .....

## 9. Circle the incorrect sentence in each group.

1. a. I'm changing jobs in order to increase my work-life balance.  
b. We have to work day and night – there's no work-life balance.  
c. I'd really like to achieve a better work-life balance.
2. a. He just couldn't manage to fit the role in around his other activities.  
b. She fits her business in around looking after three young children.  
c. He was forced to fit his business in around serious financial difficulties.
3. a. The company was sold on the stock market.  
b. The New York stock market fell today.  
c. I bought my new apartment at the stock market.
4. a. He was opposed to the government bailout of the banks.  
b. She applied to her bank for a bailout to pay off her debts.  
c. The company is likely to pay back its bailout funds over the next decade.
5. a. She does a lot of work for their company, but on a self-employed basis.  
b. We will soon be promoting some of our self-employed staff.  
c. I'm self-employed, so if there's no work, there's no money!
6. a. I took that job with my eyes open.  
b. I always do all my work with my eyes open.  
c. All parties went into the deal with their eyes open.

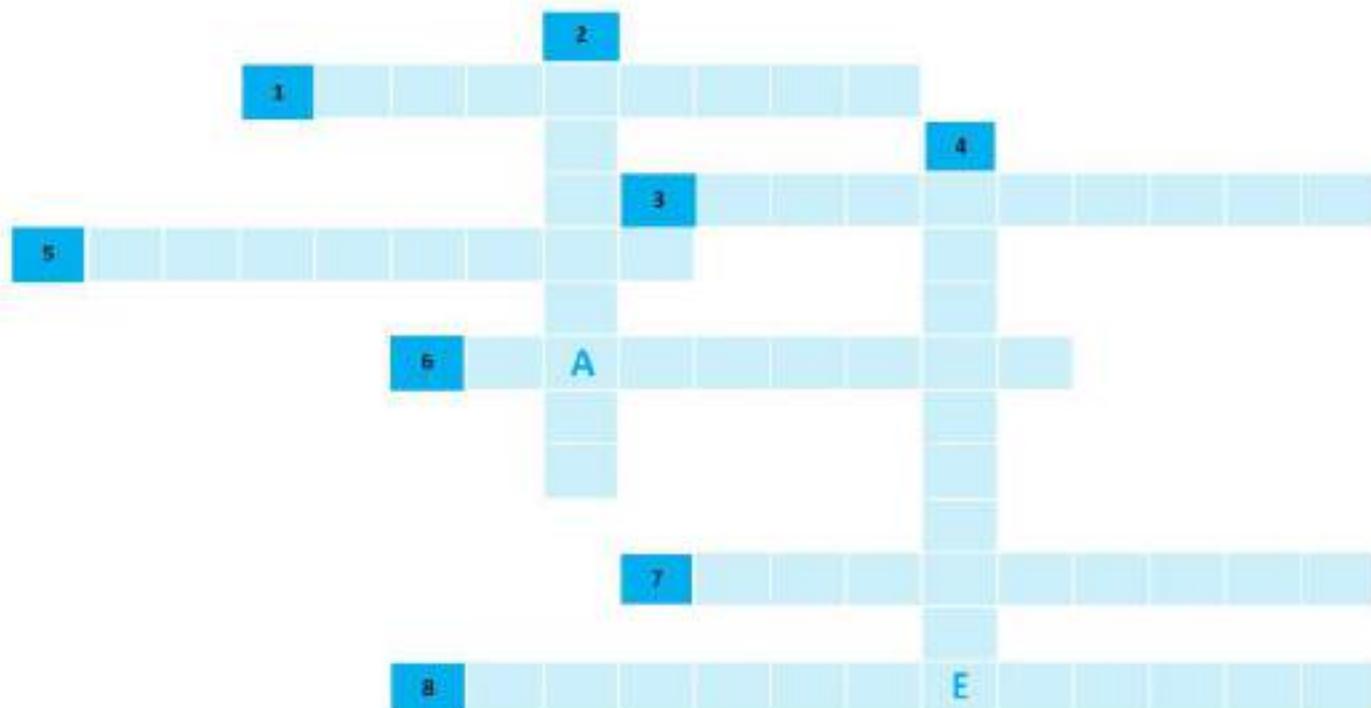
## 10. Complete the crossword.

## ACROSS

1. when everyone works together to get a job completed
3. a person in a very high position in a company
5. to give someone a reason to achieve something
6. not able to continue your business because of debts
7. a sum of money that is used to pay back part of a loan
8. a word that describes a skill that can be used in other situations

## DOWN

2. a loan that someone takes to buy a home
4. to pay someone some money because you have caused them harm



## Section B Exam Preparation

### LISTENING Part 2

In the second part of the listening test, you hear three conversations and have to answer two multiple choice comprehension questions for each conversation. The type of questions you will be asked will be:

- who the speakers are
- where the speakers are
- the purpose of the conversation
- someone's opinion/attitude
- what the speakers agree/disagree on
- what has happened or is about to happen

#### Setting the scene

It is usually made clear in the first one or two sentences where the speakers are and why they are there.

#### Look at the example:

*M1: Welcome to Fastcook, Channel Eight's favourite food show. I'm Cherie Smith. This week, instead of being home in the studio, we are out and about at The Food Show hosted by The University of Southwick. Joining us we have a live audience and two award winning celebrity chefs who are judging today's Bake off competition.*

So, what can we learn from this introduction? Look at the question and try to answer it.

Where are the speakers?

- a) in a TV studio
- b) in the home of a celebrity chef
- c) on a university campus

What do you think is the correct answer?

Look at the analysis.

- a) The speaker says, '*instead of being home in the studio*' - so a) is not correct.
- b) Celebrity chefs are mentioned as being there but they are at a cookery competition '*hosted by the University of Southwick*' - so they are not in any chef's home.
- c) '*hosted by The University of Southwick*' so the event is happening on the university campus.

So, you can see that there were distractors in the mention of *being home in the studio* which could make both a) and b) seem possible at first.

#### Establishing the purpose of the conversation

##### Look at the next part of the conversation:

*W1: It's marvellous to be here. The standard of competitors is extremely high considering they are all amateurs. Maybe this great place of learning has encouraged them to go that extra mile today.*

*M2: I couldn't have put it better myself. It's been a really exciting day for all involved. The passion here is undeniable and I think this reflects current trends in the food industry.*

*M1: Well, let's face it, that's why we are here, isn't it? To celebrate this wave of talent that is so far, undiscovered.*

What new information do we gain from this? Look at the question and try to answer it.

What do the speakers agree on?

- a) Most university students are talented cooks.
- b) The standard at cooking competitions is usually very poor.
- c) The competitors have surpassed expectations.

What do you think is the correct answer?

Look at the analysis.

- a) The competition is being hosted by a university but we do not know if the competitors are university students. Also the celebrity chefs make no mention about students, in general, being talented cooks.
- b) They discuss how high the standard is at this particular competition but do not compare it to other competitions. Therefore, there is nothing to suggest that they think the standard is usually poor.
- c) Both celebrity chefs express admiration for the talent and passion of the competitors. The female chef says that the standard is extremely high and the competitors have gone the extra mile, which means they have put extra effort in. The male chef agrees with her and says the passion is undeniable from the competitors.

Therefore, c) is the correct answer.

**Detecting attitude**

Quite often you will be asked what the *attitude* or *mood* of a speaker is. Look at the short conversations 1-3 and answer the questions.

- 1. M:** No one seems to be pulling their weight in the office these days.

**W:** Excuse me! I've done six hours overtime this week.

**M:** Oh, I didn't mean you, Jane. I should have said, 'present company excepted'.

**First question:**

- The woman is  
 a) apologetic.  
 b) offended.  
 c) weary.

**Second question:**

- The man is  
 a) apologetic.  
 b) bored.  
 c) appreciative.

- 2. W:** You wanted to see me, Mr Davis. Is there something up?

**M:** I hope you feel proud of yourself. That's the Benson contract lost thanks to you.

**W:** I'm sorry, but I've no idea what you are referring to.

**First question:**

- The woman is  
 a) confused.  
 b) proud.  
 c) forgetful.

**Second question:**

- The man is  
 a) grateful.  
 b) furious.  
 c) ambitious.

- 3. M:** Have you heard the rumour about redundancies on the horizon?

**W:** Yes, but it's not likely to affect you; in fact, word has it that you are up for a promotion.

**M:** Ha! And pigs might fly.

**First question:**

- The man is  
 a) confident.  
 b) pessimistic.  
 c) grateful.

**Second question:**

- The woman is  
 a) positive.  
 b) negative.  
 c) indifferent.

**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. What is the relationship between the speakers?

- a) competitors
- b) colleagues
- c) family relatives

2. What do the women agree on?

- a) Hilda is envious of George.
- b) Friends should never work together.
- c) George should not have been given a promotion.

**Conversation 2**

3. What does the economist think?

- a) The banks acted irresponsibly.
- b) Legal action needs to be taken.
- c) It was an unavoidable situation.

4. How does the banker feel?

- a) revengeful
- b) apologetic
- c) victimised

**Conversation 3**

5. Why are John and Lisa meeting?

- a) to decide who to employ
- b) to choose which investment to make
- c) to prepare for an important meeting

6. What is Lisa's main concern?

- a) the skill of their employees
- b) the competition from other companies
- c) the economic climate

## READING Part 2

In this part of the test you are asked to read a text which has 6 sentences missing from it. You have to choose the correct sentence for each gap to complete the text. There are also two extra sentences which can't be used. In order to do this task, you need to quickly read the text through, once, to get the *gist* or *general meaning* of it. You will usually be given a title to help you understand what the text is about.

Look at the title of the text below. What kind of information might there be in the text? Who might the target reader be? Who might have written the text?

### How to achieve your career goals

#### Para.1

Whatever stage you're at in your career, it's never too late to examine your career goals and objectives. Without something practical, tangible and inspiring to aim for, our career path can become muddled. 1. It's only when we think clearly about our career aims that we get ultimate satisfaction from our work and therefore progress faster.

Whether you're looking to switch careers, boost your progress in your existing career, or figure out which direction you want to head in, here are some simple steps you can take to achieve your career goals and objectives.

#### Para.2

First of all, you need to know what you want. Think about what's important to you, your passions, what really excites you. Are there aspects of your existing career that you love? 2. You can only progress towards your career goals once you know what these goals are.

#### Para.3

It's a great idea to make a career plan so you have a solid set of objectives to work towards. First, set out your goals. Consider the type of occupation you'd like to have, the career level you want to reach and the salary you want to achieve. 3. Secondly, set out the practical steps you need to achieve these goals. For each goal write down the education, qualifications and work skills required, the financial and time costs, the type of networking required to get there. With a clearly laid out plan like this you're taking the first big step towards achieving your career goals and objectives. Your plan of action will help to keep you motivated and guide your career in the right direction.

#### Para.4

Improve your skills. 4. Every area of business changes over time, and this means we have to change with it. We need to have a constant thirst for learning and improving our skills if we're going to adapt and grow. 5. It's why you'll

find highly experienced top CEOs heading back to business school to undertake Executive MBAs. They know that learning is something that is always of benefit to our companies and our careers, regardless of our existing achievements.

#### Para.5

In the business sector, an MBA is the most popular pathway to enhanced business skills, higher salary and career progression. Those programmes are designed to turn professionals into the next generation of leaders, high-level managers and CEOs. 6. Whichever sector you work in, take a look at the skills required to get to the next level of your career, and find out how you can acquire these skills.

While skimming through the text, try to note what information is given about the topic in each paragraph of the text, how the main ideas develop from paragraph to paragraph, and what you expect to come in the gaps.

#### Key information for each paragraph

Look at each paragraph and make notes of any key words or information.

#### Para.1

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#### Para.2

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#### Para.3

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#### Para.4

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#### Para.5

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Now, you should look at each of the sentences in turn, and begin to *match information* in the sentences to information in different sections of the text, thinking about which sentence might come where.

- A There's never a limit for growth, no matter what stage of your career you may be at.
- B Or, do you dream of making a fresh start in a whole new industry or area of business?
- C They provide the opportunity to enhance every aspect of a person's business skills.
- D Don't worry if you don't know what career you want. Just jump in to anything randomly.
- E This can leave us feeling as though we're stuck in a rut.
- F Improving your skills isn't particularly useful in most professions.
- G The only sure thing is change.
- H Then think about when you'd like to achieve each of these things.

Then read all the sentences taken out of the text and match the sentences with the gaps you are sure about. One of the important things to remember is that the missing sentences must fit what goes before and often *what follows*, too. There will always be a link between these sentences and the missing sentence.

Look for reference words. What do they refer to? Typical reference words include:

- personal pronouns (I, you, he, she, it, we, they)
- possessive pronouns (my, mine, your, yours, his, her, hers, its, our, ours, their, theirs)
- demonstrative pronouns (this, that, these, those)

Look for discourse markers such as *in addition*, *however*, *as a result*, *then*, etc. If you are not sure which sentence goes in the gap, leave it and move on to the next.

Once you have chosen a sentence to fill a gap in the text, it is a good idea to cross out that sentence from the list of choices given so that you are not tempted to put it elsewhere.

Write your answers here:

Gap 1. \_\_\_\_\_

Gap 2. \_\_\_\_\_

Gap 3. \_\_\_\_\_

Gap 4. \_\_\_\_\_

Gap 5. \_\_\_\_\_

Gap 6. \_\_\_\_\_

## 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.

### How to: expand your business

Deciding to actively grow your successful business is a daunting prospect but for entrepreneurs it can be the most rewarding move they will ever make.

**1** But just because the headlines are gloomy does not mean that business owners should stick growth on the backburner. Government and bank initiatives have provided a backbone of support and money for businesses that want to grow through the downturn and funding is available for well-run companies with a solid business and financial plan.

Once the need to push your business forward has arisen, you will need to sit down and do some serious planning. **2** Six of the best major household names are among Britain's small, medium yet most vibrant businesses. A business can grow through increased productivity - doing more with what it has got - but eventually the limits of this will be reached and expansion through more sales, more staff and perhaps diversification will be necessary. Once you reach this stage it is time to redraw your vision for your business and lay out a detailed business and financial plan.

This is also a good time to consult a trusted adviser. Laying out your ideas to a knowledgeable friend, relative or mentor from outside the business and asking for their scrutiny will help you get your plan straight and allow you to iron out any problems that may exist. **3** Growing your business beyond a certain stage will mean taking on more staff and depending on the enterprise's size, this may entail expanding junior or senior employees and perhaps both.

Once you have your ideas firmly laid out it is a very good time to speak to your bank and discuss your plans. When you have established what sort of funding you are looking for and whether your bank should be able to help, it is time to draw up a cast iron business plan and a financial **4**.

Before it agrees to provide you with funding your bank will want to know that your business is worth investing its resources into. **5** Think of your bank as a partner, rather than an enemy. Expect your bank to go through your financial projections and your existing balance sheets very thoroughly.

Finally, be sure that this is what you really want to do. Ask yourself what the possible worst case scenarios might be.

**6** For example, always leave a safety net of money for unexpected problems and costs. By doing this you should have the confidence to take that important step and move on to bigger and better things.

- A. Have contingency plans in case you fall on hard times.
- B. You should also ask yourself the serious question of why do I want my business to grow?
- C. Like starting up, growing a business comes with risks and going out on a limb to pursue a growth strategy can be scary even in the best of times, let alone when economic times are tough as they are now.
- D. Borrowing money from a friend is never a good option when you've been bankrupt.
- E. Expect your bank to go through both your business plan and finances forensically and ask you in detail about your margins, profits and losses and projections.
- F. Do not be offended if it asks difficult questions; after all, you would do the same if someone wanted you to put money into their enterprise.
- G. This is not a move to be taken half-heartedly or without care; otherwise business disaster could strike.
- H. Do you really want to start up a new business from scratch?

## WRITING Part 2

## Discursive essay

**What is a discursive essay?**

A discursive essay explores different opinions of a specific topic or idea. The writer gives reasons and facts to support each argument. He/She then may provide his own opinion based on his exploration of these different perspectives. Like all writing tasks, you need to be organised and make a quick plan before you answer the questions.

The best way to tackle a discursive essay is to divide it into four paragraphs:

**Para.1** - introduction

**Para.2** - opinion/argument 1

**Para.3** - opinion/argument 2

**Para.4** - conclusion

Read this Writing Part 2 question:

*Job satisfaction is of more value than a good salary.  
How far do you agree with this opinion?*

Look at the notes below in the essay plan.

<b>Para.1</b> <i>both important two thirds of life at work bills to pay</i>	<b>Para.2</b> <i>passion for job worthwhile feel good factor</i>
<b>Para.3</b> <i>high cost of living materialistic desires financial responsibilities</i>	<b>Para.4</b> <i>pros and cons individual preferences &amp; lifestyles not always choice</i>

Now look at the language that can be used in each paragraph:

**Para.1:** In this essay I will explore... / There is much debate/discussion over... / It is widely believed that... / Many people believe/feel that... / It is often claimed that... / We often hear that... / People's opinions on ... differ widely. / No one/Few people would contest/dispute (the fact) that...

**Para.2:** In the first place, / Firstly, / To begin with, / To start with, / First of all, / At first sight ... but in fact, / For one reason or another, / Up to a point, / In general, / As a rule, / On the whole, / Therefore, / Consequently, / As a result, / Thus, / Hence, / For this reason, / In a way, / In a sense, ...

**Para.3:** Although, / However, / At the same time, / After all, / In spite of + noun phrase / -ing / the fact that... / Despite + noun phrase / -ing / the fact that... / In contrast, / Although most people would generally agree that ... few would deny that

**Para.4:** In conclusion, / To conclude, / To sum up, / On balance, / All in all, / All things considered, / Taking everything into consideration, there are some good arguments for...

Using both the notes and the words and phrases above to help you, write an answer to this essay question. You must write between 250 and 300 words.

## WRITING Exam Practice

## Part 2

Your English teacher has asked you to write a composition on the following topic:

*Many people stick to the same career all their life. This, they argue, leads to a more satisfying working life.*

To what extent do you agree with this view? What other things can people do in order to have job satisfaction? Write between 250 and 300 words.

## SPEAKING Part 3

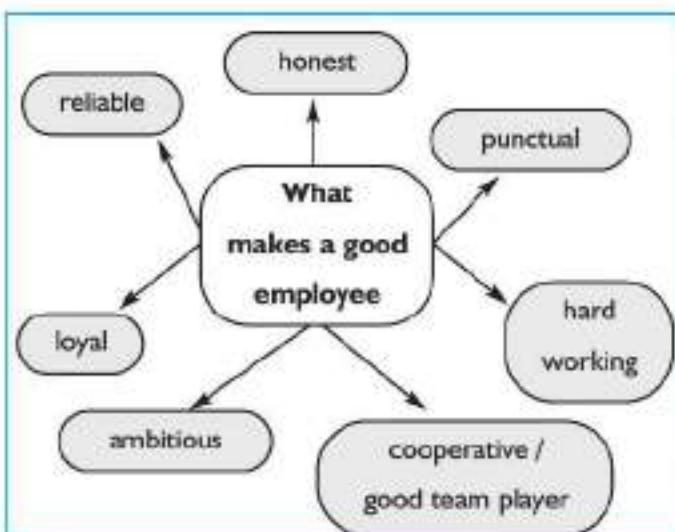
(4 minutes)

In this part of the exam, you need to be able to hold a discussion with the examiner about a given topic. You will be given a *visual prompt* to help you develop your ideas. The task will usually involve a discussion about the pros and cons of a course of action, a situation, decisions or choices etc.

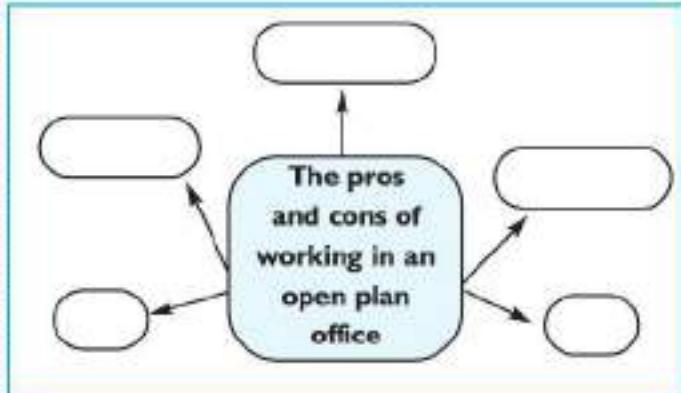
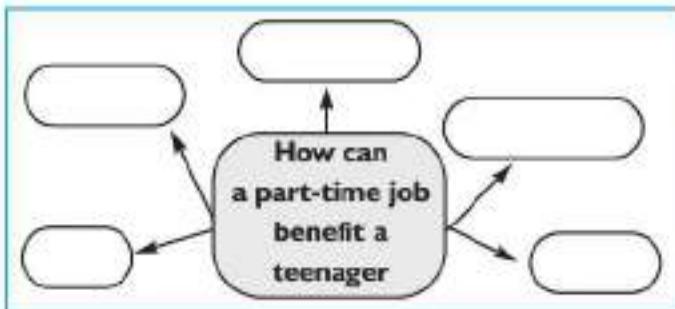
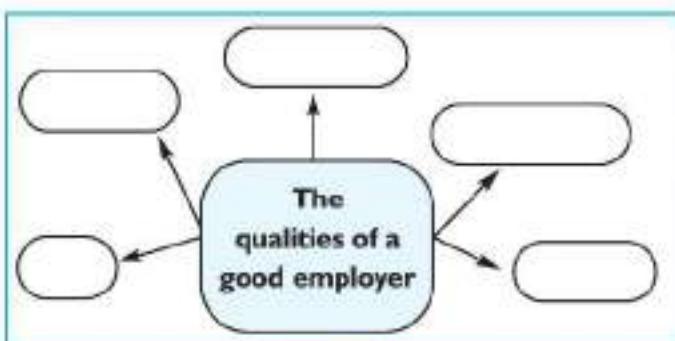
## Preparing for the task

In order to prepare for this task, you can practise brainstorming ideas by building mind maps.

Look at the mind map below:



Now complete the mind maps below using your own ideas.



## Presenting an alternative opinion

Look at the phrases and expressions in the box below.

*Have you ever thought about/considered (the possibility) ... ?  
 Another way of looking at it is ...  
 Although there is some truth in that ...  
 This could be seen from another angle/perspective ...  
 On the other hand ...  
 There is an element of truth in that, but/however ...  
 I agree with you up to a point but ...  
 Would you not agree that maybe ... ?  
 Let's take a moment to consider an alternative view.*

Now practise responding to the following statements of the examiner, using phrases from the box above.

1. In my opinion, a person is bound to get a better job if they have a university degree.
2. As far as I'm concerned, men make better military personnel than women.
3. I strongly believe that self-employed people are happier than people who work for big companies.
4. It's my belief that everyone should work abroad, at least once in their life.
5. I'm convinced that it's far better to work outside in the fresh air than inside.

## SPEAKING

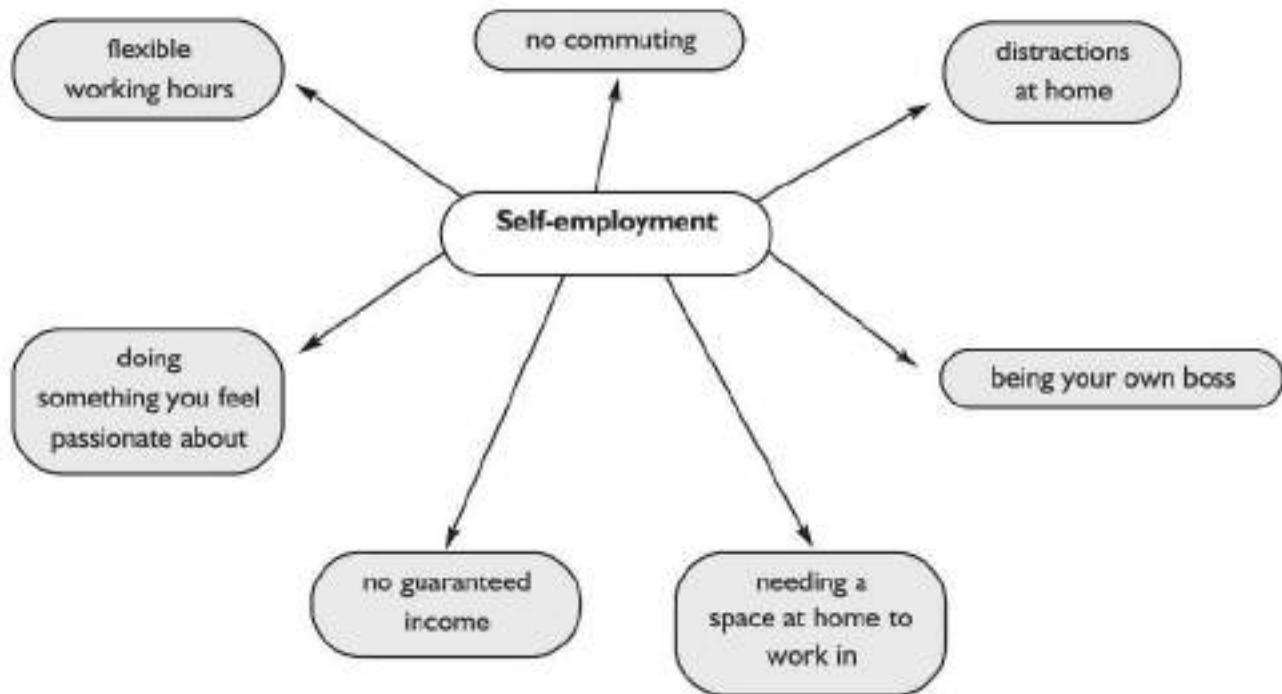
## Exam Practice

## Part 3

4 minutes

I: Now, Part Three. We're going to discuss something together. We've been asked to discuss the advantages and disadvantages of being self-employed. Let's discuss these ideas and decide if the pros outweigh the cons.  
*(Hand over candidate's task sheet.)*

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



# Unit 7

## Section A Vocabulary

### Rural Life Versus Urban Life

- **amenity** something that is built or put somewhere for the convenience or pleasure of the people who live or stay there
- **come about** to happen
- **come to** If you come to a decision or conclusion, you decide something after some time.
- **dependency** a situation in which you need a particular thing and cannot manage without it [Word family: depend on]
- **downside** a disadvantage
- **dweller** someone who lives somewhere [Word family: dwell, dwelling]
- **emission** gas, heat, etc. that is put out into the air [Word family: emit]

- **far from** If something is far from a particular quality, it is the opposite of that quality.
- **get to** to make someone stressed or unhappy
- **idyll** a perfect situation in the country where everything is beautiful and peaceful [Word family: idyllic]
- **implication** an effect of an action on the future [Word family: imply]
- **inadequate** not enough [Word family: adequate, adequately, adequacy, inadequately, inadequacy]
- **long for** to very much want something and think about it a lot
- **markedly** in a way that can easily be noticed [Word family: marked]

- **pace of life** the speed at which you do things and the number of things that you do
- **provision** the act of giving something that is needed to someone [Word family: provide]
- **sparingly** by a very small number or amount [Word family: sparse]
- **think long and hard** to consider something very carefully, especially before taking action
- **thrive** to develop and be very successful or healthy [Word family: thriving]
- **tranquillity** peace and calm [Word family: tranquil]

1. Use the words on the right to complete the interview.

### Getting away from it all

**Interviewer:** So, Amy, you gave up a secure, well-paid job to go and live in the countryside.

**Amy:** Yes, basically, I'd lived and worked in the city for twenty years and I'd had enough. The stress was really starting to (1) ..... me. I was always rushing to meet deadlines and I never had any time for myself. I thought (2) ..... about it – you know, it meant giving up a lot – but eventually I (3) ..... the conclusion that I just wasn't happy. The (4) ..... of life was so fast and I (5) ..... something simpler and calmer.

**Interviewer:** So are you happier now? Is country living everything you hoped it would be?

**Amy:** I'm much happier! It probably helped that I had realistic expectations of country life. I wasn't expecting it to be some kind of rural (6) ..... You know, there are definite (7) ..... as well as the good things. For example, the little village where I live doesn't offer the range of (8) ..... – the shops, the gym and so on – that I was used to in the city. But I do just love the (9) ..... – the complete absence of traffic noise in the morning. Yes, overall, I would say I am much happier.

**Interviewer:** You certainly look as if you're (10) ..... !



### Words & Phrases

- pace
- tranquillity
- thriving
- downsides
- idyll
- longed for
- get to
- amenities
- long and hard
- came to

2. Use the words again to complete these sentences. Make sure you use the correct form of the words.

1. The ..... to living in a town is all the noise and the pollution.
2. The sad fact is that dreams of a rural ..... sometimes end in nightmares.
3. The streets were so crowded and everywhere was so smelly and noisy and it just started to ..... me.
4. I like having the shops and the swimming pool and all the other ..... just a walk away.
5. I hated living in a tiny apartment and started to ..... a house with a bit of land around it.
6. Life in the countryside obviously suits Amy and Mark – they seem to be ..... !
7. It was a big decision and we both thought ..... about it before we made the move.
8. In the end, I ..... the conclusion that living in the countryside wasn't for me.
9. I really like the slower ..... of life in the countryside.
10. I hate noise so the ..... of the countryside obviously appeals to me.

3. Read this article. Pay attention to the words and phrases in **bold**.

### A Greener Way of Life?

People tend to assume that country living is greener, but a recent report suggests that this is **far from true**. Of the many environmental problems relating to rural areas, one of the greatest is the ever-growing **dependency** on private transport. Car ownership levels in the countryside are **markedly** higher than in urban areas; 75% of city **dwellers** own a car compared with 92% of country dwellers. This, of course, has **implications** for the rate of carbon **emissions**. Car dependency has **come about** as a result of two factors. First, the cheapness of cars and fuel means that more people can afford to buy and run them than was previously the case. Secondly, because much of the countryside is so **sparingly** populated, public transport **provision** is generally poor and this forces people to buy and use their own means of transport. (Public transport in 80% of rural areas is generally rated 'inadequate' by the inhabitants).



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

1. Recycling facilities in many rural areas are frankly ..... [not enough].
2. These remote mountain villages are very ..... [little] populated.
3. People in these areas report ..... [very much] higher levels of satisfaction with their lives.
4. It is often said that villages have a better sense of community than larger towns but recent research suggests this is ..... [not at all] true.
5. City ..... [people who live there] report higher levels of stress generally.
6. Carbon ..... [levels in the air] have risen thirty percent during this period.
7. The ..... [giving] of basic public amenities is, of course, essential for these communities.
8. Car ..... [needing] is a feature of many rural communities.
9. If a lot of young people leave, this will have serious ..... [effects] for the future of these communities.
10. This situation has ..... [happened] because so few young people can afford to live there.

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

1. The above graph shows the world's five most populated cities and their annual carbon .....  
a. implications      b. emissions      c. provisions
2. Of course, the nearest shop from here is five miles away but that's the ..... of living in the country.  
a. downside      b. idyll      c. dependency
3. Like so many town dwellers, we left the big city in search of the rural .....  
a. emission      b. provision      c. idyll
4. Generally, the ..... of public amenities in these areas is fairly poor.  
a. implication      b. provision      c. emission
5. The increase in car ownership has reduced ..... on public transport.  
a. amenities      b. implications      c. dependency
6. Our neighbourhood was really noisy and at night, especially, it would really ..... me.  
a. come about      b. get to      c. come to

**6. Choose the best ending for each sentence.**

- |  |  |
|--|--|
| 1. An <b>amenity</b> is<br>a. a useful talent.<br>b. a useful building or other thing. | 4. Someone or something that is <b>thriving</b> , is<br>a. struggling.<br>b. doing well.   |
| 2. If something <b>gets to</b> you, it makes you<br>a. suffer.<br>b. excited.          | 5. <b>Tranquillity</b> is the quality of being<br>a. peaceful.<br>b. thoughtful.           |
| 3. The <b>downside</b> of a situation is<br>a. its bad point.<br>b. its good point.    | 6. A place that is <b>sparingly populated</b> has<br>a. a lot of people.<br>b. few people. |

**7. Use the words in capitals at the end of each sentence to form a word that fills the gap.**

- |   |             |
|---|-------------|
| 1. If people no longer want to live in these areas, what does that ..... for the future of the countryside? | IMPLICATION |
| 2. Country dwellers also complain about the ..... provision of healthcare services.                         | ADEQUATE    |
| 3. There was a ..... improvement in her health after she moved to the countryside.                          | MARKEDLY    |
| 4. What I longed for mainly was the ..... of the countryside.   | TRANQUIL    |
| 5. Most of these people ..... on the local bus service to take them everywhere.                             | DEPENDENCY  |
| 6. Vehicles such as these ..... far higher levels of carbon dioxide.  | EMISSION    |
| 7. She now lives in an ..... village in the Lake District.  | IDYLL       |
| 8. The government needs to ..... better services for people in rural areas.                                 | PROVISION   |

**8. Complete each sentence with the correct word.**

1. After five years in the city, I started to long ..... the hills and the wide open spaces.
2. Even at night, people would be shouting in the street and police sirens would be going off and it just started to get ..... me.
3. People say that there's no community spirit in the city but I think this is ..... from true.
4. We're still not sure how this situation came .....
5. If I were you, I would think long and ..... before leaving a village where you know so many people.
6. I just can't keep up with the ..... of life in the city.
7. I very soon came ..... the conclusion that I was more of a city dweller.

## 9. Circle the incorrect sentence in each group.

1. a. We came to the conclusion that town-dwelling was not for us.  
     b. Have they come to a decision about where to live yet?  
     c. We came to an idea that a smaller village might be preferable.
2. a. The constant noise started to get to my nerves.  
     b. I couldn't sleep because of the noise and after a while, it started to get to me.  
     c. He wouldn't see anyone for days and it started to get to him.
3. a. I would think long and hard before selling this apartment.  
     b. I was thinking long and hard about the nice meal that we had just eaten.  
     c. Think long and hard before you make such a big decision.
4. a. Although the property is three hundred years old, it is clearly thriving.  
     b. Village life evidently suited Maria as she was thriving.  
     c. Ian likes the pace of life in the city – he thrives on it.
5. a. Worryingly, the suicide rate has risen markedly in these urban areas.  
     b. She smiled markedly as she told me about the hens that she was keeping.  
     c. Experiences of country living differ markedly from person to person.

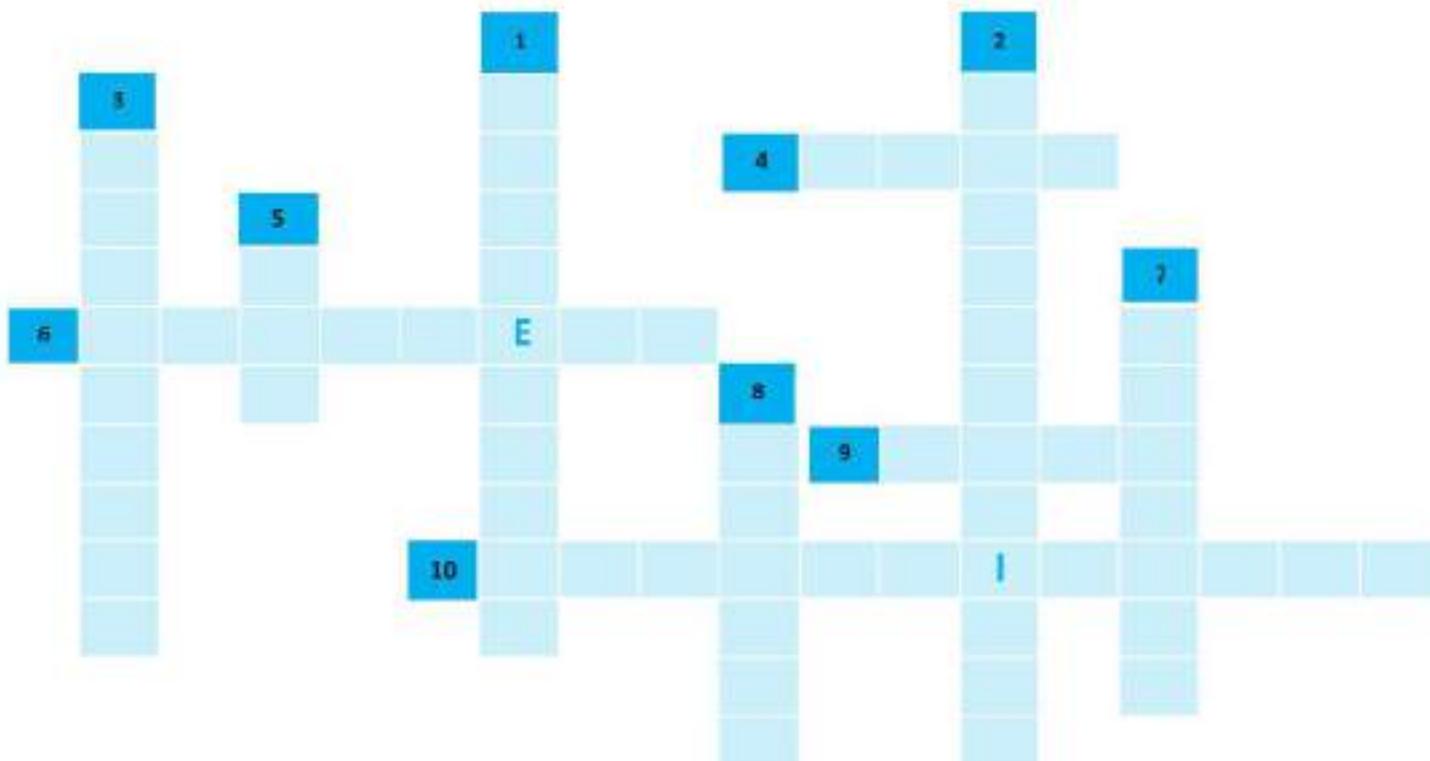
## 10. Complete the crossword.

## ACROSS

4. I ..... to the conclusion that we were simply living in the wrong place.  
 6. Much of the region is desert and is therefore ..... populated.  
 9. Coming from a big city, I found the ..... of life very slow indeed.  
 10. I missed the peace and ..... of the countryside.

## DOWN

1. The provision of affordable housing in the region, sadly, is .....  
 2. What are the ..... for wildlife in the region if this land is built on?  
 3. A large share of global greenhouse gas ..... is ultimately caused by cities.  
 5. The argument for country living as opposed to city living is ..... from clear.  
 7. I'm really a town ..... at heart.  
 8. I'd had ten frantic, stress-filled years in the city and I ..... for a simpler life.



## Section B Exam Preparation

### LISTENING Part 3

In Part 3 of the Listening test you are asked to complete the missing information in a sheet of notes. Don't forget that you will hear the information that you need in the same order as the questions.

Get used to predicting answers before you listen. Read the question, underline the key words, and then think what is the most likely answer. It doesn't matter if you're right or not – just predicting the answer helps you 'tune in' to the recording.

#### Exercise 1

Look at the example questions below. Underline the key words.

##### The mass exodus to the country

1. Increase in percentage of people relocating to the country: .....
2. Main reason given: escape the .....
3. What city dwellers suffer from: high levels of ..... and .....
4. Result of exodus in country: rise in .....

#### Exercise 2

Now look at the following notes. Decide which would be the best option to fill the gaps by looking at what comes before the gaps.

1. Advantage of rural life:
  - a. more traffic
  - b. slower pace
  - c. isolation
2. Disadvantage of rural life:
  - a. lack of facilities
  - b. good transportation availability
  - c. peace and quiet
3. Good employment opportunities: in
  - a. multinational companies
  - b. the city centre
  - c. agricultural industry

#### Exercise 3

Now look at the extract from a script below. Find the missing information to the notes in the box about 'The mass exodus to the country'. Remember the answers will come in the same order as they do in the listening script.

##### *The mass exodus to the country*

*Over the last decade, there has been a noticeable shift in where people choose to reside in the UK. The growing trend is towards rural living with an increase of 28% in people giving up the city hub for a country retreat.*

*There are several reasons for this shift, such as better health and less crime, but the overwhelming desire is a release from the rat race and all that entails. It is true to say that urban residents fall victim to unacceptable stress and depression. This is mainly down to a lack of leisure time which is in turn a result of work commitments and financial responsibilities. It seems that the more that is on offer to us, the more we feel we need to have or achieve. The relative simplicity of country life is the antidote to this high-pressure existence. Not surprisingly, there is a knock-on effect to this growing trend. In the past you could purchase a decent family home in a village for far less than its equivalent in an urban location. However, this is no longer the case, with the average rural three-bedroom house price rocketing by nearly a third in the last 5 years. On the other hand, this is good news for those people who have owned a home in the countryside for many years, as their property has substantially increased in value.*

#### Exercise 4

Look at the words and phrases in the box below and match column A with the synonyms in column B.

Column A	Column B
1) tranquil	a) rat race
2) inner-city	b) renew
3) bustling	c) peaceful
4) daily grind	d) busy
5) bread and butter	e) rewarding
6) gratifying	f) healthy
7) wholesome	g) urban
8) rejuvenate	h) livelihood

#### Exercise 5

Complete the sentences below using some of the words from column A in the box above.

1. I work as a teacher to earn my ..... but I really want to be an actor.
2. I need a holiday to ..... myself after working so hard.
3. After spending a day walking in the ..... countryside I felt at peace with the world.
4. You need to eat more ..... food if you want to stay slim.
5. It was really ..... to win an award for my hard work.
6. I am always exhausted after the ..... of a busy week.

**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 FOR EACH QUESTION.



### Rural versus Urban Living

*Example:*

Main concern in rural versus urban life: *quality of life*

1. What urban and rural life share:

.....

2. More available in urban areas:

.....

3. More likely to come across in urban areas:

.....

4. Schools available in urban areas:

a. ..... b. .....

5. Main disadvantages of urban areas:

..... and .....

6. Main area where rural life is better:

.....

7. Effect of bumping into the same people daily:

.....

## READING Part 3

In this part of the test you will always have four short texts. You then have to find eight pieces of information from the texts by identifying which text says what. This seems like a simple task but there are a number of factors which make it more difficult:

- the texts are on a theme and topic so are similar in some ways
- there may be a repetition of vocabulary in the texts which may confuse you
- there will be distractors in the question
- you will need to look out for synonyms and antonyms in the vocabulary when comparing the texts and the questions

Once again you need to quickly read through the texts and the questions and underline the key words and information.

### Exercise 1

Quickly scan the texts below and underline the key information.

**A**

*There are many ways that you can protect yourself and your property against rural crime. The very nature of a rural environment means that there are vulnerable properties due to their isolation and lack of vigilant neighbours. Automatic lighting on sensors and CCTV cameras are both valuable tools in the fight against crime as they provide a strong deterrent to would-be burglars.*

**B**

*A recent spate of rural break-ins is causing unease amongst residents in the Kent countryside. The latest victims are a farming family who have had oil stolen from an outside tank and several pieces of valuable agricultural equipment. A police spokesman announced that a white van was seen leaving the farm in the early hours of the morning. They are appealing for any witnesses to come forward.*

**C**

*The darkness hung like a velvet cloak over his head. The sounds of the night assaulted his ears and made him more nervous by the minute. A part of him knew that he shouldn't be there but needs must be met and he had needs that wouldn't wait much longer. This was an act of survival. An illegal act, but the debtors had made it crystal clear that they wanted their money. The rich farmer had more than him. He could afford to replace the stolen tools. There was no other choice.*

**D**

*I really can't express how deeply this whole episode has affected me. I know we weren't home when it happened but I just feel so vulnerable. Every little noise makes me jump out of my skin and I keep expecting them to come back. The police have tried to reassure us. They said it has all the markings of opportunist thieves and they probably don't even live in this area.*

### Exercise 2

Quite often in this task, you will be asked what kind of text the extracts are, or where they might have come from. This kind of information is often asked in the first two questions. Look again at texts A-D and match each one with the following text types. There are two text types which you do not need to use. Use each text type once only.

- |                          |        |                          |                   |                          |         |
|--------------------------|--------|--------------------------|-------------------|--------------------------|---------|
| <input type="checkbox"/> | report | <input type="checkbox"/> | personal letter   | <input type="checkbox"/> | novel   |
| <input type="checkbox"/> | review | <input type="checkbox"/> | newspaper article | <input type="checkbox"/> | leaflet |

In the rest of the questions you will be asked to find specific information. You need to identify in which text what each sentence says is mentioned.

**Look at this example: Which text says the following?**

The crime was most likely not carried out by locals.

The answer is text D because the text says that '*they probably don't even live in this area.*'

### Exercise 3

Now try to match the following sentences to texts A-D.

**Which text says the following?**

1. A vehicle was spotted leaving the crime scene.
2. Someone else was putting pressure on the thief.
3. There are devices that can make a thief think twice.
4. Rural properties more likely to be targeted by criminals.
5. It is hard to get over a crime incident.

## READING

## Exam Practice

## 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. Welcome to The Timble Cottages.** 2 stunning holiday cottages set in a designated 'Area of Outstanding Natural Beauty' in The Yorkshire Dales.

The *Old Dairy Cottage* is traditionally styled, enhancing the oak beams and stonework and *The Courtyard Cottage* favours a more contemporary decor. The relaxing colour schemes add to the ambience.

Both over 200 years old, and with lots of charm they are perfect for couples choosing a relaxing and restful holiday in the beautiful Yorkshire countryside. We like to think we are in the middle of everywhere! It's lovely getting out and about in such a beautiful and interesting area but should you choose to stay more local you will find lots to occupy you. There are many walks and trails from your doorstep - no car needed! Perfect for gentle to the more challenging hikes. Great for cycling, too.

**C. Curl up in luxury's lap and let Belgravia Place pamper you.** A period exterior hides sumptuously elegant rooms, but there are high-tech features, too: a state-of-the-art Sonos sound system is wired into almost every floor. The wallpaper is lavish, the pigments are rich – note the walnut stained oak floors – and there's a welcome absence of clutter.

The home is calm and quiet, which is surprising given that you're two minutes' walk from Sloane Square's designer shops, the Royal Court Theatre and a wealth of cafes and restaurants. Walk a little further to Knightsbridge or Buckingham Palace. Then return for a decadent night in – the master suite has its own private sitting room with French windows leading out to a pretty terrace.

You're in a prime spot for enjoying the very best the city has to offer, with the museums, Buckingham Palace and the Thames all within easy walking distance.

**B. Manhattan House** is a landmarked condominium building located on New York City's Upper East Side at 66<sup>th</sup> Street and Third Avenue, offering easy access to Central Park, as well as some of the finest museums, dining, shopping and schools.

Designed as an outstanding apartment building in 1950, this modernist NYC icon has been thoroughly renovated for sale as condominiums with new infrastructure, luxury finishes and exceptional services and amenities.

As one of the premiere buildings on the Upper East Side, these residences offer spacious layouts with uncompromised functionality. The condominiums are serviced by a 24-hour doorman, concierge, valet and parking service, and have exclusive access to the roof-top Manhattan Club with interior and exterior entertainment space, exhale® mind body spa & fitness, yoga studio, children's playroom designed by Roto Studio, and large private garden designed by Sasaki Associates.

**D. Offering peace and tranquility,** Budds Barns are wonderfully situated close to the glorious North Cornish Coast. These semi-detached barn conversions are the perfect choice for couples, families and friends to escape and unwind at any time of the year. Each cottage enjoys its own private enclosed garden with a barbecue and glorious country views.

The nearby historic village of Marhamchurch has a small village shop, along with a popular, family-friendly village inn. Widemouth Bay, famous for its excellent surfing, is just 3 miles away. Bude, 4 miles away, has lovely sandy beaches and a good selection of shops and restaurants, many specialising in locally caught seafood, along with a golf course, tennis, riding, surf schools and bowling. The pictureque fishing villages of Tintagel, Rock and Padstow are close by, and the wild beauty of Dartmoor and Bodmin Moors are all within easy driving distance, as is the famous Eden Project.

## In which text does the writer:

Example: mention the proximity to a local theatre?

- talk about a chance for both gentle and challenging walks?
- highlight the security at the entrance?
- refer to a building which is over two centuries old?

C

## Which text says the following?

- This property is a short walk to a royal residence.
- You can eat fresh local produce here.
- There is in-house entertainment for all ages.
- This is a very tidy residence.


## WRITING Part 1

## Writing a report

In this task you may be required to write a report that is formal in content. Sometimes, you will be provided with visual input (e.g. bar chart / graph) on which you will be required to base your report. This section will provide general information on writing a report and then give specific information on how to incorporate information, such as graphs.

Reports are written in formal language to give readers facts and information. Before you start writing a report, you must be very clear about *why* you are writing it, *who* you are writing it for, *what kind of information* they want and *how* they are going to use it.

Read this task and answer the questions.

Your local town council has received a state grant to create new recreation facilities in your area. They need to decide upon the most efficient way of spending this money, so they have commissioned a survey among local residents to find out which actions are thought to be necessary. Study the results of the survey below and write your report recommending two of the following actions. Write between 150 and 200 words.

- basketball courts, football fields etc.* → 30%
- dancing hall* → 5%
- shopping mall* → 28%
- art gallery* → 10%
- cinema* → 22%
- swimming pool* → 5%

1. Who are you writing the report for? .....

2. What do they want information about? .....

As with an essay/letter or article, a report needs to follow a definite structure. Reports always have a **Title**, suggesting what is going to be talked about. They should begin with an **Introduction**, introducing the aim of the report. The **Main Body** of the report (consisting of between 2-3 paragraphs) should expand upon the introduction, dealing with the main topic areas *in separate paragraphs*. The report 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 a report, you should always write a *rough draft*, outlining what you will include in the Introduction, Main Body and Conclusion.

## Plan

<b>Title:</b>	The subject of the report
<b>Introduction:</b>	The aim of the report
<b>Heading 1:</b>	Suggestion + reason(s)
<b>Heading 2:</b>	Suggestion + reason(s)
<b>Conclusion:</b>	Summing up

## INTRODUCTION

In your first paragraph you must show your reason for writing. Read these opening paragraphs from reports written and complete them with suitable verbs. Sometimes, more than one answer is possible.

describe outline provide recommend suggest

- The purpose of this report is to ..... the lack of recreational facilities in the area and ..... solutions.
- The aim of this report is to ..... information about different suggestions concerning recreational facilities and ..... the most suitable ones for the area.
- The aim of this report is to ..... the latest plans for improving recreational facilities in the area.

## MAIN BODY

## Focussing on Language

You may need to refer to *percentages* as provided by the rubric to support your suggestions. Here are some useful ways of doing so.

- a large/high percentage of ...
- most (of) ...
- the (vast) majority of ...
- nearly all (of) ...
- seven out of ten / seven in every ten / seven-tenths (of)

When talking about people's opinion it is useful to incorporate words used for references. Here are some examples.

- |                  |                   |
|------------------|-------------------|
| • according (to) | • suggest (that)  |
| • argue (that)   | • conclude (that) |
| • claim (that)   | • state           |
| • report         | • mention         |

## CONCLUSION

Finally, when concluding, these are some phrases that might be useful.

- To conclude, / To sum up, ...
- All things considered, ...
- Taking everything into account, ...

## Before you practise

Now look at the report in **Writing Part 1**.

Decide which suggestions seem the best ideas. Using the data from the graph see which the most popular ideas are and decide if you agree with them.

Try to come up with at least 1 or 2 reasons why these suggestions seem to be good ideas. Then make a draft of the lay-out of your report before writing it out in full. Remember to include a personal comment/observation in the conclusion.

# WRITING Exam Practice

## Part 1

Your local town council has received a state grant to create new recycling facilities in your area. They need to decide upon the most efficient way of spending this money, so they have commissioned a survey among local residents to find out which actions are thought to be necessary. Study the results of the survey below and write your report recommending two of the following actions. Write between 150 and 200 words.

- ✓ more recycling bins for plastic, paper, glass → 30%
  - ✓ recycling signs at the parks → 5%
  - ✓ recycling service at schools → 28%
  - ✓ equipment for battery recycling → 10%
  - ✓ e-waste recycling service (collecting TVs, tablets, mobile phones, computers, etc) → 22%
  - ✓ collection bins for food waste → 5%

Handwriting practice lines for the word "apple".

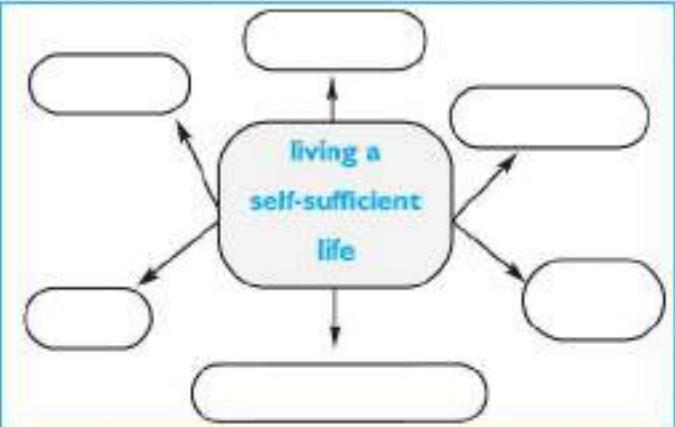
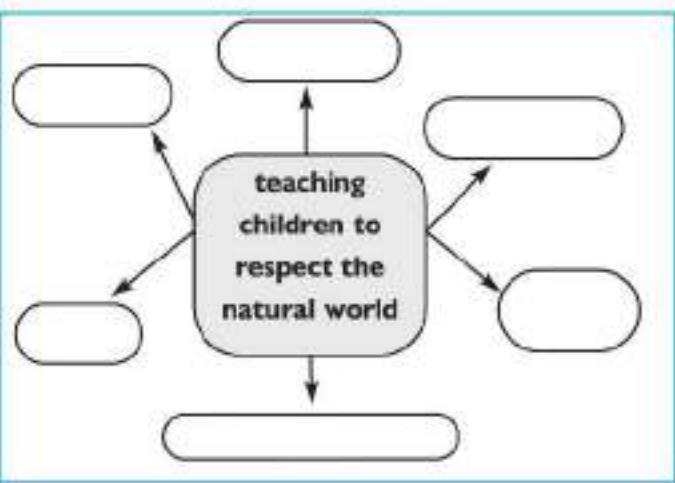
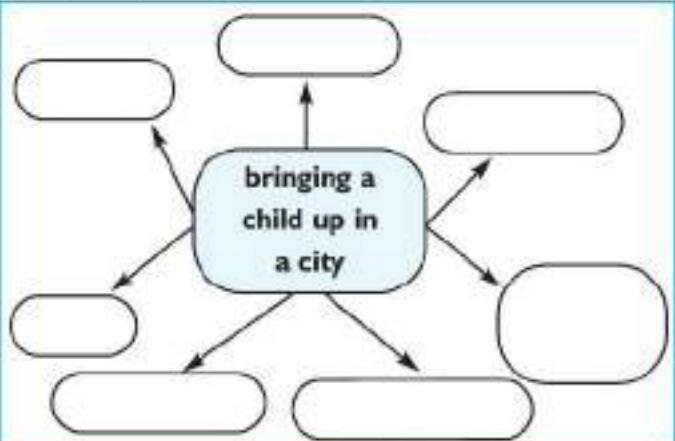
## SPEAKING Part 4

In the final part of the speaking exam, you will be asked to talk for 2 minutes on a topic that the examiner will choose. You will be given 30 seconds to quickly write some notes on the topic before you speak. This is where mind maps become useful again. You will not have time to write complete sentences, so you need to get used to writing just a few words.

## Using mind maps to develop ideas

### Exercise 1

Fill in as much information as you can in the mind maps below. Time yourself so that you get used to writing notes under pressure.



**More useful expressions for introducing a topic:**

- This is a very interesting topic as it ...
- This is a topic that is close to my heart because ...
- This topic tends to create a passionate reaction from people ...
- I find this topic difficult to discuss because ...
- This is a topic that I could talk about for hours because ...
- This is not a topic that I know an awful lot about but ...

**Developing a topic:**

- It seems to me that ...
- One way of looking at this is ...
- I think there are several/two/many factors to consider / take into account here ...
- Having said that ...

**How the topic affects people:**

- There is no doubt that this has a profound深深/huge impact on ...
- I believe that many/the majority/only a minority of people are affected by ...
- People may be deeply affected/moved by ...
- This isn't something of great importance in the grand scheme of things ...

**Giving a personal opinion:**

- I feel quite strongly about ...
- I am confident that ...
- After careful consideration I ...
- Without a doubt ...
- I'm in two minds over ...

**Example talk topic: Bringing a child up in the city**

This is a topic that is close to my heart because when I was eight years old my family moved from a small village to the city. As a result of this I can say that city life can be advantageous for a child.

However, there are several factors to take into consideration here. City life certainly provides a varied and interesting setting for a child to grow up in. There are many excellent facilities regarding entertainment and leisure time. Furthermore, a child can experience the excitement of different cultures blended together in a city.

On the other hand, there are negative aspects to city life, such as crime, pollution and negative peer pressure on children. Personally, I believe that the advantages of city life outweigh the disadvantages. Having said that, it is true to say that I did miss some aspects of growing up in the country, such as the fresh air and the freedom to play in a safe and natural environment with my friends.

**Verbs to express feelings and opinions:****Exercise 2**

Complete the sentences using the words defined below. You must choose the correct word to fit each sentence. Remember to use the correct form of the word.

1. **amaze:** surprise very much  
**adore:** like very much

It ..... me how the children have adapted so quickly to rural life.

2. **amuse:** find funny or entertaining  
**delight:** enjoy/bring happiness

She is always ..... by the way her grandchildren express their love for her so readily.

3. **dread:** fear/worry about something  
**enrage:** make someone feel very angry

He was ..... by the mess that the teenagers had left the house in after the party.

4. **exhaust:** make very tired mentally or physically  
**envy:** feel jealous

I don't ..... John having to do all that work this weekend.

5. **irritate:** annoy  
**alarm:** worry

It ..... me that he's mixing with that gang of boys because they are trouble.

6. **reject:** refuse to accept  
**resent:** feel that something is unfair or not right

She ..... the fact that he earns more than she does, but there is nothing she can do about it.

7. **fascinate:** interest very much  
**loathe:** hate/dislike very much

It ..... me how they manage to grow nearly all their own food.

**Some points to remember in Part 4 of the speaking exam:**

- Use the planning time to prepare what you're going to say.
- Write short notes in point form.
- Use short, simple sentences to express your ideas clearly.
- Pause from time to time and don't speak too quickly. This allows the listener to understand your ideas. Include a short pause after each idea.
- Speak clearly and at the right volume.
- Have your notes ready in case you forget anything.
- Look at the people who are listening to you.

## SPEAKING

## Exam Practice

## Part 4

(5 minutes including follow-up questions)

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

## Topics

- A The advantages of rural living
- B The advantages of urban living
- C How a growing population may affect our lives

I: You now have thirty seconds to write some notes to help you. (*Hand over piece of paper and pen.*)  
So your topic is (*repeat topic*).

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

C: (*Talks*.)

I: (*When candidate has talked for a maximum of two minutes, say, 'Thank you', and then ask some follow-up questions.*)

## Follow-up questions

**The advantages of rural living**

- What are the benefits of a natural environment?
- How can children learn from nature?
- Do you consider village life to be safer than city life? Why/Why not?
- Where do you think a family could have the best social life? In a rural or urban environment?

**The advantages of urban living**

- What educational benefits does urban life offer?
- How does city life affect employment opportunities?
- What are the benefits of a multi-cultural society?
- What amenities are available in the city compared to the country?

**How a growing population may affect our lives**

- How do public facilities need to be developed?
- Do you think that people will increasingly migrate to new areas?
- What are the dangers of growing populations?
- What might be the advantages of a growing world population?

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

# Unit 8

## Section A Vocabulary

### Entertainment and leisure

- **bird's eye view** a view from high above something
- **blockbuster** a popular and commercially successful book or movie
- **butterflies in your stomach** a feeling of nervousness
- **graceful** moving in a smooth, attractive way [Word family: grace, gracefully, graceless]
- **imaginative** having good and unusual ideas [Word family: imagination, imaginatively, unimaginative]
- **intense** very strong [Word family: intensity, intensely]
- **monotonous** boring [Word family: monotony, monotonously]
- **on location** in the place where a story happens
- **pleasurable** causing pleasure [Word family: pleasure, pleasurable]
- **reassure** to make someone feel less anxious [Word family: reassurance, reassuring]
- **reference** a mention of something [Word family: refer to]
- **scared of heights** frightened to be in a high place
- **soar** to move smoothly through the air
- **soundtrack** the music for a movie
- **sub-plot** a story that is less important than the main plot
- **subtitles** words on a TV or music screen that translate what is being said
- **thrill** a feeling of great excitement [Word family: thrill (verb), thrilling, thrilled]
- **title role** a part/character in a play or movie whose name is in the title
- **trailer** a short film that is made to advertise a movie
- **visually** in a way that is connected with what something looks like [Word family: vision, visual]

1. Use the words and phrases on the right to complete the article.

### Valley Life

— a movie with a heart says Rebecca Miles

A Welsh-speaking movie with (1) ..... is never likely to be a (2) ....., but this latest movie from director Rhiannon Morgan is well worth a trip to the cinema. (3) ..... for the movie give the impression that it is a simple comedy, but in fact it is a moving and (4) ..... account of life in rural Wales in the 1980s, with frequent (5) ..... to the miners' strike that was going on at that time.

Aled Norton and Carys Jones are magnificent in the (6) ..... and there is an interesting and rather shocking (7) ..... concerning the local mayor. The movie is (8) ..... stunning, having been filmed (9) ..... in Wales, and a beautiful yet gentle (10) ..... adds to the movie's charm.

### Words & Phrases

on location  
subtitles  
trailers  
blockbuster  
soundtrack  
references  
imaginative  
sub-plot  
title roles  
visually



**2.** Use the words again to complete these sentences. Make sure you use the correct form of the words.

1. The magical scenes are done in a very ..... way.
2. I was so far away from the screen, I couldn't read the .....
3. The special effects were ..... impressive.
4. There were several ..... connected with different members of the family.
5. She stars in the latest Hollywood .....
6. I've seen a ..... for the movie and it looks rather violent.
7. The ..... features several popular jazz tunes.
8. The movie contains several ..... to the author's own life.
9. Rose-Ellen Nichols takes the ..... of Pauline in the opera.
10. The movie was filmed ..... in Australia.

**3.** Read this article. Pay attention to the words and phrases in **bold**.

### Hang gliding – a high-flying hobby

When I was a child, my father used to take me to watch people hang gliding from the cliffs near our house. I admired the **graceful** way they soared gradually down to earth, but I never wanted to try it myself – I was too **scared of heights**.

However, twenty years later, trapped in a **monotonous** job, I found myself searching for something that could give me the kind of **thrill** that was missing in my life, and decided to give it a go.

When I turned up for my first flight, the **butterflies in my stomach** were so bad that I nearly turned back, but my instructor, Dave, did his best to **reassure** me. We took off from the edge of a steep hill. At first I was terrified, but my fear soon left me. Circling around with a **bird's eye view** of the spectacular scenery was an **intense** and **pleasurable** experience, and after we landed, I couldn't wait to go up again.



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

1. Swimming with the dolphins was the biggest ..... [feeling of excitement] in my life.
2. I hated walking over Brooklyn Bridge because I am ..... [don't like high places].
3. We admired the ..... [smooth and beautiful] movements of the dancers.
4. The experience of walking in the mountains was very ..... [enjoyable].
5. From the top of the mountain we had a ..... [view from above] of the whole valley.
6. We all had ..... [a nervous feeling] as we waited to jump from the plane.
7. The scenery at that point was very flat and ..... [boring].
8. The birds ..... [flew smoothly] above the trees.
9. The actor manages to capture the poet's ..... [very strong] loneliness.
10. The instructor ..... [stopped us feeling anxious by telling] us that the ropes would hold us safely.

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

1. The film was in German but I don't speak the language so I had to read the .....  
a. trailers      b. subtitles      c. references
2. The problem with swimming lengths of a pool is that it's so .....  
a. monotonous      b. pleasurable      c. graceful
3. He'd always done studio movies so this was the first film that he directed on .....  
a. trailer      b. reference      c. location
4. An award-winning composer, her work includes the ..... to the movie 'Uneasy Truce'.  
a. soundtrack      b. trailer      c. location
5. The movie stars Spence in the ..... role.  
a. subtitle      b. blockbuster      c. title
6. You can see that she's a trained dancer – she's so ..... in her movements.  
a. intense      b. pleasurable      c. graceful

**6. Use the words in capitals at the end of each sentence to form a word that fills the gap.**

1. He runs with such ease and ..... **GRACEFUL**
2. I've rarely experienced such ..... of emotion while viewing a film. **INTENSE**
3. I needed ..... that the ropes were securely fastened before I descended. **REASSURE**
4. It's the ..... of long-distance running that I can't bear. **MONOTONOUS**
5. In the film version, he repeatedly ..... to his experiences in prison. **REFERENCE**
6. It was a visually stunning production that made very ..... use of the space. **IMAGINATION**
7. To help you to achieve a safe and ..... time on the slopes, we have produced a ski tips leaflet. **PLEASURE**
8. The movie presents a ..... of the future that is truly terrifying. **VISUALLY**

**7. Choose the best ending for each sentence.**

1. Another word for **monotonous** is  
a. repetitive.  
b. hard.
2. You **reassure** someone who is  
a. angry about something.  
b. worried about something.
3. If someone or something **soars** somewhere, they move smoothly through the  
a. air.  
b. water.
4. A **thrill** is a feeling of great  
a. excitement.  
b. fear.
5. You generally have **butterflies in your stomach** when you are  
a. depressed.  
b. anxious.

**8. Complete each sentence with the correct word.**

1. Guests got a bird's ..... view of the district after being taken up to a restaurant on the 22nd floor.
2. The second half of the movie was filmed ..... location.
3. I've never fancied rock climbing – I'm too scared of .....
4. There were one or two references in the film ..... his early childhood.
5. I had such butterflies in my ..... before I went out on stage.
6. The main story revolves around two brothers living in New York, but there's also a sub..... involving the daughter of one of the brothers.

## 9. Are the following statements true or false?

TRUE FALSE

1. Trailers are usually intended to be exciting, intriguing or very funny.
2. Fish are often said to 'soar' through the water.
3. You get a bird's eye view from a train.
4. The sub-plot of a film is its main story.
5. Blockbusters almost always feature very famous actors.
6. When you reassure someone, you help to stop them feeling angry.

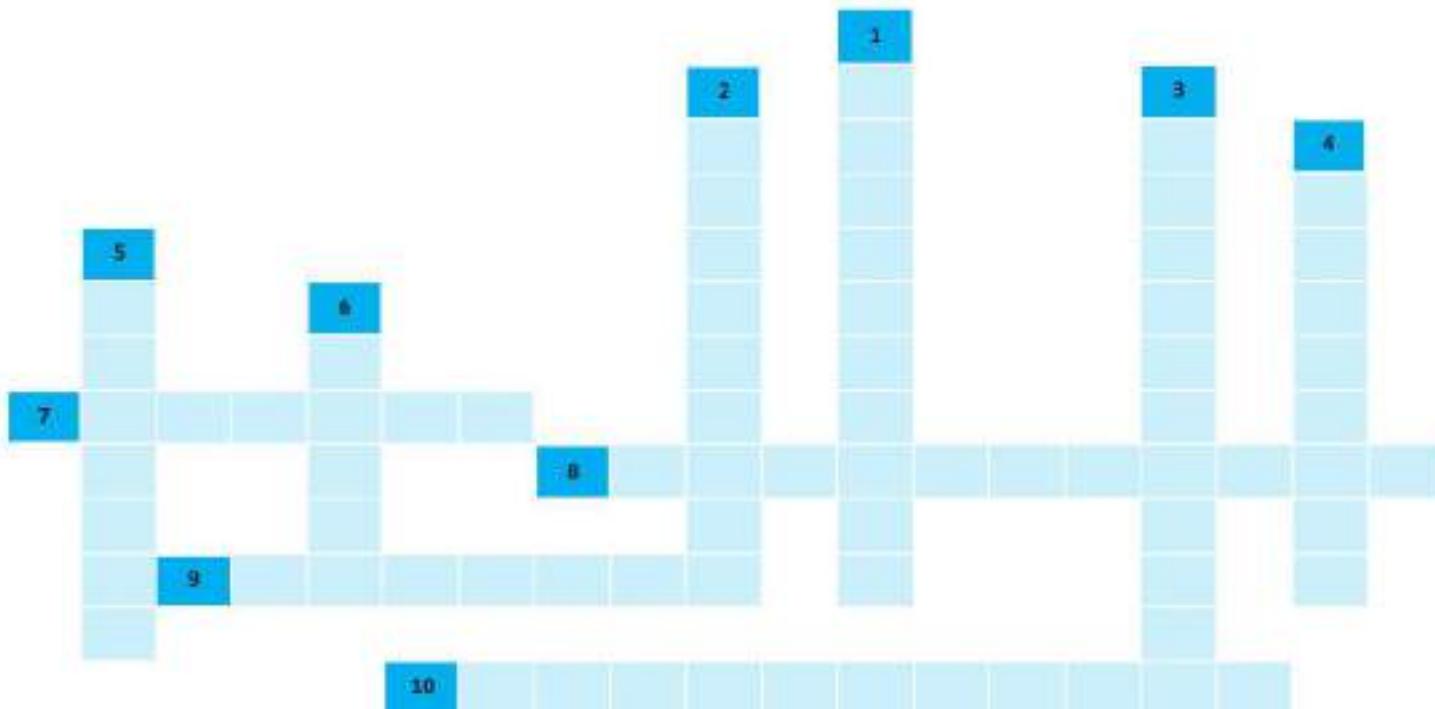
## 10. Complete the crossword.

## ACROSS

7. Nothing compares with the ..... of speeding down-hill on skis.
8. I had my first taste of wild swimming and I loved it. I found the whole experience very .....
9. I don't like to get too close to the edge – I'm afraid of .....
10. The article listed the 100 biggest ..... movies ever, with ticket sales.

## DOWN

1. I downloaded the ..... to the movie and listened to it on my headphones.
2. He doesn't like movies with ..... – he's too lazy to read them.
3. He's such an original and ..... director. How do you suppose he comes up with such extraordinary ideas?
4. Her films are always ..... spectacular.
5. For Michael, speed was always a source of ..... pleasure.
6. At the age of eight, he was cast in the ..... role of the film version.



## Section B Exam Preparation

### LISTENING Part 4

In the last part of the listening test, you will hear a conversation between two people. Quite often it will be an interview. There will be six multiple choice questions and the answers will follow the *order of the conversation*.

Before you hear the conversation, you have some time to read through the questions. This will give you a very good idea of what the conversation will be about and also gives you the opportunity to *underline the key words* in the questions.

Get used to *predicting* answers before you listen. Read the question, underline the key words, and then think what is the most likely answer. It doesn't matter if you're right or not – just predicting the answer helps you 'tune in' to the recording.

#### Exercise 1

Look at the following listening questions and underline the key words:

1. Why is Mr Green angry?
  - a) Jane lost a sheep.
  - b) Jane was careless.
  - c) Jane isn't interested in the farm.
2. How does Jane feel about her job?
  - a) She can't believe how lucky she is.
  - b) She finds it too demanding physically.
  - c) She thinks Mr Green should spend more time working with the animals.

#### Exercise 2

Think about the following as you read the questions:

- Who are the people? • What is their relationship?
- Where are they? • Why are they talking?

#### Exercise 3

Now read the script below and answer the questions above.

**Mr Green:** I can't believe you left the gate open Jane! How many times have I told you about that?

**Jane:** I'm sorry Mr Green. I was sure that I'd shut it behind me. I was distracted by the lambs. They are fascinating to watch.

**Mr. Green:** Well, that might be true but if you don't secure the meadow we will end up losing them. You need to double check every time you go in or out of the field. Sometimes I don't think you are taking this holiday job seriously enough.

**Jane:** Oh, but I am! Every day I thank my lucky stars that I'm here gaining so much experience with the animals.

**Mr Green:** Maybe I have pushed you a bit too hard. You've not had the years of experience working with the sheep like I have and it's a tough job at times.

**Jane:** I'm not afraid of hard work. I'm getting stronger and fitter every day. I'm loving it.

In a listening, a distractor will be a set of expressions that sound logical but do not fully satisfy the question at hand. Have you ever wondered how multiple choice questions are designed? Excluding the correct alternative, examiners will include an option related to the topic but that does not give

relevant information or partially responds to the question, another option that directly contradicts it, and a final one that is not mentioned at all. Special attention must be paid to the "wording" of the options, as these are the real distractors. Choosing an option only because you heard the same word in the listening will very often lead you to an incorrect answer.

In Question 1: a) Jane lost a sheep - there is a repetition of the idea of losing sheep in the script but it doesn't actually happen.

In Question 2: b) she finds it too demanding physically. Mr Green says it's 'a tough job at times' so this is a clear distractor as students may associate this with Jane saying that. This use of synonyms or words of similar meaning is very common in listening tests and they can be used to give the correct answer or the wrong answer.

#### Listening for synonyms

Phrasal verbs connected to sport and leisure

#### Exercise 4

Match the phrasal verbs in column A with their synonyms or meanings in column B.

Column A	Column B
1) warm up	a) continue to do / not give up
2) shape up	b) do physical exercise
3) work out	c) spend time with someone
4) take up	d) start/begin (a walk, journey etc)
5) sign up for	e) prepare the body for exercise
6) stick at	f) commit to something
7) take part in	g) become popular
8) work off	h) be involved in
9) set off	i) exercise (to use calories)
10) cheer on	j) get healthier/better
11) catch on	k) start to do (for the first time)
12) hang out	l) encourage

#### Exercise 5

Read the script below. Choose from the phrasal verbs in Exercise 4 to fill the gaps. Remember to use the correct form of the verbs.

**Gary:** Hi Julie, I've just 1) ..... the charity run in October. Why don't you have a go at it, too?

**Julie:** Are you serious? I could never 2) ..... something like that. I am so unfit.

**Gary:** Well, there you are then. If you 3) ..... running now you could 4) ..... in time for next October.

**Julie:** Well, I suppose I could do with 5) ..... a few kilos. All I seem to do at the weekend is 6) ..... with my friends down the cafe.

**Gary:** Why don't you start 7) ..... with me at the gym on Saturdays?

**Julie:** I'd quite like to but you know I never 8) ..... anything sporty for long. I'd probably 9) ..... for a morning's run and injure myself.

**Gary:** That's why it is so important to 10) ..... first so that you don't get injured. And don't forget I will be there to 11) ..... you.

**Julie:** Well it does seem that running is really 12) ..... Everyone is into it these days. Okay I'll give it a go.

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

Total: 7 marks

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.

**Example:** Jerry

- a) has recently qualified as a fitness instructor.
- b) is a retired fitness instructor.
- c) is a highly experienced fitness instructor.

1. Brenda describes extreme sports as
  - a) something similar to a risky fashion.
  - b) a fairly safe pastime that is becoming increasingly popular.
  - c) something that only young people seem to be interested in.
2. According to Jerry,
  - a) extreme sports are really popular only in the States.
  - b) the most talented extreme sports competitors are in the States.
  - c) the role of traditional sports has changed dramatically in the States.
3. The most popular 'new' sport is
  - a) snowboarding.
  - b) skateboarding.
  - c) mountain biking.
4. At a recent mountain bike competition,
  - a) two competitors nearly died.
  - b) nearly a third of the competitors were injured.
  - c) over 30% of the competitors needed hospital treatment.
5. Jerry believes that extreme sports
  - a) are not suitable for people who are not confident.
  - b) offer a healthy option for inactive people.
  - c) only really work for unsociable children.
6. It is implied that Jerry
  - a) wishes there were more teams for extreme sports enthusiasts.
  - b) thinks that extreme sports are the only effective way for children to lose weight.
  - c) thinks some parents expect too much from their children.
7. Injuries suffered through extreme sports
  - a) could be greatly reduced with suitable precautions.
  - b) will always be difficult to avoid.
  - c) will never be serious for teenagers who are healthy.

## READING Part 4

In Part 4 of the reading exam, you will be given a fairly long text of about 700 words. You will then have 8 questions which you will have to answer with a maximum of five words. This can be quite challenging and you must not use more than five words in your answers or you will lose points. In a way, this is similar to note-taking skills in that you are looking for clear, precise information.

The best way to approach this task is to quickly read the title of the text (if there is one) to get an idea of what it is about. Secondly, read the questions and underline the key information that you are looking for. When you have read the questions, you will have a good feel for the content of the text before you have even read it.

Now that you know what you are looking for, you can start to answer the questions. You do not need to read the text in detail. Skim the text to find the key information that you have highlighted in the questions. Do not get bogged down with difficult vocabulary as this will slow you down.

### Exercise 1

Look at the questions below and underline the key words.

- What can be caused by too much screen time?
- What kind of devices are becoming more popular with teenagers?
- What seemed to improve GCSE points by 23.1?
- Which leisure activity seems to be the most harmful?

### Exercise 2

Now skim-read the text to find corresponding words or their synonyms to locate the answers to the questions. Underline these parts of the text.

*Teenagers who spend hours on screens during their free time, either watching TV, playing computer games or surfing the internet, appear to achieve lower grades at GCSE, according to a study published on Friday.*

Research from Cambridge University suggests that 14-year-olds who spend an hour a day on screens during their leisure time score nine fewer points at GCSE when the sum of their grades is calculated – the equivalent of dropping two grades from a B to a D. Two extra hours results in 18 fewer points at GCSE.

The length of time children spend watching screens is frequently a battleground in families, with parents increasingly powerless to control their children's viewing – which has moved beyond TVs and computers, on to smart phones and iPads. But on the strength of their findings, the authors suggest that parents who are concerned about their children's GCSE results should consider limiting their time on screens.

The researchers, led by the Medical Research Council epidemiology unit at Cambridge, studied 845 pupils from secondary schools in Cambridgeshire and Suffolk. They measured levels of activity and sedentary behaviour at the age of 14, then compared this with their performance at GCSE. Additionally, they asked pupils to assess the amount of time they spent doing homework and reading for pleasure.

Unsurprisingly perhaps, the study – published in the International Journal of Behavioral Nutrition and Physical Activity – found that pupils who did an extra hour of daily homework and reading performed significantly better at GCSE than their peers, achieving on average 23.1 more GCSE points.

A child's level of physical activity appeared to have no effect – good or ill – on academic performance, though previous studies have found a beneficial effect in some subjects.

Researchers also analysed time spent on different screen activities, and found that TV viewing was the most damaging.

### Exercise 3

Now answer questions 1–4 from Exercise 1. Remember you may use a maximum of five words only.

- .....
- .....
- .....
- .....

## READING

## Exam Practice

### Part 4

Total: 8 marks

Read the article and answer the questions. Write a maximum of five words for each answer. An example is done for you.

### The Amateur vs The Professional

I recently picked up a theatre brochure. The shows being staged over an eight-month season were familiar: a Shakespeare, Andrew Davies' popular *Prin*, Tennessee Williams' *A Streetcar Named Desire*, Laura Wade's *Colder Than Here*, and Somerset Maugham's first-world-war farce *Home and Beauty*. In these economically challenging times it could well have been the programme for a small regional theatre, but it wasn't: it was the brochure for Chesil Theatre, the home of the amateur Winchester Dramatic Society, which has thrived in that cathedral city for 150 years. As they proudly point out, this makes them older than the RSC.

Amateur or voluntary arts are massive in the UK. As Robin Simpson of Voluntary Arts says, it makes the professional arts sector look like "peanuts". Last year, research by the Department for Culture, Media and Sport found that there were about 49,000 amateur arts groups in England, with 9.4 million people regularly taking part. The income generated through ticket sales, subscriptions, local sponsorship and fundraising amounted to about £543 million a year.

Most people taking part in choirs, amateur dramatic societies, orchestras and visual arts groups don't think of themselves as artists; they are simply doing something they really enjoy. But that's not to say skill levels aren't high. It has become clear during the RSC's ongoing Open Stages project that professionals can learn as much from amateurs as the other way round.

Just because you are paid to do something, it doesn't necessarily mean you are good at it. On the Edinburgh Fringe, where hardly anyone is being paid, it's sometimes hard to distinguish the amateurs from the professionals. Maybe it would be good to lose some of the snobbishness that often still surrounds amateur theatre activity. Yes, some of it remains hidebound and cliquey. Equally, though, there's much that is diverse, inclusive, progressive and risk-taking, particularly in youth groups. Why is it that we often dismiss professionally-led homegrown shows as "youth theatre" while, when the Flemish company Ontroerend Goed works with teenagers, we perceive it as professional and even groundbreaking?

Fortunately, times are changing. At a conference last year, Helen Marriage recalled how, 31 years ago, she put a proposal to the Arts Council for a participatory project in the south west involving 450 local people. The agency responded: "There is no room for amateurs in Arts Council funded work." Now, of course, "participatory" is a buzzword for the Arts Council. We will increasingly see professionals and amateurs working side by side. The boundaries between amateur and professional will become more blurred as the boundaries between artist and audience become more blurred.

Maybe the professional and the amateur are not so far apart. After all, professionals were once amateurs. Professional theatre can provide opportunities those in the amateur sector may not otherwise get, but it gets a chance to stage work on an undreamed of scale and forge genuine, long-term relationships with local communities. Closer ties can be helpful for all. Those who stage theatre within their own local groups are also likely to be regular playgoers who support their local theatre; doers themselves, they often want to see others doing. Those 9.4 million people could be the subsidised sector's most passionate advocates, and that's more likely to happen if links are stronger.

So perhaps it's time for professional theatre to look a little more closely at what it might learn from voluntary or amateur arts groups, which are often highly motivated, highly organised, and self-supporting. Some, such as Battersea Arts Centre, are already in the vanguard. When professional prejudices surface and people sneer and say "amdrum", perhaps we should remember the old joke: professionals built the Titanic but amateurs built the Ark.

**Example:** How does the writer describe the era that we are living in?

economically challenging

1. Which is the theatre that the brochure is about? .....
2. Which are two sources of income for amateur arts groups? .....
3. What do the amateur arts groups say about their participation in artistic events?  
They are doing something .....
4. Which groups of the amateur dramatics can be particularly innovative?  
.....
5. Who has had a complete turnaround of attitude towards amateur dramatics? .....
6. Which cooperation is encouraged by participatory projects?  
the one between .....
7. What can the professional sector gain by working with the amateur sector?  
better relationships .....
8. How can we describe the participants in amateur groups? .....

## WRITING Part 2

## Essay writing

**For and against / pros and cons / advantages and disadvantages**

The first stage in writing is producing ideas. It's important to dedicate two or three minutes to carefully planning what you are going to say. Make a list of the points *for* and *against*.

Remember that the key to writing a good balanced essay is to include as many arguments you disagree with as those you agree with. They should be noted impartially although in your conclusion you can say why you find one side more convincing than the other.

### Exercise 1

Look at the exam question.

**Television has a significant influence on people.  
To what extent would you say that television positively  
or negatively affects the youth of today?**

Write notes to develop your ideas for the essay.

Positive influences	Negative influences

Producing and organising ideas is one thing. Shaping ideas and the organisation of your writing is another. But often the most difficult part is starting a *first draft*.

### Exercise 2

Once you have your first draft, pay attention to how you have organised the information into paragraphs and grouped ideas. Complete the information in the box below using note form to quickly set down your ideas.

**Introduction** - Paragraph 1 - Introduce the topic.  
The opening should engage the reader's interest and give a hint of what is to follow.

**Main Body** - Normally you have two paragraphs.

In Paragraph 2, you state your arguments *supporting* TV.

In Paragraph 3, you state your arguments *against* TV.

**Conclusion** - In paragraph 4 you refer back to the topic and summarise. Here you can say why you find one side more convincing than the other.

It is important that you begin each paragraph with a main idea and then develop this idea. For a new idea, begin a new paragraph.

Once this is done you can focus on **expression**. This means looking at sentence structure, tense usage and vocabulary.

Using **connectors** is important to express different relationships between ideas. Here are some useful connectors: *despite, In spite of, nevertheless, however, on the other hand, although, even though, though, yet, still, but, while, whereas,*

It's important to write ***clearly*** and ***economically***. This can mean either ***rephrasing*** ideas in two sentences instead of one, or rewriting two longer sentences as one shorter sentence. So, go over your first draft, looking for ways of improving sentence structure, tense usage and vocabulary.

Remember to use a **variety** of structures and vocabulary suitable for the level of the exam.

## Useful Vocabulary

### Assignment

*A great number of people share the view that TV has a negative impact on young people.*

*Today there is general/widespread agreement that TV offers a wide range of educational programmes.*

*It is now widely accepted that TV is responsible for health issues due to its overuse.*

#### Disagreement

*Opinions differ about the harmful effects of the mass media on society.*

*There is considerable disagreement among experts about the effect of violence seen on TV.*

*There has been a great deal of controversy over the amount of time young people spend watching TV.*

## Advantages and disadvantages

Selective TV viewing has many benefits, including ...

*Despite a few issues with some unsuitable programmes, the positive aspects of TV clearly outweigh its negative side ...*

*The major drawback of modern TV is its fascination with violence ...*

*The downside of watching too much TV is ...*

Causes

This can lead to ...

This can result in ...

This is responsible for ...

This may bring about ...

This may give rise to ...

This can trigger ...

Effeci

... have an impact on ...

### The influence of the media on

— could have important implications for —

**WRITING** Exam Practice

Part 2

Many people believe that we should use most of our leisure time to improve our physical and mental health. How far do you agree with this? Give reasons to support your argument. Write between 250 and 300 words.

## SPEAKING Part 1

In this first part of the speaking exam, you will be asked a number of questions on various topics that the examiner will choose for you. The topics will be on a mix of general subjects so you will not need any specialised knowledge. The aim of this part of the speaking exam is to relax the candidate and to get them speaking immediately. This part only lasts for 3 minutes so you will not be expected to talk about anything in great detail.

**Listen carefully to the question. What tense is the examiner using? Answer the question and do not talk about things that are irrelevant.**

### Exercise 1

Look at the Examiner's questions below and choose the most appropriate student response to each one.

#### 1. What type of family do you have?

- a) Everyone has a unique family. It depends where you grew up and how much money you have. The majority of families stick together through thick and thin.
- b) Like most families, mine is a mixed bag. I've got two siblings who are like chalk and cheese. We are fortunate enough to have my elderly grandmother living with us too.
- c) I like my family very much. It is a privilege to live with them. I think I make a great contribution to life at home because I look out for everyone.

#### 2. Where do you see yourself in 5 years' time?

- a) If everything goes to plan, in 5 years I'll have graduated from university and have a good, secure job. I'd like to think that I'll be working in a career that I am passionate about and that I will have moved in to my own place.
- b) Five years is quite a long time. The last five years have been quite good to me but they have been dominated by studying and endless exams. I have on the whole, been happy and satisfied with my life, though.
- c) In my opinion people are too obsessed with what the future will bring. Who knows what fate has in store for them? When I look back, the best things were the least expected things. I am particularly proud of my sporting achievements. Sport will always be important to me.

#### 3. What type of holidays do you enjoy?

- a) I would really like to go to Africa. I think the landscape and the wildlife would be fascinating. I'm not sure that I will ever be able to afford a safari, though.
- b) I've been on lots of package holidays with my family which I've really enjoyed. However, my favourite holidays are the ones where I am out in the wild. I enjoy being in natural environments and I love camping. It makes me feel free.
- c) In my opinion people have to think carefully when planning a holiday. Holidays can actually be quite stressful. I once went camping and it rained all week but unfortunately there was nothing to do there except go for walks in the rain. I would never go on that kind of holiday again.

When you answer a question in this part of the exam, you need to expand on your initial answer. You can do this by giving more information, justifying your opinion and giving examples to back up your opinion. Remember, your job is NOT to convince the examiner that your opinion is "right" or "good". Your only job is to show the examiner that you are able to use English well.

### Useful vocabulary to express opinion

- It seems to me that ...
- In my opinion, ...
- My personal view is that ...
- In my experience ...
- As far as I understand / can see, ...
- As I see it, ... / From my point of view ...
- As far as I know ... / From what I know ...
- I might be wrong but ...
- If I am not mistaken ...
- It is claimed that ...
- I must admit that ...
- I cannot deny that ...
- I can imagine that ...
- I think/believe/suppose ...
- Personally, I think ...
- I am not sure/certain, but... effect of violence seen on TV.

### Exercise 2

Think of three sentences to fully answer the following questions, e.g. Why is it important to you to speak English?

*My personal view is that the ability to speak a foreign language enriches a person's life. Of all languages, English seems to me to be the most important language as I believe it is a universal language. I am confident that the fact that I speak English will help me in my future career and to enjoy travelling around the world and meeting new people.*

1. What kind of work would give you job satisfaction and why?

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2. What are your thoughts on having armed police on the streets?

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3. How would you spend your perfect weekend?

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4. What does rural life offer that urban life cannot?

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## SPEAKING

## Exam Practice

## Part 1

3 minutes

- I: International Spoken ESOL Exam, Expert level, (give today's date).  
 (Give candidate's name.) Exam begins.  
 Hello. My name's (give full name). Can you spell your family name for me, please?  
 C: (Spells family name.)  
 I: Thank you. Which country are you from?  
 C: (Responds.)  
 I: Thank you. Now, Part One. I'm going to ask you some questions about yourself and your ideas.  
 (Choose up to five questions, one from each of the different topic areas, as time allows.  
 Name the topic; e.g. 'Now, family bonds'.)

**Family bonds**

- \* Who do you look like most in your family?
- \* Is there one person in your family that you talk to more than the others?
- \* Who would you say has been the most influential person in your life and why?
- \* How important do you think it is to have a brother or sister?

**Crime and punishment**

- \* Do you think a crime of passion can ever be excused?
- \* How can we protect ourselves from cyber crime?
- \* What are the most common crimes in your neighbourhood?
- \* How effective do you think the police are in your country?

**Work and finance**

- \* Which is more important, job satisfaction or a high salary?
- \* Would you prefer to be self-employed or work for someone else?
- \* Does a university education guarantee a good job?
- \* What would be the most challenging thing about working abroad?

**Rural versus Urban**

- \* Would you be happier living in a rural or urban area?
- \* What employment can be found in rural areas?
- \* How can city life impact on your health?
- \* Do you think people tend to be richer in the city or the country?

**Leisure and entertainment**

- \* Do you think that TV will one day be outdated?
- \* How do you spend your leisure time?
- \* Do you prefer to spend time alone or with others when relaxing?
- \* What do you think the difference is between live and recorded entertainment?

C: (Responds.)

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

I: Thank you.



# LanguageCert C1

## Practice Tests

### Time Allowed

- ↳ Listening: 30 minutes
- ↳ Reading & Writing: 2 hours 40 minutes

### Instructions to Candidates

- ↳ Answer all the questions.
- ↳ All your answers must be written in ink not pencil.

# Test 1

## LISTENING

### Part 1

Total: 6 marks

You will hear six short, unfinished conversations. Choose the **best reply** to continue each conversation. Put a circle round the letter of the **best reply**. Look at the example. You will hear each conversation twice.

**Example:**

Speaker 1: Is this the right size?

Speaker 2: I think it's OK.

Speaker 1: We should have checked the size before we bought it.

Speaker 2: .....

- a) Why do you ask?
- b) You are right, but it's too late now.
- c) I've checked the shop.

1. a) No, I won't say a word.

b) Didn't you know?

c) Yes, I think the menu is really healthy too.

2. a) Okay! Just give me time to unwind!

b) So did I!

c) Yes, they are so untidy!

3. a) I can't agree to it.

b) Don't you think I already have?

c) It's really heavy.

4. a) I'll only need to if it's raining.

b) I don't have my phone.

c) That sounds like the best plan.

5. a) That's a plan then!

b) So, do it again!

c) She didn't really, did she?

6. a) Yes, it is better in the shade.

b) Naturally it was!

c) I'm sorry I asked!

## 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. Where are the speakers?
  - a) in a television studio
  - b) at a live broadcast
  - c) at the offices of a fashion publication
  
2. What do the speakers agree about concerning the fashion collection?
  - a) The colours are too bright.
  - b) The designs are not practical.
  - c) Nobody will buy the clothes.

### Conversation 2

3. What has the travel agent already done?
  - a) sent clients to another hotel
  - b) sent a lawyer to the hotel
  - c) apologised to all his customers
  
4. What is the woman worried about?
  - a) choosing the wrong option
  - b) taking legal action
  - c) undergoing a similar experience

### Conversation 3

5. What's the purpose of the conversation?
  - a) to resolve a problem
  - b) to understand the procedure
  - c) to talk about an employee
  
6. What's the agent's attitude?
  - a) embarrassed
  - b) indifferent
  - c) calm

**Part 3**

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 FOR EACH QUESTION.**



## Publishing Notes

**Example:**

Aim of talk: *to give publishing advice*

1. Who to contact to get a book to a publisher:

.....

2. What should be expected from publishers:

.....

3. Factor one shouldn't rely on:

.....

4. Disadvantage of digital publication:

.....

5. Advantages of Amazon:

a. .... and b. ....

6. Genres most often found in e-books:

.....

7. Necessary qualities to promote one's book:

*being* .....

Total: 7 marks

## Part 4

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.

**Example:** Tom is

- a) Sue's best friend.
- b) Sue's superior.
- c) a colleague of Sue in Sales.

1. Tom tries to warn Sue that she
  - a) must not make accusations.
  - b) needs to be certain before proceeding.
  - c) should not take the accusation any higher.
2. In the beginning, Sue
  - a) couldn't work.
  - b) was getting daily messages.
  - c) enjoyed the attention.
3. Sue told the man that
  - a) he was going to leave her alone.
  - b) she was going to report him.
  - c) she was going to get married.
4. Why does Sue need a legal adviser?
  - a) in case the company tries to bury the case
  - b) to help her fill out forms
  - c) because she is an employee
5. If her case is rejected, Tom advises
  - a) demanding compensation.
  - b) leaving the company.
  - c) proceeding with legal charges.
6. On her birthday, Sue
  - a) had to stay late at work.
  - b) got lots of birthday wishes.
  - c) told a security man about her problem.
7. Tom's attitude towards the problem is
  - a) reassuring.
  - b) dismissive.
  - c) condescending.

Total: 7 marks  
Total marks for Listening: 26

## 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.

It had taken months of backbreaking and filthy work to get the old place scraped down to a blank canvas, and then we'd had to start the long haul of repairs ready for us to move in. The truth was that our bedroom and the half-finished kitchen were still the only inhabitable bits, but you could see from the proportions of the Georgian rooms with their elegant windows and carved fireplaces that one day the house was going to be beautiful.

I turned over again, far too awake for two in the morning, and also incredibly thirsty, probably because of the dubious Cava from the Tarbert Co-op. I didn't want to get a drink from the bedroom sink: we'd just cleared a dead bird from the tank feeding the upstairs taps.

It was icy when I slid outside the bedcovers. The fire in the bedroom grate had gone out. I went down the stairs as quietly as I could, feeling with my hands along the cold plaster where it was too dark to see.

Down in the kitchen, I filled a mug from the tap, and drank the water as I stared out at the dark shapes of the hills. There was a glassy moon, clear in the black sky. The room was flooded with monochrome shadows, but then the kitchen looked at its best in the dark. You could almost imagine that the humped shape in the corner was a new Aga rather than a builder's old trestle covered with a cloth, a tiny Belling hot plate and washing up bowl on top.

I'd first seen the house by torchlight, running the pale light over the boarded-up windows; the walls cracked and streaked with green damp. We had to force the back door to get in. The air was thick with vegetal rot. Piles of filthy fleeces stacked up in the wreck of a kitchen. Crumbling dirt and debris everywhere. The air had felt so cold it sucked the heat from my face and hands.

Now, with the outside more or less weatherproofed, the rats evicted and the holes in the roof remedied, the debris swept away, and after hours and hours of plastering and painting, we were finally in – and it was possible to imagine that one day, instead of a chilly building site, the Sea House would feel like a real home.

I avoided glancing down to the bottom of the noticeboard and the scruffy wad of bills still to be paid. I felt the niggle of worry stir in my stomach.

1. The original house had no heating.
2. The writer had drunk something before sleeping.
3. The writer sat in darkness admiring her new cooker.
4. The writer was charmed by the neglected feel of the house.
5. Financial obligations caused the writer to fret.


## 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.

### Malaria – The Future?

Further doubts about the future of the world's first malaria vaccine have been raised by recent research that shows the protection given by three doses declines to almost nothing over seven years.

As the vaccine wears off, the study shows that children living in areas where there is high transmission of the disease end up with more infections than those who have never had a jab – known as the malaria rebound effect. **1**

Four doses are known to protect children for longer, but the protection will still wane over time. **2** In spite of these results, those behind the development of the vaccine said it must still be rolled out in pilot programmes to thousands of children in Africa as planned; the only difference being that the children will be given four doses rather than three.

The toll in death and disability from malaria among children is so great, that the vaccine still could have a role to play in decreasing the number of cases in the early years of life, say those behind the vaccine's development.

**3** 'Since children were getting malaria at a later age,' he said, 'we need to make sure we also have got immunity during that age period as well.' **4**

The World Health Organisation pointed out that the new study was a small follow-up of about 400 children. **5** 'The results indicate that efficacy wanes over time and clearly signal, which is important for policy decisions, the need for a fourth dose of the vaccine,' said a spokesperson.

The trial found that during the first year, the risk of getting malaria in the vaccinated children was 35.9% less than in the control group. **6** The researchers eventually commented: 'While our results raise the possibility that being exposed to very high levels of malaria parasites may undo some of the benefits of the vaccine, our sample size was too small to draw any definitive conclusions about the long-term efficacy of the vaccine.'

- A. Dr David Kaslow, vice-president for product development at PATH, a non-profit organisation, said up to six doses could be needed to maintain the protective effect.
- B. However, after seven years this protection fell to 4.4%.
- C. Unvaccinated children – if they survive malaria – develop some natural immunity over the years.
- D. This verifies the need for a 4<sup>th</sup> dose and potentially a 5<sup>th</sup> and 6<sup>th</sup> dose.
- E. It will also significantly increase the costs.
- F. Our results raise the possibility that being exposed to very high levels of malaria parasites may undo benefits of RTS, S.
- G. These were vaccinated in an early stage of the trials and only got three doses.
- H. The question is 'are we just kicking the can down the road?' said Prof Philip Bejon, director of the programme, conducting the latest study in Kenya.

## Part 3

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.** Forrest Yoga seamlessly blends techniques, philosophies and movements from a number of different types of yoga, embodying traditional concepts but utilising them for modern bodies and minds. For example, specially designed wrist stretches have been added in order to combat carpal tunnel syndrome, whilst shoulder exercises have also been created to help deal with modern ailments of tight upper backs and neck tension.

Renowned for being physically intense and internally focussed, Forrest Yoga allows practitioners to carry a transformative experience off the mat and into daily life. Classes challenge students to access their whole being, and to use Forrest Yoga as a path to finding and then cleansing the emotional and mental blocks that dictate and limit their lives.

Intense pose sequences help you develop the skills to awaken each of your senses, while long holds help you go deeper into the poses.

**B.**

*Hi! You asked me about hot yoga in your e-mail. Well, it's usually performed in a room heated to 40 degrees Celsius, with 40% humidity, so it is not something that everyone enjoys. You can expect to leave the session dripping with sweat and to endure a very sweaty and demanding exercise session. But I love it!*

*However, because of this heat, Hot Yoga is not suitable for everyone, including pregnant women, so medical advice is essential before starting out. However, if you can tolerate such warm conditions, there are some real benefits as the warm air allows the body to soften and flex, making stretching less challenging and allowing the student to perhaps achieve more than in a cold studio. But it can be easy to overstretch for this reason, so I really have to be aware of my own limits.*

**C.**

Yoga: the trendy practice that your hippie, hipster, or fitness friends rave about. Garbed in yoga pants and carrying colourful mats, the modern-day "yogi" attends one-hour classes that focus on physical stretching, movement and detoxing. We hear a lot about the benefits of yoga, from its ability to decrease stress, chronic pain, as well as the risk for chronic diseases like obesity, diabetes, and heart disease.

What we don't hear about as often, however, is the history of yoga. Most people are aware of its Indian spiritual and religious roots, but those tend to get washed out by the manufactured, commodified versions of yoga we see today. Perhaps that's because research on yoga's origins is hard to find, and its history is a complicated, lengthy narrative. In fact, yoga is incredibly complex - even the word "yoga" has taken on hundreds of different meanings and has led to many different types of practices throughout the years.

**D.**

Last year I decided to bite the bullet and train to become a yoga teacher in India. The Yoga Teacher Training programmes provide the students with practical training, methodology and experience to teach Yoga. I discovered that these courses are about deepening your own practice, individuality and its skilful expression in teaching others. During the Teacher Training Course, you learn how to present your Yoga skills in a professional manner and how to turn it into a successful career.

In the context of learning proper alignment for each and every pose, the right use of yoga props was introduced during the practice. This removes the dullness (Tamas) and sharpens your techniques of yoga postures. It made me aware of the contraindications and taught me to adapt according to the physical limitations, health condition and anatomical-physiological differences of the group of students I am exposed to during teaching.

In which text does the writer

Example: mention yoga's effect on serious diseases?

1. talk about individual needs of students?
2. state that yoga can free you from limitations?
3. warn that you might have an aversion to this type of yoga ?

C


Which text is saying the following?

4. Modern lifestyle creates health issues.
5. The word 'yoga' has been interpreted in multiple ways.
6. This form of yoga can make you unaware of inflicting physical damage.
7. Yoga has become commercialised.


Total: 7 marks

## Part 4

Read the article and answer the questions. Write a maximum of five words for each answer. An example is done for you.

## The Indian Wars

Because a significant number of Indians consistently rebuffed demands that they cede their lands and because Americans were determined to acquire it anyway, the United States constantly pursued war against Indians. Indeed, America was born fighting Indians.

As they had done in earlier periods in US history, after the American Civil War, federal officials expressed a preference for Indians to cede their lands in exchange for assistance towards eventual assimilation. Policy-makers presented assimilation as a benevolent alternative to physical extinction, in this way providing a way for later historians to acquit them of genocidal intentions. But what if Indians rejected the gift of Western civilisation? Or what if they attacked or raided settlers who trespassed on their land and damaged its resources? In that case, both civilian and military officials agreed, Indians would be legitimately subject to aggressive warfare.

US military operations against Indians did not intend to kill every single person in their path, though they did intend to inflict massive, catastrophic violence to secure compliance. Since they usually targeted communities rather than armies, these operations inherently carried the potential for massacre. In many instances, US forces were unable to achieve their objectives, in large measure because of indigenous capabilities. Indian fighting forces were highly skilled and, in some cases, most famously at the battle of 'Little Big Horn', in 1876, were able to inflict massive damage on invaders. Indians relied on intelligence-gathering systems to prevent surprise attacks and on established procedures for the evacuation and protection of non-combatants. In this way, they avoided many potential massacres. In some cases, however, troops were able to spring a surprise attack, or break through Indian defences and, when they did, they showed little restraint, killing women, children, and older men. In some instances, troops or militiamen attacked Indians who had not actually engaged in resistance or raiding, as in the Sand Creek and the Marias massacres, thus revealing a disposition to regard all Indians as deserving of extermination. Army officers, too, sometimes expressed genocidal sentiments, most famously in Phil Sheridan's statement, "The only good Indians I ever saw were dead." Although historians have often treated such statements as isolated expressions, they revealed a discourse of extermination that was in continual circulation among settlers, military personnel, and political leaders and that was periodically activated in what might be described as "genocidal moments."

Violence, of course, was not the only destructive force operating against Indian communities in the West. The US colonisation of the West led to land loss, the decimation of the bison and other game, and increased exposure to disease and alcohol. For many western Indian nations, population losses were severe. The Comanches, for example, had a population of perhaps 40,000 in the mid-1700s. In the 1780s, smallpox struck them for the first time and reduced their population to around 30,000, where it stabilised into the 1840s. Over the next few decades Comanches were repeatedly hit by epidemics, but because of generally favourable economic conditions, they were able to recover. Sometime around the mid-1840s, however, as bison populations declined, leading to the collapse of the Comanche economy, so did the Comanche population. By 1870 the Comanches numbered between 4,000 and 5,000. A portion of this decline can be explained by war with Texas militias and the U.S. Army, though Comanches also suffered losses in war with other Indian nations as they competed for increasingly scarce resources. But the main causes of depopulation were starvation and disease (aggravated by malnutrition). Between 1870 and 1875, the Comanche population fell even farther - to a mere 1,500. During these years, the army conducted military operations against Comanches to force them onto a reservation in western Oklahoma, killing a few hundred. By far the largest number of deaths during this period continued to be related to material deprivation and social stress.

**Example:** Why did America fight Indians?

to acquire their land

1. What did military and civilian officials intend in the face of Indian resistance?

---

---

2. How did Indians prevent surprise attacks?

by using

---

---

3. What destructive factors were the Indian population exposed to other than violence?

---

---

4. How did the Comanche recover from constant population loss?

due to

---

---

5. What did the Comanche economy rely on?

---

---

6. What were the Comanches fighting other Indians for?

---

---

7. What caused the disease to have a greater impact on the Comanche population?

---

---

8. What was the ultimate goal of the army with regard to the Comanche population?

to

---

---

Total: 8 marks  
Total marks for Listening: 26

# WRITING

## Part 1

You are a member of the local youth group in your town. You see the notice below for applications for local council grants to improve facilities for young people in your town. Using the results of a survey run by the local youth group, write an e-mail to Mr. Brian Smith, justifying your application for a grant. Write between 150 and 200 words.

### *City Council Youth Grants*

*Applications now invited for a limited number of grants sponsored by local government, to improve the facilities for young people in our city. Local youth groups may apply to:*

*Brian Smith - Smith@localuplift.org*

### **South City Youth Group Survey 2016 (350 young people)**

	Excellent	Average	Seriously lacking
Sports facilities	0%	36%	64%
Sports trainers	0%	27%	73%
Excursions	15%	35%	50%
Social activities (including evening)	28%	67%	5%
General facilities			100%

**Comments:** More sports needed, plus qualified trainers. Facilities generally in need of better upkeep and expansion. New, modernised changing facilities and showers in sports hall.

*Dear Mr. Smith,*

---

---

---

# WRITING

## Part 2

Your English teacher has asked you to write about a famous person that you admire. Describe what has impressed you most about this person and explain how this person has influenced your life or the lives of others. Write between 250 and 300 words.

## Part I (3 minutes)

**I:** Interlocutor, **C:** Candidate

- I:** City & Guilds International Spoken ESOL Exam, Expert level.  
Hello. My name's \_\_\_\_\_ . Can you spell your family name for me, please? Exam begins.
- 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.

**Topics****Physical appearance**

- Do you think having an attractive body is important?  
Why/Why not? Have you tried to change your body through diet or exercise?  
What physical characteristics do you find especially attractive? Why?  
If you could look like someone else, who would it be and why?  
Do you think cosmetic surgery is a good way of enhancing appearance? Why/Why not?

**Free time**

- What do you personally consider to be a positive way to spend your free time?  
Do you consider computer games a productive way to spend leisure time? Why/Why not?  
Do you think we are expected to work too much? If we all had more free time, how could we use it to benefit us all?  
Do you agree that the retirement age should be reduced? What would be the benefits of doing this?

**Consumerism**

- Do you consider yourself influenced by advertising?  
How?  
Can you tell me about the last time you spent a lot of money on something?  
Do you think children should be encouraged to get jobs in order to learn the value of money? Why/Why not?  
How do you personally manage your money? What advice would you give to a friend who has problems managing his/her money?

**Environment**

- Do you consider yourself to be environmentally aware? Why/why not?  
In your opinion, how can each of us help our planet through our daily actions?  
One of the major contributors to global warming is animal production. Would you be prepared to become vegan to save the planet?  
Which form of sustainable energy do you think is the easiest to utilise? In what way would humankind benefit from this?

**Learning Foreign languages**

- What made you decide to learn a foreign language?  
Do you think that speaking foreign languages promotes greater cultural awareness? Why/Why not?  
How has technology and the Internet influenced foreign language learning?  
Some people think that children should start learning a foreign language as soon as they can speak. What's your opinion?

**I:** Thank you.

**Part 2 (3 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 employer. I start.  
*There seems to be money missing from last night's earnings. It was your shift.*
- We're best friends. I start.  
*Thanks a million! I don't know what I would have done if you couldn't lend me the money.*
- We're classmates. I start.  
*If I were you, I would speak to the teacher before the test.*
- We're colleagues. I start.  
*Would you answer my calls while I'm in the meeting? I'm expecting an important call.*

**B**

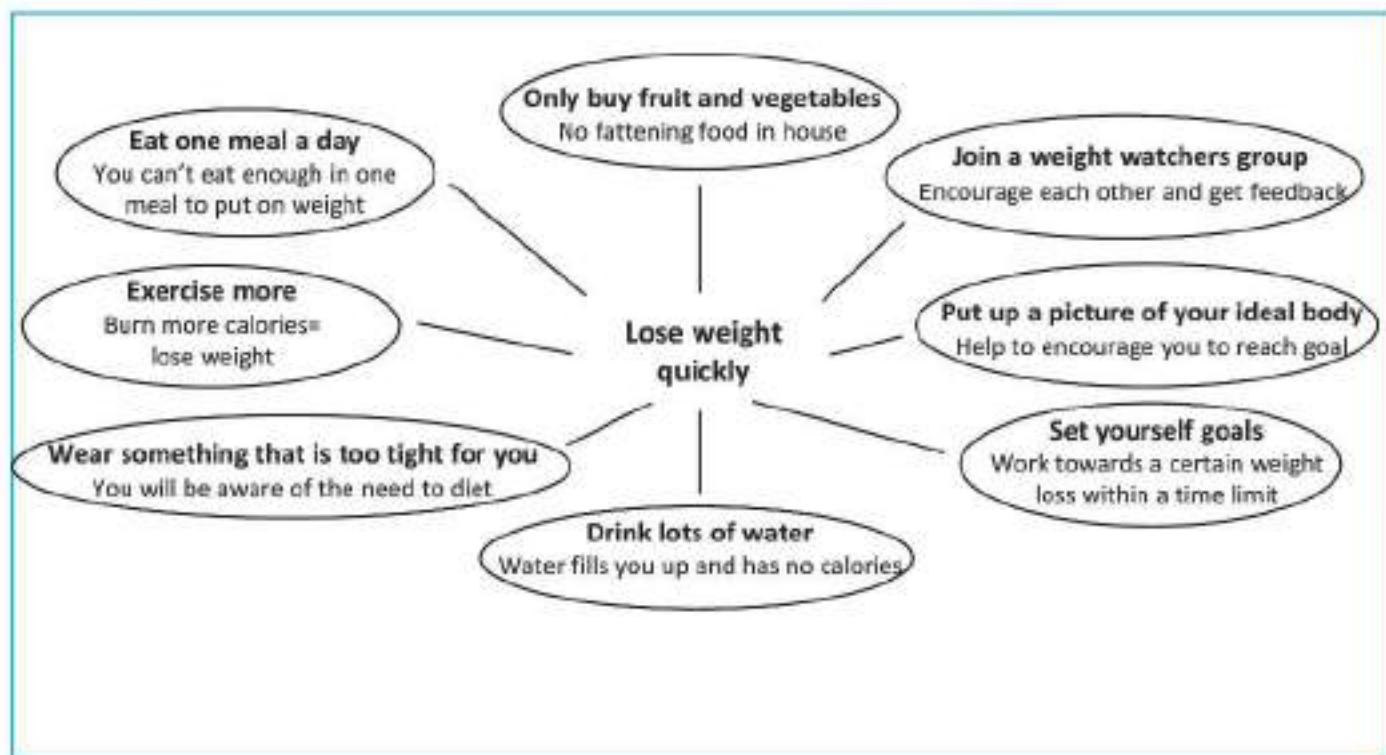
- We're neighbours. I haven't seen my cat for a whole day. You start.
- We're friends. I've just had my house burgled. You start.
- I'm a policeman. You've exceeded the speed limit. You start.
- I'm an airport check-in agent. Your luggage exceeds the weight allowance. You start.

**Part 3 (4 minutes)**

I: We're going to discuss something together. We've been asked to rank a list of suggestions for losing weight quickly. Let's discuss these ideas and try to agree on their order of helpfulness.

Take twenty seconds to think about what you want to say.

Please start.



I: Thank you

# SPEAKING

## Part 4 (5 minutes including follow-up questions)

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

### Topics

- A The importance of higher education
- B The way the news and media influences us
- C The importance of being environmentally aware

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

So your topic is

I: , please start.

### Follow-up questions

#### The importance of higher education

- Do you think higher education is essential? Why?
- Some people believe practical experience in the workplace is worth more than any degree. What's your view?
- Do you think higher education is everyone's right and therefore should be free?
- Too many people now have degrees which are not relevant to the demands of the workplace. Do you agree?

#### The way the news and media influences us

- How important is it for people to keep up with the daily news?
- To what extent do the media control the content of the news?
- In your opinion, has the internet had a positive or negative effect on news reporting?
- Do you agree with the saying 'no news is good news'? Can you think of an example of when this may be true?

#### The importance of being environmentally aware

- Nowadays, the environment is the most important thing on the world agenda. Do you agree? Why/Why not?
- What environmental challenges do you consider to be the most important at this time?
- How would you suggest that people help the environment on a local level?
- To what extent can the internet be used to promote environmental awareness?

I: Thank you.

That is the end of the exam.

## Part 1

Total: 6 marks

You will hear six short, unfinished conversations. Choose the **best reply** to continue each conversation. Put a circle round the letter of the **best reply**. Look at the example. You will hear each conversation twice.

**Example:**

Speaker 1: Is this the right size?

Speaker 2: I think it's OK.

Speaker 1: We should have checked the size before we bought it.

Speaker 2:

- a) Why do you ask?
- b) You are right, but it's too late now.
- c) I've checked the shop.

1. a) Sometimes.  
b) No. That was Portugal.  
c) I haven't decided.
2. a) I did.  
b) So do I!  
c) No way!
3. a) My watch must be fast!  
b) Do you think so?  
c) It's too early.
4. a) I forgot to go.  
b) Just typical.  
c) You're not that smart.
5. a) No, it wasn't!  
b) You're irresponsible!  
c) I guess so.
6. a) Yes, we did.  
b) Of course we can!  
c) Not really, no.

## LISTENING

Total: 6 marks

## Part 2

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. Why do people want to buy abroad?
  - a) They don't like the UK.
  - b) They can't afford the UK.
  - c) They want to buy holiday homes.
2. What does Max say about Southern France?
  - a) You will lose money.
  - b) Prices have dropped.
  - c) There are too many people.

**Conversation 2**

3. What has the doctor already done?
  - a) He has seen the woman.
  - b) He has given the woman her results.
  - c) He has met the woman's husband.
4. Why is the woman worried?
  - a) She hates operations.
  - b) She thinks she's seriously ill.
  - c) She can't lead a normal life.

**Conversation 3**

5. What has happened?
  - a) The jacket is a darker colour.
  - b) The jacket is smaller.
  - c) The jacket has been lost.
6. What's the assistant's attitude?
  - a) embarrassed
  - b) indifferent
  - c) aggressive

**Part 3**

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 FOR EACH QUESTION.**



### Street Food Businesses

*Example:*

Aim of talk: to give business advice

**1. People behind street food businesses:**

.....

**2. Basic aim of street food:**

.....

**3. How to differ from others:**

*have one thing* .....

**4. Factors that affect the cooking method:**

a. .... and b. ....

**5. Starting date of applications for big events:**

.....

**6. Where to look for events:**

.....

**7. Better option for advertising than a website:**

Total: 7 marks

## Part 4

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.

**Example:** Sue thinks private schools are

- a) too far away.
- b) old-fashioned.
- c) educationally inferior.

1. Andrew's teachers say he is
  - a) a difficult child.
  - b) unable to pay attention.
  - c) not very bright.
2. Sue argues that
  - a) all teachers are able to cope with special needs.
  - b) they can't afford private schools.
  - c) Andrew wants to be with her.
3. Tim agrees that Sue
  - a) has a good job.
  - b) has a point.
  - c) should ask Andrew.
4. Tim
  - a) was brought up by strangers.
  - b) had no parents.
  - c) lived in a different country from his parents.
5. Sue is probably a
  - a) psychologist.
  - b) shop assistant.
  - c) doctor.
6. They agree to
  - a) see several schools.
  - b) let Andrew go to the local school.
  - c) talk to Andrew.
7. Tim can be described as
  - a) old-fashioned.
  - b) flexible.
  - c) strict.

Total: 7 marks  
Total marks for Listening: 26

## 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.

The visitor that day was a well-set man with sturdy hands to grip his horse's reins and legs like trunks, which bulged in his garters as he dismounted from his mare, one of the expensive and well-known greys from Bickington stables. She had a broad brow and muzzle and wore a long bit between her teeth to give him firm control. I took her reins and tethered her to the post above the water trough. Her neck and upper body were damp with sweat. He must have pushed her hard along the lanes.

When she was drinking thirstily from the water, the gentleman brushed past me into the house and I took a moment to admire his magnificent clothing: a velvet doublet with star-shaped slashings, after the European fashion; a cape round his shoulders and a peaked cap, like one of those exotic pineapples traded from the spice merchants' ships. Perhaps my brother Pip's. He was the most magnificent bird in the roost and his serving man was similarly attired in the finest livery. He glared at me as they entered the hall and I turned to dodge his gaze and loosen the tackle on their animals. Something worthy of note was now afoot.

My Lord met the gentleman and his equerry, in the curtained chamber set off from the Barton's great hall. They stayed there in discussion all afternoon until Alford and I had to serve them supper in the evening. Then they descended the stone stairs from the garret and arranged themselves around the long elm table. I couldn't help but overhear their discourse. It seemed to me my Lord's face was truly grave.

'... which confirms that war is on the point of breaking out with France,' the gentleman was saying, gulping down a mouthful of wine and wiping at his whiskers with a napkin. It seemed to be going down agreeably enough with him, although the news they were discussing wasn't so well-received by my Lord.

1. The horse showed signs of extreme exertion.
2. The writer's brother worked on spice ships.
3. The writer had no idea that the visitor was on important business.
4. At least one part of the discussion took place in private.
5. The visitor's appetite was unaffected by the discussion.


## 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.

### How your brain benefits from speaking languages

It's well known that being bilingual has cognitive benefits: switching between two languages has been compared to mental gymnastics. **1** It essentially rewires it to work differently to the brains of those who only speak one language.

"Bilinguals are really a model of cognitive control," Pennsylvania State University cognitive scientist Judith F. Kroll says, citing bilinguals' ability to both hold two languages in their head and expertly switch between them at the right times.

**2** At the meeting she explained that if you speak two languages and have ever found this task to be difficult - choosing the "right" tongue based on the context you're in - it's because both languages are always "on" in the brains of bilinguals. **3**

The mental struggle of selecting and switching between two languages actually helps reshape the brain's networks, according to Kroll. **4** It found that, as they grew older, infants who were exposed to both Spanish and Catalan started looking at speakers' mouths instead of their eyes when listening to someone talk. **5**

This study is a great example of how being bilingual can improve speakers' cognitive abilities. Babies who are listening to two languages become attuned to those two languages right away. **6**

This rewiring doesn't happen the same way in every bilingual brain - it's different for each person, just as each person has their own language experience. But Kroll's research demonstrates that no matter how effortlessly other bilinguals may seem to switch between their two tongues, there's a lot going on in their head.

- A. That should come as a small relief for anyone attempting to pick up a new language.
- B. Kroll presented her work at the American Association for the Advancement of Science meeting held in Washington, DC.
- C. The monolingual infants, however, only looked at mouths more than eyes when they were listening to someone speak their native tongue.
- D. In other words, the brain is continually processing information in both languages.
- E. This unexpected finding helps to explain how bilinguals and monolinguals differ in language acquisition.
- F. It's not confusing them or messing them up developmentally - the opposite is true.
- G. One study looked at four-month old, eight-month old, and one-year old infants - 60 of whom were bilingual and 60 monolingual.
- H. But now, research suggests that mastering two languages can fundamentally alter the structure of your brain.

## Part 3

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.** When the good people at Visit Cardiff asked me along to the opening day of Cardiff International Food & Drink Festival, I jumped at the chance. I'm happy to say that the festival was overwhelmingly good. Firstly, the backdrop of Cardiff Bay was beautiful: a picturesque spot next to still, sparkling water, completed by traders spaciously arranged around a central bandstand that had pleasant live music playing throughout the day. Then, behind the bandstand, was a fantastic bar where you could relax and sit away from the main hustle and bustle and soak up the atmosphere.

I was most impressed by the entrepreneurial attitude from all of the traders, and inspired by their very differing back stories as to how they started their companies. Next time you're at an event, don't forget to have a bit of a chat, as you'll be amazed at how interesting their tales are.

**B.**

*Rather than the usual highly organised, spectacular, controlled by exhibition specialists, the Abergavenny food festival is run by lovely volunteers - with the kind of gentle bonkersness that sums up the event. The whole thing seems almost impossibly untouched by large-scale commercial food companies - there must be a self-selecting moratorium on anyone attending who actually makes a three-figure profit.*

*The audience is a rich mixture; some had travelled halfway across the UK to rub shoulders with other high-profile foodistas, some were local food fanciers, some were the kind of festival professionals that would turn up anywhere there was cider and a stand for weaving dreamcatchers; one bloke cycled from Cardiff for a day out. Much of the event is unticketed meaning that everyone meanders around the streets almost literally rubbing shoulders. But this mix brings up some interesting clashes of culture.*

**C.**

Hii! Last week I went to the New York City Vegetarian Food Festival for the first time ever. I felt awestruck and overwhelmed with that feeling you get as a vegan when you know everything in the room is safe to eat. Then I realised there was a second floor. It was at the top that I saw Lucy, a beagle. Lucy was just one of 120 beagles representing a group that helps rescued beagles find homes after a life of animal experimentation.

Suddenly my own little vegan world became grounded once more. Seeing Lucy reminded me, in the flash of a second, why I am vegan, and made me feel that perhaps there should be more, or even just a little more, of this side of veganism at the festival. Sadly, there was only one presentation throughout the whole weekend connected to the ethical side of veganism.

**D.**

I've wanted to write this blog post for a while now. Ironically I've simply not had the time. I wanted to go through Vegan Street Food with a mindset of only having fifteen minutes to cook something. And then I could highlight some of the best recipes for those hungry times that I want something nice to eat, and quickly, that's not toast. I've ceased to count the number of times that I have been trying to juggle several tasks and then realise I'm really hungry and that lunch or dinner is well overdue.

We are sometimes put off making the most of our cookery books because of our busy lives. But it definitely shouldn't get in the way of making something delicious to eat. There are many times I do enjoy cooking from a long and complex recipe, as I like the way that more complex cooking slows me down from my usual frantic pace. But equally, there are times where ease and simplicity are far more important.

In which text does the writer

Example: say that he responded to an invitation?

1. feel happy at the type of food available?
2. mention that eccentricity is intrinsic to this event?
3. mention the need to relax away from crowds?

A


Which text is saying the following?

4. Making money seems not to be the main objective.
5. There should be more emphasis on other aspects.
6. Saving time is of the essence.
7. An eclectic assortment of visitors is characteristic.


Total: 7 marks

## Part 4

Read the article and answer the questions. Write a maximum of five words for each answer. An example is done for you.

## Deforestation: Pulling in different directions?

Forests are complex ecosystems that affect almost every species on the planet. When they are degraded, it can set off a devastating chain of events both locally and around the world. Forests not only absorb carbon dioxide from the atmosphere but produce oxygen for us to breathe. In addition, seventy percent of the world's plants and animals live in forests and are losing their habitats to runaway deforestation, which can lead to species extinction. Add to this the negative consequences for medicinal research and local populations who rely on the animals and plants in the forests for hunting and medicine, and it is not hard to understand the need to keep the delicate balance at all costs, because short-term economic gain pales in comparison to the long-term global consequences of losing our forests.

Until recently, Brazil, the country blessed with 'the lungs of the world' stood out as a hopeful outlier in the plague of deforestation. Between 1990 and 2017, clearing of tropical forests increased 62 percent worldwide, but in Brazil, such destruction plummeted from 2004 to 2011, in part because of tough environmental regulations including a ban on the sale of soybeans grown on rainforest-cleared land. Since August 2016, however, tree cutting more than doubled in the country compared with the same period a year earlier.

The report may signal a new round of challenges facing the world's largest rainforest. Most of the land cleared will serve as cattle pasture, spurred by higher global prices for beef. Cutting the forest for ranches is the largest driver of deforestation in the Brazilian Amazon, accounting for nearly 70 percent of clearing. Forest cut down for timber and turned into pasture for livestock grazing, along with soya and palm oil production, are putting pressure on the Amazon as Brazil seeks to maintain its position as the world's second-largest producer of soya beans and a leading exporter of food.

Deforestation is spreading to more remote and unpopulated areas of the Amazon, where there is a weaker government presence, and is therefore harder to detect and more expensive to control, indicating that the agricultural frontier is still expanding and new areas are being opened up.

And to make a bad situation even worse, Brazil's recently re-elected president has called for several new hydroelectric dams and a major highway that, if built, will slice through the pristine heart of the Amazon. The administration also supports legislation that weakens environmental protections and offers amnesty to those who illegally cut down trees, citing the need for economic growth.

A 2016 study by Brazil's National Institute for Space Research found that deforestation, especially extensive cutting along the southern edge of Amazonia, has decreased the movement of atmospheric moisture to the south. Climate scientists at the institute say the change is a possible factor in a severe drought that has necessitated rationing of water in Brazil's largest metropolis, São Paulo.

Tree loss in the Amazon reverberates beyond Brazil's boundaries. It reshuffles the climate deck for the entire western hemisphere: the rainforest pumps 20 billion tons of water vapour daily into the atmosphere through leaf transpiration, an influx that has ripple effects on weather systems a continent away. The Amazon is currently nearly 20 percent deforested, which may be close to a 'tipping point' in terms of its ability to maintain the climate system and rains that it helps to support. A storm of deforestation, fire and climate change could potentially transform vast swathes of the southern and eastern Amazon into savanna.

One 2015 study, for example, predicts that a fully deforested Amazon would mean 50 percent less annual snowfall in California's Sierra Nevada, quashing spring runoff vital to the region's agriculture. To avoid further damage, many players will need to come together, but Brazil now appears to be moving in the opposite direction.

**Example:** Where can the effect of degrading forests be felt?

around the world

1. Who suffers directly as a result of deforestation?

2. How did Brazil reduce deforestation for a seven year period?

by .....

3. What global forces are encouraging deforestation in Brazil?

4. What is there a lack of in remote areas of Brazil?

5. What is the main problem facing Brazil's major city?

6. What is the rainforest responsible for maintaining?

7. What could cause a lot of the Amazon to become barren land?

8. Which weather pattern does California's Sierra Nevada rely on?

Total: 8 marks

Total marks for Listening: 26

**WRITING****Part 1**

Crescent Summer School for foreign learners provides the opportunity for international students to develop English language skills through lessons and practice on a daily basis, whilst encouraging self-motivation and freedom through exciting activities and sports. Write an article for an educational journal giving your opinion on the benefits and drawbacks of sending a child to this school. Write between 150 and 200 words.

**Sample timetable (14-17 year olds)**

Monday	Tuesday	Wednesday	Thursday	Friday
English	English	English	Excursion	English
Water Volleyball /swimming	Games	Adventure Walk	Excursion	Arts/Drama/Sport options
Scary Walk through woods	Karaoke Night	Ping Pong tournament	Film night	Theatre Night (Students perform)

- \* Weekends – Students go to local Festivals and Theme Parks / Do volunteer work with local environmental groups
- \* Saturday night – Disco night

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## WRITING

### Part 2

Your English teacher has asked you to write an essay about a problem that you have had. Explain how you solved the problem. What did you learn from this experience and how can you use this knowledge in the future? Write between 250 and 300 words.

**Part 1 (3 minutes)**

**I:** Interlocutor, **C:** Candidate

- I:** City & Guilds International Spoken ESOL Exam, Expert level,  
Hello. My name's [REDACTED]. Can you spell your family name for me, please? Exam begins.
- 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.

**Topics****Sport and Exercise**

- What are your thoughts on the high salaries of professional athletes?  
Why do you think some athletes have gained celebrity status?  
Do you feel that there is enough emphasis on physical education in schools?  
What can children gain from playing a sport?

- What are the potential dangers of internet use?  
How can we protect our privacy on the internet?

**Entertainment**

- How important is music in your life?  
How do you think TV influences people?  
Do you think that TV will decrease in popularity in the future?  
What is the difference between listening to live music and recorded music in your opinion?

**Money**

- How often do you worry about money?  
Is it important for you to have a well-paid job?  
Would you be willing to do a job that made you unhappy if it made you rich?  
What do you believe are good ways to invest money these days?

**The internet**

- How does the internet help you with your daily life?  
Do you believe it is possible to form real friendships on the internet?

**Travel**

- Name a place that you would really like to visit and say why you want to go there.  
Describe a place that inspired you in the past.  
What is your preferred form of transport and why?  
How can travelling help a person to grow?

**I:** Thank you.

**Part 2 (3 minutes)**

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

**A**

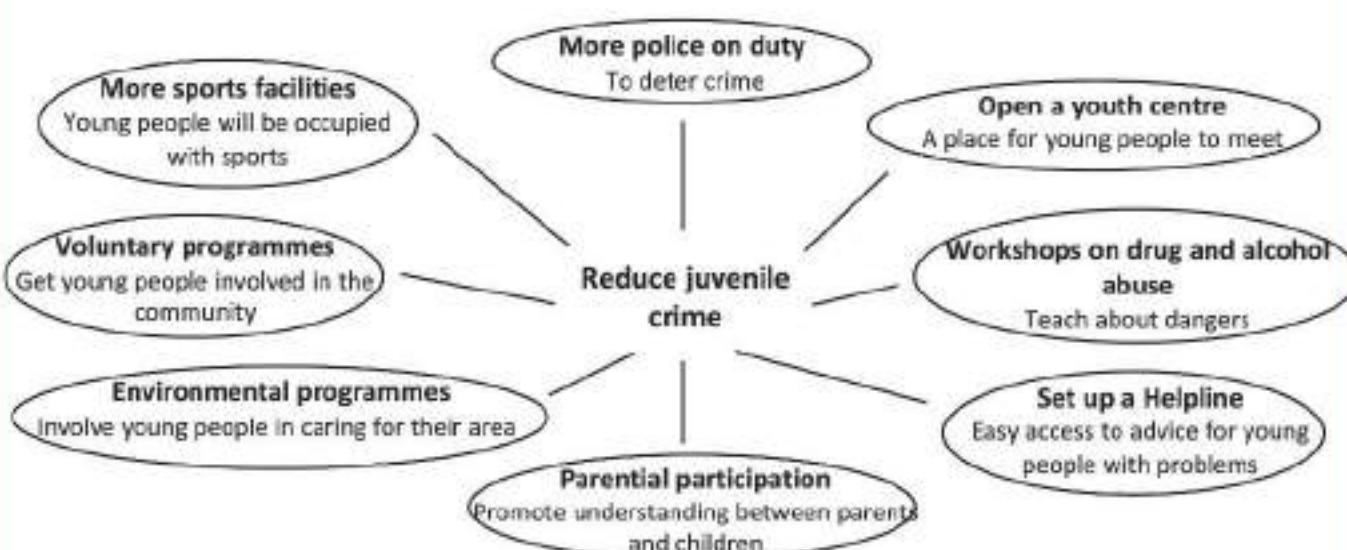
- ⇒ I'm your employer. I start.  
*You are seriously behind with your work.*
- ⇒ We're best friends. I start.  
*You didn't invite me to your party last week.*
- ⇒ We're classmates. I start.  
*I haven't studied for the test. Can I copy your paper?*
- ⇒ We're travelling on the same flight. I start.  
*Could you look after my bags while I go and get something to eat?*

**B**

- ⇒ We're neighbours. Your dog barks all day. You start.
- ⇒ We're friends. I've just had an accident. You start.
- ⇒ I'm a traffic warden. You've parked in a no parking zone. You start.
- ⇒ I'm an airline employee. Your luggage has been lost. You start.

**Part 3 (4 minutes)**

I: We're going to discuss something together. We've been asked to rank a list of suggestions for reducing juvenile crime in our town. Let's discuss these ideas and try to agree on their order of helpfulness  
Take twenty seconds to think about what you want to say. Please start.



I: Thank you.

# SPEAKING

## Part 4 (5 minutes including follow-up questions)

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

### Topics

- A The health system in your country
- B A news story that has affected you
- C The importance of teaching children social skills

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

So your topic is

I: , please start.

### Follow-up questions

#### The health system in your country

- Do you believe that everyone should be entitled to free health care?
- What are the most common health issues in your country?
- How do you believe people can be encouraged to improve their health?
- Do you think schools should provide health education for children?

#### A news story that has affected you

- To what extent do you believe what the media reports?
- How much do you think social media has affected the way news is reported?
- Would you consider a career in the media? Why/Why not?
- How do you prefer to keep up to date with current affairs?

#### The importance of teaching children social skills

- How can we reduce the generation gap?
- Are the elderly treated with respect and care in your country?
- Does social media make young people unsociable in your opinion?
- Who should be responsible for teaching children good manners?

# SIMPLY

## LanguageCert

Expert

Level

IESOL & ISESOL

C1



## Self-Study Guide

8 Exam Preparation Units

2 complete Practice Tests

- Answer Key for the 8 Exam Preparation Units & 2 Practice Tests.
- Audioscripts for all the Listening sections of the 8 Preparation Units and the 2 Practice Tests

Andrew Betsis - Maria Windsor



GLOBAL ELT

# SIMPLY LanguageCert CI

## Answer Key - Units 1 - 8

### Unit 1

#### Section A - Vocabulary

##### Exercise 1

- 1.invaluable 2.subsequent
- 3.globalisation 4.tuition 5.postgraduate
- 6.intensive 7.covered a lot of ground
- 8.comfort zone 9.interaction
- 10.master's degree

##### Exercise 2

- 1.intensive 2.master's degree 3.invaluable
- 4.interaction 5.subsequent 6.postgraduate
- 7.comfort zone 8.Globalisation 9.covered a lot of ground 10.tuition

##### Exercise 4

- 1.lined up 2.voluntary 3.relocate
- 4.recruitment agency 5.enhanced
- 6.notoriously 7.head start 8.pursue
- 9.vacancies 10.life-changing

##### Exercise 5

- 1.relocation 2.invaluable 3.pursuit
- 4.volunteered 5.vacant 6.enhancement
- 7.interact 8.intensively

##### Exercise 6

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

##### Exercise 7

- 1.out 2.covered 3.give 4.up 5.between
- 6.to

##### Exercise 8

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

##### Exercise 9

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

##### Exercise 10

- Across: 1.pursue 2.master's 3.tuition
- 6.globalisation 7.changing 8.recruitment
- Down: 1.postgraduate 4.head start
- 5.vacancy 6.ground

#### Section B - Exam Preparation

##### LISTENING - Part 1

###### Step One

###### Placing the questions in context

In a) there is a sense of urgency implied by the use of better + verb. The need to call again suggests urgency and since the person who is going to be called is obviously absent, they are likely needed for an urgent reason e.g. a work crisis etc.

In b) something has happened to upset the speaker, although by implication, the other person in the conversation is not so upset, since the speaker exclaims 'I find it annoying. Possibly the speaker is upset over someone's behaviour, it could be a parent annoyed about a child etc.'

In c) the two people in the conversation are obviously expecting someone who has not turned up. Since the speaker is trying to reassure the other person, it would suggest that the latter is more concerned than the speaker. It is possible the situation is a meeting that has been organised.

###### Step Two

###### Conversational context

The conversation is about a friend who's late and might cause the man (and woman) to miss a train, as a result. The man is obviously anxious due to the situation, shown by his comment 'I wouldn't mind but...'

###### Before you practise

- a) Context: in the run-up to an exam. The speaker is friendly, wanting to co-operate with the other speaker in the dialogue.
- b) Context: both speakers have put a lot of effort into something that was probably successful, as one of the speakers thinks they deserve a reward. '...we've earned one.' The speaker seems tired from the effort since she believes they deserve a reward.
- c) Context: an exam or some form of test is approaching. The speaker is expressing some anxiety: 'Let's hope the next one isn't too difficult.'

##### LISTENING - Exam Practice - Part 1

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

##### READING - Part 1

###### Step Two

- 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.
- 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'.

##### READING - Exam Practice - Part 1

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

### Unit 2

#### Section A - Vocabulary

##### Exercise 1

- 1.broaden your horizons 2.go further afield
- 3.mountainous 4.hospitality 5.scenic
- 6.fulfil my dream 7.itinerary 8.catered for
- 9.aboard 10.iceberg

##### Exercise 2

- 1.fulfil my dream 2.mountainous
- 3.broaden horizons 4.aboard 5.go further afield
- 6.itinerary 7.hospitality 8.caters for
- 9.iceberg 10.scenic

##### Exercise 4

- 1.congestion 2.transportation 3.slowed to a crawl 4.ease 5.exhaust fumes
- 6.take your life in your hands 7.modes
- 8.commuters 9.flow 10.infrastructure

##### Exercise 5

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

##### Exercise 6

- 1.commute 2.congested 3.hospitable
- 4.mountainous 5.scenery 6.transportation

##### Exercise 7

- 1.horizons 2.for 3.fumes 4.further
- 5.hands 6.transport

##### Exercise 8

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

##### Exercise 9

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

##### Exercise 10

- Across: 3.mode 4.iceberg 6.fulfil
- 7.hospitality 10.cater 11.aboard
- Down: 1.life 2.scenic 3.mountainous
- 5.exhaust 8.itinerary 9.agile

#### Section B - Exam Preparation

##### LISTENING - Exam Practice - Part 2

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

##### READING - Part 2

###### Step Three

###### More detailed analysis

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 definite article 'the' assumes prior familiarity with the topic, (the hobby of photography) although this is not the case here.

##### READING - Exam Practice - Part 2

- 1.E 2.A 3.H 4.C 5.G 6.B

### Unit 3

#### Section A - Vocabulary

##### Exercise 1

- 1.stigma 2.compatible 3.mutual 4.no hard feelings
- 5.trial period 6.nurture
- 7.blind date 8.flirting 9.flattering
- 10.in the flesh

##### Exercise 2

- 1.mutual 2.in the flesh 3.flattering
- 4.stigma 5.trial period 6.flirt
- 7.compatible 8.blind date 9.nurture
- 10.no hard feelings

##### Exercise 4

- 1turned against 2.stand up to
- 3.cyberbullying 4.confided in
- 5.self-esteem 6.isolated 7.campaign
- 8.target 9.bully 10.worthless

##### Exercise 5

- 1.compatibility 2.confidence 3.confidential
- 4.isolation 5.stigmatised 6.worth

##### Exercise 6

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

**Exercise 7**  
1.in 2.in 3.hard 4.up 5.against 6.date

**Exercise 8**  
1.attached 2.went on 3.launched 4.low  
5.offers

**Exercise 9**  
1.a 2.a 3.b 4.b 5.a 6.b

**Exercise 10**  
Across: 2.flesh 3.nurture 4.flirting  
5.cyberbullying 7.trial 8.stand  
Down: 1.flattering 2.feelings 6.bully  
9.turn

#### Section B - Exam Preparation

##### LISTENING - Exam Practice - Part 3

- 1.more (rigorous) research 2.7.5 hours a day 3.strengthen their relationships/ interact with friends and acquaintances 4.decline in well-being 5.9 out of 10 6.sleep loss 7.light (emitted) from phones

##### READING - Exam Practice - Part 3

- 1.B 2.C 3.D 4.A 5.D 6.A 7.A

#### SPEAKING - Part 4

##### Step Two

Suggested answers:

- 1.I reckon that it is acceptable if humans are willing to volunteer for tests. In a way it is probably more ethical than testing on animals that aren't given the choice to participate in the first place.  
2 Personally I wouldn't be too happy volunteering to be a human guinea pig. If we need to test medicines on animals before using them ourselves, how can it be safe to be a human guinea pig?  
3.In my opinion I think it is unethical to test cosmetics on animals. Whilst testing medicines on animals can be justified, since medicines save lives, cosmetics are merely a beauty aid and non-essential.

## Unit 4

#### Section A - Vocabulary

##### Exercise 1

- 1.more than its fair share 2.have their roots in 3.plays host to 4.dozens 5.traced back 6.onlookers 7.contestants 8.participants 9.torches 10.authentic

##### Exercise 2

- 1.torches 2.traced back 3.more than its fair share 4.contestants 5.onlookers 6.has its roots in 7.dozens 8.authentic 9.played host to 10.Participants

##### Exercise 4

- 1.excess 2.derived from 3.feast 4.upmarket/pricy 5.anticipates 6.otherwise 7.flamboyant 8.consumption 9.pricy 10.book ahead

**Exercise 5**  
1.b 2.c 3.b 4.a 5.c 6.b

**Exercise 6**  
1.b 2.a 3.b 4.b 5.b 6.a

**Exercise 7**  
1.anticipation 2.authentication 3.consumption 4.contestants 5.flamboyance 6.participate 7.derivation 8.excessive

**Exercise 8**  
1.ahead 2.fair 3.host 4.from 5.has 6.back

**Exercise 9**  
1.a 2.c 3.b 4.a 5.b

**Exercise 10**  
Across: 4.host 7.otherwise 9.contestants 10.dozens  
Down: 1.consumption 2.torch 3.authentic 5.fair 6.booked 8.feast

#### Section B - Exam Preparation

##### LISTENING - Part 2

##### Step Two

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

##### LISTENING - Exam Practice - Part 4

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

##### READING - Part 4

##### Step One

Suggested answers:

Question 1: They can concentrate better.  
Question 2: Alternating languages over a lifetime.

##### READING - Exam Practice - Part 4

- 1.to search for opportunities elsewhere  
2.anxiety 3.African and Indian  
4.the reclaiming of freedom 5.welcome to their home 6.her ancestry/ancestors  
7.racism, sexism and cultural marginalization 8.satisfying

##### WRITING - Part 2

##### Step Three

Suggested answer:

I walked past the market where pungent-smelling/fresh/oily fish, vibrant/aromatic/eye-catching flowers and fresh fruit were sold. I could hear the haunting/piercing/ear-splitting cries of market-sellers as I moved through the bustling crowd.

- 1.An enormous old grey Indian elephant.  
2.A magnificent large new brick mansion.  
3.A gorgeous antique silver French mirror.  
4.A dilapidated old grey concrete factory.

##### Step Four

Word box: All the adjectives can be applied to both a person and a thing, except for the adjective ignored which can only be applied to people.

- 1.irritating 2.exhausted 3.energized  
4.delighted, astonished, overwhelmed  
5.perplexed 6.inspiring

#### SPEAKING - Part 1

##### Step One

Suggested answers:

1.Have you ever considered studying abroad? (present perfect)

2.Would you drop out of college if you were offered a good job? (future conditional)

3.Do you think university helps you get a good job? (present simple)

4.In your opinion, are exams getting easier? (present continuous)

## Unit 5

#### Section A - Vocabulary

##### Exercise 2

- 1.perpetrator 2.genocide 3.defendant  
4.come before the court 5.atrocities  
6.crimes against humanity 7.jurisdiction  
8.to account 9.prosecute 10.take the stand

##### Exercise 3

- 1.stand trial 2.innocence 3.on suspicion of  
4.evidence 5.try 6.DNA 7.calling  
8.verdict 9.imprisonment 10.reinstate

##### Exercise 4

- 1.verdict 2.tried 3.innocence 4.DNA  
5.evidence 6.on suspicion of 7.stand trial  
8.call 9.reinstate 10.imprisonment

##### Exercise 5

- 1.reinstatement 2.suspect 3.defend  
4.tried 5.imprisoned 6.perpetrator  
7.innocent 8.prosecution

##### Exercise 6

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

##### Exercise 7

- 1.give 2.under 3.held 4.before 5.took  
6.stand

##### Exercise 8

- 1.reach 2.committed 3.analyse  
4.protesting 5.stand 6.held

##### Exercise 9

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

##### Exercise 10

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

#### Section B - Exam Preparation

##### LISTENING - Part 1

##### Exercise 2

- 1.d 2.b 3.f 4.a

##### LISTENING - Exam Practice - Part 1

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

##### READING - Part 1

##### Exercise 2

1.True as key information in the question states that victims are psychologically impacted. Key information in the text says that victims suffered mental anguish.

2.True as key information in the question is the desire for an easy target. Key information in the text is that thieves are opportunists so they won't go for the difficult option.

3.False as key information in the question says wear your valuables with pride. Key information in the text says keep valuables out of sight; do not flaunt them i.e. be discreet, don't show off your valuables.

4. False as key information in the question says it can be fixed. Key information in the text says having a zero credit rating affects everything and your financial reputation may remain tarnished for years.

5. True as key information in the question says review your security systems often. Key information in the text says change your passwords regularly.

6. True as key information in the question says you should destroy documents before you throw them away. Key information in the text says shred all sensitive documents before discarding them. If you shred something you tear it into small, long pieces.

### Exercise 3

- 1.d 2.c 3.b 4.e 5.f 6.a 7.c 8.a 9.e  
10.b 11.d

### READING - Exam Practice - Part 1

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

### SPEAKING - Part 2

**Exercise 1**  
1.f 2.i 3.b 4.d 5.j 6.a 7.h 8.e

### Exercise 2

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

## Unit 6

### Section A - Vocabulary

#### Exercise 1

- 1.prosperous 2.bankrupt 3.mortgage  
4.repayments 5.stock markets 6.bail out  
7.misled 8.compensate 9.with their eyes  
open 10.pick up the pieces

#### Exercise 2

- 1.compensate 2.prosperous 3.bail out  
4.stock market 5.repayments 6.with my  
eyes open 7.mortgage 8.mislead  
9.bankrupt 10.pick up the pieces

#### Exercise 4

- 1.negotiate 2.fit in 3.transferable 4.motivated  
5.work-life balance 6.teamwork  
7.self-employment 8.workplace culture  
9.recruit 10.executives

#### Exercise 5

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

#### Exercise 6

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

#### Exercise 7

- 1.bankruptcy 2.prosperity 3.compensate  
4.misleading 5.recruitment 6.transferable  
7.self-employment 8.motivation

#### Exercise 8

- 1.in 2.around 3.for 4.balance 5.out  
6.up 7.out 8.open

#### Exercise 9

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

### Exercise 10

Across: 1.teamwork 3.executive  
5.motivate 6.bankrupt 7.repayment  
8.transferable  
Down: 2.mortgage 4.compensate

### Section B - Exam Preparation

#### LISTENING - Part 2

##### Detecting attitude

1.First question: b) is correct because she is defending the accusation that she is not working hard enough especially as she has done six hours overtime.

Second question: a) is correct as he realises he has offended the woman and so he says present company excepted, meaning that he does not include her in the people who are not pulling their weight.

2.First question: a) is correct as the woman does not understand what the man is accusing her of.

Second question: b) is correct as the man clearly blames the woman for the contract being lost and the expression 'I hope you feel proud of yourself' is commonly used in a sarcastic way to mean that the person should actually feel ashamed of themselves.

3.First question: b) is correct as the expression 'pigs might fly' is used to show that you do not believe something is true or will happen.

Second question: a) is correct as the woman is confident that the man will not be affected and will, in fact, do well so she has a positive attitude.

#### LISTENING - Exam Practice - Part 2

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

#### READING - Part 2

Suggested answers: Tips on choosing a career, asking what someone's skills, interests, qualifications, ambitions are, where you might get career advice. Target reader could almost be any age but particularly young people starting out in the working world or people who want a career change. The text could have been written by a careers advisor, an academic, a successful business person or an employment agency worker.

#### Key information for each paragraph

Para.1: career goals and objectives, switch careers or boost progress

Para.2: know what you want, what do you love

Para.3: career plan, practical steps, motivation

Para.4: improve skills, change, learning, grow

Para.5: business sector, MBA, acquire skills

Gap 1: E Gap 2: B Gap 3: H

Gap 4: G Gap 5: A Gap 6: C

#### Analysis of answers:

1.E - This sentence has a demonstrative pronoun, 'this' which has to connect to something in the sentence before it. It obviously refers to something negative that leaves us stuck in a rut, in other words we need change. The sentence before says that our career path can become muddled and so sentence E fits here.

2.B - This sentence begins with 'Or' so it needs to be in response to the first half of an idea that precedes it. Paragraph 2 starts

with a series of questions that offer an idea and sentence B provides the rest of the idea about what someone might want from their career.

3.H - Again there is a clue in the word 'then' at the beginning of the sentence as it is a response to something in the sentence before. Also it says 'these things' so we are looking for what these things can be before the gap. They are in fact the type of occupation, the career level and the salary.

4.G - The key word here is obviously 'change' and the following sentence continues this theme quite clearly.

5.A - The word 'growth' is the key word here and the idea of growth is introduced right before the gap.

6.C - Personal pronoun 'they' has to refer to something before the gap and here it is 'those programmes' - or MBAs. The idea of skills being enhanced is also reflected in the missing sentence and in the text after it.

#### READING - Exam Practice - Part 2

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

#### WRITING - Part 2

##### Model answer:

There is much debate over whether job satisfaction is of more value than a good salary. I believe this is actually quite a complex dilemma that has many angles to it. After all, we all want to enjoy our job but we all have bills to pay.

To begin with, we should bear in mind that the average person spends two thirds of their life at work so there needs to be an element of feel good factor in order to make one's worklife bearable. Without a doubt, people who have a passion for their job are generally happier and as a result, more successful at work.

At the same time, it is true to say that these days the majority of people have materialistic desires. That is to say that they want a good car, a nice house and all the mod cons that go in it. On top of this the cost of living is high compared to the old days and people have huge financial responsibilities. This is particularly true if they have a family to support. For these reasons I believe that people often settle for a job that they may not particularly enjoy. In fact I would go so far to say that many people find their job extremely stressful but they stick at it because the financial rewards are good.

All things considered, I believe that in an ideal world people would do a job that they enjoy and find worthwhile but which also pays a reasonable salary. However, in the real world, these jobs are few and far between and the majority of people are prepared to compromise in order to survive well.

#### SPEAKING - Part 3

##### Preparing for the task

##### Suggested answers:

1.organised, fair, good communicator, pays on time, offers training/promotion opportunities, treats people with respect, treats people equally, good listener, offers good working conditions etc.

2.work experience, teaches social skills, gives a sense of responsibility, learn a skill,

earn their own money, become more independent, meet new people, helps them to mature etc.  
3.pros: meet people, share ideas, easy to communicate with others, feeling of companionship/teamwork  
cons: no privacy, noisy, hard to concentrate, may not get on with colleagues, the boss can see you etc.

### Presenting an alternative opinion

Suggested answers:

- 1.There is an element of truth in that, but I believe that if someone works hard and learns quickly they can progress up the career ladder and earn good money.
- 2.I agree with you up to a point but there are many roles in the military that women are particularly good at and which do not need the physical strength where men may have the advantage.
- 3.This could be seen from another perspective in that if someone works for themselves they are completely free to make decisions about when they work, where they work and who they deal with.
- 4.Have you ever considered the possibility that it might be impossible for some people to work abroad due to health issues or family commitments?
- 5.Another way of looking at it is that you are more likely to get injured or catch flu if you are working in the open air especially in the winter months.

## Unit 7

### Section A - Vocabulary

#### Exercise 1

- 1.get to
- 2.long and hard
- 3.came to
- 4.pace
- 5.longed for
- 6.idyll
- 7.downsides
- 8.amenities
- 9.tranquillity
- 10.thriving

#### Exercise 2

- 1.downside
- 2.idyll
- 3.get to
- 4.amenities
- 5.long for
- 6.thriving
- 7.long and hard
- 8.came to
- 9.pace
- 10.tranquillity

#### Exercise 4

- 1.inadequate
- 2.sparsely
- 3.markedly
- 4.far from
- 5.dwellers
- 6.emissions
- 7.provision
- 8.dependency
- 9.implications
- 10.come about

#### Exercise 5

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

#### Exercise 6

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

#### Exercise 7

- 1.imply
- 2.inadequate
- 3.marked
- 4.tranquillity
- 5.depend
- 6.emit
- 7.idyllic
- 8.provide

#### Exercise 8

- 1.for
- 2.to
- 3.far
- 4.about
- 5.hard
- 6.pace
- 7.to

#### Exercise 9

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

#### Exercise 10

- Across: 4.came 6.sparsely 9.pace  
10.tranquillity  
Down: 1.inadequate 2.implications  
3.emissions 5.far 7.dweller 8.longed

### Section B - Exam Preparation

#### LISTENING - Part 3

##### Exercise 1

Suggested answers:

- 1.Increase/percentage/relocating
- 2.main reason/escape
- 3.city/high levels
- 4.exodus/rise/country

##### Exercise 2

- 1.b
- 2.a
- 3.b

##### Exercise 3

- 1.28%/percent - 'an increase of 28% in people ... a country retreat'
- 2.rat race - 'the overwhelming desire is a release from the rat race' - better and health and less crime are mentioned but this is the main reason.
- 3.stress and depression - city dwellers and urban residents are the same thing here but synonyms have been used, this is common practice in the listening test. (see Exercise 4)
- 4.house prices/value of houses/property - 'average rural three-bedroom house price rocketing/has substantially increased in value'

##### Exercise 4

- 1.c
- 2.g
- 3.d
- 4.a
- 5.b
- 6.e
- 7.f
- 8.b

##### Exercise 5

- 1.bread and butter
- 2.rejuvenate
- 3.tranquil
- 4.wholesome
- 5.gratifying
- 6.daily grind

#### LISTENING - Exam Practice - Part 3

- 1.equal number of drawbacks
- 2.many different types of food
- 3.class, cultural and ethnic groups
- 4.a.private b.public
- 5.pollution and overpopulation
- 6.quality of life
- 7.long-lasting and more personal relationships

#### READING - Part 3

##### Exercise 1

Suggested answers:

- rural crime, vulnerable properties, isolation, lack of neighbours, lighting deterrent, would-be burglars
- spate of break-ins, unease, oil stolen, white van, early hours, witnesses
- darkness, nervous, act of survival, illegal act, debtors, no choice
- deeply affected, vulnerable, police, reassurance, opportunist thieves

##### Exercise 2

Suggested answers:

- leaflet - We can deduce that this is from leaflet as it gives practical information on how to protect your property in rural areas.
- newspaper article - This is clearly a newspaper article as it tells us about specific events with comments from the police and an appeal for witnesses.
- novel - The language used is very literary and poetic in this extract and it describes how someone is experiencing quite dramatic actions and emotions.
- personal letter - This is written in an informal style in the first person singular and is clearly telling someone about an unpleasant event that they have recently experienced.

##### Exercise 3

1.Text B is the correct answer as 'a white

van was seen leaving the farm' so it is likely that the thieves were driving it especially as it was 'in the early hours of the morning'.

2.Text C is the correct answer as we are told that the person who was about to steal from the farmer owed money to 'debtors' who 'had made it crystal clear that they wanted their money.'

3.Text A is the correct answer as it is some kind of pamphlet or leaflet that gives advice or information about protecting your property in rural areas and it mentions 'Automatic lighting on sensors and cctv cameras' which might deter 'would-be burglars' i.e. burglars that are looking for an easy target.

4.Text A is the correct answer as the text says that they are vulnerable 'due to their isolation and lack of vigilant neighbours'.

5.Text D is the correct answer as the text states that the family living on that farm feels 'so vulnerable.' A member of the family quoted 'Every little noise makes me jump out of my skin and I keep expecting them to come back.'

#### READING - Exam Practice - Part 3

- 1.A
- 2.B
- 3.A
- 4.C
- 5.D
- 6.B
- 7.C

#### WRITING - Part 1

##### Writing a report

- 1.members of the local council
- 2.recreation facilities most wanted in the area

#### Introduction

- 1.describe / outline ... suggest / recommend / provide ... recommend
- 2.outline / describe

#### SPEAKING - Part 4

##### Using mind maps to develop ideas

##### Exercise 1

Suggested answers:

- positive: good facilities/entertainment/social life/school/multi-cultural
- negative: crime/gangs/drugs/bad influences/pollution
- recycling/animals and plants/ eco-friendly/green issues/grow fruit and vegetables/litter/gardening/protect the future/endangered species
- easier in country/grow organic food/ keep animals for food/city balcony or garden/make things to sell/arts and crafts/barter system/work as cooperative or community

##### Exercise 2

- 1.amazes
- 2.delighted
- 3.enraged
- 4.envy
- 5.alarms
- 6.resents
- 7.fascinate

## Unit 8

### Section A - Vocabulary

#### Exercise 1

- 1.subtitles
- 2.blockbuster
- 3.Trailers
- 4.imaginative
- 5.references
- 6.title roles
- 7.sub-plot
- 8.visually
- 9.on location
- 10.soundtrack

#### Exercise 2

- 1.imaginative
- 2.subtitles
- 3.visually
- 4.sub-plots
- 5.blockbuster
- 6.trailer
- 7.soundtrack
- 8.references
- 9.title role
- 10.on location

**Exercise 4**

- 1.thrill 2.scared of heights 3.graceful  
 4.pleasurable 5.bird's eye view  
 6.butterflies in our stomachs 7.monotonous  
 8.soared 9.intense 10.reassured

**Exercise 5**

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

**Exercise 6**

- 1.grace 2.intensity 3.reassurance 4.monotony 5.refers 6.imaginative  
 7.pleasurable 8.vision

**Exercise 7**

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

**Exercise 8**

- 1.eye 2.on 3.heights 4.to 5.stomach  
 6.plot

**Exercise 9**

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

**Exercise 10**

- Across: 7.thrill 8.pleasurable 9.heights  
 10.blockbuster  
 Down: 1.soundtrack 2.subtitles  
 3.imaginative 4.visually 5.intense 6.title

**Section B - Exam Preparation****LISTENING - Part 4****Exercise 1**

1. Mr Green angry - Jane lost sheep/careless/not interested farm  
 2. Jane feels - lucky/ demanding physically/ Mr Green working with animals

**Exercise 2**

Suggested answers:

- farmer and a girl/woman
- probably boss and employer
- on a farm
- he is angry with her

**Exercise 3**

1. a) is not correct as he says 'if you don't secure the meadow we will end up losing them' so they didn't actually lose a sheep.  
 b) is correct as Jane didn't close the gate properly because she 'was distracted by the lambs'. c) is not correct as Jane is fascinated by the animals.  
 2. a) is correct 'I thank my lucky stars that I'm am here gaining so much experience.' b) is not correct as she is 'getting stronger and fitter every day. I'm loving it'. c) is not correct as she doesn't mention this but he mentions his years of experience working with the animals.

**Exercise 4**

- 1.e 2.j 3.b 4.k 5.f 6.a 7.h 8.i 9.d 10.l  
 11.g 12.c

**Exercise 5**

- 1.signed up for 2.take part in 3.took up  
 4.shape up 5.working off 6.hang out  
 7.working out 8.stick at 9.set off  
 10.warm up 11.cheer...on 12.catching on

**LISTENING - Exam Practice - Part 4**

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

**READING - Part 4****Exercise 1**

- Suggested answers: 1. what / caused by / screen time 2. what / devices / popular / teenagers 3. improve / points / 23.1 4. activity / most harmful

**Exercise 2**

1. spend hours on screens ... lower grades (ques - too much screen time)  
 2. on to smart phones and ipads (ques - what kind of devices) 3. an extra hour of daily homework and reading performed significantly better ... achieving on average 23.1 more GCSE points (ques - improve)  
 4. TV viewing was the most damaging (ques - most harmful)

**Exercise 3**

1. lower grades 2. smart phones and iPads 3. daily homework and reading 4. TV viewing

**READING - Exam Practice - Part 4**

- 1.Chesil Theatre 2.ticket sales/subscriptions/local sponsorship/fundraising 3.they really enjoy 4.youth groups 5.The Arts Council 6.professionals and amateurs 7.with local communities 8.highly motivated/highly organised/ self-supporting

**WRITING - Part 2****Exercise 1**

Suggested answers:

- Positive - educational, entertaining, broadening horizons, watch with friends/family so sociable  
 Negative - exposed to violence/bad influences/extreme ideas, advertising causing discontent, couch potato/unhealthy, time wasting

**Exercise 2**

Suggested answers:

- Para.1: no doubt TV controversial, examine both sides of the story  
 Para.2: very entertaining, educational, sociable activity to watch with friends/family  
 Para.3: negative influences especially on young, vulnerable minds, sedentary therefore unhealthy, time wasting when could be studying  
 Para.4: both pros and cons, balance needed between TV and other activities, common sense - don't take everything at face value, question what we see/hear

**SPEAKING - Part 1****Exercise 1**

1. Answer: b) is the best response here as the student talks about his family specifically and gives information about some of the different members of his family. a) is inappropriate because the student is talking about families generally and not his own.  
 c) is inappropriate because the student does not actually describe his family at all, he just talks about himself.  
 2. Answer: a) is the best response here as the candidate answers the question with some clear ideas and sticks to the subject of future plans, b) is inappropriate because the candidate talks about the past rather than the future and so doesn't answer the question.  
 c) starts off well enough but then again concentrates on the past rather than where they see themselves in the future.

3. Answer: b) is the best response as the candidate describes different holidays he has enjoyed in detail. a) is inappropriate as the candidate discusses a holiday he would probably enjoy but he hasn't actually experienced. c) is inappropriate as the candidate is talking about other people in general and a holiday that he didn't enjoy.

**Exercise 2**

Suggested answers:

- 1.From my point of view, there are more important things than a high salary. I would like a job that involves working with other people and that helps people in some way. I believe that you also need to enjoy the physical environment that you work in to feel satisfied.

2.I must admit that the sight of guns makes me nervous. Having said that, the threat of terrorism is very real these days and so I am actually reassured by the sight of armed police. It is good to know that if there is an issue, the police are able to deal with it effectively and quickly.

3.It seems to me that we all spend far too much time working and not enough time with the people we love. For that reason my perfect weekend would involve spending quality time with my family over a really tasty meal. Then I would probably have a game of basketball with my friends followed by a coffee. Finally I'd enjoy watching a good film with my feet up at home.

4.I cannot deny that I enjoy living in a city but I believe rural life offers a more peaceful existence. The countryside improves both your physical and mental health if you make the most of it. Also I believe that on the whole, rural areas offer a safer environment than in the towns and cities and there is certainly a lot less violent crime.

**Practice Test 1****LISTENING****Part 1**

1.B 2.A 3.B 4.C 5.B 6.C

**Part 2****Conversation 1**

1.B 2.B

**Conversation 2**

3.A 4.C

**Conversation 3**

5.A 6.C

**Part 3**

1. a literary agent
2. real national distribution
3. newspaper review coverage
4. it will not suit everyone
5. charges nothing
- b. can sell worldwide
6. crime and romance
7. entrepreneurial and confident

**Part 4**

1.B 2.C 3.C 4.A 5.C 6.A 7.A

**READING 1**

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

**READING 2**

1.C 2.H 3.A 4.D 5.G 6.B

**READING 3**

1.D 2.A 3.B 4.A 5.C 6.B 7.C

**READING 4**

1. aggressive warfare
2. intelligence-gathering systems
3. disease and alcohol
4. favourable economic conditions
5. bison
6. (increasingly) scarce resources
7. malnutrition
8. put them onto a reservation

**Practice Test 2****LISTENING****Part 1**

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

**Part 2****Conversation 1**

1.b 2.c

**Conversation 2**

3.a 4.b

**Conversation 3**

5.b 6.b

**Part 3**

1. passionate, motivated owner-operators
2. to make you money
3. better than anyone else
4. a. budget b. costs
5. The New Year
6. the internet / Google
7. social media

**Part 4**

1.b 2.b 3.b 4.c 5.a 6.c 7.b

**READING 1**

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

**READING 2**

1.H 2.B 3.D 4.G 5.C 6.F

**READING 3**

1.C 2.B 3.A 4.B 5.C 6.D 7.B

**READING 4**

1. local populations
2. tough environmental regulations
3. high beef prices
4. government presence
5. a severe drought
6. the climate system
7. deforestation, fire and climate change
8. annual snowfall

# Audioscripts for the 8 Preparation Units and the 2 Practice Tests

## UNIT 1

### Part one, part one

You will hear six short, unfinished conversations. Choose the best reply to continue each conversation. Put a circle round the letter of the best reply. Look at the example. (15 seconds) You will hear each conversation twice.

Number one. Number one. (6 seconds)

M: I'm glad to see the back of those exams.

F: Tell me about it. I couldn't stand another week of revision.

M: Let's go out for a celebratory meal. (Wait 10 seconds before repeating.) (10 seconds)

Number two. Number two. (6 seconds)

F: I think Joe Burns is the ideal candidate for the position of student counsellor.

M: Do you think he has enough experience though?

F: He has taught abroad for several years in a variety of countries.

(Wait 10 seconds before repeating.) (10 seconds)

Number three. Number three. (6 seconds)

M: You need to double check everything before you travel.

F: Don't get so stressed about it. Anyone would think it was you going to study abroad.

M: It's my job to worry. I'm your father.

(Wait 10 seconds before repeating.) (10 seconds)

Number four. Number four. (6 seconds)

M: Have you heard about that scholarship yet?

F: To be honest, I've only just sent the application off.

M: What took you so long?

(Wait 10 seconds before repeating.) (10 seconds)

Number five. Number five. (6 seconds)

F: Hi Brian. How are you getting on in Brazil?

M: It's certainly been a culture shock.

F: What's been the most difficult thing about it?

(Wait 10 seconds before repeating.)

(10 seconds)

Number six. Number six. (6 seconds)

M: What do you think about doing voluntary work abroad?

F: It wouldn't work for me but I could see you fitting in really well.

M: I'd probably get homesick.

(Wait 10 seconds before repeating.)

(10 seconds)

That is the end of Part One.

## UNIT 2

### 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 One. (10 seconds)

#### Conversation One

*Travel programme on TV*

**M1:** Jake Salmon - programme presenter

**M2:** Douglas Bell - writer

**F:** Lynn Fuller - tour operator

**M1:** Welcome to Travel Talk, I'm Jake Salmon. This week, we have been at the British Travel show in Olympia, London and now back in the studio with me are the travel writer Douglas Bell and leading UK tour operator Lynn Fuller. **F/M2:** Hello.

**M1:** It seemed to me that the dominant theme of this year's show was eco-travelling and voluntary work in developing countries.

**M2:** It's clear that there is a new breed of traveller now and they are into the whole 'save the world' thing.

**F:** Yes, that's true. People seem to have a conscience these days and it's not just the young students; it's a middle-aged and retirement gang with money to spend on more exotic travel.

**M2:** There's so much media coverage about areas and species that are endangered I guess it's not surprising.

**F:** Absolutely, but it's not always as rosy as it seems. Even eco-tourism can cause damage if it's not professionally managed.

(Wait 10 seconds before repeating.)

(10 seconds)

*Now, look at the questions for Conversation Two. (10 seconds)*

#### Conversation Two

*Male client and wife in male lawyer's office*

**M1:** Lawyer **M2:** Tony - client

**F:** Julie - Tony's wife

**M2:** Good morning, Mr Banks. Hope you don't mind me bringing Julie along.

**M1:** Not at all, Mr Green. Now, I've had a good look at your case notes.

**M2:** And? What do you think? Are we likely to get compensation?

**M1:** Well, I would say it's pretty clear cut if you want to go ahead and press charges.

**F:** I was in two minds as to whether it was worth all the stress of going to court.

**M1:** I'd say your husband has a good case here, Mrs Green.

**M2:** It's not so much about the money now. It's the fact that I still have frequent panic attacks about what happened and all those poor holiday makers were lucky to escape serious injury. I know it was the tour operator's fault but I was the holiday rep at the scene of the accident.

**F:** I'm just relieved you've given up that job Tony.

**M1:** Well, as I said, I recommend that we follow through with this case and I'm quietly confident that we will have a good outcome in court.

(Wait 10 seconds before repeating.)

(10 seconds)

*Now, look at the questions for Conversation Three. (10 seconds)*

#### Conversation Three

*In a cafe*

**F1:** Sandra - customer **M1:** David - waiter

**F2:** Laura - second customer

**F1:** I think you are worrying too much about the holiday Laura. It's meant to be fun not stressful.

**F2:** I know, I'm not saying we have to change any of our plans. Let's order our food.

**M:** Hi Sandra, Laura. How are you both? Aren't you off to Croatia soon?

**F1:** In a couple of months yes, but Laura is panicking about the flight.

**M:** Oh, yes, you're phobic, aren't you?

**F2:** It's not that I don't want to go. It's just the thought of getting on a plane. I was wondering if we could go by train.

**F1:** It would take about 2 days to get there. Are you out of your mind?

**M:** I wish I had your dilemma. I've got hardly any chance of a holiday this year. I'm broke. It's only about an hour and a half flight. Grit your teeth and do it girl or I'll go instead of you.

**F2:** Nice try David, but this is a girls' holiday and you're right I've just got to face my fear.

(Wait 10 seconds before repeating.)

(10 seconds)

*That is the end of Part Two.*

## UNIT 3

### 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)*

Experts say parents shouldn't worry too much if teens spend hours texting and connecting with friends on social media, unless it's keeping kids awake at night. Each generation worries about how young people are using their time. We see young people constantly on their phones and assume ill effects, but much of the research to date tells a more positive story. Teenagers' online lives closely resemble their experiences, connections and risks in the offline world, and cell phone use alone poses few entirely new dangers.

A new review, published in the journal *Perspectives of Psychological Science*, weighs commonly expressed fears regarding teenagers' use of mobile devices against existing research evidence. It calls for more rigorous research to evaluate how these quickly evolving technologies are affecting young people's lives.

We tend to count hours spent using technology rather than seeking to understand the reasons teens are immersed in the digital world. When we look closely, we see considerable overlap between the underlying motivations and content of online versus offline communications and activities.

There is little question that American adolescents are constantly connected. Almost 90 percent of adolescents own, or have access to, a mobile phone. They spend an average of 1.5

hours a day text messaging and the vast majority access the internet from their phones. Teens devote an average of 7.5 hours a day to digital media of all kinds. But, contrary to the early internet age, when a small minority of teens were online and heavy internet use was a sign of offline problems, now teens' online worlds mirror their offline lives.

Teens with strong offline social networks tend to reinforce and strengthen their relationships through online interactions. Rather than connecting with strangers, most adolescents use digital media to interact with friends and acquaintances already in their face-to-face social networks. For adolescents struggling with existing relationships, though, more time spent online can predict a decline in wellbeing.

If parents have concerns about their teen's face-to-face social interactions or activities, they probably have more reason to be concerned about online activities. Bullying is one area where the digital age may be introducing new risks. Teens at risk for cyberbullying are the same ones at risk for traditional forms of victimization: nine out of 10 who reported being victimized online had also experienced traditional offline bullying, the researchers found. The pervasiveness of bullying in the online world and the levels of distress among victims offer cause for concern.

Parents' fears about sleep loss are also well founded. Four out of five adolescents report sleeping with their phone on or near their bed. Those who use their phones after lights out were twice as likely to report being tired the next day as those who did not. Experimental studies have also shown that the light emitted from screens interferes with the ability to fall asleep and the quality of sleep.

(Wait 10 seconds before repeating.)

(10 seconds)

You will now have two minutes to read through and check your answers.

(2 minutes)

(beep)

That is the end of Part Three.

## UNIT 4

### 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 below. (2 minutes)

(beep)

Radio interview about a festival in Spain

M: Paul (travel writer)

F: Carrie (radio presenter)

F: This morning we have travel writer Paul Coping in the studio to tell us about a fun festival in Spain. It's an event that Paul has written about in great detail for a number of publications. Paul tell us about this amusing little festival.

M: La Tomatina tomato fight in Bunyol near Valencia happens every year on the last Wednesday in August though the partying starts earlier in the week. The highlight of the festival is the tomato fight which takes place between 11am and 1pm on that day. The event has become one of the highlights on Spain's summer festivals calendar with thousands of people flocking to this little Valencian town for this chaotic event.

F: This is an old tradition that has really grown in popularity, isn't it?

M: Yes. Such are the numbers going to La Tomatina that the event has become a victim of its own success. I've been on numerous occasions. However, the sheer number of people means that it's extremely difficult to get anywhere near the central area where the tomato lorries arrive, so you may well find yourself a few streets away from the main action. Never mind, there are plenty of people in the same boat and the street partying goes on no matter where you are.

F: Can you tell us a bit about how this event started?

M: The origins of La Tomatina aren't clear with several theories explaining how Bunyol has become home to the world's biggest tomato fight. However, the most plausible suggests that the most likely explanation dates back to 1945 when an annual parade of enormous figures with big heads was passing through the streets of Bunyol. It seems that some youngsters tried to join in the parade and accidentally knocked over one of the giants who got to his feet and started swinging out at everyone around him. In retaliation the youngsters grabbed some tomatoes from a nearby vegetable stall and started throwing them at him until the police arrived to break things up. The following year on the same last Wednesday of August, these young people returned to the town hall square and started another tomato fight using their own tomatoes. Again the police intervened and in subsequent years the local council tried to ban La Tomatina but with little success as the event continued to grow year after year reaching the ludicrous size it is today.

F: It sounds like people have a whale of a time there. I would certainly like to add it to my bucket list. Can you give our listeners a bit of information about transport in the area?

M: Most young visitors book budget accommodation in Valencia, then take the train to Bunyol for the day. The earlier the better as the trains do get full. Alternatively, you can arrive by local bus or rent a car.

F: But this might not be a great idea considering the mess you're likely to be in after the tomato battle. Can you stay in Bunyol itself?

M: Bunyol is a small village of some 9000 people whose population swells to some 30,000 on the day of La Tomatina. The Hotel Condes de Bunyol is a nice little hotel in the town centre but there is hardly any accommodation in the immediate area, so, as I said, most budget visitors stay in a budget hostel or hotel in Valencia, but you'll need to book well in advance. Another option, and probably the winning one is to head for the small family-run campsite called La Granjita in Chiva which is only 10km north-east of Bunyol. The owners provide you with

the tent, bed, sheets, towels as well as breakfast and an evening meal if you want it. It also has a small pool which is so inviting once you get back from the fiesta.

(Wait 10 seconds before repeating.)

(10 seconds)

That is the end of Part Four.

## UNIT 5

### Part one, part one

You will hear six short, unfinished conversations. Choose the best reply to continue each conversation. Put a circle round the letter of the best reply. Look at the example. (15 seconds) You will hear each conversation twice.

Number one. Number one. (6 seconds)

M: I'm amazed he denied it.

F: He was caught red-handed on camera.

M: Well, let's face it, he's not very bright, is he?

(Wait 10 seconds before repeating.)

(10 seconds)

Number two. Number two. (6 seconds)

F: I don't want to buy in a rough neighbourhood.

M: But you get so much more for your money here.

F: We won't have any money if we keep getting burgled.

(Wait 10 seconds before repeating.)

(10 seconds)

Number three. Number three. (6 seconds)

M: I honestly didn't see the disabled parking sign.

F: I'm sorry Sir but it's very clear.

M: Can't you turn a blind eye?

(Wait 10 seconds before repeating.)

(10 seconds)

Number four. Number four. (6 seconds)

M: What is the world coming to?

F: It wouldn't have happened in our day.

M: I blame it on the parents.

(Wait 10 seconds before repeating.)

(10 seconds)

Number five. Number five. (6 seconds)

F: It breaks my heart to see this on the news again.

M: It's almost certainly the work of arsonists.

F: They don't realise how many lives they shatter.

(Wait 10 seconds before repeating.)

(10 seconds)

Number six. Number six. (6 seconds)

M: How on earth did they steal all that money?

F: They must have been incredibly well organised.

M: I almost admire them for their courage.

(Wait 10 seconds before repeating.)

(10 seconds)

That is the end of Part One.

# UNIT 6

## 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 One. (10 seconds)

### Conversation One

A discussion in an office

M: Charlie F1: Sue F2: Alice

F1: Did you hear that George and Hilda had a big row in front of an important client this morning?

M: I know, it was over the new shipping contract.

F2: Those two are always at loggerheads. They were arguing in the staff canteen the other day.

F1: It's always a bad idea working with family in my opinion. I certainly couldn't do it.

M: The problem is that Hilda is still furious about George getting the manager's job that she wanted so badly.

F2: He is so much better suited to the position than she is, though.

M: I agree. Hilda could never cope with that much responsibility.

F1: Well, she had better get used to the idea or she might find herself out of a job.

F2: Oh, well. We'd better get back to work I suppose.

(Wait 10 seconds before repeating.)

(10 seconds)

Now, look at the questions for Conversation Two. (10 seconds)

### Conversation Two

TV broadcast

M1: Bill - economist M2: Richard - banker

F: Anna - TV presenter

F: This evening we have economist Bill Browning and banker Richard Hart in the studio. Bill, if we can start with you. What do you think has been the leading factor behind this economic crisis?

M1: It's quite clear to me that the banks should never have lent such vast amounts of money when it was obvious that people would struggle with the repayments as the interest rates rose.

M2: If we don't lend, then how do you propose businesses can expand?

M1: There is a difference between giving realistic loans and encouraging misguided leaps in the dark.

F: So, you are saying it is based on bad judgments on the part of the banks.

M1: That appears to be the case.

M2: Your attitude seems to be the fashionable one to take these days. It's not as simplistic as that. You can't lay all the blame in one area. I think you'll find that government policy has a huge part to play too. I and many of my colleagues have really had enough of this one-sided attitude.

(Wait 10 seconds before repeating.)

(10 seconds)

Now, look at the questions for Conversation Three. (10 seconds)

### Conversation Three

Two partners discussing in an office

F: Lisa M: John

F: We really have to sort this issue out before the weekend John.

M: I know but there are pros and cons to both companies.

F: Silico Co has fewer employees to take on so that is the cheaper option.

M: That's true and that acquisition would make us extremely competitive.

F: My heart says to buy out Silico Co but I'm still hesitating.

M: It's not a brilliant time to be spending so much money I have to say.

F: Exactly, but it's a good deal and who knows when or if things are going to pick up. The crisis is the main reason why there are so many investment bargains at the moment.

M: I think we should take the plunge. It's our best chance yet for expansion.

F: OK, let's be brave then and ignore the chaos that the banks are in.

(Wait 10 seconds before repeating.)  
(10 seconds)

That is the end of Part Two.

# UNIT 7

## 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)

Many individuals find themselves, at least at some point, questioning the advantages of rural versus urban life. While a case can be made for either location as being the best place to live, it is worthwhile to consider how these two options, rural versus urban, are similar and different. Although both rural and urban living offer great benefits, they both have a seemingly equal number of drawbacks.

There are a number of positive as well as negative factors that contribute to the overall quality of life in urban centres. In urban areas, there are many more choices people can make about a number of aspects of their daily lives. For instance, in urban areas, one is more likely to be able to find many different types of food and this could lead to overall greater health since there could be a greater diversity in diet. In addition, those in urban areas enjoy the opportunity to take in any number of cultural or social events as they have a large list to choose from. As a result they are more likely to encounter those from other class, cultural, and ethnic groups.

Parents have a number of choices available for the education of their children and can often select from a long list of both public and private school districts, which leads to the potential for

better education. It is also worth noting that urban areas offer residents the possibility to choose from a range of employment options at any number of companies or organisations. Aside from this, urbanites have better access to choices in healthcare as well and if they suffer from diseases they have a number of specialists to choose from in their area.

However, there are a number of drawbacks to urban living as well. Although the life expectancy in cities may be higher, pollution (noise and atmospheric) is an issue that could impact the overall quality of life. In addition to this, overpopulation concerns can also contribute to a decrease in the standard of living.

There are a number of positive sides to rural living in terms of quality of life. For instance, living in a rural area allows residents to enjoy the natural world more easily instead of having to go to parks. In addition, people do not have to fight with the daily stresses of urban life, such as being stuck in traffic, dealing with higher rates of crime, and in many cases, paying higher taxes. These absences of stressors can have a great effect on the overall quality of life.

Although urban populations have large numbers of social networks and networking opportunities, rural communities offer residents the ability to have long-lasting and more personal relationships since they encounter the same people more frequently. While there are not as many schools to choose from and sometimes rural schools are not funded as well as some others, children can grow up knowing their classmates and experience the benefits of smaller classrooms and better teacher/student ratios.

(Wait 10 seconds before repeating.)

(10 seconds)

You will now have two minutes to read through and check your answers.

(2 minutes)

(beep)

That is the end of Part Three.

# UNIT 8

## 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 below. (2 minutes)

(beep)

Radio interview about extreme sports

M: Jerry (fitness instructor) F: Brenda (radio presenter)

F: Jerry, you've been a qualified fitness instructor for two decades so you must have seen many changes over the years with how people spend their leisure time. Extreme sports seem to be all the rage, especially with the youngsters. What is this infatuation with going faster, higher and more dangerously than ever before?

M: Well, I have to agree that the more tradi-

tional activities and sports are taking a back bench. If you look at trends in the States in particular you can see this quite clearly.

F: Surely not the giants - basketball and baseball?

M: You'd be surprised. Current numbers are significant. In the United States participation in baseball is down 28 percent since 2007, to 9.7 million players. Basketball participation has declined 17 percent from its 1997 peak. Since 2007, involvement in softball has dropped off 37 percent and volleyball has plunged 36 percent.

F: That really is a momentous change in leisure habits, isn't it?

M: At the same time, skateboarding has surged 49 percent, to 14 million US participants, and building a skate park is a growing trend in community development. Snowboarding now claims 7.2 million participants, up 51 percent from 2007. Mountain biking has an estimated 8.6 million participants, making it the second-most popular extreme sport.

F: How dangerous are these sports, though? I mean, are we seeing a surge in sport related injuries?

M: Extreme sports can at times tax small local medical systems. In one study at the Fort William Mountain Bike World Championship in Scotland, 30 percent (52) of the 173 competitors in cross-country, downhill, and 4-by-4 events were injured - two seriously enough to require hospitalisation.

F: So, are extreme sports harmful enough to be worthy of opposition?

M: With today's obesity epidemic, any sport that gets kids (and adults) off the couch for some real exertion may have long-term benefits. Extreme sports offer an opportunity to challenge and express yourself. There exists an air of cooperation, without specific winning and losing that may help some children's development of self-esteem. There is little organisation into teams or leagues, and no overzealous parents screaming at their kids through the backstop fence.

F: It sounds like extreme sports have been given a bit of an unfair bad press.

M: While extreme motocross and base jumping may be exceptions, the true injury rate for many extreme sports is quite low. A British Journal of Sports Medicine study reported only 139 skateboard injuries requiring medical attention over four years, despite fairly significant participation in the sport. Snowboarding injury rates were even lower, with fewer than four injuries for every 1,000 boarder days. In both cases, most injuries occurred during "failed trick attempts." Rock climbing, particularly at indoor gyms, boasts a very low injury rate of about three injuries per 1,000 hours.

F: And I assume that some of these injuries were due to carelessness.

M: Some studies indicate that most people injured while participating in extreme sports were not wearing any type of protective gear. If you're undertaking high-risk manoeuvres, wear whatever combination of helmet, elbow pads, knee pads and wrist guards is needed to keep you safe! Despite this anything that keeps kids moving and excited about being outdoors, instead of sitting inside eating chips and playing video games is likely a very good thing.

F: Exactly, computer games have a lot to answer for when it comes to the health of the new generation. A sedentary lifestyle is the cause of so many health epidemics these days. So I agree that a few scrapes and bruises is well worth it to keep the heart pumping well and calories being burned off on a regular basis.

(Wait 10 seconds before repeating.)

(10 seconds)

*That is the end of Part Four.*

## PRACTICE TEST 1

### Part one, part one

You will hear six short, unfinished conversations. Choose the **best reply** to continue each conversation. Put a circle round the letter of the **best reply**. Look at the example. (15 seconds) You will hear each conversation twice.

Number one. Number one. (6 seconds)

M: Have you decided what to have?

F: Well, it's a bit difficult as everything seems to have meat or cheese in it.

M: Don't tell me you're vegan?

(Wait 10 seconds before repeating.)

(10 seconds)

Number two. Number two. (6 seconds)

F: You could have tidied the kitchen!

M: I just got back myself. I was just about to start.

F: Well, the mess is yours! You had people over last night.

(Wait 10 seconds before repeating.)

(10 seconds)

Number three. Number three. (6 seconds)

M: [disappointed] You mustn't give up.

F: I really can't carry on trying.

M: Why don't you ask for help?

(Wait 10 seconds before repeating.)

(10 seconds)

Number four. Number four. (6 seconds)

M: [shocked] You really look under the weather!

F: I feel pretty low. My head is throbbing!

M: Maybe you should call it a day and go home?

(Wait 10 seconds before repeating.)

(10 seconds)

Number five. Number five. (6 seconds)

F: [stressed] I must get her a birthday present tonight!

M: Why don't you just take her out for a birthday dinner?

F: No way! I did that last year!

(Wait 10 seconds before repeating.)

(10 seconds)

Number six. Number six. (6 seconds)

M: To be honest, I don't like the colour.

F: [bristling] You're the only one who doesn't!

M: Sorry but I think your natural shade was much nicer!

(Wait 10 seconds before repeating.)

(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 One. (10 seconds)

#### Conversation One

[Fashion programme running from International Fashion show]

M1: Luis Gomez – programme presenter

M2: Martin Jay – fashion writer

F: Liz Tyler – designer

M1: Welcome to On the Catwalk. This week coming to you from London Fashion Week where all the top designers are showing off this season's latest creations. With us we have Martin from Style Weekly and London born and bred, mega star designer Liz Tyler. Welcome!

F/M2: Hello.

M1: Martin... How do you feel about what you have seen here so far? We've had some of the newest faces in the design world strutting their stuff. I know you love colour. There certainly is a lot of that this season.

M2: Absolutely Luis – [laughs] I must admit to being slightly disappointed. It's one thing to have amazing colours and fabric, but quite another to have wearable designs. Quite frankly, I cannot see the average woman in half of them.

F: I have to second that. Design is about innovation but fashion has to be creative, as well as practical.

M2: It seems that we have got away from the essence of fashion. Your designs Liz are practical as well as lovely. The secret of your success. I had a sneak preview of your collection and I predict a bestseller once again.

F: Hopefully... I... (fade out)

(Wait 10 seconds before repeating.)

(10 seconds)

*Now, look at the questions for Conversation Two. (10 seconds)*

#### Conversation Two

[Female client and husband at a travel agency]

M1: agent

F: Anna – female client

M2: Tim – Anna's husband

F: Good morning, I'm Mrs Larsen. We spoke on the phone this morning.

M1: [friendly] Yes, of course. Please sit down. Firstly, I must apologise for all this trouble. Nothing worse than having a disappointing holiday experience. You are not the first to complain this year about that particular hotel.

M2: [somewhat abruptly] We paid good money and my wife practically had a nervous breakdown with the stress... The noise from the building...

M1: Yes, yes... I imagine it was very stressful and we cannot apologise enough. We have put our legal adviser onto the case already and have rebooked clients.

F: That's fine for them but are we obliged to take legal action?

M1: [calmly] I have spoken to my colleagues and you can choose one of our two options. Either a full refund or we can rebook another holiday, all costs covered.

**M2:** That seems like an amicable solution, don't you think Anna? I'd go for the latter.

**F:** Yes, but once bitten, twice shy you know!

**M1:** We shall book you a 5-star luxury resort. You have my word.

**F:** Well, that sounds ... (*fade out*)

(Wait 10 seconds before repeating.)

(10 seconds)

Now, look at the questions for Conversation Three. (10 seconds)

### Conversation Three

(In an estate agent's)

**F:** Miss Trindon – customer

**M1:** David – friend

**M2:** Leon – agent

**F:** Look. When I first saw the flat, I was told it was going for 400 pounds a month, bills included.

**M2:** (*placatory*) Mrs Trindon. What can I say?

I'm sorry. But the agent who showed it to you was new. He mixed up the files with a similar flat. I'm afraid it's 550 pounds a month.

**M1:** I think as the law stands you have to abide by the price you showed to start with. That's 400 pounds. It's on the viewing form.

**M2:** (*very calm*) Indeed, that's the law but the owner may not agree. It's quite a drop.

**F:** (*getting annoyed*) For goodness' sake... Everybody expects the asking price to be negotiated.

**M2:** (*brisk and professional*) We can book an appointment with the owner after I have explained the mistake. Maybe he will drop 50 pounds.

**F:** (*slightly grudging but pleased at the same time*) Well, OK then. But he must drop to 475 pounds. I can't afford more. There are still the bills.

**M2:** (*Relieved*) Let me have a word. Rentals are down at this time so we may be lucky. Let's meet here again tomorrow at 10.

(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 afternoon everyone! Today, I'm here to give you all potential bestselling authors advice on how to publish your work, avoiding pitfalls and financial traps.

So to begin... Well, as you have probably realised by now, there are various routes to take but if you want to get your book published by a traditional route, then you need to get your work accepted by a literary agent, because the big publishers only take submissions from literary agents.

Once you have an agent, he or she will take care of selling your manuscript to a big publisher. And that means:

- You will get paid an upfront advance for your work. That advance might be as small as £1,000 but can run to well over £100,000 for work with superb commercial potential.

- The publisher will invest in editorial, copy-editing, and design work. They'll also invest in sales and marketing. A very small publisher might have a budget of £15,000 (excluding your advance), but a bigger publisher is likely to spend upwards of £50,000 on getting your book sold, and sold hard. You will not pay a penny towards these costs.

- You should expect real national distribution of your book - that is physical books in physical stores. The exact extent of that distribution will depend on what kind of book you're writing (eg. a big crime bestseller or a niche non-fiction work) and much else, but it is a publisher's job to get the fullest possible distribution of your physical product.

- You may get some newspaper review coverage. But don't count on much. The extent of that coverage has declined over the years and the simple fact is that most books never get reviewed.

- And of course, any big publisher will also distribute your book through every digital platform (Amazon, iTunes, and so on). They will do what they can to promote it digitally as well as physically.

- It's not very likely that you'll get a TV or movie deal, no matter what, but having said that, these things are more frequent for authors who travel the traditional route.

Of course, we are living in the digital age so we cannot ignore that particular route for your book although it will not suit everybody.

The biggest disadvantage of the traditional route is simply that it's damn hard to get an agent to take your work on - and even then, you have no assurance of selling your manuscript to a publisher. The huge advantage of the e-reading revolution from an author's point of view is that anyone can do it. Amazon charges nothing for you to upload your work and it can sell it worldwide - an astonishing change for would-be authors.

It's also worth emphasising that although e-books account for about 1/3 of the total market, they account for a much larger share in some areas (eg. crime and romance) and a negligible share in others (eg. literary fiction). You need to be realistic about what the prospects are for your particular title.

You must be an entrepreneurial and confident marketer, confident enough with computers to handle the various (easy) digital interfaces which have to be navigated to be successful. And of course, a final but important consideration, for artistic egos, not to care about the various little perks of traditional publishing (bookstore distribution, newspaper reviews, the kudos, etc.) ... (*fade*)

(Wait 10 seconds before repeating.)

(10 seconds)

You will now have two minutes to read through and check your answers.

(2 minutes)

(beep)

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 below. (2 minutes)

(Friends discussing a course of action at work)

**M:** Tom - 30s    **F:** Sue - 30s

(beep)

**M:** Hey! You're looking pretty hassled. What do you want to talk to me about? Trouble down in Sales? I remember what it was like here... Always problems...

**F:** Well, I am a bit upset but it's not the job. The thing is I'm being harassed by a male colleague in Sales. I've kept quiet for so long but now it's gone too far.

**M:** That's a serious allegation. As your manager and of course friend, I have to warn you not to proceed unless you are absolutely sure that you want to take the matter higher.

**F:** Look. I'm being given no choice. The person in question started by paying too much attention to me. At first I found it flattering but then he started messaging me daily.

**M:** Sue, did you let him know that it was bothering you?

**F:** Of course, to the extent that I told him to leave me alone. I told him I am engaged but it didn't work.

**M:** What effect did that have?

**F:** He started being really intrusive. Messaging me, calling me into his office under the pretence of work. I've even caught him taking photos of me ... I really don't know what to do. It's wearing me down and affecting my work...

**M:** (*Sympathetically*) I imagine ... Look you were right to come to me. Now you must fill out an official complaint ...

**F:** How d'you mean?

**M:** Well, an up-to-date account of the alleged harassment. Dates play an important role here. I imagine I know which colleague you are referring to. It will not be the first time ...

**F:** Oh, seriously? How come he has not been sacked?

**M:** Because nobody has had the courage to take it to the next step. He's the nephew of the CEO you know?

**F:** Yes, but he can't be allowed to do this. There are laws about this sort of thing. I'll go to the police if necessary.

**M:** Well, you can start with an internal complaint. Of course I'll get the legal adviser on to this as a backup. You need to know where you are in case it gets swept under the carpet.

**F:** Mmm, OK. Look I've thought long and hard. The 'tipping point' was the photos. He's started posting them on the internet.

**M:** Are you serious? That is totally out of line! Let me just call Geoff in the legal department.

**F:** No wait a sec. I need to think. Can you explain the procedure before I do anything?

**M:** Yes, of course. Well, first you will put in an official internal complaint. This will be reviewed and there will be a hearing. You will present your case. The accused gets to answer the case. Then it will be decided whether you have a case with which to call for disciplinary action against the accused.

**F:** What happens if the case goes against me?

M: Then I would advise you to seek legal recourse outside the company. That way you are protecting your job and will get compensation should it be found you have a solid case.  
F: It is all so daunting. But if I don't go through with it I'll have to leave anyway. The situation has become unbearable. The other day I was in such a state after seeing a photo online that I made a mistake in the data. The result was that I had to stay late to fix the mistake. When I left, he was waiting outside. I got really upset and asked security to get me a taxi.

M: Ok. What day was that? You can use that as evidence. Security can be called to verify that particular incident...

F: That was Thursday. I remember because it was my birthday and he kept sending me messages... Look I'll go ahead... Give me the form...

M: Good. It's the wisest course of action. People should respect each other's privacy and space. This behaviour is unacceptable on every level. You have my backing so if you need anything just knock on the door... (fade)

(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.

## PRACTICE TEST 2

### Part one, part one

You will hear six short, unfinished conversations. Choose the best reply to continue each conversation. Put a circle round the letter of the best reply. Look at the example. (15 seconds) You will hear each conversation twice.

Number one. Number one. (6 seconds)

M: Have you decided where to go?

F: Well, I was thinking about abroad. What's Spain like?

M: Haven't you been?

(Wait 10 seconds before repeating.)

(10 seconds)

Number two. Number two. (6 seconds)

F: I think I'll just go for a walk around the village.

M: After all that food? How can you move?

F: It's the best thing after a meal. Why don't you try?

(Wait 10 seconds before repeating.)

(10 seconds)

Number three. Number three. (6 seconds)

M: I'm off to work!

F: You're running late as usual!

M: No, I'm not! It's 8.30.

(Wait 10 seconds before repeating.)

(10 seconds)

Number four. Number four. (6 seconds)

M: [surprised] You look smart today!

F: Yeah! I know. I've got an interview, remember?

M: Really? I didn't know!

(Wait 10 seconds before repeating.)

(10 seconds)

Number five. Number five. (6 seconds)  
F: [stressed] The office is a total shambles!  
M: It's not my fault! I've been out!  
F: Yes, but it's your responsibility too!  
(Wait 10 seconds before repeating.)  
(10 seconds)

Number six. Number six. (6 seconds)

M: I need to return this jumper.

F: When did you buy it, Sir?

M: Last month. Why? Is there a problem?

(Wait 10 seconds before repeating.)

(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 One. (10 seconds)

#### Conversation One

(A radio programme on buying property)

M1: Jay Daniel – programme presenter

M2: Max Fret – property specialist

F: June Timms – buyer

M1: Welcome to 'Land it!' This week we are going to look at buying a property abroad. With prices soaring here in the UK, many of you are turning your sights to foreign investments. With us today we have top foreign property adviser Max and someone who is looking to buy, June Timms. Welcome.

F/M2: Hello.

M1: Let's start with you June. You have been looking to buy a property in France, if I'm not mistaken. Any luck?

F: Well, I've seen loads of stuff. I'm actually thinking about a farmhouse in Bordeaux that I've seen. Is that a better investment than the South of France?

M1: Max? Can we have your professional input?

M2: Well, I think Bordeaux is a good place to buy. The South? It's way overpriced and crowded. Of course prices hold there, but do you really want to pay over the odds when you can get a better place elsewhere?

F: That's what I was thinking. Bordeaux is a growing market. Would I see an increase in value if I bought there?

M2: Hopefully, it's dropped a bit but I believe it will pick up again... (fade)

(Wait 10 seconds before repeating.)

(10 seconds)

Now, look at the questions for Conversation Two. (10 seconds)

#### Conversation Two

(Female patient and husband in doctor's office)

M1: doctor – male F: Mrs Evans – female patient

M2: Mr Evans – husband

M1: [friendly] Good morning Mrs Evans. This must be your husband. I'm glad you could make it today. We need to discuss the results of your tests and decide on a course of action.

F: [worried] Do you mean it's serious Doctor? Is that what you are saying? I knew it was. Some-

how I had a feeling that this was really serious. I told you, didn't I Dan?

M2: Emily, calm down. The Doctor just wants to talk to us.

M1: [placating] Indeed Mrs Evans. I just asked your husband to be present because I realise you are going to be anxious. Don't worry.

F: So why am I in so much pain then?

M1: Well, judging from the X-ray and tests, you seem to have a problem with your spine. The only solution is to operate, or it will continue to get worse.

M2: How urgent is this Doctor?

M1: We need to book an appointment with the surgeon at the clinic. Then I would say time is of the essence, so your wife can start leading a normal life again.

F: So... (fade out)

(Wait 10 seconds before repeating.)

(10 seconds)

Now, look at the questions for Conversation Three. (10 seconds)

#### Conversation Three

(In a dry cleaners)

F: assistant

M1: Mr Brax – customer M2: manager

M1: [Confused] I'm sorry, but this can't be mine. My jacket was dark blue and bigger than this.

F: No, it's definitely yours Sir. I dealt with it myself.

M1: But it's completely faded. And on top of that it's shrunk! I sent it to you to be cleaned, not ruined!

F: It happens sometimes, Sir. Now, that will be £10 please,

M1: [astonished] What? Are you serious? You have ruined my best jacket and now I'm expected to pay?

F: I'm afraid we take no responsibility for shrinkage. The material is the problem.

M1: [furious] That's not good enough! This cost me an arm and a leg! And you have ruined it! I demand to see the Manager!

F: Wait one minute please. [pause before Manager speaks]

M2: Hello Sir. I've been told the problem but I'm afraid that we can accept no responsibility. It says so on the receipt. Different materials react to dry cleaning in different ways. Obviously, this jacket needed specialist cleaning.

M1: [astonished] What? I can't believe... (fade)

(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/ Hello Everybody! Today we are here to talk to you about setting up a street food business.

So what exactly is street food? We should probably cover this first. Street Food is the new way to eat gourmet dishes without paying the earth. It is the idea of a bunch of passionate, motivated owner-operators who have a product they love and create it right there in front of you using local, high quality ingredients. The people you are buying the food from are the chefs, the owners, the drivers, the marketers, the buyers, and the servers of the meal you're eating. It's artisan cooking at its most direct. This distinguishes it from more established festival caterers and mobile caterers.

So, what should you serve? Good question. The food you serve needs to make you money, so while something rare and ambitious would be amazing, people won't buy it. You need to be practical. It's all about the passion, but if it takes you 45 minutes to make each portion you won't make money. It's also a lot about money. I would recommend you pick one thing, and make it better than anyone else does. It's not a hard and fast rule, but it will keep your costs down and make your brand clearer.

Your first major decision once you have bought your unit, van, truck, whatever ... is whether you will cook with gas or electric. The short version: electric is cheap to set up but expensive to run. Gas is expensive to set up but much, much cheaper to run. So it depends on what sort of budget you have starting out, and what kind of costs you want to deal with later.

Now the question is when to start. This is something you need to know. All of the big pitches that you want to trade at over the summer are handed out in spring, and applied for starting in the New Year. You need to be ready and funded to make these applications and pay deposits if you want to do music festivals. Smaller fairs, markets and certain speciality festivals can be applied for throughout the year, but the big guns will be done and dusted by April. Glastonbury, the Oxbridge of festivals, runs trade applications even earlier, and has hundreds of applicants for every pitch. Almost every place to trade will have a slightly different method for applications, but bigger festivals will have online application forms.

OK. Now where do you find places to trade? Start with the internet. Work out how far you are willing to travel, and what sort of thing you're looking for. Then spend literally hours digging through Google to find events. This is a long process, but there really isn't an easy fix. If you already have some events in mind, go for those first, and start making a list.

Also everyone needs a website these days. But not urgently. While you probably won't lose a pitch you have applied for as long as the application is up to scratch, you won't be getting any extra business from other sources. That being said, not many street food businesses have websites, so you won't be alone. Social media, on the other hand, are free to set up, they usually take only minimal web knowledge and, at least, they allow you to advertise potential events.

(Wait 10 seconds before repeating.)  
(10 seconds)  
You will now have two minutes to read through and check your answers.  
(2 minutes)  
(beep)  
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 below. (2 minutes)

(Parents discussing their son's education)

M: Tim - 30s F: Sue - 30s

(beep)

M: I thought we could spend the weekend looking through these school prospectuses. We really need to make some decisions about Andrew's education.

F: As far as I'm concerned, there is nothing to discuss. He should go to the local school with his friends, not be shut away in some stuffy old school in the middle of the countryside.

M: Look, times have changed. Private schools are not old-fashioned and living in a bygone era. They are forward thinking, preparing youngsters for the ever-changing world of tomorrow.

F: Look, I feel I'm being given no choice. You know how I feel. I went to a perfectly ordinary school, got into uni and have a great job... I fail to understand your insistence on...

M: Sue. Listen. You heard what his teachers said. He has learning disabilities despite being bright. He's dyslexic and finds it impossible to focus on the lesson.

F: Of course I know that! But loads of kids nowadays have problems, and most teachers are trained to deal with them. It just seems a huge expense for no reason. It's not as if we can really afford private education. A sizeable chunk of our income would be accounted for...

M: That's beside the point. We both have good jobs. It's a small sacrifice to make for a decent start in life for Andrew.

F: Well, that's where I disagree entirely. I think he can learn a lot at home, by travelling and having interesting experiences. If we spend all of our disposable income on a school, we are denying him and ourselves lots of great shared experiences.

M: That's an interesting way of seeing things. I get your point about the finances. It would be tight I agree.

F: And have you asked him how he feels? Isn't it normal to want to be with your friends in school? What you are proposing will deny him that, and take him away for months at a time.

M: Well, I have approached the subject. He was a bit reticent about the whole idea, I admit.

F: Ok. So why are you insisting and not taking his wishes seriously?

M: Look, I went to boarding school and loved every minute. Why shouldn't he? The school I've shortlisted has a very strong science department. You know how he loves biology and chemistry.

F: Yes, but that's not good enough. Children

need nurturing and who better to do it than their parents? Do you seriously want him brought up by near strangers? Your parents lived abroad. You can't compare...

M: Well, I suppose not. I mean I would miss him. On the other hand, I think his social skills would develop tremendously and he'd learn to be independent early on.

F: He will learn all of that regardless. Look. I'm standing my ground here and I'm not going to shift.

M: What do you mean? That's the end of it? No more discussion?

F: Not without Andrew here. He may only be eight, but he has an opinion. We are making a decision here which could have negative effects for the rest of his life.

M: Look. Why don't I make an appointment with a school? Just to see the environment. Let's see how he reacts. If he doesn't like it, I promise to let him go to the local school.

F: First of all, I think we should tell him his options. Don't you think? He needs to know that he has choices.

M: [resigned] Ok. You and your child psychology!

F: Well, if more parents were like me, there would be more balanced kids around. Having children means you put them first and treat them as small adults. They understand more than most people realise. I see children every day in my job. Most have problems related to parenting or rather the lack of it... I spend hours listening.

M: I know, I know, OK. Look. We will have a chat with him. Approach the subject over the weekend. Then we will take it from there. OK?

F: Right. I'm going to pick him up from Jack's house. They've been swimming. Now there's someone he would miss...

M: OK. Point taken. I'll make dinner... You go... (fade)

(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.

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