

- 2 no (You should use the information in the question.)  
3 no (You should not write any address.)

## 2 Improving your score

### 2.2

- 1 D is not relevant to the situation.  
2 A 4 B 5 C 4 E 6 F 2

### 2.3

Parts 3 and 7 still need ideas.

### 2.4

The writer has copied several words and phrases from the question.

### 2.5

- 1 renting / living in has (got) 3 repairs  
2 afford  
(The paragraph fits into part 3 of the plan.)

### 2.6

The writer has used their imagination and filled in some extra details (e.g. the rent was increased recently; the house suits them perfectly).

### 2.7

Idea B.

### 2.8

C Yours faithfully

## 3 Checking and correcting

### 3.1

- 1 will 4 spent 7 needs  
2 would 5 would like 8 helps / will help  
3 are 6 looking/hearing 9 am writing

### 3.2

- 1 on 4 for 6 on; on 8 of  
2 of 5 to; to 7 in 9 in  
3 in

### 3.3

- 1 because 6 business  
2 advertisement 7 restaurant  
3 society 8 necessary  
4 available 9 sincerely  
5 library

### 3.4

- 1 I noticed ...  
2 However,  
3 Yours sincerely,  
4 to ask you about the party.  
5 don't  
6 I'm  
7 Dear Sir,

## 6 Writing Task 2 – Getting ready to write

### 1 Understanding the task

#### 1.1

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

#### 1.2

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

### 2 Planning and organising your ideas

#### 2.4

The following ideas should be cut because they are not relevant to the topic (whether the internet helps people stay connected or isolates them): 2, 3, 6, 8.

#### 2.6

For: the internet helps us to stay connected	Against: the internet isolates us
7 My cousin travelled for a year but kept in touch with his family every day.	1 Instant communication (e.g. emails/text messages) means that it is difficult to escape from work.
9 Through the internet, we can share memories with people who are far away.	4 A friend of mine uses a social-networking site a great deal but we rarely see her.
	5 virtual friends made on the Internet cannot be compared to our actual friends and family.

#### 2.7

We need to add more to *For: the Internet helps us to stay connected*.

#### 2.8

A (This idea relates directly to the topic: *immediate contact provided by the internet*. It is a further argument 'for'.)

### 3 Getting started – writing an introduction

#### 3.1

- A 5 B 3 C 1 D 2

#### 3.2

(Suggested answer)

The internet is a wonderful tool that helps us to keep in touch anywhere in the world. However, some websites can become an obsession and may encourage people to stay at home instead of going out to see their friends.

#### 3.3

- 1 C 2 B 3 D 4 A

#### 3.4

Sentence 2 (Sentences 1 and 3 only deal with one side of the argument. Sentence 4 is not relevant to this question.)

## 7 Writing Task 2 – Expressing your ideas clearly

### 1 Linking ideas – cohesion

#### 1.1

- **Connecting similar ideas:** similarly, furthermore, in addition, not only ... but also, also
- **Connecting different ideas:** but, in spite of, however, although, on the other hand, while, whereas, despite
- **Clarifying an idea:** in other words, that is, in fact
- **Giving examples:** for example, such as, for instance
- **Giving a reason or conclusion:** therefore, because of, as a result, consequently, so

#### 1.2

- |                |               |               |
|----------------|---------------|---------------|
| 1 Consequently | 3 However     | 5 For example |
| 2 In fact      | 4 Furthermore |               |

#### 1.3

- |                     |                |
|---------------------|----------------|
| 1 As a result       | 4 In addition  |
| 2 In other words    | 5 For instance |
| 3 On the other hand |                |

### 2 Lexical Resource – avoiding repetition

#### 2.1

- these natural resources
- these (types / kinds of) facilities
- funding is
- this (type of / kind of) method
- This system

#### 2.2

- |                      |                     |
|----------------------|---------------------|
| 1 gonna → going to   | 4 OK → acceptable   |
| 2 & → and            | 5 Kids → Children   |
| 3 e.g. → for example | 6 etc. → and so on. |

#### 2.3

- |                  |               |
|------------------|---------------|
| 1 learn          | 5 solve       |
| 2 understand     | 6 money       |
| 3 find out about | 7 employees   |
| 4 skills         | 8 advertising |

### 3 Expressing a personal view

#### 3.1

- 1 C    2 A    3 D    4 B

#### 3.2

(Suggested answers)

- In my view, I don't think this is a good idea.
- Personally, I wouldn't like to have to do a job I didn't enjoy.
- This is probably a bad idea.
- Life can be much more complicated for young people nowadays.
- In my opinion, every situation is different.
- Nowadays, young people generally use their mobile phones for multiple tasks.
- Schools seem to be more crowded than in the past.
- My city is less crowded now and people appear to enjoy walking through the streets.

## 3.3

- |     |     |     |     |
|-----|-----|-----|-----|
| 1 A | 3 B | 5 A | 7 A |
| 2 B | 4 C | 6 C | 8 C |

## 3.4

- In conclusion, I completely disagree **with** this view.
- As far as I am ~~concern~~ **concerned**, this is a problem without any real solution.
- To summarise, even **though** there is a clear downside to our dependence on technology, I honestly feel we have to find a way to cope with it, because the internet is definitely here to stay.
- In **conclusion**, there are both negatives and positives to this system, but the negatives seem to far outweigh the positives.
- In my **point of view**, education is a vital part of every child's life.

## 8 Writing Task 2 – Checking and correcting

### 1 Developing your ideas clearly

#### 1.2

- The writer uses these words to avoid repetition. They refer back to:
 

1 the internet	6 progress/the ability to keep in touch
2 benefits	7 some users
3 the internet	8 some users
4 companies	9 some users
5 my cousins	10 risks
- |               |                |
|---------------|----------------|
| a First       | e Undoubtedly  |
| b However     | f Consequently |
| c In addition | g To summarise |
| d For example |                |

#### 3

(Possible plan)

#### Introduction:

agree with both points

#### Ideas for:

benefits of the internet  
businesses use the internet every day – they can't meet customers' needs without it  
in our personal lives it helps us keep in touch – e.g. my cousins backpacking

#### Ideas against:

the other side of the coin  
it's too convenient – we can't escape work  
social networking sites can make us anti-social (ironic)  
feeling connected may be an illusion – it's virtual not real

#### Conclusion

my opinion – I agree  
we can help with education  
benefits outweigh drawbacks: disabled people isolated at home



## 2 Grammatical Accuracy

### 2.1

- 1 ~~wich~~ – which; ~~Nowdays~~ – Nowadays; ~~thier~~ – their; ~~belive~~ – believe
- 2 there are many who ~~is~~ **are** concerned; the Internet **has** brought; to ever ~~escaping~~ **escape**; can be ~~minimise~~ **minimised**; As far as I'm ~~concern~~ **concerned**
- 3 Progress comes at a price (You could cut either one: However, I do think that some people can find it quite addictive and there are many who are concerned about ... / However, there is always another side to the coin)

### 2.3

- 1 According to the survey, the population will grow more and more. It is predicted that by 2050 the population will have increased by 30%.
- 2 Many famous film stars are American.
- 3 My conclusion, therefore, is that teaching children to be good members of society is the job of both parents and the school.
- 4 The pie chart gives us information about the causes of land degradation worldwide.
- 5 Many children spend hours playing video games, which can lead to health problems.
- 6 However, we can see that the rate of both national and international calls increased from 1995 to 2010.
- 7 Nowadays, in many universities around the world, university students can study any subject they like.

## 3 Assessing your language

### 3.2

A = band 8    B = band 4    C = band 6

## Speaking skills

### 1 The Speaking Test – Part 1

#### 1 Getting ready to speak

##### 1.1

- 1 full name
- 2 shall I call you
- 3 where you're from
- 4 identification
- 5 some questions about yourself
- 6 where you live

##### 1.2

some form of identification (e.g. a passport)

##### 1.3

- 1 friendly, calm, confident
- 2 B She makes good eye contact with the examiner.  
C Her body language shows she is listening carefully.

##### 1.4

Only E should be ticked.

- A & B** You should not chew gum – it can be seen as impolite and the examiner will have trouble hearing you. You should not take any food or drink into the exam room.

- C & D** You are not allowed to take a mobile phone into the exam room.

- E** You do not need to dress very formally for the exam.

- F** The examiner cannot tell you your score, and you should not ask.

- G** Shrugging your shoulders instead of speaking can appear rude and shows a lack of language. Always use words to answer a question, even if it is to say 'I'm sorry, I'm not sure what you mean.'

- H** You are not allowed to leave the room during the test.

## 2 Part 1 – talking about familiar topics

### 2.2

If you give only a short answer and do not answer fully.

### 2.3

C (by including reasons for his opinions)

## 3 Using the right tense – Grammatical Range and Accuracy

### 3.1

- 1 of writing do you do, for example letters, emails, reports or essays?
- 2 writing with a pen or using a computer?
- 3 more now or less than you did a few years ago?
- 4 write stories or poems?
- 5 music. How often do you listen to music?

### 3.2

- 1 simple present (*I usually / generally, etc.*)
- 2 simple present
- 3 simple present and simple past, present continuous
- 4 simple present
- 5 simple present

Saida only uses the simple present and repeats *I prefer to* rather than showing a range.

### 3.3

- 1 correct
- 2 If you send a letter ~~by~~ yourself, it means you ~~are very~~ really appreciate this person / you are very appreciative of this person. (Saida may mean: *If you write a letter by hand ...*)
- 3 correct
- 4 I think less, because technology nowadays ~~are really~~ go fast is really developing quickly.
- 5 Not ~~actually~~ really.
- 6 correct

### 3.6

- 1 Yes, I do / Not really
- 2 No, I didn't / Not really / Yes, I did
- 3 Yes, I would / No, I wouldn't / Not really
- 4 Not really / Yes, I do / No, I don't
- 5 No, I haven't / Yes, I have / Not really

### 3.7

- He answers the question (*almost every day*) then expands on it by giving more detail: *I used to listen for one hour at least*.  
Mistakes  
1 tense: *used to* is used to talk about past habits.  
2 word order: he should say *I usually listen to music for at least one hour*.
- He explains why by explaining how it makes him feel.  
Mistakes  
1 verb agreement: he should say *it relaxes me / it makes me feel*  
2 he needs to connect his ideas so the words are not a list: *it makes me feel at ease (and more) comfortable*
- He answers by saying which he prefers and why.  
Mistakes  
1 it would be more natural to say: *you can find the song you are looking for much faster*  
2 tense: *that existed in the world* – should be the present tense: *that exists*
- He answers (*No*) and then explains about how his tastes have changed and comments on this fact.  
Mistakes  
He uses a good range of tenses accurately here: *When I was younger I loved ... Now I have changed my mind and I prefer ... It's completely different, I know*.
- He talks about two instruments he learned as a child and an instrument he would like to play and also comments on that.  
Mistakes  
He uses a variety of tenses accurately: *When I was a child ... I used to play ... I studied ... I would like to play. I think it will be ...*  
The only mistake is: *I studied two years drums*. He should say: *I studied the drums for two years*.

## 2 Part 2 – Giving a talk

### 1 Understanding the task

#### 1.1

- one or two minutes – **but** you should try to talk for at least two minutes
- one minute
- No, the examiner will give it to you.
- no
- The examiner will tell you when to stop.

#### 1.3

- 1 Why    2 (The) Result    3 felt

#### 1.4

Who – my friend  
Why – he wanted to get a girlfriend  
How – gave him advice  
Result – they are now a couple  
How I felt – good, useful, helpful

### 1.5

one minute and 40 seconds

He could have

- added more about his friend (to describe him).
- described the girlfriend and said if he knew her.
- explained more about the advice and help he gave.
- added more about his feelings.

### 1.6

He prompts her by asking 'Can you tell me any more about that?'

### 1.7

- As I said earlier ...
- At the beginning I mentioned / said / described ...
- I don't think I've mentioned / described / said ...
- Now, what else can I say?
- I'd just like to add something about ...
- One thing I forgot to mention ...

### 1.8

She didn't mention how she felt about helping this person.

### 1.9

- Do you like helping other people?
- So, do your friends help you when you have a problem?

### 1.10

- Sanem keeps talking by giving examples (*like charities / old people*) and explaining why (*because they always need help*).
- Emanuele keeps talking by giving an explanation (*it's important to have someone to help you ...*) and specific examples (*for example, when I was worried ... [about] university, the same friend ... helped me and gave me some advice ...*).

## 2 Improving Fluency and Coherence

### 2.1

- She begins by repeating the examiner's question and stating who she has decided to talk about.
- You asked me to describe a time when I helped someone. To that aim, I've chosen to talk about Aniseto.
- She uses the different points in the question to organise her talk and link her ideas and signal a change in topic. E.g.  
*Why I wanted to do that ...*  
*How I helped this person ...*  
*What was the result ...*

### 2.2

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

### 2.4

She uses a good variety.

### 2.5

- |                                     |   |
|-------------------------------------|---|
| B I helped <b>him</b> .             | E it wasn't just for <b>him</b> , it was also for <b>me</b> . |
| C I could help <b>him</b> a little. | F it wasn't a good thing.                                     |
| D he couldn't speak English at all. | G he was very friendly.                                       |



## 2.6

- 1 She only uses simple connectors: *so, and, because*.
- 2 She could have improved her score by using a variety of connectors. Some other connectors she could have used are: *I also had to ..., as well as that ..., because of that ..., and as a result ..., consequently ...*
- 3 Yes, she says *for her* and *me, she*, etc.
- 4 She is quite hesitant and says *er ...* a lot.

## 3 Organising your notes and your talk

### 3.3

(Suggested ideas)

#### My brother

- I've decided to talk about my older brother. I've known him all of my life. He's 36 years old and he's a lawyer. Unfortunately, he lives in America so I don't see him very often.
- I chose him because, when he was young, he had a lot of problems at school because he had a lot of learning difficulties. But, it was always his dream to be a lawyer and he didn't let his learning difficulties get in his way. He failed his exams many times but he kept trying and he finally succeeded.
- I think he has influenced my life by teaching me to keep going. He also taught me that it's important to have a clear goal and to never give up. Last year, I failed an important test at school and I was very disappointed. But I thought of my brother and I decided not to give up, so I'm going to try again soon.
- When I think of my brother, I feel really grateful that I have him in my life. I also feel a lot of admiration for him and I'm very proud of what he has achieved.

#### My grandmother

- I've decided to talk about my grandmother. I've known her all of my life and she's an amazing person.
- I chose her because, when I was young, she looked after me a lot when my parents were busy at work. So I have a lot of strong memories of her when I was growing up.
- I think she has influenced my life by being such a calm person. She also taught me how to read and write. And I think it's because of her that I work so hard now. She also taught me a lot about my culture. For example, she taught me how to cook some traditional dishes from my country.
- When I think of my grandmother, I feel very happy. I love her very much and I feel a lot of respect and admiration for her. But I also sometimes feel worried about her because she is quite old now and still lives alone.

## 3 Part 3 – Talking about abstract topics

### 3 Talking about abstract topics

#### 1.1

- 1 a time when you helped someone
- 2 discuss with you
- 3 general questions related to this
- 4 helping neighbours/neighbors

## 1.2

- A Can you tell me some of the practical things that people can do to help their neighbours/neighbors?
- B Why should neighbours/neighbors help each other?
- C Do you think that people in small towns help each other more than people in cities?
- D So why don't they do the same in cities?
- E Let's go on and think about attitudes towards helping other people. Some people don't want to help other people – why do you think that is?
- F Do you think that the governments have a responsibility to help people?
- G But doesn't that sometimes mean that people think it's only the government's responsibility?
- H So, Emanuele, do you think that some people deserve more help than others?

### 1.3

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

### 1.5

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

### 1.6

- |     |         |     |         |
|-----|---------|-----|---------|
| 1 A | 3 E / B | 5 A | 7 A / B |
| 2 F | 4 B     | 6 A | 8 A / D |

## 2 Agreeing and disagreeing

### 2.1

Strongly disagree	Disagree to some extent	Neither agree nor disagree	Agree to some extent	Strongly agree
Oh no, not at all. I completely disagree.	I think I would probably have to say no. I can see your point, but ...	Well, I think there are valid points for both. Actually, I think it depends on the situation (etc.) It seems to me that there are two sides to consider.	To a certain extent, yes.	I totally agree with that. Yes, I think that's absolutely right.

## 3 Improving your Lexical Resource score

### 3.1

- 1 C   2 E   3 A   4 B   5 F   6 D

### 3.2

- A My boss was a bit of a slave driver.
- B My sister and I are like two peas in a pod.
- C You can't judge a book by its cover.
- D I felt as though I didn't have a care in the world.



- E Actions speak louder than words.  
F I couldn't keep a straight face.

### 3.3

basic vocabulary	higher-level vocabulary
holiday	it depends on
help	experience
small	attitude
children	base (something) on
bad	create the structure
house	personal responsibility
	act in the right way
	allow people to
	everybody deserves
	more or less

### 3.4

He has a wide range of vocabulary and uses higher-level vocabulary. There are some inaccuracies that prevent him from being awarded a higher score:

~~Take a look at his house~~ – take care of / look after  
to ~~take up~~ a mindset – develop / create a mindset  
mainly it's a ~~feature of a person~~ – private issue / our individual responsibility  
but ~~by the way~~ you should always try to be helpful – anyway / in any case

## 4 Checking, correcting and assessing

### 1 Dealing with problems

#### 1.1

1 D 2 A / D 3 C 4 C 5 C

#### 1.2

1 B 2 A 3 C 4 C 5 C

#### 1.3

A (It shows a lack of language. Keep talking and ask a question if you are not sure what to say.)

#### 1.4

Extract 1: the examiner gives an example to help Emanuele.

Extract 2: the examiner rephrases the question.

#### 1.5

- A I'm not really sure what you mean. / I'm sorry, could you repeat the question?  
B I'm sorry, could you repeat the question? / I'm not really sure what you mean.  
C Sorry, I meant to say ...  
D I've never really thought about that before. / I honestly have no idea.

## 2 Pronunciation, intonation and 'chunking'

### 2.1

1 it	11 heart	21 breeze
2 look	12 near	22 defend
3 fool	13 chased	23 bland
4 bad	14 cruel	24 sort
5 workman	15 coin	25 close (v)
6 far	16 could	26 shave
7 bird	17 fair	27 air
8 sport	18 bike	28 vet
9 uncle	19 can't	
10 stars	20 day	

### 2.4

/t/ based, laughed, chased, increased, hoped, washed  
/d/ played, changed, arrived, learned, poured  
/ɪd/ waited, acted, wanted, decided

### 2.7

**Saida:** She has problems with *th* /ð/, which she pronounces /z/.

**Melanie:** She pronounces *th* /ð/ as /d/ and pronounces *uncle* as *ankle*.

### 2.8

contact	depend	expert
respect	develop	difficult
equal	environment	expensive
practice	technique	

### 2.10

Over the years I've interviewed hundreds of candidates for jobs at many different levels. The point of every job interview is to make sure a candidate has the skills necessary to do the work. Hiring the wrong person can be an expensive mistake. But, apart from references, how can you determine if the candidate actually knows what he says he knows? A very effective way to sort out the good candidates from the bad is by asking 'How did you do that?' and 'Why did you do that?' at appropriate stages in the interview.

### 2.11

The point of every job interview // is to make sure a candidate has the skills necessary to do the work. // Hiring the wrong person // can be an expensive mistake. But, // apart from references, // how can you determine if the candidate actually knows // what he says he knows? A very effective way to sort out the good candidates from the bad // is by asking // 'How did you do that?' // and // 'Why did you do that?' // at appropriate stages in the interview.

### 2.12

(Suggested answers)

Every day./I love music/yeah/I'm a fan of music/every type of music/especially rock music and classical music/and I like to search from the Internet, new groups,/new bands,/new type of genres./Yeah, every day.



## 2.13

- 1 No, she doesn't pause naturally between words or phrases and there are no examples of stress.
- 2 Her speech pattern is monotonous.

Assessing yourself and improving your score

## 3.2

- Fluency and Cohesion: try to improve her fluency so she hesitates less
- Lexical Resource: try to improve her accuracy
- Grammatical Range and Accuracy: try to use a wider range of grammatical structures
- Pronunciation: work on individual sounds

## Practice Test 1

## Listening Section 1

- 1 café
- 2 9/nine am/9/nine o'clock
- 3 5/five km/kilometres/kilometers
- 4 (a) bar(-)code/(a) barcode/bar code
- 5 website/web site
- 6 1.50
- 7 M-A-U-G-H-A-N
- 8 01444 732900
- 9 guiding/guide
- 10 taking/take photos/photographs

## Listening Section 2

- |  |                          |
|--|--------------------------|
| 11 sharks                                  | 16 fifty/50 minutes/mins |
| 12 old fishing village/Old Fishing Village | 17 museum                |
| 13 shopping                                | 18 tourist office        |
| 14 (water) fountain                        | 19 rain(-)wear/rainwear  |
| 15 student card                            | 20 e(-)ticket/e ticket   |

## Listening Section 3

- |      |                                 |
|------|---------------------------------|
| 21 C | 27 (senior) management/managers |
| 22 A | 28 project request              |
| 23 B | 29 meeting                      |
| 24 A | 30 conference call              |
| 25 C |                                 |
| 26 B |                                 |

## Listening Section 4

- |                          |                   |
|--------------------------|-------------------|
| 31 29,000 years          | 36 china stone    |
| 32 southern/south Europe | 37 cooling (down) |
| 33 water                 | 38 windows        |
| 34 minerals              | 39 volcanic ash   |
| 35 white gold            | 40 harbours       |

## Reading Passage 1

- 1 road (It was 1992. In England, workmen were building a new road ...)

- 2 conference (In 2002, ... the Dover Bronze-Age Boat Trust hosted a conference ... Many speakers came from overseas, and debate about cultural connections was renewed.)
- 3 proposals (Detailed proposals to reconstruct the boat were drawn up in 2004.)
- 4 launch (... an official launch of the project was held at an international seminar in France in 2007.)
- 5 exhibition (Meanwhile, the exhibition was being prepared ready for opening in July 2012 ...)
- 6 TRUE (The boat was not a wreck, but had been deliberately discarded, dismantled and broken. Perhaps it had been 'ritually killed' at the end of its life ...)
- 7 FALSE (With hindsight, it was significant that the boat was found and studied by mainstream archaeologists who naturally focused on its cultural context. At the time, ancient boats were often considered only from a narrower technological perspective, but news about the Dover boat reached a broad audience.)
- 8 FALSE (The possibility of returning to Dover to search for the boat's unexcavated northern end was explored, but practical and financial difficulties were insurmountable – and there was no guarantee that the timbers had survived the previous decade in the changed environment.)
- 9 NOT GIVEN (Archaeological evidence was beginning to suggest a Bronze-Age community straddling the Channel, brought together by the sea, rather than separated by it.) (Although the text implies that trade existed at the time across the Channel, there is nothing in the text to say what this particular boat was used for.)
- 10 six/6 metres/meters/m (At the base of a deep shaft six metres below the modern streets a wooden structure was revealed.)
- 11 (pads of) moss (The seams had been made watertight by pads of moss, fixed by wedges and yew stitches.)
- 12 (the) hull (shape) (In 2012, however, the hull shape was at the centre of the work, ...)
- 13 cost and time/cost time/time cost (both needed for a mark) (It was decided to make the replica half-scale for reasons of cost and time, ...)

## Reading Passage 2

- 14 E (In total, there were responses from staff at 154 airports and 68% of these answered 'yes' to the question: Does your airport own and have meetings facilities available for hire?)
- 15 B (Some of the more obvious solutions to growing commercial revenues, such as extending the merchandising space or expanding the variety of shopping opportunities, have already been tried to their limit at many airports.)
- 16 G (Average revenue per airport was just \$12,959. Meeting facilities are effectively a non-aeronautical source of airport revenue. Only 1% of respondents generated more than 20% non-aeronautical revenue from their meetings facilities; none generated more than 40%.)
- 17 A (Meanwhile, the pressures to control the level of aeronautical revenues are as strong as ever due to the poor financial health of many airlines and the rapid rise of the low-cost carrier sector.)
- 18 C (Within this context, Jarach (2001) discusses how dedicated meetings facilities located within the terminal and managed directly by the airport operator may be regarded as an expansion



- of the concept of airline lounges or as a way to reconvert abandoned or underused areas of terminal buildings.)
- 19 security procedures (... new security procedures that have had an impact on the dwell time of passengers.)
- 20 final destination (At this stage of facilities provision, the airport also has the possibility of taking on the role of the final destination rather than merely a facilitator of access.)
- 21 airlines (When an airport location can be promoted as a business venue, this may increase the overall appeal of the airport and help it become more competitive in both attracting and retaining airlines and their passengers.)
- 22 competitive advantage (... but clearly this will be dependent on the competitive advantage that the airport is able to achieve in comparison with other venues.)
- 23 economic downturn/climate (These are fairly high proportions considering the recent economic climate. Also: Moreover, the global economic downturn has caused a reduction in passenger numbers while those that are travelling generally have less money to spend.)
- 24 five years (In addition, 28% of respondents that did not have meeting facilities stated that they were likely to invest in them during the next five years.)
- 25 local (people) (Their findings show that meeting facilities provided by the majority of respondents tend to serve local versus non-local or foreign needs. 63% of respondents estimated that over 60% of users are from the local area.)
- 26 flights (16% of respondents estimated that none of the users of their meeting facilities use flights ...)

### Reading Passage 3

- 27 C (Is Photography Art? This may seem a pointless question today ... But in the decades following the discovery of photography, this question reflected the search for ways to fit the mechanical medium into the traditional schemes of artistic expression.)
- 28 D (In both countries, public interest in this topic was a reflection of the belief that national stature and achievement in the arts were related.)
- 29 D (Many portrait painters ... who realized that photography represented the 'handwriting on the wall' became involved with daguerreotyping or paper photography in an effort to save their careers) (The phrase 'writing on the wall' or 'handwriting on the wall' means that there are clear signs that something will fail or no longer exist.)
- 30 A (These writers reflected the opposition of a section of the cultural elite in England and France to the 'cheapening of art' which the growing acceptance and purchase of camera pictures by the middle class represented ... This appeal to the middle class convinced the elite that photographs would foster a desire for realism instead of idealism ...)
- 31 E (From the maze of conflicting statements and heated articles on the subject ...)
- 32 G (The simplest, entertained by many painters and a section of the public, was that photographs should not be considered 'art' because they were made with a mechanical device and by physical and chemical phenomena instead of by human hand and spirit; to some, camera images seemed to have more in common with fabric produced by machinery in a mill than with handmade creations fired by inspiration.)

- 33 A (The second widely held view, ... was that photographs would be useful to art but should not be considered equal in creativeness to drawing and painting.)
- 34 C (Lastly, ... a fair number of individuals realized that camera images were or could be as significant as handmade works of art and that they might have a positive influence on the arts and on culture in general.)
- 35 B (... Lacan and Francis Wey. The latter, ... suggested that they would lead to greater naturalness in the graphic depiction of anatomy, clothing, likeness, expression, and landscape.)
- 36 E (... a more stringent viewpoint led critic Philip Gilbert Hamerton to dismiss camera images as 'narrow in range, emphatic in assertion, telling one truth for ten falsehoods'.)
- 37 A (Still other painters, the most prominent among them the French painter, Jean-Auguste-Dominique Ingres, began almost immediately to use photography to make a record of their own output ...)
- 38 D (Delacroix's enthusiasm for the medium can be sensed in a journal entry noting that if photographs were used as they should be, an artist might 'raise himself to heights that we do not yet know'.)
- 39 A (... Jean-Auguste-Dominique Ingres, began almost immediately to use photography to ... provide ... source material for poses and backgrounds ...)
- 40 C (Baudelaire regarded photography as 'a very humble servant of art and science'; a medium largely unable to transcend 'external reality'. For this critic, photography was linked with 'the great industrial madness' of the time ...)

### Writing Task 1

#### Sample answer

The chart examines the levels of donation among people of different ages in Britain.

Overall, a greater percentage of British people gave money to charity in 1990 than in 2010. However, across the two years, the pattern differs before and after the age of 50.

In 1990, 42% of the 36–50 age-group made charitable donations, and this figure is the highest on the chart. The 18–25s contributed the least at only 17%. By 2010, these figures had fallen significantly to 35% and 7% respectively. The level of donations from the 26–35 age-group also experienced a decrease in 2010 from 31% to 24%.

While donations up to the age of 50 declined across the two years, they rose among the 51–65 age-group from 35% to nearly 40%, which was the highest percentage for 2010. The figure for the over 65s was lower than this, at 35%, but it was still a little higher than the 1990 figure of 32%.

(157 words)

### Writing Task 2

#### Sample answer

For most people, when they get their first job they have little idea whether or not they will remain in the same organisation throughout their working life. If they decide to change, they need to consider how this will impact on their career overall.

People who stay with the same organisation have the advantage of thoroughly understanding how it works and



also becoming familiar with the staff and processes. If they work hard, their promotion prospects are good and there is likely to be greater job security, with the promise of a good pension when they retire. Employers value loyalty and may offer additional incentives to long-term employees, including bonuses and reward schemes.

However, one of the drawbacks of staying with the same organisation is that the person may get stuck doing the same job year after year. In some cases, this can lead to boredom and disillusionment. Moving from one organisation to another can be a strategic decision in order to have variety and acquire a range of skills and experience. A friend of my father started out as a sociology teacher, he then joined the Social Services and is currently managing a care home in Western Australia. This has made him incredibly knowledgeable in a range of related fields and, in my view, has provided him with a much more interesting working life.

Although there are benefits to working for one organisation, I feel that it is also valuable for an employee to be able to offer a wide range of experience having worked for different companies. As long as it is planned carefully, I feel that change is good and will ultimately benefit the employee and the employer. (281 words)

## Practice Test 2

### Listening Section 1

- |                                   |                  |
|-----------------------------------|------------------|
| 1 3000/3,000/three thousand words | 6 post           |
| 2 surprise/surprising ending      | 7 famous authors |
| 3 16/sixteen                      | 8 online         |
| 4 August                          | 9 public         |
| 5 COMP4SS/comp4ss                 | 10 Spain         |

### Listening Section 2

- |                                      |                       |
|--------------------------------------|-----------------------|
| 11 world of water/World of Water     | 15 (a) birthday party |
| 12 (the) splash ride                 | 16 (the) government   |
| 13 (at) noon/midday/12 o'clock/12 pm | 17 (the/a) quiz       |
| 14 feed (the) sharks                 | 18 E                  |
|                                      | 19 C                  |
|                                      | 20 B                  |

### Listening Section 3

- |                              |             |
|------------------------------|-------------|
| 21&22 IN EITHER ORDER<br>D B | 26 seminars |
| 23 mathematics/math(s)       | 27 A        |
| 24 theory/theoretical        | 28 B        |
| 25 jet engines               | 29 C        |
|                              | 30 C        |

### Listening Section 4

- |                  |                         |
|------------------|-------------------------|
| 31 supportive    | 36 tone                 |
| 32 pay attention | 37 (a) silence/silences |
| 33 next steps    | 38 weak verbs           |
| 34 consistent    | 39 repeat it            |
| 35 graphics      | 40 predicting           |

## Reading Passage 1

- |                          |                    |
|--------------------------|--------------------|
| 1 (retronasal) smell     | 8 (air) molecules  |
| 2 umami                  | 9 flavors/flavours |
| 3 toxins                 | 10 memories        |
| 4 internal scents/smells | 11 prey            |
| 5 disciplines            | 12 chocolate       |
| 6 spatial map            | 13 appetites       |
| 7 social life            |                    |

## Reading Passage 2

- |         |       |                        |
|---------|-------|------------------------|
| 14 v    | 19 iv | 23 C                   |
| 15 ii   | 20 C  | 24 on(-)board computer |
| 16 viii | 21 B  | 25 ultrasound signals  |
| 17 vii  | 22 A  | 26 touch(-)screen      |
| 18 i    |       |                        |

## Reading Passage 3

- |                       |                              |
|-----------------------|------------------------------|
| 27 NOT GIVEN          | 34 a/the door                |
| 28 NO                 | 35 identification            |
| 29 NO                 | 36 (the/some) valuables      |
| 30 YES                | 37&38 IN EITHER ORDER<br>A C |
| 31 NO                 | 39&40 IN EITHER ORDER<br>B E |
| 32 visual disturbance |                              |
| 33 (some) directions  |                              |

## Writing Task 1

### Sample answer

The data provides information on average temperatures and annual hours of sunshine in London, New York and Sydney.

The temperature patterns for London and New York are similar, although New York has warmer summers and colder winters. In both cities, peaks occur in July/August, at 23° in London and 29° in New York. In contrast, Sydney's hottest weather is in December/January when temperatures average 25°. During this period, New York's temperatures dip to an average of around 5°, compared with 8° in London. On the other hand, Sydney's lowest average temperatures in July are just over 15°.

As far as hours of sunshine are concerned, New York and Sydney have similar averages of 2,535 and 2,473 hours respectively. London, however, has a much lower average of 1,180 hours.

Clearly, London is the coldest city and has the fewest hours of sunshine. New York has the hottest summers, but Sydney enjoys the warmest overall climate.

(156 words)



## Writing Task 2

### Sample answer

Over the past 50 years, people have become used to the idea that they will probably live longer than their grandparents did. However, a longer life is only desirable if you can look after yourself and be independent, otherwise there can be disadvantages for everyone.

If you walk into a hospital in my country, you are likely to see a lot more elderly people than you did in the past. In fact, this is causing significant problems as there is a shortage of beds. Medical treatment is keeping the elderly alive, but at what cost to others?

On top of this, one of the biggest medical problems these days is dementia. Even if old people are still fit, they may not be able to look after themselves. They may have to live with their children or be cared for in a home, which can be expensive. Elderly people do not like to be a burden, but their children can feel obliged to care for them.

Obviously, not all old people become ill. Those who remain healthy can enjoy a happy old age as long as they have saved enough money. People are much more active in their sixties and seventies than they used to be and this can only be a good thing. They have time to enjoy their retirement and do a range of activities that they could not do when they were at work. They can also help look after their grandchildren, which is a great benefit for working parents.

To sum up, I believe that we should aim to keep people as healthy as possible so that they can enjoy their old age without having to rely on others. A longer life expectancy is obviously advantageous, but no one wants to live to be 100 if they only cause problems for their family and society.

(308 words)

## Practice Test 3

### Listening Section 1

- |                               |                     |
|-------------------------------|---------------------|
| 1 S-Y-M-O-N-D-S/S-y-m-o-n-d-s | 6 (go/do) jogging   |
| 2 1996                        | 7 bad ankle         |
| 3 full(-)time                 | 8 fitness level     |
| 4 swimming                    | 9 charity worker    |
| 5 monthly                     | 10 (on) (the) radio |

### Listening Section 2

- |      |                |              |
|------|----------------|--------------|
| 11 C | 15 C           | 19 lounge    |
| 12 B | 16 E           | 20 speeches/ |
| 13 A | 17 A           | speakers     |
| 14 B | 18 ring a bell |              |

### Listening Section 3

- |                 |                       |
|-----------------|-----------------------|
| 21 pine forests | 26 (the) introduction |
| 22 water        | 27 (the) council      |
| 23 print        | 28 (some) data        |
| 24 sort         | 29 first draft        |
| 25 remove ink   | 30 (their/the) tutor  |

## Listening Section 4

- |                    |                   |
|--------------------|-------------------|
| 31 protection      | 36 cap            |
| 32 flexible        | 37 oil            |
| 33 elephants       | 38 active         |
| 34 100 000/100,000 | 39 skin           |
| 35 products        | 40 blue(-)berries |

### Reading Passage 1

- |             |                 |
|-------------|-----------------|
| 1 FALSE     | 8 A             |
| 2 FALSE     | 9 E             |
| 3 NOT GIVEN | 10 scouts       |
| 4 TRUE      | 11 waggle dance |
| 5 NOT GIVEN | 12 volume       |
| 6 TRUE      | 13 democratic   |
| 7 C         |                 |

### Reading Passage 2

- |                   |                              |
|-------------------|------------------------------|
| 14 iv             | 21 column(s)                 |
| 15 viii           | 22 concrete                  |
| 16 ii             | 23 structural revolution     |
| 17 vi             | 24 (non-pressurized) boilers |
| 18 iii            | 25 power shortages           |
| 19 factory        | 26 climate control           |
| 20 flooring/floor |                              |

### Reading Passage 3

- |                         |                    |
|-------------------------|--------------------|
| 27 YES                  | 34 turn-taking     |
| 28 YES                  | 35 interruptions   |
| 29 NO                   | 36 belong          |
| 30 NOT GIVEN            | 37 distress levels |
| 31 NOT GIVEN            | 38 rejection       |
| 32 NO                   | 39 agreement       |
| 33 (their) behavio(u)r/ | 40 content         |
| activities              |                    |

## Writing Task 1

### Sample answer

The diagrams show West Park School at three different stages in its development: 1950, 1980 and 2010.

In 1950, the school was built close to a main road and next to a number of houses. A large area behind the school was turned into a playground, while the area behind the houses was farmland.

By 1980, the houses had been demolished in order to make way for a small car park and an additional school building, which became the science block. In addition to the existing playground, the school also gained the farmland and converted it into a sports field.

In 2010, the school building remained unchanged but the car park was extended to cover the entire sports field. As a result of this, the original playground was divided into two so that it provided a smaller playground and a small sports field.

During this period, the school has increased in size and a car park has been created and enlarged. The combined recreational areas, however, first expanded and were then reduced in size.

(174 words)