

# Answer Key

## Test 1, Reading and Use of English (page 8)

### Part 1: The Mysterious Isle

- 1 C: The other words do not complete the fixed phrase.
- 2 B: Only this answer creates the correct phrasal verb.
- 3 D: Only this word can be used in the context to mean 'the exact place'.
- 4 A: The other words cannot be followed with 'out of'.
- 5 C: Only this phrase indicates what's already been mentioned.
- 6 B: Although the meaning of the other words is similar, they do not collocate with 'intact'.
- 7 D: Only this word collocates with 'permanent' to describe an island.
- 8 D: Only this answer collocates with 'opportunity'.

### Part 2: Choosing Binoculars

- 9 in (preposition) follows the verb 'invest'
- 10 it (pronoun) part of fixed expression
- 11 more (comparative) part of linking expression
- 12 their/his/her (possessive pronoun) refers to everyone
- 13 which (determiner) to indicate one of many possible
- 14 is (verb) part of a cleft sentence
- 15 give (verb) collocates with 'test run'
- 16 (Al)though/While(st) (linker) introduces a contrast

### Part 3: The Inventor of the Bar Code

- 17 irregular (adjective to negative adjective)
- 18 length (adjective to noun)
- 19 outlets (verb to plural compound noun) part of common collocation
- 20 checkout (verb to compound noun)
- 21 encoded (verb to adjective) part of noun group
- 22 potentially (noun to adverb)
- 23 application(s) (verb to noun)
- 24 arrival (verb to noun)

### Part 4

- 25 (already) started by the time: past perfect
- 26 had great/a good deal of/a great deal of/a lot of difficulty: adjective to noun phrase
- 27 gave a faultless performance: verb to noun
- 28 was on the point of calling: fixed expression
- 29 came as a disappointment: adjective to noun
- 30 feels the effects of: dependent preposition

### Part 5: Is the internet making us stupid?

- 31 C: Patricia Greenfield 'reviewed dozens of studies on how different media technologies influence our cognitive abilities' and looked at the results of these studies as a whole.
- 32 B: The University experiment tested how well the students 'retained the lecture's content'; an earlier experiment showed that the more types of information are placed on a screen, the less people can remember.

- 33 B: Greenfield concluded that 'growing use of screen-based media' had resulted in 'new weaknesses in higher-order cognitive processes' and listed several mental processes that have been affected (abstract vocabulary, etc.).
- 34 C: It was expected that the people who did a lot of multitasking would 'have gained some mental advantages' from their experience of multitasking but this was not true. In fact, they 'weren't even good at multitasking' – contrary to the belief that people who do a lot of multitasking get good at it.
- 35 C: The writer says that the 'ill effects' are permanent and the structure of the brain is changed. He quotes someone who is very worried about this and regards the long-term effect as 'deadly'.
- 36 D: The writer uses Ap Dijksterhuis's research to support his point that 'not all distractions are bad' – if you are trying to solve a problem, it can be better to stop thinking about it for a while than to keep thinking about it all the time.

### Part 6: The Pinnacle

- 37 B: 'the graceful structure blends in remarkably well' matches 'a tall elegant pyramid' in A.
- 38 A: 'the building seems set to become a mainstay on the itinerary of visitors to the city' matches 'There can be little doubt that visitors to the city will be drawn to the east bank by the building' in D.
- 39 A: 'the height and scale of the Pinnacle will take some beating' is the opposite idea to 'the building's inevitably short-lived reign as the city's tallest structure' in D.
- 40 C: 'how keen are the local residents on having this monstrous structure spring up literally on their doorstep? The central business district, already the site of other high-rise structures, could surely have accommodated the intrusion more easily.' The other articles all say positive things about the choice of location:
  - A: 'Located in the unfashionable east of the city, the building will also bring work and development to an area that has long been in need of it.'
  - B: 'Some have questioned the Pinnacle's location in an otherwise undeveloped quarter, dwarfing as it does the eighteenth-century houses below it. But I would disagree.'
  - D: 'the decision to build the structure in a forgotten corner of the city, originally perceived as rather unwise, has proved a stroke of genius.'

### Part 7: Learning to be an action hero

- 41 F: link between the fact that the writer 'can't reach much past my knees' and how difficult he is finding this and that belief that the reader will think 'this sounds a bit feeble' – that the writer is weak and incapable of doing the exercise well.
- 42 D: link between 'get there' in D and 'a very particular, very extreme kind of fitness' before the gap; 'get there' = achieve that kind of fitness.
- 43 A: link between 'it had all started so well' before the gap and the first thing they did in the session, which was 'a piece of cake' (very easy) for the writer.

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- 44 E: link between 'a few' in E and the 'movements for building strength in your back and arms' on the chinning bar mentioned before the gap.
- 45 G: link between the bar mentioned before the gap and Steve jumping on to that bar at the beginning of G; link between 'from one to another' and the various bars mentioned in the paragraph before the gap.
- 46 B: link between the 'one comforting piece of knowledge' mentioned in B and what that piece of knowledge was – that the writer will 'never suffer from an anatomical anomaly'.

## Part 8: The way we worked

- 47 B: 'Search your high street for a typewriter repairman and your chances of a result at all are ribbon-thin.'
- 48 C: 'In 1888, thousands of matchgirls at the Bryant and May factory in London famously went on strike to protest over conditions.'
- 49 B: They serve 'septuagenarian retirees', 'technophobes', 'novelists' and 'people weaned on digital keyboards who see typewriters as relics of a distant past'.
- 50 D: When warned that someone might steal his techniques, he says that 'no one wants to' copy him or learn to do what he does.
- 51 C: 'Over subsequent decades, the long hours, tiny pay packets and exposure to toxic chemicals were addressed'.
- 52 A: His father told him 'these things will come back' and 'the more technology comes into it, the more you'll be seen as a specialist' and his words showed 'a lot of foresight'.
- 53 C: 'The majority of staff are still female'; 'it's still mainly female'.
- 54 A: As his trade is a 'rare one', people employ him in all sorts of places.
- 55 B: 'It amazes us the price the old manual machines sell for on the internet'.
- 56 C: 'The industry largely relocated its production to other countries where labour was cheaper.'

## Test 1, Writing (page 21)

### Part 1

#### Question 1 (essay)

**Style:** Formal or semi-formal, and objective as you are writing for your teacher. You should discuss two of the points, giving reasons and/or evidence. Use clear paragraphs, one for each issue, and include an introduction that leads in to the topic and a conclusion that rounds off the argument. This should state your point of view.

**Content:** You should include discussion of the effect of technology on two of these points:

- communication, e.g. *it's quick and easy*.
- relationships, e.g. *it can be hard to make real relationships*.
- working life, e.g. *people can work from home*.

In your conclusion you should decide which aspect of daily life has been affected most by technology. You can use the opinions given in the task if you choose, and/or use your own ideas.

### Part 2

#### Question 2 (proposal)

**Style:** Proposal format and formal or semi-formal language as the proposal is for the college principal. Your paragraphs must be very clearly divided. You can use headings, numbering or bullet points if you like, but remember that if you use bullet points in any section you must still show a range of language across the whole proposal.

**Content:** You should:

- state the purpose of the proposal.
- outline the current social and sporting activities provided by the college.
- describe the needs of new students.
- make recommendations for activities with reasons.

#### Question 3 (review)

**Style:** Semi-formal moving towards informal as this is a review in a column written by readers of the magazine. The purpose of the review is to tell people about the DVD, and say why it was so good. You need the language of description or narration, evaluation and justification. Use clear paragraphs: introduction, description, evaluation and conclusion with recommendations.

**Content:** Remember to

- describe the film briefly.
- give reasons why you think it was exceptional.
- explain why you would recommend it as part of the set of DVDs.

#### Question 4 (letter)

**Style:** Letter, informal language as Jack is a friend. You should use clear paragraphs, with an appropriate greeting and ending.

**Content:** Include the following points:

- what kind of people he would meet.
- any opportunities for skiing.
- what he would gain from the experience.
- whether he should apply for the job, with reasons.

## Test 1, Listening (page 24)

### Part 1

- 1 A: 'What companies want is people who can come up with ideas. I get a buzz from that side of it.'
- 2 C: M: 'Hours aren't fixed and can be long in relation to the salary.'  
F: 'The job's not the big earner that people assume it is.'
- 3 A: 'I've always been competitive, and I work harder than anyone else ... I copy the person who beat me. I won't stop till I'm better than them.'
- 4 C: 'Although I'm not such an experienced cyclist ... I jumped at the chance to try it'.
- 5 C: 'My own experience is much like that of other callers.'
- 6 B: 'Choose what you plant carefully.'

### Part 2: The albatross

- 7 Arabic
- 8 21/twenty-one
- 9 (the) wind
- 10 shoulder(s)
- 11 smell
- 12 (little) mice
- 13 feathers
- 14 bottle caps/tops

### Part 3

- 15 B: I naturally leaned towards rather athletic dance styles, and there wasn't much of a repertoire for that, so creating dances was the natural way forward.
- 16 A: Any choreographer worth her salt would pick up on that and call it a day.
- 17 C: It can be pretty experimental and almost random – like you might see a movement that really works by chance – if, say, a dancer slips and creates a particular shape – and you make something of it.
- 18 B: I want them to understand what I'm doing and the idea I'm trying to put across.
- 19 C: Working with students is more straightforward because they've got the basic training, they're desperate to learn, but they're not weighed down with expectations. I guess I like the idea of the blank canvas best.
- 20 D: I think I stay true to the spirit of the piece – and to my own instincts. ... but if you're talking about the essence – the choreographer's vision – her craft if you like – then for me there's hardly a gulf at all.

### Part 4

- 21 B: 'sitting about in front of a screen.... (I) never really felt fit.'
- 22 F: 'it was the sort of people you had to work with ... you needed a bit of light relief, but nobody there could see the funny side of my anecdotes.'
- 23 H: 'it was having to do everything by yesterday that got me down.'
- 24 E: 'We were all packed into this really small area.'
- 25 A: 'I'd no commitment to it anymore.'
- 26 B: 'I really feel that people who employ me are grateful – that's worth a lot to me.'
- 27 C: 'when I suggest a new style to a client.'
- 28 G: 'I'm actually a bit better off as a nurse .... because I had been expecting a cut in my standard of living'.
- 29 F: 'that makes me determined to do it as well as I can.'
- 30 D: 'People look up to you when you say you're a plumber ... It means you can do things they can't.'

## Test 2, Reading and Use of English (page 34)

### Part 1: Seaside Artist

- 1 D: The right answer is a strong collocation that is a commonly used term.
- 2 A: Only the right answer creates a parallel meaning to 'like' earlier in the sentence.
- 3 C: Only the right answer can be followed by 'afield' to create the fixed expression.
- 4 D: Only the right answer can introduce this type of clause.
- 5 C: The other words cannot be preceded by the verb 'to be' and followed by the infinitive.
- 6 B: The other words do not follow the preposition 'by'.
- 7 A: The other words are not followed by the preposition 'with'.
- 8 B: The other words cannot be used after 'to get' without an article.

### Part 2: Early Stone Tools

- 9 make (verb) collocates with the noun 'use'
- 10 than (preposition) links two parts of the comparison
- 11 after (adverb) time marker
- 12 back (preposition) phrasal verb
- 13 to (preposition) follows 'similar'
- 14 which/that (relative pronoun) introduces a defining relative clause
- 15 As (adverb) part of fixed phrase
- 16 in (preposition) part of fixed phrase

### Part 3: Marathon Dreams

- 17 coverage (verb to noun)
- 18 endurance (verb to noun)
- 19 admiration (verb to noun)
- 20 exhaustion (verb to noun)
- 21 regain (verb to iterative verb)
- 22 possibly (adjective to adverb)
- 23 discouraging (noun to negative adjective)
- 24 advisable (verb to adjective)

### Part 4

- 25 what makes some cars (determiner + verb)
- 26 has been widely blamed (passive + adverbial collocation)
- 27 strength of the wind (noun + preposition + noun)
- 28 wishes (that) she could/was able to/were able to (wish for regrets)
- 29 expected to turn out for /up for/ up to /up at (passive + phrasal verb)
- 30 my complete/total dissatisfaction (adjective + noun)

### Part 5: Take as much holiday time as you want

- 31 B: The main topic of the paragraph is how greatly the holiday policy at Netflix differs from what normally happens with regard to holidays in organisations and companies.
- 32 C: They said that the standard holiday policy was 'at odds with' (did not fit logically with, did not make sense with) 'how they really did their jobs' because sometimes they worked at home after work and sometimes they took time off during the working day.
- 33 D: The company decided: 'We should focus on what people get done, not how many hours or days are worked.'
- 34 A: Rules, policies, regulations and stipulations are 'innovation killers' and people do their best work when they are 'unencumbered' by such things – the rules, etc. stop them from doing their best work.
- 35 B: One 'regard' in which the situation is 'adult' according to the writer is that people who aren't excellent or whose performance is only 'adequate' lose their jobs at the company – they are 'shown the door' and given a 'generous severance package' (sacked but given money when they leave).
- 36 D: Nowadays, 'Results are what matter'. How long it takes to achieve the desired results and how these results are achieved are 'less relevant'.

## Part 6: The Omnivorous Mind

- 37 B: 'But it begins rather slowly, and there are moments when the casual reader will want to skip some of the long-winded explanations to get to the point.' contrasts with A: 'Allen in his engaging book ... takes us on a fast-paced tour.'
- 38 A: 'Allen's principle point is that the mind has always been central in determining people's eating habits, and it's a point he returns to regularly, whether in the context of the latest fads and fashions or deeply-seated cultural traditions' contrasts with B: 'Allen often strays far from his main contention.'
- 39 C: 'This book certainly challenges some of our preconceptions and attitudes towards eating.' matches D: 'there is still a great deal we don't know about our relationship with it. This book is going to help change that!'
- 40 D: 'Allen, however, is clearly writing for those of us living in places where food abundance is the norm rather than shortage, and this detracts from some of his broader claims about our species' relationship with what we eat. It is hard to know what people in less fortunate societies might make of them.' The other writers have a different view:
- A: 'Indeed, the main ideas in the book will strike a chord with people around the globe, even if the detailed examples are outside their experience.'
- B: 'Allen goes on to explore the reasons for this, and other conventions, in a way that will be accessible across cultures.'
- C: 'Even people from quite diverse cultural contexts will find familiar issues investigated along the way.'

## Part 7: Fluttering down to Mexico

- 41 D: link between 'these creatures' and 'this mass of insects' in D, 'butterflies' and 'millions of them' before the gap and 'They' after the gap.
- 42 G: link between 'Their journey here' before the gap and the description of that journey in G.
- 43 C: link between the butterflies being 'in search of nectar' (for food) and drinking from pools of water before the gap and what they do after they have therefore 'Fed and watered' at the beginning of C.
- 44 F: link between beliefs for 'centuries' about the arrival of the butterflies and what was discovered about this more recently, in the 1970s.
- 45 A: link between 'this' at the beginning of A and the fact that the migration route is 'endangered'. The first sentence of A explains why the migration route is endangered and A gives the results of this. In 'This is why' after the gap, 'This' refers to the problems caused for the butterflies.
- 46 E: link between 'these' at the beginning of E and the four areas of the reserve that are open to the public mentioned before the gap.

## Part 8: Seeing through the fakes

- 47 C: 'All became clear when art historians did further research'. The research explained why the painting used a pigment that was not available to artists until later.
- 48 F: 'the mistaken belief that museums have anything to gain by hiding the true status of the art they own.'
- 49 A: 'the study of any work of art begins with a question: is the work by the artist to whom it is attributed?'

- 50 E: The painting had 'under drawing in a hand comparable to Raphael's when he sketched on paper' and the 'pigments and painting technique exactly match those that the artist used in other works'.
- 51 B: 'how little was known about Melozzo 90 years ago, and how little could be done in the conservation lab to determine the date of pigments or wood panel'.
- 52 D: 'X-rayed the picture and tested paint samples, before concluding that it was a rare survival of a work by Uccello dating from the early 1470s.'
- 53 F: 'If they make a mistake, they acknowledge it'
- 54 A: 'museum professionals' and 'conservation scientists'
- 55 B: 'a costume historian pointed out the many anachronisms in the clothing.'
- 56 D: 'I well remember how distressing it was to read an article in which the former director of the Metropolitan Museum of Art, Thomas Hoving, declared that Uccello's lovely little canvas of *St George and the Dragon* was forged.'

## Test 2, Writing (page 47)

### Part 1

#### Question 1 (essay)

**Style:** Essay format, and formal or semi-formal language.

Your paragraphs must be clearly divided by course with appropriate linking words and phrases; each paragraph should include an assessment of each of two types of book, its importance and whether it is really important to read.

**Content:** You can include or discuss the opinions expressed in the task, but don't take the words directly from the input quotes. You should:

- introduce the topic of reading different types of books.
- evaluate the importance of two types of book, starting a new paragraph for each. Give reasons for your opinions, e.g.:
  - fiction – it teaches you about other people's lives
  - history – you learn about the past so that you don't make the same mistakes/it gives you a sense of identity
  - science – it's important to understand developments in modern life

Remember to summarise your overall opinion in the conclusion.

### Part 2

#### Question 2 (review)

**Style:** Either semi-formal or informal, but remember you are trying to interest the magazine readers, so use a range of colourful language and try to use features such as rhetorical questions to draw the reader in. Use clear paragraphs for each part of the review.

**Content:** You should:

- describe the music festival or concert.
- explain what you did there and what made it interesting or unusual.
- consider whether you think it is relevant today.
- give an interesting conclusion.



### Question 3 (letter)

**Style:** Formal or semi-formal, avoiding colloquial expressions. You must use clear paragraphs, which could be one paragraph for each of the content points below.

**Content:** Think about the skills that might be needed for the job, especially dealing with people and using social skills. The job requires good communication skills, good organisation and someone who is a team player. You must include:

- your friend's relevant work experience.
- your friend's personal qualities.
- your reasons for recommending your friend for the job.

Remember to include details or examples to support your points, and conclude by summing up why you recommend the person for the job.

### Question 4 (report)

**Style:** Semi-formal/formal as this is a report for your course organiser. You can either use paragraphs (one for each point) with or without headings, or bullet points. If you use bullet points, remember that you still have to show a range of language, so don't make them too simple and don't use them in every paragraph.

**Content:** Include information about:

- what you did, e.g. your responsibilities, daily routine.
- how you benefitted, e.g. gaining independence.
- any problems you had, e.g. settling in.
- recommendations for future students, e.g. research on the company before travel.

Remember to include details and reasons to support your ideas.

## Test 2, Listening (page 50)

### Part 1

- 1 B: M: 'It was the prospect of shopping for new stuff I couldn't face!  
F: 'Tell me about it!'
- 2 A: 'It's heavily linked to wanting to be the centre of attention, to clothes giving them a strong personal identity or whatever. It's basically a way of showing off'.
- 3 B: 'I had a cockiness, ... I'd hear a hit record and think: "I could do that."'.
- 4 A: 'If after my first hit I thought I'd made it, I was soon disabused of that notion'.
- 5 A: 'One time I danced in a culture show, and the dance director at my school, she asked: 'Are you interested in really training? Like, you seem to have talent.'
- 6 C: 'So much so, that I was on the point of rebellion on more than one occasion – though I'm happy to say that particular storm never actually broke.'

### Part 2: Radio reporter

- 7 Communication Studies
- 8 marketing assistant
- 9 intimidated
- 10 Trainee Scheme
- 11 (live) interviews
- 12 journalism
- 13 news
- 14 flexibility

### Part 3

- 15 C: 'It was pure chance that a friend asked me to design a set for a student musical he was directing'.
- 16 D: 'What you need to do is to put all the training in the background and get some hands-on experience – an apprenticeship's great for doing that, and I spent three years doing one.'
- 17 C: 'Having an affinity with a play is pretty vital. If you don't care about it, there's no point in doing it because you'll never come up with good ideas.'
- 18 A: 'Actually, it helps me to keep coming up with new ideas if I'm constantly changing my focus from one show to another.'
- 19 B: Neil: 'Unlike a lot of actors who claim not to pay attention to reviews, I keep up with what critics say about all productions, not just my own. That helps you keep any criticisms in perspective. Maybe a critic's been harsh on other productions or has fixed views about set design.' Vivienne: 'Well, I've never actually come across that.'
- 20 A: 'On stage, ... requires the type of thinking I love best ... I don't get that buzz working on a movie, I'm afraid.'

### Part 4

- 21 E: 'My wife said I'd never make it, which only made me more determined actually.'
- 22 D: 'As a graduation gift, it was a lovely way of marking the achievement.'
- 23 B: 'My girlfriend wanted to go ... I went along with the idea for her sake.'
- 24 G: 'Like me, they'd mostly seen that chap on TV at the site and decided to go too.'
- 25 C: 'I was looking to do a bit of serious walking to see what I was capable of.'
- 26 C: 'For me, the highpoint was how friendly the others were.'
- 27 A: 'What made it for me ... was the actual design of the place.'
- 28 B: 'What blew me away ... was looking out from the low walls of the site over the mountains.'
- 29 E: 'I hadn't expected the actual walk up to the site to be so impressive.'
- 30 G: 'I'll never forget the meal the night before the final ascent.'

## Test 3, Reading and Use of English (page 58)

### Part 1: Caving

- 1 C: Only the right answer creates the collocation.
- 2 B: The other words do not create the phrasal verb.
- 3 D: Only the right answer creates the collocation.
- 4 A: The other linkers aren't used in this type of sentence.
- 5 B: Only the correct answer creates the meaning in context.
- 6 D: Only the right answer creates the collocation.
- 7 B: Only the right answer is a verb used for water.
- 8 D: The other words don't create meaning in context.

### Part 2: Why are sunglasses cool?

- 9 but (conjunction) fixed expression with 'anything'
- 10 whose (possessive pronoun) refers to 'eyes'
- 11 of (preposition) part of fixed expression with 'fame'
- 12 At (preposition) part of expression
- 13 came (phrasal verb)
- 14 as (adverb)
- 15 in (preposition) part of multi-word verb
- 16 was (verb) fixed phrase

### Part 3: Customer Reviews

- 17 accompanied (noun to verb)
- 18 arguably (verb to adverb)
- 19 professional (noun to adjective)
- 20 unedited (verb to negative adjective)
- 21 analysis (verb to noun)
- 22 reliable (verb to adjective)
- 23 feedback (verb to compound noun)
- 24 recommendation (verb to noun)

### Part 4

- 25 had no choice but to (fixed expression)
- 26 the race was about to (direct to indirect speech with 'about to')
- 27 led to the singer being ('led' + passive form)
- 28 sooner had Alex finished his homework (negative head inversion)
- 29 bored if I spend ('boring' to 'bored' + condition phrase)
- 30 doesn't approve of her (reporting verb)

### Part 5

- 31 B: The last sentence of the paragraph means: There was nobody better than an American to 'document' (record, in this case with photographs) the way society in Ireland was changing and becoming more like American society. People in Ireland were happy to employ an American to take pictures that looked like the images in 'an expensive American advertising campaign'.
- 32 D: She had previously 'harboured higher aspirations' (aimed to do work that was more artistic and creative) but she 'didn't mind' doing wedding and portrait photography and compared her situation with that of Dutch painters who did similar kinds of work to make money in the past.
- 33 D: She preferred analogue cameras, which were 'the old-fashioned method'. It is implied that she spent a lot of time in the darkroom following this 'old-fashioned' method to produce the wedding photographs.
- 34 C: He asked her 'What's up?' (What's the problem?) and she decided that 'she would tell him' (= tell him what the problem was) 'eventually, but not yet'.
- 35 A: She describes feeling a connection with the past when she visited the cairns and he says 'You Americans and your history', meaning that she was talking in a way typical of Americans and their attitude to the history of places like that.
- 36 D: When she said 'I know it' she was agreeing with him that, because they were both photographers, they were only interested in things they could see, their area of interest was limited to 'surface' (only what is visible).

### Part 6: Do computer games have educational value?

- 37 B: 'it seems perverse to suggest that such an individualistic pastime, that takes the player off into a world of complete fantasy, could ever promote interpersonal skills in the real world' contrasts with A: 'Gamers may not reflect on how the characters and scenarios they engage with could help them to interact with others in the real world, but recent research at the State University suggests that the games do perform such a function.'
- 38 D: 'the accusation frequently heard that gaming is both addictive and harmful has always smacked of prejudice' contrasts with B: 'The evidence that gaming can become compulsive behaviour ... is quite convincing.'

- 39 D: 'The fact that only a small geographical area was studied detracts a little from the findings.' matches C: 'The current study would benefit from further work, however, as the researchers seem to be making quite sweeping claims on the basis of relatively thin evidence.'
- 40 B: 'this conclusion seems to be a step too far, and I can't see too many people taking it very seriously'. The others have a positive view:
  - A: 'this meticulous study adds more weight to the growing consensus that gaming may be good for us.'
  - C: 'the idea put forward here that social skills may develop as a result of gaming is an intriguing one, that's sure to spark some lively debate.'
  - D: 'it is sure to attract quite a bit of attention'

### Part 7: The 'Britain in Bloom' competition

- 41 D: link between 'do a lot' and 'too much'. D contains an example of a place that did something to please him that in fact didn't please him.
- 42 G: link between what the competition was like 'In the early days' and what it is like now (it's now 'much more sophisticated' and 'much more competitive' than it was when it started).
- 43 E: link between the criticisms of the competition in E and 'such criticisms' after the gap.
- 44 A: link between the statement that the 'old tricks' no longer work and 'This' at the beginning of A; what people used to do in order to win doesn't enable them to win any more and A explains that this is because of changes to the judging criteria; link between 'these developments' after the gap and the changes described in A.
- 45 F: link between one place that regards the competition as important (Stockton-on-Tees) and a place that has won the competition (Aberdeen); link between 'With so much at stake' after the gap and the description of what is 'at stake' (the fact that winning gives a place a very good image) in F.
- 46 C: link between 'Some of this' at the beginning of C and the stories of 'dirty tricks' before the gap; Jim is saying in C that some of the stories about rivals doing damage to the flowers of other competitors are 'exaggerated' and not completely true.

### Part 8: On the trail of Kit Man

- 47 B: 'discomfort, bad food and danger were seen as part of the authentic outdoor experience'.
- 48 D: 'this involves not only acquiring new clobber, but new jargon'.
- 49 C: 'The whole idea of going into the wild is to get away from the things that tie you in knots at home.'
- 50 A: 'Worried about getting lost? Relax with a handheld GPS unit, featuring 3D and aerial display, plus built-in compass and barometric altimeter.'
- 51 D: 'Many in the adventure business say gadgets have encouraged thousands who would otherwise not have ventured into the great outdoors.'
- 52 B: 'Kit Man and his kind stand accused by the old-schoolers of being interested only in reaching the summits of gadgetry.'
- 53 C: 'All this technology, I mean, it might look fantastic on paper, but when there's a real problem, it's almost certainly going to let you down.'
- 54 C: 'Who'd want to be stranded out in the wild with a gadget freak?'

- 55 A: 'At next month's Outdoors Show in Birmingham, all this kit and more will be on display for an audience which seemingly can't get enough of it.'
- 56 D: 'Evidence from the American market also suggests that technology has had a positive environmental impact'.

### Test 3, Writing (page 70)

#### Part 1

##### Question 1 (essay)

**Style:** Essay format, and formal or semi-formal language. Your paragraphs must be clearly divided by course with appropriate linking words and phrases. Each paragraph should include an assessment of two of the courses, its importance and whether it deserves extra financial support from the government.

**Content:** You can include or discuss the opinions expressed in the task, but don't take the words directly from the input quotes. You should:

- introduce the topic of financial support for education.
- evaluate the importance of two of the courses, starting a new paragraph for each. Give reasons for your opinions, e.g.:
  - art – it teaches appreciation of beauty
  - sport – it teaches team spirit and co-operation
  - music – it is a life-long skill and pleasure

Remember to summarise your overall opinion in the conclusion.

#### Part 2

##### Question 2 (letter)

**Style:** Informal as you are writing to a friend. Use letter layout, with clear paragraphs and an appropriate greeting and ending.

**Content:** Include the following points:

- what type of accommodation is available, e.g. flat, house, cost of rent.
- opportunities for sport, e.g. football club.
- availability of part-time work, e.g. in a restaurant.
- how easy it is to find part-time work.

##### Question 3 (review)

**Style:** Semi-formal moving towards informal. The purpose of the review is to nominate what you think is the best TV series, giving your opinion of it with reasons. You need the language of description or narration, and evaluation. Use clear paragraphs: introduction, description/narrative, evaluation and conclusion with recommendations. You may like to use humour in your evaluation to make it more interesting and memorable.

**Content:** You need to:

- describe the TV series and what it's about.
- explain why it appeals to you.
- give reasons why it should be included in the top ten list.

##### Question 4 (proposal)

**Style:** Proposal format, with semi-formal/formal language. Your paragraphs must be very clearly divided, and you can use headings, numbering or bullet points, but remember to show a range of language.

**Content:** You should:

- state the purpose of the proposal.
- explain the current facilities and what is useful about them, e.g. study centre, which can be used 24 hours a day.
- describe any problems, e.g. not enough reference books.
- recommend ways of improving the current facilities with reasons, e.g. provide more books, computers, etc.

### Test 3, Listening (page 72)

#### Part 1

- 1 C: F: 'I find that a tough one to answer, don't you?'  
M: 'It's hardly an easy thing to articulate.'
- 2 C: 'There's a difference between the actual experience and the sanitised reality printed on the page. And that's what I want to look into.'
- 3 B: 'It wasn't easy and I soon discovered that I wasn't really cut out to be an interviewer – so I wasn't comfortable in the role.'
- 4 C: M: 'But it really depends on the party and the crowd – you've got to give them what they want.'  
F: 'No two sets are ever the same in that respect and that's the beauty of it. I'm all for being flexible.'
- 5 B: 'I focussed on cake-making there because it's quite artistic, but also scientific. ... I like that idea.'
- 6 A: 'So I've learnt to follow my instincts, and fortunately we're beginning to see a firm customer base emerging as a result.'

#### Part 2: Computer game designer

- 7 developer
- 8 animation
- 9 book covers
- 10 user interfaces
- 11 Star City
- 12 narrative
- 13 difficulty level
- 14 dedication

#### Part 3

- 15 B: 'It was an exciting prospect for a teenager ... and I was full of questions.'
- 16 D: 'You have to make assumptions – interpretations based on the evidence you've got – and that often involves eliminating possibilities – ticking off the things it might be but clearly isn't.'
- 17 C: 'and the discoveries are mostly small and cumulative rather than dramatic, which is the point that the world at large really tends to miss.'
- 18 D: 'Basically, with a relatively modest budget, we can gather far more relevant data here than in many of the places that have been the typical focus of archaeological activity.'
- 19 C: 'you'll probably uncover data that'll reveal how people lived and the way different things influenced their way of life – be it political changes, climate change, disease or whatever.'
- 20 A: 'The project I'm involved in seeks to capture and preserve some of that rich fund of humour and anecdote – so that it can be preserved for future generations'



## Part 4

- 21 G: 'I only really went along to the salsa group to keep my boyfriend company.'
- 22 E: 'acting skills ... I thought if I joined, it'd be a chance to pick some up.'
- 23 H: 'We're doing golf this term; are you up for it or not?'
- 24 C: 'I thought a club would be a way of getting in touch with like-minded students on other courses.'
- 25 A: 'So when a doctor I met at the hospital said they did Tai Chi at lunchtimes there, why didn't I give it a try?'
- 26 H: 'I could've done with someone telling me how I was doing actually.'
- 27 F: 'I think everyone needs to be given something to get their teeth into.'
- 28 C: 'but I do find some of the people you meet there a bit superior.'
- 29 B: 'I feel kind of duty bound to be there to make sure there's always a match.'
- 30 D: 'I just wish they'd run a session at the university.'

## Test 4, Reading and Use of English (page 78)

### Part 1: Ceramics Fair

- 1 A: Only the right answer can follow 'as'.
- 2 B: The other words do not collocate with 'tradition'.
- 3 D: The other phrasal verbs do not mean 'established'.
- 4 A: Only the right answer can follow 'at'.
- 5 B: The other words cannot be followed by the infinitive.
- 6 C: Only the right answer can be followed by 'on'.
- 7 B: The other words are not things which could be 'on show'.
- 8 D: Only the right answer can be followed by 'at'.

### Part 2: Cheating at Computer Games

- 9 out (phrasal verb)
- 10 few (quantifier)
- 11 as/like (adverb)
- 12 taken (verb indicating a period of time)
- 13 When(ever)/Once (linker)
- 14 which (relative pronoun) introduces a clause
- 15 makes (verb)
- 16 whom (relative pronoun) follows 'of' and refers to people

### Part 3: Trolley Bags

- 17 useful (verb to adjective)
- 18 outward (preposition to adjective)
- 19 official (noun to adjective)
- 20 measurements (verb to plural noun)
- 21 eventual (noun to adjective)
- 22 restrictions (verb to plural noun)
- 23 uneven (adjective to negative adjective)
- 24 counterparts (noun to plural compound noun)

## Part 4

- 25 matter how fast she runs: fixed phrase + inversion
- 26 not willing/unwilling to take the blame: lexical change + collocation
- 27 you do, you must not spend: fixed phrase + modal verb
- 28 was taken completely by surprise when: modified adjective to modified verb collocation
- 29 overall responsibility for keeping: adjective to noun phrase
- 30 by no means uncommon: fixed phrase negative adjective

## Part 5: The impossible moment of delight

- 31 A: Some studies conclude that happiness comes from being wealthier than the people near you, but others say that happiness comes from having a 'good attitude' and not from 'comparison with the wealth of others'.
- 32 B: The survey found that the common idea of rich people not being happy is true and that it was not invented simply so that poor people would be 'happy with their lot' (to persuade the poor that their position is OK and that they shouldn't envy the rich).
- 33 C: Bloom thinks people are in 'a state of perfect pleasure' at the moment when they get something they want, but the writer believes that it's hard to 'pin down' (define, be certain about) the moment when people feel happiness most clearly. So he does not agree with Bloom that it's possible to say exactly when people are at their happiest.
- 34 C: These musical works fully illustrate his point that happiness is half expectation and half memory because half of them involves the music building up to a high point and half of them involves peaceful 'recall' after that high point.
- 35 A: The company's slogan stating that 'getting ready is half the fun' is 'honest and truthful'. Girls are happier getting ready for a party than when they are at the party, where they often do not have a good time (they may be 'standing around' or 'crying' at the party).
- 36 D: He believes they were at their happiest when they thought about completing their research and after completing it. This means that his main point about people being happiest before and after getting or doing something they want applies to the researchers and Bloom too.

## Part 6: The Perfect Workspace

- 37 B: 'By encouraging workers to do things like choose the colour scheme or giving them the freedom to surround themselves with disorderly piles of papers if they so choose, firms can encourage them to do their best.' contrasts with A: 'Less convincing is the claim made in one study that productivity improves if each individual is given a measure of control over their own workspace.'
- 38 D: 'Some creative people need to experiment in real space and time, and there are still limits to what can be confined to a computer screen' matches C: 'I suspect that there are individuals engaged in both professions who would feel uncomfortable in such stereotypical surroundings. And why shouldn't they?'
- 39 B: 'Features such as low ceilings and small windows can have the opposite effect, and add to the impression of merely being a small cog in a big wheel.' matches D: 'Cramped offices with a lack of natural light aren't conducive to happy working relationships.'
- 40 C: 'Photographic evidence meanwhile reveals that Einstein had an incredibly messy desk, suggesting that disorder in the workplace doesn't obstruct the ability to come up with new ideas.' The other writers have a different view:
- A: 'clearly some people thrive on clutter, whilst others perform better if surrounded by order, and this is true across a range of occupations'
- B: 'it's a cliché to suggest that new ideas are more likely to emerge from chaos than from proscriptive order'
- D: 'a slick, minimalist environment, however fashionable, does not necessarily meet the needs of all groups of employees'

## Part 7: Publishing's natural phenomenon

- 41 E: link between 'it' in 'Partly it was, and is' in E and 'its secret' before the gap ('it' = 'its secret').
- 42 B: B gives examples of covers that had the 'simplified forms that were symbolic' mentioned before the gap.
- 43 G: link between 'They' at the beginning of G and the two people who are the subject of the paragraph before the gap (Clifford and Rosemary Ellis); link between the 'original plan' described in G and what actually happened, described after the gap ('those' after the gap = 'photographic jackets' in G).
- 44 D: link between 'This' at the beginning of D and 'the common design' mentioned before the gap; link between 'They' after the gap and the covers described in D.
- 45 A: link between 'an even more demanding production method' and the production method described before the gap; link between 'Initially' and 'Later'.
- 46 C: link between 'In the process' and the writing of the book mentioned before the gap; Gillmor and the writer found the interesting things described in C while they were writing the book about the covers.

## Part 8: The intern's tale

- 47 B: She was 'shocked' when she discovered how big the 'tracing patterns' were and how much fabric was used to make each dress.
- 48 D: Her 'seamstress skills came in handy' when working on the 'installation that's now on display in the gallery' – she contributed to the work of art by doing some sewing that appears in it.
- 49 D: She didn't know how to send something by courier and had to ask lots of questions in order to do this.
- 50 A: She 'didn't want to leave everyone', meaning that she liked all the people she worked with.
- 51 C: Her friends have money for houses, cars and holidays and she doesn't, but 'I never feel I've missed out because I'm doing what I've always wanted to do' – she is glad she chose this kind of work.
- 52 B: She says that if you are an intern, 'you have to work hard and for free, because that's what everyone else is willing to do'.
- 53 A: She knows that some of the scripts she works on 'are going to become films one day'.
- 54 C: 'If I was 35 and still working unpaid, I'd think 'What am I doing?'
- 55 D: She says that when she arrived in London, she 'didn't know how long it would take to get a job'.
- 56 A: 'Personally, I love anything that's been adapted from a book, especially if I've read it' – she prefers working on film scripts based on books.

## Test 4, Writing (page 90)

### Part 1

#### Question 1 (essay)

*Style:* Essay format, using formal or semi-formal language with clear paragraphs which should include an assessment of two of the points, its value and importance related to competitive sport and a conclusion highlighting the one with the greatest value. Remember to use appropriate linking words and phrases.

*Content:* You can include or discuss the opinions expressed in the task, but use only the ideas not the words. You should:

- introduce the topic of the value of competitive sport for young people.
- evaluate the importance of two of the benefits given in the task starting a new paragraph for each one. Give reasons for your opinions, e.g.:
  - developing a positive attitude
  - promoting a healthy lifestyle
  - teaching good use of time in training and preparing to play

Summarise your overall opinion about which is the greatest value of competitive sport in your conclusion.

### Part 2

#### Question 2 (letter)

*Style:* Semi-formal, as it is to a magazine editor. Use letter layout, with clear paragraphs and an appropriate greeting and ending.

*Content:* You should:

- briefly describe your friend.
- explain what makes them special for you, with reasons.
- describe how you maintain the relationship.
- consider whether the relationship has changed over the years.

#### Question 3 (proposal)

*Style:* Proposal format and formal or semi-formal language as this proposal is for the college principal. Your paragraphs must be very clearly divided. You can use headings, numbering or bullet points. Remember that if you use bullet points in any section you must still show a range of language across the whole proposal.

*Content:* You should:

- state the purpose of the proposal.
- outline what students currently do to improve their communication skills, e.g. debating society.
- describe any problems they have, e.g. confidence.
- make recommendations for activities or improvements, with reasons, e.g. a 'buddy' system.

#### Question 4 (report)

*Style:* Report format and formal or semi-formal language. Your sections must be clearly divided, and you can use headings, numbering or bullet points. Remember to show a range of language across the whole report.

*Content:* You should:

- state the purpose of the report.
- outline the current activities of the music club.
- explain the future plans of the club.
- suggest ways of getting more people involved with the music club, giving reasons.

## Test 4, Listening (page 92)

### Part 1

- 1 B: F: 'It left half-an-hour late.'  
M: 'Anyway, the pilot obviously made up time. I'd only just turned up and there you were.'
- 2 B: 'You could have flown into the little airport down the coast even with this airline.'
- 3 A: 'What they can't manage to do on their own is question it – have a critical view of its accuracy and usefulness. That's where the teacher comes in.'
- 4 C: 'We had a meeting last week to see how it was going and nobody wanted to change anything!'
- 5 B: 'What really blew me away was the fact that it's unaffected in a way you'd scarcely think possible.'
- 6 A: 'What makes them kind of unique is that they don't seem to be trying to sound like anyone but themselves.'

### Part 2: The llama

- 7 face  
8 light brown  
9 mining  
10 curious  
11 threatened  
12 (gentle) hum  
13 grease  
14 rugs

### Part 3

- 15 A: 'I made some short films, and on the strength of that, some of the staff suggested I went in that direction.'
- 16 B: 'The fact that people I was at school with are now making their way in the film world is also testimony to its value.'
- 17 A: 'I knew I wasn't. I wasn't prepared to squander time and money doing something I hadn't yet got the experience and expertise to carry off.'
- 18 D: 'I've always wanted to create characters with a bit more to them than that: people with a depth that might allow an audience to see a different side to their characters.'
- 19 B: 'There's a lot of things I'd change if I were to make that film again.'
- 20 C: 'I have mixed feelings about the whole notion of being someone to look up to, of being a role model.'

### Part 4

- 21 C: 'To keep within our tight budget.'
- 22 F: 'a foot massage. ... then dozed off in the chair halfway through.'
- 23 B: 'We were so desperately tired that we got our heads down right there on deck for some sleep.'
- 24 D: 'I knew it'd be a long night of dancing ... so I thought I'd better take a rest.'
- 25 G: 'The last bus had already left and we were some distance from the nearest town ... we just all fell asleep right there.'
- 26 F: 'At least it made the night go quickly.'
- 27 B: 'I woke up with a stiff neck, and the pain lasted several days.'
- 28 H: 'A huge, smelly vessel moored up beside us.'
- 29 C: 'They were quite sniffy and a bit embarrassed.'
- 30 G: 'They told me people living there often did that at weekends, so I felt good.'

## Test 5, Reading and Use of English (page 98)

### Part 1: Book review – Galapagos

- 1 C: Only the right answer fits grammatically in this sentence.
- 2 B: The other words don't collocate with 'job'.
- 3 A: Only the right answer completes the fixed expression.
- 4 B: The other words don't create the fixed expression in context.
- 5 B: Only the right answer collocates with 'plus'.
- 6 B: The other words cannot be followed by the preposition 'in'.
- 7 C: The other words don't express the idea of 'just' in this context.
- 8 D: Only the right answer collocates with 'inspiration'.

### Part 2: A history of table tennis

- 9 which/that (relative pronoun) introduces defining relative clause
- 10 made (verb) passive form
- 11 became (verb)
- 12 being (verb) present participle
- 13 By (preposition) time marker
- 14 (al)though (linker) introduces a concessive clause
- 15 rather (preposition) part of 'rather than'
- 16 against (preposition) collocates with 'warn'

### Part 3: Dancing is good for you

- 17 behaviour (verb to noun)
- 18 significant (verb to adjective)
- 19 ridiculous (verb to adjective)
- 20 innumerable/numerous (noun to adjective)
- 21 effective (noun to adjective)
- 22 depression (verb to noun)
- 23 relationships (noun to plural noun)
- 24 enabling (adjective to verb)

### Part 4

- 25 has taken over the management: passive to active + phrasal verb
- 26 no account must this door ever: negative head inversion
- 27 on the recommendation of: verb to noun phrase
- 28 occurred to us that: fixed phrase
- 29 it made no difference to Kevin: fixed phrase
- 30 I would/might be able to make: conditional sentence

### Part 5: The new management gurus

- 31 C: When *Smart Swarm's* author wrote an article on the same subject as his book some years ago, 30 million people read it and the writer predicts that it will 'become the most talked about in management circles'.
- 32 A: 'Miller believes his book is the first time anyone has laid out (demonstrated) the science behind a management theory.'
- 33 C: The writer draws a parallel between bees who have to make a decision – 'and fast' – and managers who 'need to be able to make the right decisions under huge amounts of pressure'.
- 34 C: They need to 'encourage debate' among a group of people and get them to vote on 'which idea is best'; they need to involve a variety of people in their team and get them to take part in the decision-making process.

- 35 D: Ants do what they think is required in the circumstances, and 'the right number' of ants do each different task. This system works well and it can show managers that their own system of hierarchy and bureaucracy is stopping employees from being as effective as ants are ('is getting in the way of getting the work done').
- 36 C: they decided to keep their system of 'letting customers choose where they sit' because they discovered from studying ants that 'assigned seating would only be faster by a few minutes'.

#### Part 6: Worth its weight in gold?

- 37 D: 'Down through the centuries, people have bought and passed on to future generations, those works of art that seemed to embody the spirit of their age and would have lasting value.' contrasts with A: 'with hardly a thought as to what might endure to impress subsequent generations'.
- 38 A: 'Much harder is the business of predicting which of today's artists will be appreciated in years to come, as many disillusioned art collectors have learnt to their cost.' matches C: 'Critics and commentators find it hard enough to agree on what represents the finest in the artistic output of their own times, let alone predict the tastes of the future.'
- 39 D: 'the art helps form our view of both what life was like and how people thought at the time.' contrasts with B: 'a famous picture may come to be more memorable than the event it depicts, distorting our true understanding of the event itself'.
- 40 C: 'they risk heaping praise on work that is merely of transitory interest, and sadly this risk was never greater than in our present age, when mediocrity seems to be the norm'. The other writers have a different view:
- A: 'What is not in doubt, however, is that some will end up being counted amongst the all-time greats.'
- B: 'but also in the fullness of time quite rightly come to be regarded as definitive examples of a trend or period'.
- D: 'This will be just as true of our own age, however eccentric the contemporary art scene might appear on the surface.'

#### Part 7: Is Kieron Britain's most exciting artist?

- 41 E: link between 'Each one' at the start of E and 'the sketches' that Kieron is doing.
- 42 G: link between the fact that Kieron correcting the writer about the use of certain terminology is not typical of seven-year-old boys and the fact that Kieron is not an 'average' boy; link between his 'precocious articulacy' (knowledge of and ability with words that would be expected of someone much older) in G and the fact he gives an adult a lesson in terminology (before the gap); link between 'Kieron actually can and does' after the gap and 'my seven-year-old could do better than that' at the end of G.
- 43 B: link between 'Standard seven-year-old boy stuff there' and Kieron's references to going to school and playing football, which are typical of seven-year-old boys.
- 44 D: link between the 'melee' (noisy mass of people and activity) in D and the scene described before the gap (a room containing a film crew making a film, family members and pets).
- 45 F: link between 'This' at the start of F and Kieron creating sketches based on those in the Seago book; link between 'it' in 'takes it back off me' and the 'sketchbook' he hands to the writer before the gap.

- 46 C: link between 'this' in 'aware of this' and the reaction if Kieron is still 'doing similar work when he's 28'; link between 'having none of it' (not accepting it) and the idea that he may stop doing art and take up other interests.

#### Part 8: The unstoppable spirit of inquiry

- 47 B: 'though it (the World Wide Web) impacts us all, scientists have benefited especially'
- 48 D: 'Whether it is the work of our Science Policy Centre, our journals, our discussion meetings, our work in education or our public events, we must be at the heart of helping policy makers and citizens make informed decisions.'
- 49 C: 'Within a day, 20,000 people had downloaded the work, which was the topic of hastily convened discussions in many centres of mathematical research around the world.'
- 50 C: 'The latter cries out for' (the blogosphere urgently requires) 'an informal system of quality control.'
- 51 A: 'Those who want to celebrate this glorious history' (of scientific research and discovery) 'should visit the Royal Society's archives via our 'Trailblazing' website.'
- 52 E: 'Scientists often bemoan' (complain about) 'the public's weak grasp of science – without some 'feel' for the issues, public debate can't get beyond sloganising' (lack of understanding of the issues causes public debate on them to be too simple).
- 53 A: 'The Society's journals pioneered what is still the accepted procedure whereby scientific ideas are subject to peer review.'
- 54 E: 'But science isn't dogma. Its assertions are sometimes tentative.'
- 55 E: 'there are other issues where public debate is, to an equally disquieting degree, inhibited by ignorance' (the public do not only lack knowledge of science; they lack knowledge of other things too).
- 56 D: 'we can be sure of one thing: the widening gulf between what science enables us to do and what it's prudent or ethical actually to do.'

### Test 5, Writing (page 110)

#### Part 1

##### Question 1 (essay)

**Style:** Essay format, with formal or semi-formal language. Your ideas should be organised into paragraphs that reflect the argument. Try to use a variety of linking words and phrases so that your ideas are expressed coherently.

**Content:** You can include the opinions given in the task, but always rewrite them in your own words. You can use ideas of your own as well or instead of those given, but you must discuss suggestions about what individuals can do to solve environmental problems. You must discuss two of these ideas:

- recycling – whether it can make a difference, e.g. not many people do it.
- campaigning – how to get the message across, e.g. television.
- using energy – ways of saving it, e.g. solar panels, switching off lights.

Remember to write a conclusion that follows your argument, and suggests which idea makes the biggest difference to environmental problems.

## Part 2

### Question 2 (review)

**Style:** Should be relatively informal, but not too colloquial. Use language that will interest and engage the reader, and techniques such as rhetorical questions.

**Content:** You should:

- describe the memorable place.
- evaluate what was special about it.
- explain why it made a lasting impression on you.
- justify its inclusion in the magazine's list of memorable places.

### Question 3 (report)

**Style:** Report format and formal or semi-formal language. Your sections must be clearly divided, and you can use headings, numbering or bullet points. If you do this, remember to show a range of language across the whole report.

**Content:** You should:

- state the purpose of the report.
- describe young people's shopping habits in your country.
- consider whether these habits are changing and why, e.g. shopping malls.
- suggest things that might change shopping habits in the future, e.g. online shopping.

### Question 4 (proposal)

**Style:** Proposal format and formal or semi-formal language as this proposal is for the town council. Your paragraphs must be clearly divided. You can use headings, numbering or bullet points. Remember that if you use bullet points in any section you must still show a range of language across the whole proposal.

**Content:** You should:

- state the purpose of the proposal.
- outline any problems you have had with local transport, e.g. buses late, high prices.
- make recommendations for improvements, with reasons, e.g. more buses at night, special ticket prices for students, etc.

## Test 5, Listening (page 112)

### Part 1

- 1 C: 'I wasn't prepared for something written in the form of two first-person blogs.'
- 2 B: 'That was really quite a wake-up call for me, because I think I may have been guilty of doing that.'
- 3 A: 'I'd say the thing that sets it apart is its multi-functionality.'
- 4 B: 'It'd be a shame if she lost that edge. You know, if the commercial imperative began to dictate the flow of creativity. We've seen that so many times before with designers.'
- 5 A: 'Perhaps a CEO shouldn't be interfering in that stuff, but this company's my baby, so I guess it's inevitable.'
- 6 B: 'The real challenge is trusting yourself to pick the moment to go for it.'

## Part 2: Ecocamp holiday

- 7 miserable
- 8 branches
- 9 (the) wind
- 10 privacy
- 11 (efficient) showers
- 12 boardwalk
- 13 medium
- 14 iceberg

### Part 3

- 15 D: 'I look back and think: "Why wasn't I training? I just played games!" But that's how it was!'
- 16 A: 'After ice hockey, I ran cross-country with moderate success, and guys I met there put me onto rowing.'
- 17 B: 'It was just bad luck really; so near and yet so far.'
- 18 C: 'after about six months of arm-twisting, decided to make the leap'.
- 19 B: Greg: 'to put up with what I call the "full-on suffer".' Lina: 'and just go for it – no matter how much it hurts.'
- 20 C: 'You don't have a lot of protection if you come off and hit the ground. So I run and row as cross-training as much as I can.'

### Part 4

- 21 C: 'looking at two drawings that were given to me as gifts.'
- 22 D: 'I can warm up with them, and they've taught me loads of stretches and things ... really makes you more supple and able to cope.'
- 23 F: 'I'll usually pop into dressing rooms putting little notes or candy on people's tables.'
- 24 H: 'I still find myself walking up to have a look (at the props) prior to curtain up.'
- 25 A: 'I go in the courtyard where I can just catch the breeze.'
- 26 A: 'On my last one, I came down with a sore throat.'
- 27 H: 'so I came out with a line I was supposed to say later.'
- 28 C: 'the press ... what they wrote initially wasn't that complimentary.'
- 29 E: 'I missed a step and stumbled on the way down.'
- 30 F: 'The actor looked around and saw a pigeon standing right behind him.'

## Test 6, Reading and Use of English (page 118)

### Part 1: Mr Espresso

- 1 B: Only the right answer collocates with 'credit'.
- 2 A: Only the right answer collocates with 'leading'.
- 3 B: The other words all need a preposition.
- 4 D: Only the right answer can be used for a country.
- 5 B: The other words do not collocate with 'seeds'.
- 6 B: Only the right answer can be followed by 'as'.
- 7 A: The other words do not collocate with 'companies'.
- 8 D: The other words do not indicate two things joined together.



## Part 2: Drift Diving

- 9 so (pronoun) refers back to the content of the previous sentence
- 10 makes (verb) collocates with 'use'
- 11 on (preposition) follows 'depending'
- 12 or (conjunction) combines with 'either' to make a contrast
- 13 (al)though/but (linker) introduces concessive clause
- 14 no/little (determiner) to indicate absence in 'no need'
- 15 as (conjunction) part of 'as if'
- 16 more (adverb) part of the linking phrase 'what's more'

## Part 3: The Limits of Technology

- 17 settlement (verb to noun)
- 18 breakthroughs (verb to plural compound noun)
- 19 isolation (verb to noun)
- 20 unexpected (verb to negative adjective)
- 21 disapproval (noun to negative noun)
- 22 annoying (verb to adjective)
- 23 regardless (noun to preposition)
- 24 unwelcome (adjective to negative adjective)

## Part 4

- 25 remains to be seen (fixed phrase)
- 26 Patrick if he could borrow his (reported speech and verb change)
- 27 has every intention of writing (verb to noun + gerund)
- 28 unless there are/anyone has any (negative linker + verb + noun)
- 29 met with the disapproval (verb + noun)
- 30 to his/Philip's surprise he got (inversion)

## Part 5: Cooking shouldn't be child's play

- 31 C: The writer says that if you 'take the fun out of cooking', your child might become 'a chef with a great future' – if cooking isn't simply fun for children when they are learning it, it's possible that they might develop into successful chefs.
- 32 B: Her mother noticed that she was very interested in cooking and gave her 'challenging tasks' to do; she gives an example of advice her mother gave her while she was doing a task to help her do it better.
- 33 A: The writer says that there is a belief that parents should praise their children all the time, telling them 'how clever and talented' they are, but there is evidence that this approach 'demotivates children' – it has the opposite effect from the one intended.
- 34 D: There are adult men who think that a piece of fish should be in the shape of a creature, in the same way that the food they ate when they were children was put into the shapes of certain things to amuse them. This is an example of the idea that all food is 'nothing but fun, fun and more fun'.
- 35 C: A 'chore' is a task that requires effort and is not fun; the writer says that because her mother made cooking a chore for her, she has eaten a lot less convenience food than she would have eaten if her mother had made cooking fun. Her point is that taking cooking seriously has an influence on the kind of food you eat.
- 36 B: Nigella thinks the way she was taught to cook in her family as a child was 'normal' but the writer thinks the 'culinary regime' (the cooking system) in her family was not 'ordinary' – it wasn't typical of most families. Nigella thinks it was fine but the writer thinks it should have involved more fun.

## Part 6: Feedback in training: the issues

- 37 B: 'and this is the trainer's chance to address some of the individual needs of members of the group. Criticism that is softened by constructive comments may be beneficial' matches A: 'Each trainee needs feedback on how they're getting on as a course progresses and often need reassurance that they are meeting the targets set by trainers.'
- 38 B: 'Such verbal evaluation may be followed up in a written report to employers, but how much to include, and how it is worded, should be negotiated as part of the feedback discussion itself.' contrasts with C: 'The trainer needs to take notes against criteria agreed with companies, and make sure feedback on individuals doesn't become subjective – or open to manipulation by participants themselves.'
- 39 A: 'Some participants also seek to outdo their peers, which is not an atmosphere trainers will want to foster.' matches D: 'many companies ... mistakenly see training as a way of seeing which employee will perform best'.
- 40 C: 'Any feedback given to trainees, therefore, should take the form of a summing up and should be delivered after reports to employers have been completed.' The other writers have different views:
  - A 'Each trainee needs feedback on how they're getting on as a course progresses'
  - B: 'Each trainee needs to know how they are getting on at regular intervals during the course'
  - D: 'which means good pre-course design and thorough ongoing and post-course evaluation'.

## Part 7: The birth of *Coronation Street*

- 41 F: link between 'At that stage' at the beginning of F and when the writer was 21, mentioned at the beginning of the article; link between the work described in F and the work described before the gap.
- 42 D: link between 'the genius who created the show' before the gap and 'that person' in D.
- 43 A: link between 'this' at the beginning of A and the idea that the creation of the programme would be a good subject for a television drama, mentioned before the gap – the writer wasn't the only person who thought this was a good idea because someone commissioned him to write the drama.
- 44 G: link between the fact that there had never been a show about ordinary people and their lives and the fact that there had also never been an original show featuring regional actors – link between two things that had not happened before but which were both true of *Coronation Street*; link between the question 'so what was the point?' in G and 'It was that ...' after the gap.
- 45 E: link between the statement that 'It' (the idea of *Coronation Street*) should have ended there after the gap and the fact that the idea was rejected, as described in E; link between 'written and discarded' after the gap and the events described in E – Warren writing the script and the TV management rejecting it firmly ('in no uncertain terms').
- 46 C: link between 'that inauspicious beginning' in C and the problems just before the first episode was broadcast, described before the gap; 'inauspicious' = suggesting that something will go badly and not be successful; link between 'that event' in C and the broadcasting of the first episode, described before the gap.

## Part 8: Activities for visitors to Norway

- 47 A: All riders are 'given a comprehensive safety briefing' (a talk about safety).
- 48 D: It 'is suitable for novices, though you should be reasonably fit' (it's appropriate for beginners but only appropriate for people who are reasonably fit).
- 49 A: The snowmobile is 'nothing less than a lifeline for those in more remote areas' – it is the everyday means of transport for people living in those areas and they depend on it. This is said to be true in the present (dog sledding was 'vital' in the past).
- 50 B: Some people from warmer countries 'think it is something that exists only in old footage' (film) 'of Eskimo living, but this isn't the case at all'.
- 51 D: 'whenever they realise an outing is imminent, they become as keyed up as domestic pets about to be taken for walkies – howling, leaping in the air and straining at their leashes' – this is how the dogs behave just before 'the signal to depart' and the activity begins.
- 52 D: 'Half- or full-day sled safaris are most popular, although overnight and longer tours are also available.'
- 53 C: 'Snowmobiling has high-octane attractions, but to appreciate fully the stillness and peace of the mountains, it's best to use your own feet to get around' – the contrast is between the energy and excitement of snowmobiling and the quiet and relaxation of skiing or snowshoeing.
- 54 B: 'you'll find out how the experts use the auger to drill through the ice, a skimming loop to keep the water from freezing over again and a familiar rod to catch the fish'.
- 55 C: 'gliding around the snowy terrain is not just a great way of getting close to nature, but also fantastic aerobic exercise'.
- 56 A: 'The only controls to worry about are a thumb-operated throttle and motorcycle-style brakes.'

## Test 6, Writing (page 130)

### Part 1

#### Question 1 (essay)

**Style:** Formal or semi-formal, and objective as you are presenting a point of view, with reasons and evidence. Use clear paragraphs, each one evaluating each of the two benefits you have chosen. Include an introduction that leads in to the topic and a conclusion that rounds off the argument and states your point of view.

**Content:** You should discuss two of the benefits of travelling to other countries given in the task and whether each one is actually a benefit or not. You should consider both the advantages and disadvantages of each one in order to present a coherent argument that leads logically to your conclusion about which is the greatest benefit. Remember to state your opinion clearly in the conclusion. You could consider:

- education – travellers learn a lot but can equally learn from books/the internet.
- experience – it provides a much wider range of experience than reading about places.
- convenience – this could be a disadvantage as it is expensive and takes time.

Your conclusion should state which one you consider to be the greatest benefit.

### Part 2

#### Question 2 (report)

**Style:** Report format and formal or semi-formal language. Your sections must be clearly divided, and you can use headings, numbering or bullet points. If you do, remember to show a range of language across the whole report.

**Content:** You should:

- state the purpose of the report.
- describe current facilities available for older students, e.g. careers advice.
- describe facilities that you have found most useful.
- suggest improvements the college could make, e.g. set up connections with local businesses.

#### Question 3 (letter)

**Style:** Semi-formal to formal, as this is a letter to a company. Use clear paragraphs and include a conclusion repeating what you would like the company to do. You should use appropriate greetings and conclusions in your letter.

**Content:** You should:

- state the holiday you took and your reason for writing.
- outline the problems you had with:
  - arrangements, e.g. no representative on arrival
  - itinerary, e.g. not enough time at interesting places
  - accommodation, e.g. hotels dirty
- explain what you want the company to do about your complaints, e.g. provide compensation.

#### Question 4 (proposal)

**Style:** Proposal format, and formal language avoiding colloquial expressions. Paragraphs must be clearly divided, and should include reasons for why the previous year's activity could be improved. You can use headings, numbering or bullet points.

**Content:** You should:

- state the purpose of the proposal.
- describe the kind of drama and theatrical events that should be included in the festival.
- explain why these events would attract people of all ages.
- recommend extra facilities the town might need to provide.
- suggest ways of dealing with transport and accommodation issues.

## Test 6, Listening (page 132)

### Part 1

- 1 A: 'I went with high hopes of seeing something really spectacular from the headline band, and it just didn't happen.'
- 2 A: 'I think they should've been presenting us with something a bit more exciting.'
- 3 B: 'I sense that there may actually be little substance to stories that his job's on the line.'
- 4 C: 'If a top-flight football team isn't getting points, then something's got to change and that comes back to the manager because that's his responsibility – getting the results.'
- 5 C: 'But it really makes you think, you know, about more than just the art – about aspects of life itself.'
- 6 A: F: 'I'd have been happy to have seen some of his other stuff actually.'
- M: 'Yeah, more of a range.'

## Part 2: Learning the sport of surfing

- 7 national park
- 8 (the/a) period
- 9 tight
- 10 arm(s)
- 11 gloves
- 12 plastic
- 13 (their/the) knees
- 14 hair(-)dryer

### Part 3

- 15 B: 'The upside was that I'd established that I was able to write.'
- 16 C: 'I wrote it as a kind of one-off book'
- 17 A: 'It was a chancy thing to do.'
- 18 B: 'I've had some hairy experiences.'
- 19 B: 'The sense of place in a crime novel is as crucial as the characters themselves.'
- 20 D: 'Whereas at the time I'd never even considered the police, I'd have more of an open mind now.'

### Part 4

- 21 D: 'The thing I'd really recommend, is trying all the stuff that's grown in the region.'
- 22 F: 'Rolling up your clothes to put them in your bag can be your saving grace.'
- 23 B: 'You can often actually get much better deals elsewhere.'
- 24 H: 'My general rule is to take half the stuff I think I'll need, and twice the money.'
- 25 C: 'We got really into the local music ... I'd recommend doing something like that.'
- 26 F: 'On the coach to the airport still trying to fit various clothes and papers into my luggage.'
- 27 E: 'I saw this locally-made rug I just knew would look fabulous at home. Sadly, no one pointed out that it wouldn't be easily transportable.'
- 28 G: 'I remember not joining a two-day trek with friends in South America for that reason.'
- 29 A: 'When I finally bothered to look, I found my ticket was actually for the previous day.'
- 30 C: 'I hadn't bothered researching the lie of the land.'

## Test 7, Reading and Use of English (page 138)

### Part 1: Renewable Energy Comes of Age

- 1 B: The other words cannot be followed by the infinitive + 'as'.
- 2 D: Only the correct word creates the idea of 'mirrors'.
- 3 A: Only the correct answer creates a phrasal verb that has meaning in context.
- 4 C: The other words do not collocate with 'behind'.
- 5 D: The other words do not collocate with 'rise'.
- 6 A: The correct answer is the correct term in this context.
- 7 D: The correct answer collocates with 'public'.
- 8 C: The other words would need a preposition.

## Part 2: The Demise of the Motor Car

- 9 gave (verb) part of phrasal verb
- 10 up (preposition) part of phrasal verb
- 11 more (determiner) part of 'what's more'
- 12 For (preposition) part of set phrase
- 13 do (verb) refers to previous verb
- 14 others (pronoun) refers to people
- 15 such (intensifier) intensifies the adjective
- 16 what (determiner)

### Part 3: Do Green Products Make us Better People?

- 17 supposedly (verb to adjective)
- 18 criminals (noun to plural noun)
- 19 behaviour (verb to noun)
- 20 satisfaction (verb to noun)
- 21 charming (noun to adjective)
- 22 complexity (adjective to noun)
- 23 undoubtedly / doubtlessly (noun to negative adverb)
- 24 invariably (adjective to adverb)

### Part 4

- 25 completely lived up to Caroline's (intensifier + collocation)
- 26 in case it broke/should break ('in case' + past verb)
- 27 (should) happen to bump (set phrase + phrasal verb)
- 28 despite/in spite of her refusal (linker + noun phrase)
- 29 having had an argument (regret + '-ing' + noun)
- 30 has been a sharp increase in (collocation + preposition)

### Part 5

- 31 C: She had 'stacks of cassette recordings of herself reading the news in a cool, assured voice' and later she became a presenter on CNN television, so at this time she was practising for the career that she later had.
- 32 D: Lomba didn't know the answer and she gave him not only the answer but also 'a lecture' about the capital of Iceland (more information he didn't know).
- 33 A: He replied 'in the negative' (that he didn't know the answer) and her response to this was to jump up 'gleefully' (in a very happy way) and get her sketchbook – she was glad that he didn't know the answer because she wanted to show him what the jacket looked like.
- 34 D: At first he thought that the father's 'taciturnity' (he was quiet, he didn't speak much) was because of 'moodiness' (that he was often in a bad mood, often feeling angry) but then he realised that he had 'laughter kinks behind the eyes' (his eyes showed that he was amused), and that his lips were often moving, ready to open because he wanted to smile or laugh.
- 35 B: When she called him 'dear' and 'honey', he thought she was talking to someone else, one of her children, not to him, because he wasn't used to someone using those words for him.
- 36 A: She told Lomba that she wanted him to take care of Bola, because Bola was 'impulsive' and 'headstrong' (he acted without thinking, he did unwise things without considering the consequences) and Lomba was 'quiet' and 'level-headed' (sensible). In this way she wanted to follow the tradition of finding a friend of 'opposite temperament' for her child because that friend would be a good influence on the child.

## Part 6: The winners and losers in mass migration

- 37 D: 'The existence of minimum wage legislation and other social initiatives, unimaginable in the nineteenth century, serve to distort the picture and make it difficult to say whether immigration is serving the needs of a growing economy effectively or not.' contrasts with A: 'Put simply, there's excess demand for labour in rich countries, and people from poorer countries arrive to plug the gap, thereby helping to keep the economies of the developed nations functioning smoothly.'
- 38 A: 'the wealth of developed nations is effectively invested in the economies of less-developed areas, and everyone benefits' contrasts with C: 'Meanwhile, poorer economies may be denied the contribution of some of their most able members.'
- 39 C: 'Migrants tend to come from less-developed parts of the world. Individuals are attracted by the opportunity to earn much more than they could back home, although this could be a false impression given the realities of living on a low income in a country with a high cost of living.' matches B: 'The potential benefits of migration can be overstated, however. Indeed, being by nature energetic and intelligent, some would-be migrants might actually be well advised to stay at home, where they are best placed to fuel economic growth and reap the benefits.'
- 40 D: 'I would question the assumption that the current level of economic migration across continents will be sustained'. The other writers have a different view:  
A: 'a trend that seems set to gather pace in years to come'  
B: 'Given that economic growth is the aim of most western governments, it is hard to see this changing anytime soon.'  
C: 'It seems an irreversible trend.'

## Part 7: The sky's the limit for cloudwatchers

- 41 E: link between 'here' at the beginning of E and the Cloud Bar, where the writer is before the gap; link between 'this place' after the gap and 'here' in E.
- 42 G: link between 'Other beachgoers aren't as convinced' and the comments made by the person before the gap – other people don't think the place is 'fantastic' and 'inspiring' and don't think Britain has been 'crying out for' (really wanting) a place like this to be created; ('the society' mentioned in B has not been previously mentioned in the text at this point; B does not fit here because we would not know which society is being referred to).
- 43 B: link between 'Absolutely' at the start of B and the opinions expressed in the sentence before the gap; link between Ian Loxley's travels, the fact that his favourite place is local in B, and his view that 'you don't really need to travel at all to see interesting clouds' after the gap.
- 44 A: link between 'why this is' and the statement before the gap that for cloudwatchers, the most important factor is 'your philosophical disposition'; the way that clouds move and develop, mentioned in A, are the reasons why someone's philosophical disposition is the most important factor in watching clouds (their slowness suits people who want to think philosophically); link between 'That said' after the gap and what he says in A, to introduce a contrast between the two views of cloud watching (slow and exciting).
- 45 F: link between 'all such places' at the start of F and 'wilderness' just before the gap; the writer's point is that humans want to explore all wildernesses – 'them' in the first sentence of F = 'clouds' before the gap; link between 'similar experiences' after the gap and the experience described by the pilot in F.
- 46 C: link between 'such encounters' in C and the encounters with clouds described by Gavin Pretor-Pinney before the gap.

## Part 8: What lies beneath

- 47 C: 'It is easy to be captivated by intelligent, seemingly friendly sea creatures such as dolphins, or even by the hunting prowess of the more sinister sharks.'
- 48 D: 'The Mediterranean has the largest number of invasive species – most of them having migrated through the Suez Canal from the Red Sea.'
- 49 D: 'As Mediterranean turtles lose their nesting sites to beach developments, or die in fishing nets, and the vanishing population of other large predators such as bluefish tuna are fished out, their prey is doing what nature does best; filling a void. Smaller, more numerous species like jellyfish are flourishing and plugging the gap left by animals higher up the food chain.' Predators are disappearing and being replaced by creatures they used to eat.
- 50 A: 'In total, the Census now estimates that there are more than 230,000 known marine species, but that this is probably less than a quarter of what lives in the sea.'
- 51 D: 'Hidden within the Marine Census results is a dark message. Maps showing the density of large fish populations in tropical waters reveal that numbers of many of the biggest open ocean species have declined.'
- 52 A: 'The truth is that, at present, much of what passes for scientific 'facts' about the sea and what lives in it are still based on guesswork.'
- 53 A: The Census contains the numbers of 'individual forms of life that can be scientifically classified as species'.
- 54 B: 'It is the creepy-crawlies that are out there in really big numbers. Almost 40 percent of identified marine species are crustaceans and molluscs' – 'creepy-crawlies' is used as an informal term for crustaceans and molluscs.
- 55 C: 'how would we begin to start naming the 20,000 types of bacteria found in just one litre of seawater trawled from around a Pacific seamount?'
- 56 A: The scientists involved in the Census 'hope that by creating the first catalogue of the world's oceans, we can begin to understand the great ecological questions about habitat loss, pollution, over fishing and all the other man-made plagues that are being visited upon the sea.'

## Test 7, Writing (page 150)

### Part 1

#### Question 1 (essay)

**Style:** Formal or semi-formal, and objective as you are presenting a point of view, with reasons and evidence. Use clear paragraphs, each one evaluating each of the two benefits you have chosen. Include an introduction that leads in to the topic and a conclusion that rounds off the argument and states your point of view.

**Content:** You should discuss two of the ways of encouraging people to lead healthier lifestyles before choosing the best. You should consider both the advantages and disadvantages of each one in order to present a coherent argument that leads logically to your conclusion about which is the greatest benefit. Remember to state your opinion clearly in the conclusion. You could consider:

- television advertising – many people see it, but may take no notice.
- government campaigns – seem official but many people don't like them.
- education in schools – good to reach children when they are young.

Your conclusion should choose the best way of encouraging people to lead healthier lifestyles.

## Part 2

### Question 2 (letter)

**Style:** Informal, as this is a letter to a younger friend. Use clear paragraphs, appropriate greetings and conclusions to your letter. You should write clearly, but you can use idioms.

**Content:** You should:

- explain your own experience of going to university.
- outline what you gained from it e.g. better work prospects, fun with friends.
- advise your friend on what you think he should do, with reasons.

### Question 3 (review)

**Style:** Semi-formal moving towards informal. The purpose of the review is to describe a film you think is relevant to society today, giving your opinion of it with reasons. You need the language of description or narration, and evaluation. Use clear paragraphs: introduction, description/narrative, evaluation and conclusion with recommendations.

**Content:** You should:

- briefly describe the book or film.
- consider why you think it is important or relevant to society, with reasons.
- describe its message and what you learned from it.
- explain how it helped you to understand more about society in a useful way.

### Question 4 (report)

**Style:** Report format and formal or semi-formal language. Your sections must be clearly divided, and you can use headings, numbering or bullet points. If you do, remember to show a range of language across the whole report.

**Content:** You should choose whether you want to write about a train or bus station. Then:

- state the purpose of the report.
- describe the bus or train station.
- outline its good or bad points and any problems you have had.
- suggest improvements that could be made to the bus or train station.

## Test 7, Listening (page 152)

### Part 1

- 1 A: M: 'But actually I've come round to thinking it's the real strength of the course, don't you agree?'  
F: 'Undoubtedly. I mean, that's why I went for it in the first place.'
- 2 B: 'sophisticated software ... I still think it's a shame we can't come in and use it out of class time.'
- 3 A: 'I'm still looking for the ideal rucksack or carry-on actually.'
- 4 B: 'I mean, without that – and a lot of people you meet don't have that – would I ever have had the courage to do half the things I've done?'
- 5 A: 'We got all these irate bloggers going overboard.'
- 6 C: 'We were misquoted in the first piece written about it. It said that I wanted to kill album artwork, which is just so far off the mark.'

### Part 2: The swift

- 7 without feet
- 8 scream
- 9 new moon
- 10 (a) cliff/cliffs
- 11 paper
- 12 (a) thunderstorm/thunderstorms
- 13 silent
- 14 youngest/younger sons

### Part 3

- 15 A: 'But what really appeals to me about kayaking is that it calls for several different skills to be used simultaneously.'
- 16 C: 'But most importantly, when you first start kayaking, just have fun.'
- 17 D: 'there aren't many competitions coming up, but (all the training's) worth it in the summer when the big ones come around.'
- 18 C: 'I'd weigh up the risks and only have a go once I felt up to the challenge.'
- 19 B: 'but it's tough doing the research yourself. As a beginner, I'd say get some insider tips from someone in the know.'
- 20 A: Glenda: 'my most valued are those when I'm on a great trip, getting to know new rivers and their surroundings in the company of fellow kayakers I trust and get on with.'  
Declan: 'landing in Tasmania with my training partner Sam, to find that all the rivers were in flood, making each one flow. Over the space of a few weeks we paddled lots of them, some of which hadn't flowed in over twenty years.'

### Part 4

- 21 F: 'But what made it perfect was all the ancient ruins in the area.'
- 22 A: 'I was about to take it up professionally but then injured my leg quite badly and had to drop the idea.'
- 23 D: 'It was my big chance as it would get me exactly where I'd always wanted to go.'
- 24 H: 'I'd lived in the city all my life and had plenty of friends therebutwewereallrushingaroundfranticallyascity-dwellers do.'
- 25 B: 'if I wanted to top up my qualifications, meant going abroad.'
- 26 F: 'Once there, I felt really driven to do well – there was just this new sense of optimism.'
- 27 D: 'Their recommendations opened a number of doors for me once my studies had finished.'
- 28 C: 'I'd never really seen myself as a movie buff before.'
- 29 H: 'We could go anywhere where I could set up by myself. It was exactly what we all needed.'
- 30 A: 'made me feel I really belonged in the place.'