

### 1 THIS IS US

#### Vocabulary Feelings and emotions

1

1B despondent 2B ballistic  
3B elated 4B besotted 5B grossed  
6B flabbergasted 7B engrossed

#### Speaking Part 3 Long turn

##### Useful language

Introducing your first main point	Transitioning to another main point
First and foremost...	Moving on...
To start off with...	Now, turning to...
First of all...	My second/third point is...
I'd like to start by...	Now let's look at...
Introducing an example	Summarising
For instance...	In summary, ...
A case in point is...	To recap, ...
For example...	To sum things up...
I'll give you an example of what I mean.	In a nutshell...

#### Listening Part 1 Multiple choice

1

1 A 2 C 3 C 4 A 5 C 6 B

#### Pronunciation Consonant clusters with /s/

1

1 stray 2 splurge 3 consists

2

1 streak 2 stroll 3 risks 4 scrapped  
5 boasts 6 springboard

#### Vocabulary Adjectives and nouns with self

2

1 satisfied 2 deprecating 3 sacrificing  
4 respecting 5 possessed 6 made; indulgent

3

1 self-pity 2 self-worth  
3 self-deception

#### About English

*Goblin mode*: behaviour that is unapologetically self-indulgent, lazy or greedy

*Vax*: related to a vaccine, e.g. fully vaxxed, vax sites

*Climate emergency*: a situation in which urgent action is required to reduce or halt climate change and avoid potentially irreversible environmental damage resulting from it

*Toxic*: poisonous, unpleasant, e.g. toxic friendship, toxic loans

*Post-truth*: relating to or denoting circumstances in which objective facts are less influential in shaping public opinion than appeals to emotion and personal belief

#### Reading and Use of English Part 6 Gapped text

1

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

#### Language Focus The present

1

1 is always looking 2 hope  
3 is only getting 4 is spending

2

1A *appear* (stative): to give the impression of being or doing something

B *appear* (dynamic): to be in a film, play, television programme, etc.

2A *attract* (stative): to interest someone in a romantic way

B *attract* (dynamic): to create interest in something which makes people come somewhere or take part in something

3A *conclude* (stative): either to decide or believe something based on what you have heard or seen

B *conclude* (dynamic): to settle an agreement, treaty, negotiation, etc. with someone

4A *consider* (stative): to have a particular opinion about something

B *consider* (dynamic): to think about something carefully before making a decision or forming an opinion.

3

#### Ready for Grammar

1

A 1 seem 2 promise 3 'm / am measuring 4 finishes 5 allows  
6 do, think

B 1 am / 'm enjoying 2 recognise  
3 hear 4 belong 5 am / 'm deciding  
6 am / 'm weighing 7 taste

2

1 it always astonishes me  
2 correct  
3 they're / they are looking  
4 mistakes typically involve  
5 correct  
6 This place owes  
7 correct

4

1 absolutely adores 2 're hanging  
3 just wants 4 put 5 hits 6 jumps

6

Yes, the speaker followed all the tips.

#### Reading and Use of English Part 2 Open cloze

2

1 such 2 case 3 to 4 up 5 face  
6 blow 7 Should 8 purpose

4

1 with 2 against 3 from 4 to 5 of  
6 at 7 from 8 by/with

#### Writing Part 2 Article

2

1 A description of one or two ways your personal interests or views have been shaped by global trends.

2 An evaluation of how global trends influence our lives positively or negatively.

3

1 Yes. They discuss how a global trend, manga, has shaped their interests. They also evaluate to what extent global trends like manga are negative or positive.

2 **First paragraph**: to engage the reader's attention and introduce the topic.

**Second paragraph**: to explain how our online activities contribute to the development of our personal identities.

**Third paragraph**: to argue against the idea that global trends and local traditions are in conflict.

**Fourth paragraph**: to refer back to the opening paragraph – using the organisational pattern of 'topping and tailing' – and to reinforce a main point: that our personal identities can include a harmonious mixture of global and local elements.

3 Yes, the writer holds the reader's attention from start to finish, expressing a mixture of straightforward and complex ideas, using supporting examples and reasons to good effect.

4 *got sucked into the Japanese subculture; globalisation as a juggernaut, squashing local traditions; dulled my enthusiasm for our local festivities; my identity is rooted in the very soil of my home town; sipping a cappuccino at the local café; sporting my favourite Akira T-shirt, etc.*

4

1 "For me it's manga; for you, it might be..."

2 "...globalisation as a juggernaut, squashing local traditions..."

3 "Some see global trends as... Some see globalisation as..."

4 The two sentences in the last paragraph.

5 The reference to *Akira* in the final paragraph, which links back to the opening paragraph.

#### Useful language

1 The non-profit gave up on hosting the second fundraiser because the results of the first one were unsatisfactory and there was a general lack of enthusiasm among donors. OR The non-profit gave up on

hosting the second fundraiser because of the unsatisfactory results of the first one and a general lack of enthusiasm among donors.

### Sample answer

*Article: The global tide*

In our ever-shrinking world, personal identities are not merely shaped by local influences but also by global trends that ripple across borders and cultures. This phenomenon reflects the intricate interplay between our individuality and the larger currents of the world around us. Let's delve into two distinct ways through which personal opinions and interests are moulded by these global trends.

Firstly, the surge of digital connectivity has revolutionised how we perceive and interact with the world. Social media platforms, for instance, expose us to a plethora of ideas and lifestyles from various corners of the globe. A teenager in Tokyo can develop a fondness for Argentine tango, and an artist in New York can find inspiration in the intricate designs of Moroccan architecture. This cultural exchange has broadened our horizons, allowing us to engage with perspectives we might have otherwise missed. However, there's a flip side; the relentless pursuit of likes and shares can also breed a sense of insecurity and the pressure to conform to an idealised global norm.

Secondly, the growing concern for environmental issues has ignited a global passion for sustainable living. The recognition of climate change as a shared threat has prompted individuals from diverse backgrounds to embrace eco-friendly practices. From adopting plant-based diets to advocating for renewable energy, this trend highlights our collective responsibility towards the planet. Yet, it's crucial to acknowledge that the impact of such trends can vary across societies. For some, these lifestyle shifts might be empowering, while others view them as an imposition on cultural practices deeply tied to their identity.

The influence of global trends on personal identities is a double-edged sword, as they expose us to enriching experiences and foster a sense of unity, but they can also blur the line between authenticity and imitation. Therefore, we must recognise that the positive or negative impact of these trends is inherently complex.

### Examiner's comments

**Content:** All content is relevant to the task. The target reader is fully informed about the two issues the writer raises about personal identities shaped by global trends. For each point, the writer weighs the pros and cons that global trends have on individuals in a convincing manner.

**Communicative achievement:** The writer follows standard article writing conventions by using appropriate combination of direct and indirect speech and a consistent, natural

tone. They also communicate their views on the topic in a convincing manner, backing them up with examples.

**Organisation:** The text is well organised and coherent, and the organisation of the text is logical and easy to follow. The writer uses a variety of cohesive devices and organisational patterns effectively: *Let's delve into two distinct ways through which personal opinions and interests are moulded by these global trends. Firstly; However; Secondly; Yet; Therefore.*

**Language:** There is a wide range of vocabulary, with some natural turns of phrase and appropriate use of collocation, used effectively and with an appropriate style: *ripple across borders; delve into; a plethora of ideas; there's a flip side; deeply tied to their identity; a double-edged sword.* The wide range of structures is used naturally and all are well suited to the register and topic of the text.

**Mark:** very good pass

## 1 Review

### Reading and Use of English Part 1 Multiple-choice cloze

1

Despite its potential drawbacks, the trend might be a way to make fashion more sustainable.

2

1 C 2 B 3 B 4 A 5 D 6 C 7 B 8 D

### Vocabulary Feelings and emotions

1 by 2 over 3 in 4 with 5 to 6 out 7 in 8 to 9 out

### Language Focus The present

1 both possible 2 guess  
3 am minding 4 concerns  
5 both possible 6 wish  
7 both possible 8 holds

### Idioms Personality

1

Sentence B is more concise.

A good reason to use idioms is because they convey a lot of information in relatively few words.

2

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

3

### Suggested answers

**Positive:** come out of her shell, people person, go-getter

**Negative:** a nasty piece of work, full of himself, have got a chip on your shoulder, wet blanket

### Positive or Negative depending on context:

creature of habit, live and breathe something, by the book

### Discussing idioms

*A wet blanket* and *a party pooper* are very similar in meaning. They both describe people who disapprove of a particular activity and/or refuse to participate. Generally, *a party pooper* is a childish term and is used more humorously or light-heartedly by adults.

*A people person* refers to someone who enjoys getting to know others and is particularly good at interacting with different people.

*A people pleaser* refers to someone who always goes out of their way to do things to please others and to get other people's approval.

*A go-getter* is someone who is energetic and eager to succeed whereas *a high flyer* is someone who is successful in their career.

## 2 WANDERLUST

### Speaking Part 2 Collaborative task

#### Useful language

1 about 2 by 3 about 4 what

#### Vocabulary Travel

1

1 occupied 2 beaten 3 faraway  
4 over-run 5 torrential 6 unrestricted

3

1 overseas travel 2 leisurely stroll  
3 iconic landmark 4 bustling crowds  
5 shoddy service 6 culture shock  
7 backwater villages

### Reading and Use of English Part 5 Multiple choice

2

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

### Language focus Past forms

1

A 5 and 8 B 4 and 7 C 1 and 10  
D 2 and 9 E 3 and 6

2

1 had been (non-sequential past actions)  
2 was about to request/had been about to request (intended past actions)  
3 was (always) questioning (annoying past actions), would always question  
4 expected/had expected/was expecting (stative verbs) 5 ordered (sequential past actions) 6 began / were beginning (sequential past actions) 7 used to/ would sit (used to/would for dynamic verb)

### Ready for Grammar

1

1 opened, was opening 2 were going to  
3 used to have 4 had eaten 5 had  
located / located 6 were supposed to /  
were about to / were going to / were to /  
were due to leave 7 meant 8 had to  
leave 9 turned into

2

1 had never seen 2 declared 3 was  
contemplating 4 was always doing  
5 would drive / used to drive / drove  
6 strengthened 7 would chat / used  
to chat / chatted 8 started 9 had  
set 10 was about to come 11 met  
12 had been

### Listening Part 2 Sentence completion

2

1 last frontier 2 (beautiful) sculptures  
3 coastal deserts 4 towering (and)  
majestic 5 (local) shrub brush 6 layers  
7 scorpion 8 (spiral) horns 9 desert  
greening

### Language Focus Adverbs and adverbial phrases

1

1 c 2 a 3 b

2

1 'Even' in sentence A modifies the action  
'got support,' expressing surprise about  
this support. In sentence B, 'even' modifies  
'its most longest standing members,'  
expressing surprise about these members  
giving their support.

2 In sentence B, there is less emphasis  
on the adverbial phrase, and therefore the  
frequency of the action, than in sentence A.

3 In sentence A, the adverb 'reportedly'  
modifies the whole sentence, giving the  
speaker's view on the whole situation.  
In the second sentence, the adverb only  
modifies the verb 'travelling'. Here the  
speaker is commenting on that specific  
action.

4 In sentence A, 'really' modifies 'should',  
so the emphasis is on the fact that it's  
a good idea to look at the instructions.  
In sentence B, however, the adverb  
modifies the verb "read", so the speaker is  
emphasising that the person should not  
just look at the manual, but *really* read it  
carefully.

5 The meaning of the two sentences  
is the same, but sentence B has a more  
sophisticated, literary tone, more likely  
found in writing than in speech.

### Ready for Grammar

1

1 every now and then 2 Even  
3 strategically 4 sparsely 5 around  
the bend 6 afterwards 7 uphill  
8 Wholly 9 just 10 only

2

1 short 2 widely 3 Finely 4 deep  
5 hard 6 highly 7 lately

3

1 a 2 a 3 b 4 a

4

1 deeply 2 utterly 3 bitterly  
4 staggeringly

### Word formation Adverbs

1

1 knowingly, purposely 2 admirably,  
considerably 3 spatially, confidently  
4 whereby, thereafter

3

1 clockwise 2 methodically  
3 hurriedly 4 regardless 5 homeward

4

1 lengthwise, otherwise, likewise  
2 admittedly, supposedly, reputedly  
3 doubtless, nevertheless, nonetheless  
4 strategically, analytically, thematically  
5 onward, backward, seaward

5

1 indefinitely 2 momentarily  
3 predominantly, predominately  
4 periodically 5 wholeheartedly, heartily  
6 relentlessly 7 allegedly

### Writing Part 1 Essay

2

1 The parts of the text containing key  
points tend to use more general, abstract  
language, while the parts of the text  
containing supporting examples or  
reasons tend to be written in more specific  
and concrete language.

2 **Suggested answers:** for example /  
instance, like, to illustrate, case in point,  
e.g., examples include

3 *What's more, also*

4

'It can help you become more independent  
and self-confident.'

'... you don't have to negotiate your plans  
with other people, ...'

'Not only is it more fun to travel with other  
people, ...'

'... it is also more convenient.'

5

The rhetorical question introduces an  
issue that is central to the piece of writing.  
The following sentence, which answers  
the rhetorical question, is the thesis  
statement. This can be an effective way of  
organising an introduction to an essay.

6

**Suggested answer:**

But what about the disadvantages?

7

**Sample answer**

*Journeying alone: Empowerment within or  
the allure of shared experiences?*

There is a lot of public discourse  
surrounding solo travel these days, where  
enthusiasts tout its virtues as a path  
to self-discovery and self-assurance.  
Undeniably, voyaging alone can be  
empowering, engendering a sense of self-  
confidence that resonates deeply. The lone  
traveller emerges from their journey not  
just with an array of passport stamps but  
with a deeper understanding of themselves.  
This newfound self-reliance isn't confined  
to distant shores; it infiltrates everyday  
life, making individuals comfortable in  
their moments of solitude. Beyond this  
psychological growth, solo travel offers  
a practical boon. It liberates explorers  
to indulge in whatever floats their boat,  
whether that involves unearthing eccentric  
museums or perusing local antique  
troves, freed from the constraints of group  
dynamics.

However, the romanticised allure of solo  
travel might not withstand scrutiny when  
faced with the inherent human need  
for connection. Life's vibrancy often  
emanates from shared experiences, a  
truth substantiated by the sentiment that  
an unshared joy is a joy diminished. This  
newfound self-reliance isn't confined  
to distant shores; it infiltrates everyday  
life, rendering them at ease in their  
solitude. Furthermore, the convenience  
of companionship cannot be disregarded.  
Solo travel lacks the accountability that  
a fellow traveller provides, leaving one  
vulnerable to misjudgements and ill-fated  
choices.

While advocates of solo travel extol its  
potential for personal growth, critics argue  
for the irreplaceable enrichment that  
shared moments provide. The dichotomy  
between individual empowerment and  
the inherent human need for shared  
experiences remains a point of contention.  
Ultimately, the choice between venturing  
alone and seeking camaraderie is  
subjective, hinging on the balance one  
strikes between self-discovery and  
shared joy.

### Examiner comments

**Content:** All content is relevant to the task. The target reader is fully informed about the main ideas in the two texts. The writer presents a counterargument about the pros and cons of travelling solo: However, the romanticised allure of solo travel might not withstand scrutiny when up against the inherent human need for connection. The writer's own views are evident throughout the essay.

**Communication achievement:** Essay writing conventions are used naturally and with flexibility. The evaluation of the key points from the input texts is combined with the writer's opinions, and complex ideas are communicated convincingly. The writer has adopted a semi-formal tone, which is used consistently to engage and hold the reader's interest.

**Organisation:** The essay is well-organised and coherent. The shift between the different points in the input texts develops naturally. The writer also presents a counterargument, which enables the writer to express a range of opinions on the topic effectively: *While advocates of solo travel extol its potential for personal growth, critics argue for the irreplaceable enrichment that shared moments provide.* Cohesive devices and organisational patterns are used flexibly: *This newfound self-reliance; it infiltrates; Beyond this psychological growth; However, the romanticised allure; Furthermore.*

**Language:** A range of less common lexis is used with sophistication and precision: *enthusiasts tout its virtues; engendering; array; infiltrates; boon; allure; emanates*, etc. The use of grammar is natural and sophisticated.

**Mark:** very good pass

### About English

WFH = Work from home

BRB = Be right back

JSYK = Just so you know

IRL = in real life

AKA = also known as

## 2 Review

### Vocabulary Travel

1

- 1 flight 2 arduous 3 far-flung  
4 stroll 5 shoddy 6 travel

### Reading and Use of English Part 3 Word formation

- 1 unprecedented 2 circumvents  
3 faraway 4 picturesque 5 invariably  
6 compile 7 periodically 8 scenarios

### Reading and Use of English Part 4 Key word transformation

- 1 instant / moment / second / minute  
they set foot in

- 2 made no reference to / did not / didn't make (any / a) reference to the influence  
3 improvement in the performance of the stock market / the way the stock market performed / how the stock market performed  
4 was a lack of diplomacy in  
5 was held up by / due to / because of / owing to / on account of / as a result of unforeseen  
6 take exception to the rudeness of

### Idioms Making stories interesting

2

- 1 life 2 tell 3 wrong 4 luck  
5 second 6 mildly 7 me 8 hands  
9 said 10 story

3

- 1 To scare somebody very much.  
2 You will only know a result or outcome in the future.  
3 Don't take what I'm saying as negative criticism.  
4 Something very fortunate that happens unexpectedly.  
5 Less than a second, an instant.  
6 What I'm talking about is even more extreme than my words suggest.  
7 Keep what I'm saying a secret.  
8 Easily, without question.  
9 Something has advantages.  
10 You don't believe what somebody said.

4

- 1 // I did see a scorpion // I almost stepped on it // and it scared the life out of me //  
2 // Time will tell // whether or not // they can be saved.

6

### Discussing idioms

*A split second* is used, often in narratives, to describe a very brief amount of time. *For a split second, I thought I was going to fall down the escalator.*

*A New York minute* also means a very short amount of time, but it is more informal and can convey a sense of urgency. *I need that document in a New York minute.*

*Don't get me wrong* is used to clarify meaning. It is often used to make sure that the person you are speaking to doesn't misunderstand your message, especially if trying to avoid them taking it as negative criticism: *Work is just so stressful at the moment. Don't get me wrong, I love my job and being busy, but this is too much.*

*Don't take this the wrong way* is often used before you go on to say something a bit critical of the person you are talking to: *Don't take this the wrong way, but I don't think you've put much effort into this essay.*

*A stroke of luck* is used to indicate that something lucky happened by chance. *I found my dream wedding dress in the sale, so it was 50% off! It was a complete stroke of luck.*

*A lucky break* is when you have good things happen to you, especially with regard to your career. *Harrison Ford got his lucky break while working as a carpenter. He was asked to read the lines for Hans Solo and George Lucas was so impressed he gave him the role.*

## Ready for Reading and Use of English Parts 1–4

### Reading and Use of English Part 1 Multiple-choice cloze

2

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

3

- 0 c 1 c 2 c 3 c 4 d 5 c 6 a  
7 d 8 c

### Reading and Use of English Part 2 Open cloze

2

- 1 little 2 their 3 were 4 about 5 of  
6 have 7 Not 8 provided

3

A

### Reading and Use of English Part 3 Word formation

2

- 1 consistently 2 perfectionist  
3 exemplify 4 miscalculation(s)  
5 composition 6 irresistible  
7 exceptional 8 practitioners

3

- 1 *consistently* is an adverb.  
2 *perfectionist* is a noun.  
3 *exemplify* is a verb.  
4 *calculation(s)* is a noun. The answer could be both singular or plural. The prefix *mis-* makes it negative.  
5 *composition* is a noun.  
6 *resistible* is an adjective. The prefix *ir-* makes it negative.  
7 *exceptional* is an adjective.  
8 *practitioners* is a plural noun.

### Reading and Use of English Part 4 Key word transformations

- 1 would be given a hard time by journalists

It will be in the passive.

to give someone a hard time



2 couldn't / could not / could never / was unable to / was not able to / was never able to hold down a

to hold down

It should be in the past. It should be negative.

3 doesn't / does not stand a chance of often precedes the -ing form  
stand a chance

4 was (feeling) / felt / had been (feeling) under the weather

It should be either in the past or past perfect

be / feel under the weather

5 it bore no / little resemblance to the pictures

Not at all.

bear no / little resemblance to

6 had been / were on the verge of walking out / leaving / resigning

The past simple or the past perfect; on the verge of

### 3 AHEAD OF THE CURVE

#### Reading and Use of English Part 7

##### Multiple matching

1

1 B 2 E 3 C 4 B 5 F 6 C 7 D  
8 A 9 E 10 D

#### Language focus Talking about the future

1

If you say something *is likely* to happen, you are saying there is a good probability of it happening.

If you say something *is bound* to happen, you are saying emphatically that it is certain to happen.

If you say something *is due* to happen, you are saying it's scheduled to happen at a certain time in the future.

2

1 a 2 b 3 e 4 d 5 c

4

1 will come 2 will live 3 has been aiming 4 were seen to be

#### Ready for Grammar

1

1 B 2 A 3 B 4 C 5 A

2

1 was (just) about to resign

2 will be catching up

3 will have been (together as) a couple

4 was on the verge of announcing the removal

5 is not / isn't aiming to stay (for) (any)

6 is due to expire / run out at

7 be possible (for me) to speak to / with

8 to have no idea (of) what is going

#### Vocabulary Phrasal verbs and noun collocations

1

1 run 2 plough 3 hold

2

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

4

2 throw out 3 come round

4 meet with 5 come up with

6 stumble across 7 draw on

8 put forward 9 hold out

10 flick through

5

1 draw on 2 bring down 3 meet with

4 throw out 5 put forward, come up with

#### Writing Part 2 Review

2

Yes. In the second and third paragraphs, the writer mixes description with evaluation. This is common in reviews.

3

1 particularly 2 automatically

3 exceptionally 4 fiendishly

5 inadvertently

4

"I was smitten"

"This is particularly handy for ..."

"... you can easily ..."

"... is exceptionally / extremely good at ..."

"... got on my nerves"

"... is fiendishly difficult to find..."

"... makes it far too easy to..."

"But the big problem is ..."

"... does a poor job of ..."

"... is also problematic"

"... is an atrocious place to..."

"Were it less aggravating ..."

5

distinguish itself from

similar to messaging apps

Just tap on a single email

Flow soon got at my nerves.

does a poor job of handling

my email on my computer

true of many apps

consider for a moment

#### 6 Sample answer

In today's fast-paced world, where multitasking and constant distractions are the norm, staying productive has become a paramount challenge. Enter Habitica – a revolutionary habit tracker app that not only helps users build and track productive

habits but also adds a gamified twist to the process. In a society where productivity is key, Habitica manages to stand out as a vital tool for individuals intent on making the most of their time.

Habitica is not just another habit tracker; it is a platform that transforms mundane tasks and habits into an engaging role-playing game-like experience. Users create their avatars and embark on a journey to conquer real-life tasks and goals. With each completed task, the avatars level up and unlock rewards, enhancing the sense of accomplishment and motivation. This ingenious blend of habit tracking and gamification has added an element of fun and excitement to otherwise mundane activities.

In contemporary society, where digital devices dominate every aspect of life, apps like Habitica play a pivotal role. They bridge the gap between our increasingly digital lifestyles and our desire for self-improvement. The app harnesses the addictive nature of technology for a positive cause, effectively turning procrastination into motivation. Habitica's approach aligns well with the modern mindset, providing a tangible sense of progress and achievement through virtual means.

Furthermore, Habitica addresses the need for holistic productivity. It tracks work-related tasks and encourages me to focus on my personal development, health, and well-being. This comprehensive approach to productivity reflects the changing dynamics of contemporary society, where work-life balance and mental well-being are of utmost importance.

In conclusion, Habitica is a shining example of the growing significance of apps in today's society. It not only aids individuals in enhancing their productivity but also demonstrates the power of technology to transform routine activities into exciting and rewarding experiences. As we navigate the challenges of the digital age, Habitica's blend of habit tracking and gamification offers a practical solution to the productivity puzzle, making it an essential tool for those striving to succeed in the modern world.

#### Examiner's comments

**Content:** All content is relevant to the task. The target reader is fully informed about the app, which the writer uses and endorses. The app is briefly described, giving some information about how it helps to positively reinforce productivity by gamifying tasks. The writer evaluates the importance apps have on contemporary society.

**Communicative achievement:** The conventions of writing a review, such as the use of an informative tone and a positive viewpoint, are used to communicate complex ideas in an effective and convincing way. The app and the impact it has had on the writer is

described clearly and with enthusiasm. The target reader's attention is held with ease and all the communicative purposes of the task are fulfilled.

**Organisation:** The text is well-organised and coherent, and the paragraphs are well structured. A good range of cohesive devices and organisation patterns are used to link ideas across sentences and paragraphs in a natural way: *Habitica is not just another habit tracker; This ingenious blend of habit tracking; Furthermore; In conclusion.*

**Language:** A variety of topic-specific vocabulary, including less common lexis is used effectively and precisely to communicate specific ideas: *a paramount challenge; adds a gamified twist; a vital tool*, etc. A wide range of simple and complex grammatical forms are used with full control, flexibility, and sophistication: *... not only aids individuals in enhancing their productivity but also demonstrates the power of technology; As we navigate the challenges of the digital age*, etc.

**Mark:** very good pass

### Reading and Use of English Part 3

#### Word formation

1

- 1 inconceivable 2 windfall 3 enrolled  
4 effectively 5 momentous 6 decoded  
7 curiosities 8 definitive / definite

### Listening Part 4 Multiple matching

1

- 1 B 2 E 3 H 4 A 5 C 6 B 7 A  
8 E 9 F 10 C

### Vocabulary Prepositional phrases

1

- 1 You say that something exists in *a big way* to emphasise its great extent or importance.  
2 You are *under attack* if you experience aggressive or violent acts.  
3 You say something will happen *in all likelihood* if you are almost certain it will.  
4 You say something happens *on the spot* if it happens at that moment or place.  
5 You say one thing happens *at the expense of* another if the first thing harms the second thing.

2

- 1 under 2 on 3 in 4 at

3

- 1 the forefront of 2 threat 3 jeopardy  
4 odds with 5 a par with

### Pronunciation Vowel length before voiced and unvoiced consonants

1

Sentence 1, the vowel in *man* is longer.

2

**Words with a longer vowel sound (i.e. before voiced consonants):** big, come, good, have, leave, reel, tool

### Listening Part 1 Multiple choice

1

- 1 B 2 A 3 B 4 C 5 B 6 A

### Language focus *will, shall and would*

1

- 1 B 2 A 3 B 4 A 5 A 6 A 7 A

### Ready for Grammar

1

- 1 C 2 F 3 B 4 H 5 D

2

- 1 will be feeling 2 shall pass 3 Shall, make 4 'll / will / would calm 5 Will / Would, let 6 shall / will be sent 7 shall do 8 would call 9 will not / won't be

## 3 Review

### Reading and Use of English Part 2

#### Open cloze

2

- 1 Each 2 in 3 more 4 to 5 use  
6 give 7 say 8 ways

### Language focus

- 1 won't have bought 2 will be completing 3 bound to open 4 Would we have 5 would

### Reading and Use of English Part 4

#### Key word transformations

- 1 as I love espresso, there is / I have no doubt / question  
2 in for (some) unjust criticism  
3 no circumstances is this laptop (ever) to be  
4 full implementation of the policy  
5 was told in no uncertain terms  
6 from being irritated by the children's

### Idioms Innovation

1

- 1 If you start *from scratch*, you do something from the very beginning, without using any work done earlier.  
2 In races, runners used to scratch a long line in the ground, so that everyone would start from the same place.

2

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

3

### Suggested answers

*in the pipeline:* in the process of being planned or developed

*teething problems:* when a new project or product has small problems at the beginning

*stumbling block:* something that causes problems and stops you from reaching your goal

*on the right track:* thinking or behaving in a way that will lead to success

*dead end:* a situation in which no progress is possible

*long shot:* something that has little chance of succeeding

*at the leading edge:* to be in the most advanced position in an area of activity, such as technology

*think outside the box:* to approach a problem in a new or innovative way that shows imagination

*go round in circles:* to work hard at something or discuss it at length without making any progress

4

- 1 on the right track 2 dead end  
3 at the leading edge 4 think outside the box 5 in the pipeline 6 teething problems 7 go round in circles 8 long shot 9 stumbling block

These are examples of 'puns', a kind of joke that plays on two different meanings of the same word or phrase to humorous effect.

### Discussing idioms

*A stumbling block* refers to an issue that impedes progress. *The chief negotiator has disclosed that there are still several stumbling blocks to overcome before peace can finally be restored to the region.*

*A chip off the old block* we say this about someone whose character or behaviour is very similar to their parent's. *Sam loves formula 1 like his dad. He's a real chip off the old block.*

*Go round in circles* to keep doing or discussing the same thing(s) without managing to achieve anything. *We're not making any progress! We're just going round in circles on this matter.*

*Go round the bend* an informal way to say you're going crazy, or beginning to behave in an unreasonable way. Also *drive around the bend*. *I'm going round the bend with all these forms. Why does it have to be so complicated?*

*A long shot* is something that is unlikely to succeed but worth trying. *When I applied for an internship at the company, I knew it was a long shot, but figured I'd do it anyway.*

*A shot in the dark* when you try to guess something but don't know anything about the subject, or have no knowledge about it. *My boss asked me about our team's finances. I said we had spent 20% of the budget. It was a total shot in the dark.*

### 4 MEETING IN THE MIDDLE

#### Listening Part 3 Multiple choice

2

1 B 2 C 3 A 4 A 5 C

#### Language focus Modal verbs

1

1 might 2 can 3 should 4 ought not to

3

1 Need I remind you that homework makes up 20 per cent of your overall mark?

2 The presence of the prime minister should be sufficient to bring about the necessary arrangement.

3 You needn't have picked me up at the airport.

4 You might have told me sooner that you were planning to drop the course!

5 You oughtn't to respond to an irritating email before you've had time to calm down.

6 What a wonderfully thoughtful gift! You shouldn't have!

#### Ready for Grammar

##### 4 Modals

1

1 shouldn't / should not 2 May 3 must 4 should / ought to 5 ought

2

1 Need I mention the number of...?

2 ... but try as we *might*, we just couldn't find...

3 You *ought to* / *should* / *might* / *could* have said you weren't staying for lunch.

4 You really *oughtn't* / *ought not* to allow that student to speak...

5 ... to be actively trading, you *had to have purchased* a membership...

6 ... he *needn't have uttered* / *didn't need to utter* a word to show her how he felt.

#### Pronunciation Stressed modal auxiliaries

1

In the first sentence, we don't know the result. In the second, the speaker knows they didn't pass and they are implying they could have passed it if, perhaps, they had had better luck or studied harder.

2

1 B, A 2 A, B 3 A, B 4 B, A 5 A, B

#### Vocabulary Partitive expressions with uncountable nouns

1

D

2

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

#### Reading and Use of English Part 6 Gapped text

1

**Suggested answers:** Hostage negotiator / business people. Negotiation techniques include listening, asking open ended questions, gaining rapport and emotional intelligence / identification.

2

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

#### Language focus Noun phrases and nominal clauses

1

Sentence B sounds more formal and academic because the writer uses nouns to communicate their message.

The adjective *organised* and verb *preceded* change to nouns (*organisation* and *predecessor*) in sentence B.

2

1 careful analysis / dramatic increase

2 logical deduction / conclusion

3 efficient allocation

4 high tolerance / first encounters

5 argument / baggage allowance

6 emotional intensity / refusal

3

1 were 2 are 3 is 4 is 5 is 6 has

7 operates 8 promotes

#### Ready for Grammar

1

1 has expressed 2 has been damaged

3 consists 4 have called 5 contain

6 plans / is planning 7 list

2

**Possible answer:** *This study is an exploration of the effects of parent-child relationships on the academic performance of university students. Using Social Cognitive Theory, the study proposes a method for the validation of the chain-mediating role played by psychological capital, that is, the internal resources that help us succeed in the management of difficult situations. The results show a significant and positive correlation between academic performance and parent-child relationships, owing in part to the chain-mediating role of psychological capital. Furthermore, this study also sets forward a proposal for mental health guidelines, the adoption of which could help students to better handle their relationships with their parents. This could in turn lead to greater accumulation of psychological capital. The study concludes with an*

**argument for why there is no justification for the relatively little emphasis currently being placed on mental health in higher education.**

#### Additional materials Word formation Nouns

1 memorial, intellectual, announcement, portrayal, denial

2 justification, persuasion, intrusion, collision, inclusion

3 initiative, tolerance, sedative, narrative, explosive

4 resemblance, resistance, compliance, emergence, ignorance

5 recognition, aspiration, assumption, resolution, fusion

6 indifference, dependence, correspondence, residence, dominance

7 resentment, brightness, engagement, amendment, attachment

8 clumsiness, goodness, gratification, wildness/wilderness, righteousness

9 resilience, extremist, physicist, finalist, pianist

10 craving, saying, publishing, serenity, gathering

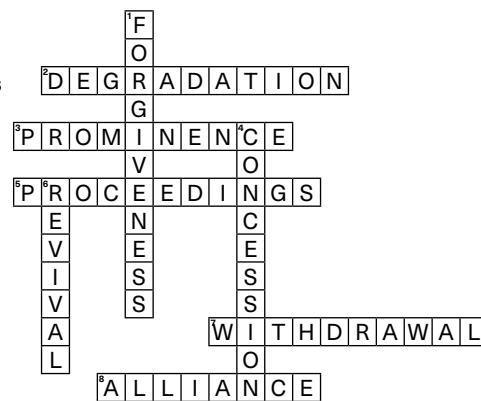
2

1 forgiveness 2 degradation

3 prominence 4 concession

5 proceedings 6 revival 7 withdrawal

8 alliance



#### Vocabulary Closed compounds

1

1 scapegoat 2 wavelength

3 watershed 4 backlash 5 stalemate

2

1 If you *become a scapegoat*, you are blamed for a failure or for something bad that somebody else has done.

2 If you are *on the same wavelength*, you have the same way of thinking or the same ideas as somebody else.

3 If an event marks an important change in life or in society, it can be called a *watershed moment*.

4 If you *spark a backlash*, you experience a strong negative reaction from a large number of people.

5 If you break a *stalemate*, you overcome a disagreement or a situation where neither side can win or make any progress.

3

1 keepsakes 2 turnover 3 willpower  
4 shortcomings 5 proofread

### Listening Part 2 Sentence completion

1

1 seniority 2 (workplace) incivility  
3 sick leave 4 flip charts 5 pace  
6 emotional intelligence 7 mindset  
8 enactment 9 without prejudice

### Writing Part 2 Letter

1

The purpose of the letter is to share your own views and experiences with the readers of the magazine related to a feature called 'Have our relationships moved online?'

There are three points to include:

1) describe a personal or business relationship that developed online;  
2) evaluate the quality of online relationships; 3) say to what extent they can replace meeting people face-to-face.

2

**Suggested answer:**

**Opening paragraph:** Disagree with arguments made in feature: *there are also benefits*

**First paragraph:** Focus on story: how I met Maria online and developed a friendship

**Second paragraph:** Focus on benefits:

1) breaking the ice 2) meeting people with mutual interest

**Closing paragraph:**

–'call to action': *this topic is worth further exploration*

3

**Suggested answers:**

**1 needs improvement (1):** The writer tells the story of a relationship that developed online. However, she only indirectly evaluates the quality of online relationships and does not clearly state to what extent they could replace meeting people face-to-face.

**2 excellent (3):** The writer appropriately begins (*To the editor*) and ends (*Best regards*) her letter.

**3 satisfactory (2):** The writer uses a formal tone throughout, even when describing personal experiences (*It was with great interest...; ... she kindly agreed to ...*), but the use of contractions (*it's, she's, I'd*) is less appropriate in this context.

**4 excellent (3):** The main ideas are divided into well-developed paragraphs. There is a clear progression from start to finish.

**5 excellent (3):** The writer provides personal examples to support the two points made in the third paragraph (she is shy but finds it easy to interact online; the connections she has made are with people who share her interests).

**6 excellent (3):** There are various examples of C2 Proficiency level vocabulary (*belittle, trigger memories, reclaimed wood, nook, blossom, join a flock of like-minded people, stepping stone*) and grammar (subordination, noun clauses, verb patterns, tense contrasts, relative and participle clauses).

### 7 Sample answer

Dear Editor,

I am writing to share my experience of a remarkable online business relationship that has not only defied physical barriers but has also transformed how I perceive virtual interactions today.

Several months ago, I stumbled upon an online platform dedicated to connecting professionals in my field. Intrigued, I decided to create a profile and engage with the community. It wasn't long before I crossed paths with Valentina, a like-minded entrepreneur who shared my passion for sustainable technology solutions. What started as a few comments on each other's posts soon evolved into extensive conversations about our respective ventures.

Our online collaboration led to joint projects, where we worked together regardless of being miles apart. The ease of communication through messages, emails, and video calls streamlined our decision-making process. For instance, we exchanged ideas, reviewed lengthy documents, and even presented proposals to potential clients, all without having met in person.

The quality of this online business relationship has been truly phenomenal. Despite the absence of physical proximity, our connection feels genuine and strong. The exchange of ideas has been as vibrant as any in-person meeting, and the convenience of scheduling virtual calls has allowed us to maintain a steady pace of progress.

However, while my experience has been overwhelmingly positive, I recognise that online relationships might not be universally seamless. Non-verbal cues, personal interactions, and the camaraderie forged during face-to-face meetings are irreplaceable. In certain complex negotiations, the subtleties of body language can make all the difference. Moreover, conducting business solely online can sometimes hinder building deep emotional connections, which are crucial for trust in certain business partnerships.

In closing, my journey with Valentina has underscored the incredible potential of online relationships in the

business world, which can transcend geographical constraints and foster productive collaborations. Yet, it's important to acknowledge that while digital interactions offer convenience, they cannot fully replicate the richness of in-person encounters. Striking a balance between virtual and physical interactions remains key to nurturing well-rounded and enduring business relationships.

Sincerely,

Jules Diaz

### Examiner's comments

**Content:** All content is relevant to the task and the target reader is fully informed.

The writer has described their personal observations, illustrating their experience of conducting business online. The writer evaluates the pros and cons of forming business relationships online.

**Communicative achievement:** The conventions of formal letter writing, such as appropriate opening and closing salutations and a neutral tone, are used flexibly.

**Organisation:** The text is well-organised and coherent as a whole. A variety of cohesive devices and organisational patterns are used flexibly, and punctuation is used to good effect: *it wasn't long before...; Despite the absence; However, while my experience has been overwhelmingly positive; In closing; Yet, it's important to acknowledge*. Complex ideas are communicated in an effective and convincing manner, holding the target reader's attention with ease, and fulfilling the communicative purposes of the task.

**Language:** A range of vocabulary, including less common lexis, is used effectively and precisely: *defied physical barriers; stumbled upon; crossed paths; respective ventures; truly phenomenal, etc...* A wide range of simple and complex grammatical forms is used with control, flexibility and sophistication: *Having stumbled upon an online platform; as vibrant as any in-person meeting; The ease of communication through messages, etc...*

**Mark:** very good pass

## 4 Review

### Vocabulary

1 willpower, round 2 stroke, comeback  
3 scapegoat, scrap 4 breath, proofread  
5 pang, keepsakes

### Reading and Use of English Part 1 Multiple-choice cloze

1 A 2 B 3 B 4 D 5 A 6 B 7 D  
8 C

### Language focus

1 is / was going to 2 employs 3 trusts  
4 doesn't 5 contains 6 Sophie's



### Idioms Negotiation

1

emphasise a particular point

2

1 common ground 2 bottom line  
3 sticking point 4 grey area 5 the air  
6 finer points 7 to disagree 8 wrong  
foot 9 meet us

3

#### Suggested answers:

*bottom line* – the most important factor to consider in a situation

*clear the air* – to improve a situation of tension by discussing worries or doubts

*nail down the finer points* – to reach an agreement or decision about specific and/or complicated aspects of something

*common ground* – interests, beliefs or opinions shared by people who disagree about other things

*grey area* – an unclear situation that is difficult to define or deal with

*sticking point* – something that people can't reach an agreement on during a discussion or negotiation

*agree to disagree* – to accept you have different views and stop trying to change another person's mind

*get off on the wrong foot* – to begin badly by doing something in completely the wrong way

*meet halfway* – to reach a compromise in which you give the other person part of what they want

#### Discussing idioms

*agree to disagree* – also *agree to differ*. To accept that you have different opinions on a matter and decide to stop arguing about it or trying to persuade the other to change their mind.

*see eye to eye* – completely agree about something. *My parents never argue. They actually seem to see eye to eye on almost everything.*

*clear the air* – diffuse an angry or tense situation and get rid of bad feelings between people. *Raúl and I had a frank discussion, and finally opened up what had been irritating us. It really helped to clear the air and now things are so much better.*

*break the ice* – say something to relieve tension or get a conversation started between strangers. *At the dinner party, it was a bit awkward at first but once we had broken the ice, we had some really interesting conversations.*

*find common ground* – discover what shared interests or opinions you have with someone. *Although you may not like your neighbours, the key to getting along is to find some common ground.*

*stand one's ground* – not to retreat or lose advantage in face of opposition. *In spite of all the opposition's attempts to undermine*

*her and intimidate her, Parvati stood her ground and won the lawsuit.*

### Ready for Reading and Use of English Parts 5–7

#### Reading and Use of English Part 5 Multiple choice

2

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

#### Additional materials Reading and Use of English Part 5 Multiple choice

1 shift 2 tribute 3 light  
4 allowances 5 fault 6 importance  
7 comparison 8 lie

#### Reading and Use of English Part 6 Gapped text

3

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

#### Reading and Use of English Part 7 Multiple matching

3

1 C 2 E 3 B 4 D 5 C 6 A 7 E  
8 A 9 C 10 B

### 5 NEWS TRAVELS FAST

#### Reading and Use of English Part 6 Gapped text

2

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

#### Language focus Cohesion

1

- 1 in publishing salacious and sensationalist stories
- 2 the hoax moon story in the *New York Sun*
- 3 stories
- 4 'yellow journalism'
- 5 omitting past participle 'used', i.e. the techniques are still being used
- 6 news sites
- 7 whip up excitement
- 8 other kinds of posts

#### Ready for Grammar

1

- 1 Like humans, the animals worked together, with each pack member looking out for the others.
- 2 He His wasn't the most professional looking presentation, but his ideas were second to none.
- 3 ... A partnership like theirs...

4 Everybody has a weak spot, and this, unfortunately, is theirs.

5 Do you enjoy travelling, find it stressful or have no strong feelings about it?

6 Please use safety goggles when working with the chemicals, especially the ones / those that give off noxious fumes.

2

#### Sample answer:

1 a talent like / such as hers 2 the ones (that) I read 3 His wasn't an 4 Must've been the bad weather. 5 each playing off the other

3

1 substitution 2 reference  
3 substitution 4 reference 5 ellipsis  
6 reference 7 substitution 8 ellipsis

4

1 Hers 2 ones 3 each 4 other  
5 so 6 such 7 hers 8 one

#### Vocabulary Neutral and sensationalist language

1

1 *scrap* and *oust*. Newspapers use them because they are more sensational and tempt the reader more than *remove*.

2

1 quash 2 condemn, slam 3 pledge, vow 4 provoke, spark 5 laud, tout  
6 clash, dispute 7 divulge, leak

3

1 both possible 2 touted 3 clash  
4 axed 5 pledged 6 both possible  
7 divulge

4

1 leaked 2 to quash 3 have vowed  
4 are lauding / have lauded 5 clash  
6 disputed 7 divulge

#### Reading and Use of English Part 1 Multiple-choice cloze

1

1 D 2 B 3 A 4 A 5 C 6 B 7 C  
8 D

#### Vocabulary Binomials

1

*cut and dried* means completely decided

2

1 foremost 2 outs 3 forth 4 large  
5 go 6 error 7 tested 8 starts  
9 cheese 10 take 11 white

3

1 First and foremost 2 fits and starts  
3 back and forth 4 ins and outs  
5 tried and tested 6 By and large  
7 cut and dried 8 trial and error

### Pronunciation Binomials

1

- 1 *change* has the longer vowel sound  
2 *chop* is the word that is stressed more  
3 *chop* is connected to *and* – this is a general pattern that the first word is stressed, and the last word often (but not always) has a long vowel sound.

3

*ins and outs, back and forth, by and large, touch and go, fits and starts, chalk and cheese, give and take, black and white* (others tend to have a stress on the first word but longer vowel sounds at the beginning).

### About English

*here, there and everywhere; hook, line and sinker; beg, borrow or steal; blood, sweat and tears*

4

They don't tend to follow the same pattern.

### Listening Part 4 Multiple matching

- 1 D 2 G 3 A 4 C 5 F 6 G 7 H  
8 B 9 F 10 D

### Language focus Demonstratives

1

- 1 this 2 that 3 those 4 that

### Ready for Grammar

1

- 1 That dog of theirs 2 For those  
3 those 4 this door that has always been 5 those 6 That child of hers

2

- 1 this 2 This 3 those 4 those

3

Sentence one is neither positive or negative. Sentences two and three have a negative connotation. Sentence four, while looking like it may be negative is, within the context, positive due to the result.

4

- 1 this 2 those 3 this 4 those  
5 that 6 this

### Writing Part 2 Article

1

You have to describe someone who demonstrates the ability to communicate effectively in a second language, as well as explain what personal qualities make people effective communicators in international contexts.

2

Introduction B is more appropriate to an article because it grabs the reader's attention and makes them want to keep reading. The first introduction would be more appropriate for an essay.

3

Tip 1: Roger Federer is famous, so many readers will be interested in reading an article about him.

Tip 2: This advice is followed throughout the article, but it is particularly evident in the paragraph about where Federer grew up.

Tip 3: The writer does this in a variety of ways. They use phrases such as 'Let me explain.' But they also write sentences that create a bit of suspense, e.g. 'But Federer demonstrates a better approach.' The reader wants to keep reading in order to find out what this approach is.

Tip 5: The writer is clearly a fan of Federer and knows a lot about his life, but they don't go into too much detail, limiting themselves to details that support to the points they want to make.

### 5 Sample answer

#### Navigating the Labyrinth of Second Language Communication

In a world as interconnected as ours, the art of communication knows no boundaries. We find ourselves conversing with individuals from diverse linguistic backgrounds in languages other than our mother tongue. The beauty of effective communication, I believe, lies in its universality and ability to transcend linguistic borders.

Effective communication, irrespective of the language in question, hinges on some fundamental principles. First and foremost, one must be able to articulate ideas with precision, leaving no room for ambiguity. Secondly, actively listening to understand the nuances of another language. Lastly, it requires patience and a willingness to adapt, as languages constantly evolve and adapt to the cultural contexts in which they thrive.

However, when we step into the realm of second language communication, a unique set of challenges presents itself, as we grapple with unfamiliar grammar rules, idiomatic expressions, and cultural nuances. The fear of miscommunication can be paralysing, leading to self-doubt. This raises a valid concern: Is the pursuit of truly mastering a second language always worth the effort?

Indeed, there are critics who argue that mastering a second language is unnecessary in this day and age. In our increasingly globalised world, English often serves as a lingua franca, making it possible for individuals to merely get by in this universal language.

In my view, the key to becoming proficient in English lies in immersing myself in the culture and its people while embracing my mistakes as stepping stones to improvement. While this approach may require significant effort, the rewards of bridging cultural divides and truly connecting with people from different backgrounds are undeniable.

In conclusion, second language communication presents challenges, and valid arguments against it exist. However, it's essential to recognise its many benefits including how it can enrich our understanding of different cultures and perspectives, which ultimately contributes to a more interconnected and empathetic world. Embrace the labyrinth of linguistic diversity; it's a journey leading to deeper human connections and a more interconnected world.

### Examiner's Comments

**Content:** All content is relevant to the task. The target reader is fully informed about the writer's point of view, and they present a counterargument to weigh the pros and cons of mastering a second language.

**Communicative achievement:** The writer follows appropriate article-writing conventions. They achieve this by using an engaging tone to hold the target reader's attention to communicate straightforward and more complex ideas. The use of a rhetorical question in the third paragraph sets up the counterargument well: *Is the pursuit of truly mastering a second language always worth the effort?*

**Organisation:** The text is well organised and coherent, using a variety of cohesive devices and organisational patterns to generally good effect: *First and foremost; Secondly; Lastly; However; This raises a valid concern; In my view; While this approach... In conclusion*

**Language:** There is a wide range of vocabulary, with some very natural turns of phrase and appropriate use of collocation, used effectively and with style: *transcend linguistic borders; leaving no room for ambiguity; grapple with; stepping stones to improvement; bridging cultural divides; Embrace the labyrinth of linguistic diversity.*

**Mark:** very good pass

## 5 Review

### Reading and Use of English Part 2 – Open Cloze

- 1 so 2 tip 3 fast 4 own 5 up  
6 much 7 by 8 take

### Vocabulary

- 1 axe 2 sparked 3 cut and dried  
4 leaked 5 touch and go 6 Touted  
7 black and white 8 tried and tested

### Reading and Use of English Part 4

- 1 as I might to persuade  
2 it hadn't been for the influence  
3 be all and end  
4 not visible / invisible to the naked  
5 be at the expense of  
6 nothing short of a miracle

### Idioms Communication

1

1 The first conversation is informal. It is two people, perhaps friends, discussing another person. The second conversation is a business context where one person has not done something they needed to.

2 The second conversation is more polite. The language is more formal than in the first conversation.

2

1 beat around the bush 2 it was news to me 3 got our wires crossed 4 catch my drift

3

1 out of the loop 2 touch base 3 the wrong end of the stick 4 boo to a goose 5 something off your chest

4

Used to soften meaning: get something off your chest, get our wires crossed, get the wrong end of the stick

5

Sentences to change: 1 touch base 2 got the wrong end of the stick 4 I'm completely out of the loop 5 get it off your chest

### Discussing idioms

*be out of the loop* – if someone is out of the loop on something they are not up-to-date on a certain matter – they haven't been included in the process or conversation. This is especially common when related to work matters.

*be in the dark* also means you do not know about something, but it has the additional meaning that you have absolutely no information about it at all. Perhaps you do not even know that the situation exists. *We need to tell the staff soon about the takeover. We can't keep them in the dark for much longer* – word will start to get out.

*touch base* – to briefly get in contact with someone. *I'm just writing to touch base. How are you getting on with the project? Will you be able to send it to me soon?*

*cover all bases* = also have all your bases covered. to deal with something thoroughly and prepare for all eventualities. *In preparation for the job interview, keep in mind a set of different examples that you can use and adapt for different questions. They might not ask you about all of them but it's good to have all your bases covered.*

*get something off your chest* – get a feeling of relief after finally saying something you've wanted to say for a while. *I felt so much better after talking to my dad and getting that secret off my chest.*

*get a monkey off your back* = to get rid of something that is a burden or a problem. *Next week I'll make the final payment on my loan and I'll finally get that monkey off my back!*

### 6 HIGHS AND LOWS

#### Listening Part 1 Multiple choice

2

1 B 2 A 3 A 4 C 5 A 6 C

#### Pronunciation Assimilation

2

Because the sounds are very similar, the mouth naturally moves to the position for the second sound to make it easier to connect the words together in fluent speech.

1 /m/ 2 /k/ 3 /ŋ/ 4 /b/ 5 /m/ 6 /b/

#### Vocabulary Expressions and phrases with *pay*

1

1 your own way 2 it forward 3 your respects 4 the price 5 dividends 6 through the nose 7 a compliment 8 lip service 9 tribute to

#### Language focus Conditional clauses

1

1 Provided that 2 even if 3 Supposing 4 in case of

2

1 on provision that / provided that 2 But for / What if 3 in the event that / supposing

3

1 second 2 first 3 zero 4 mixed 5 third

4

Sentence 4

5

1 a 2 c 3 b 4 d 5 e

#### Ready for Grammar

1

1 c 2 a 3 a 4 c 5 a 6 b 7 c 8 b

2

#### Suggested answers:

1 to be useful, the new pay form would have to be put online.  
2 we didn't go out for dinner so often? We could save money more quickly.  
3 for the broken printer, I would have handed my report in on time.  
4 had not been for Olivia's quick thinking, we might have lost the sale.  
5 I hadn't accepted the promotion, I wouldn't be so stressed now.  
6 the team win the next two matches, I don't think they'll win the World Cup.  
7 been for my manager, I would have left the company sooner.

8 the project will have any effect, unless the whole community takes part.

#### Vocabulary *Rise and fall*

2

1 spiralling / soaring, hike up  
2 waned / dwindled, escalating / mounting 3 swelled 4 wane / dwindle  
5 plummeted 6 spiralling / soaring / escalating, soar / mount

3

**rise** = escalate, hike, mount, soar, swell  
**fall** = dwindle, plummet, wane  
**both** = spiral

4

**rise** = accelerate, skyrocket, surge  
**fall** = diminish, plunge, slump, recede

5

1 a & b = d 2 a & b = b 3 a & b = c  
4 a & b = b

#### Reading and Use of English Part 7 Multiple matching

2

1 A 2 A 3 D 4 C 5 C 6 A 7 D  
8 A 9 B 10 B

#### Writing Part 1 Essay

##### Useful language

##### Possible answers:

2 We have to consider the question of whether or not we should hike / to hike (our) prices to meet mounting costs and if that will pay off in the long run.

3 We could incorporate best practice into our new policies from a range of sources.

4 Our human resources department is likely to be more interested in techniques that pertain to relevant theories.

4

... the psychology of motivation in the workplace ...

... may reveal more areas for analysis ...

... a question to be discussed in more detail by a company's management ...

... those with a growing family ...

... expressing gratitude in a more personal way ...

##### 5 Sample answer

The perennial question – the essence of the workplace conundrum – meaningful work versus the almighty dollar. It's a quandary that has confounded thinkers for generations, and today, we'll wade into these waters. On one side, there are the believers in the sanctity of meaningful work. They assert that it's not merely about financial gain; it's about the intricate connection between one's job and their identity. They'll argue that being recognized by the higher-ups for one's unique character traits and grappling with

challenging tasks are the cornerstones of workplace satisfaction. Yet, they concede that those facets are profoundly subjective, akin to interpreting a complex riddle. On the flip side, there's the faction that champions financial compensation as the ultimate source of contentment. They proclaim that, for many individuals, especially these labouring beneath the weight of economic hardship, it's the money that truly matters. They assert that a modest salary increase can alleviate the pressing financial burdens faced by low-wage earners. However, both perspectives bring valid insights to the table. The proponents of meaningful work remind us of the importance of personal fulfilment and the idiosyncratic nature of individual interpretations. However, they may downplay the undeniable significance of financial stability, particularly for those dealing with the everyday challenges of survival. On the other hand, the champions of financial compensation make a compelling case for its pivotal role in employee satisfaction, especially among lower-income workers. They underscore the concrete impact a salary hike can have on financial well-being. In summary, the enduring debate surrounding the primacy of meaningful work versus financial compensation in fostering workplace satisfaction persists. While both facets are undoubtedly crucial, their relative importance varies among individuals. Striking a harmonious balance that respects the diversity of the workforce and tailors strategies to meet varying needs is the key to fostering lasting employee contentment. In essence, a holistic approach that combines meaningful work, equitable compensation, and individualised recognition is the recipe for success.

### Examiner's Comments

**Content:** All content is relevant to the task and the reader is informed about the main ideas in the two texts. The target reader is informed of the writer's view on the content points and are appropriately developed.

**Communicative achievement:** The writer uses the conventions of the essay with sufficient flexibility to communicate complex ideas in an effective way. They manage to hold the target reader's attention with ease and fulfil all communicative purposes as set out in the task. However, the register is occasionally uneven. The evaluation of the key points from the input texts is combined with the writer's opinions.

**Organisation:** Text is a well-organised and coherent as a whole. The writer uses a wide variety of cohesive devices and organisational patterns with flexibility: *On the one side; Yet they concede that; On the flip side; On the other hand; In summary.* However, clear paragraphing would have enhanced coherence further.

**Language:** The writer uses a wide range of vocabulary, including less common lexis, with fluency, precision, sophistication

and style: *perennial question; workplace conundrum; proponents; idiosyncratic nature, etc...* The writer's use of grammar is sophisticated, fully controlled and natural. Any inaccuracies occur only as slips (*those, these*).

**Mark:** good pass

### Listening Part 2 Sentence completion

2

- 1 identity 2 pioneering spirit  
3 mediocre 4 sustainable income  
5 meaning 6 (relentless) promotion  
7 (their) energy 8 earning power  
9 scalable

## 6 Review

### Reading and Use of English Part 3 Word formation

- 1 satisfactorily 2 standardised / standardized 3 fraudulent  
4 systematically 5 unidentifiable  
6 confidentiality 7 indisputable  
8 worthwhile

### Vocabulary Phrases with pay

- 1 respects 2 tribute 3 lip service  
4 dividends 5 way 6 price  
7 compliment 8 forward 9 nose

### Reading and Use of English Part 4 Key word transformations

- 1 (from) getting out of hand  
2 (they are) left / you leave them to their own devices  
3 burning the midnight oil  
4 gets / comes / jumps / goes straight to the point  
5 to / for all intents and purposes,  
6 brings out the best in

### Idioms Money and wealth

1

- 1 pinch 2 water 3 butter 4 up  
5 rolling

2

- a is their bread and butter b feeling the pinch, being hard up c keep their heads above water d to be rolling in it

3

- 1 a 2 b 3 b 4 b 5 a

4

- 1 The phrase *let's hope it continues* suggests something positive, so it feels like option a is more likely.  
2 *her lavish lifestyle* suggests she spends a lot of money therefore option b is more likely.  
3 Two things – *love nor money* – are mentioned, so option b seems more likely.

4 The word *promise* suggests that no action has happened yet, so option b is more likely.

5 The word *astounded* makes it sound like the task is easy, so option a would be more likely.

### Discussing idioms

*be on a roll* – be experiencing a period of good luck. *David was on a roll last night at the quiz. He guessed all the answers correctly!*

*be in the groove* – find a 'rhythm' and be doing something well. *At first it took her a long time to do each one, but soon she was in the groove, and managed to churn them out quickly.*

*money for old rope* – used to highlight that you earned money for doing something very easy. *Cat Sitting for my neighbour is money for old rope. Squiggles keeps himself to himself so all I have to do is feed him, really.*

*money for nothing* = has a similar meaning, but goes even further, emphasising that the thing you did was "nothing" rather than being easy to do. *It's not fair. Some people get money for nothing, while others work their fingers to the bone and earn peanuts.*

## READY FOR LISTENING

### Listening Part 1 Multiple choice

1

- 1 C 2 A 3 B 4 C 5 B 6 A

### Listening Part 2 Sentence completion

1

- 1 leaps and bounds 2 reliability  
3 running costs 4 fingers  
5 (a) game-changer 6 conductor  
7 (distinctive) glow 8 (commercially) sold 9 finite

### Listening Part 3 Multiple choice

3

- 1 B 2 D 3 B 4 C 5 A

### Listening Part 4 Multiple matching

2

- 1 E 2 G 3 A 4 D 5 B 6 H 7 C  
8 B 9 F 10 D

## 7 WORKING IT OUT

### Listening Part 3 Multiple choice

2

- 1 C 2 D 3 C 4 C 5 A

### Language focus Modal verbs 2

1

- 1 might well 2 got to 3 couldn't have



3

1 c 2 b 3 a

### Ready for Grammar

1

1 It mustn't have been 2 It's got to be  
3 they couldn't have called 4 They may well 5 It may well be

2

1 might not / mightn't / may not have stolen 2 might / may well have been exaggerating 3 may as well give up / stop / not bother trying to get this finished 4 can't be graduating (this year).

5

1 couldn't have been made  
2 has got to be / must be  
3 must be / must have been / 's got to be / has got to be / 's got to have been / has got to have been  
4 may / might be deduced  
5 could have been  
6 might / may (well) start

6

The ice cubes had been poisoned. Maria drank her lemonade so quickly that the ice cubes didn't have time to melt, unlike Eliza.

### Vocabulary Phrasal verbs of deduction and investigation

1

1 stumble across something 2 keep something back 3 mull something over

3

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

4

1 root out / rooting out 2 staking out  
3 mull over 4 keeping something back  
5 caught up with 6 hit upon 7 tracked down 8 nosing around

5

1 troublemakers, a problem 2 a solution  
3 a person, the competition 4 territory (to claim the land), a claim (to explain and defend a position)

### Reading and Use of English Part 2

#### Open cloze

1

1 being 2 around 3 with 4 loss  
5 called 6 on 7 wall 8 side

### Pronunciation Chunking and asides

2

'Of course! / The brain is an extremely complex organ. / When I did my psychology course, / which I had to drop out of, / we learnt a great deal about the

mysteries of the brain / and the limits to our scientific knowledge.'

3

1 One thing I've always been curious about is the deep sea. I've actually read that we, incredibly, know less about it than we do our own solar system.

2 I think it's an exciting time for scientific research and I, for one, can't wait to see what the next few years will bring. Immune responses has been one of the areas that has been so hard to fathom, but science is getting there slowly but surely.

3 / One thing that truly makes me wonder is my dogs! I'd love to know what's going on in their minds and be able to speak to them. Although maybe what I love so much about them is that they don't answer back, unlike my kids.

4 What has always puzzled me in regard to the human body is why we have a dominant hand. What makes it so hard for me to write with my left hand, it literally looks like a 5-year-old's writing, and not my right?

5 Space has to be the ultimate mystery! The vastness of it all is unthinkable, and I'm positive there must be life, of some form, on other planets.

4

There is no pause. The intonation doesn't change. Any humour, personal perspectives on the subject, added interest, etc. is lost.

### Speaking Part 2

#### Useful language

think about contemplate, ponder, wonder  
puzzled baffled, mystified, stumped  
discovery breakthrough, finding, revelation

### Word formation Adjectives

1

1 hesitant, vacant, compliant, repentant  
odd one: fraud (fraudulent)

2 abhorrent, reminiscent, apparent, prevalent odd one: decipher (decipherable)

3 mischievous, infectious, poisonous, miraculous odd one: convince (convincing)

4 tolerable, redeemable, regrettable, laudable odd one: repel (repellent)

5 reversible, perceptible, accessible, discernible odd one: mercy (merciless)

6 harmless, thoughtless, relentless, blameless odd one: awe (awesome)

7 troublesome, fearsome, wholesome, irksome odd one: rebel (rebellious)

2

1 imperceptible 2 unrepentant  
3 unapparent 4 indecipherable  
5 irredeemable / unredeemable  
6 intolerable 7 irreversible

### Additional materials Word formation Adjectives

1 overarching 2 monetary  
3 unfathomable 4 theoretical  
5 undoubted 6 foregone 7 dwindling  
8 unprecedented 9 underlying  
10 malicious 11 exhaustive  
12 unresponsive 13 questionable  
14 immeasurable 15 indispensable  
16 interchangeable 17 pitiful  
18 resourceful 19 underdeveloped  
20 successive 21 irrevocable  
22 thoughtless 23 perilous  
24 worthless 25 backward

### Reading and Use of English Part 6

#### Gapped text

2

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

3

*eavesdropper* – someone who listens to private conversations without them knowing

*fruitless* – unsuccessful or not productive, especially despite a lot of work

*gibberish* – nonsense

*princely* – (of an amount of money) large and generous

*squiggles* – a line with a lot of curves in it

*unfathomable* – impossible to explain or understand

### Language focus Adjectives and fixed expressions

1

1 retrospect 2 cold, dark and dangerous  
3 very

2

a 2 b 3 c 1

### Ready for Grammar

1

1 As a matter of fact 2 Sure enough  
3 very 4 At best 5 For the time being  
6 major 7 For the most part 8 As it stands

2

1 The throngs of fans outside the stadium were chaotic, noisy and out of control.

2 Determined, brilliant and passionate about his work, the professor was the idol of many of his students.

3 The perks of the job are incredible, but let's get this straight – it's a lonely, high-paced and chaotic role.

4 Thread-bare, tatty and filled with so many memories, the jumper was her favourite item in her wardrobe.

4

1 all in all 2 In actual fact 3 All of a sudden 4 Up to this point 5 Sure enough

6

- 1 There is a three letter shift in the alphabet and the note says 'NOW IS THE TIME. LET'S GO.'
- 2 The note is unlikely to be for Mr Allman. His wife has been communicating in code with somebody. It's likely she has run away. We don't know who with or why.

### Vocabulary Verbs of confusion and deceit

1

- 1 duped 2 deluding 3 bluff
- 4 double-crossed 5 swindling
- 6 confound 7 conned

2

- 1 *dupe* has the connotation of tricking someone, while *perplex* simply means to confuse.
- 2 *delude* is to make someone believe something is true when it is not (even to yourself), while *hoodwink* means to trick someone (usually by telling a story).
- 3 *bluff* is to try and make someone believe you will or have the ability to do something that you can't or don't really intend to do, while *hustle* means to forcefully encourage someone to buy something.
- 4 *double-cross* means to betray someone who you were cooperating with (usually in crime), while *blackmail* is to ask for something (usually money) to keep quiet about information.
- 5 *swindle* means to trick people out of money or possessions, while *stump* means to confuse someone.
- 6 *confound* means to confuse, while *scam* means to actively trick someone.
- 7 *con* means to trick someone or persuade someone to do something by lying to them, while *baffle* means to confuse

### Writing Part 2 Review

2

... the compelling **debut** novel by Paula Hawkins.  
 This **split-narrative** story of a woman trying to unpick the details of a crime she witnessed ...  
 ... cleverly woven **narrative**, which moves back and forth in time and perspectives.  
 clever **technique** of drip-feeding information ...  
 ... crucial element of **investment** which is indispensable in all, but especially **mystery** novels.

### 3 Sample answer

*A Masterpiece of mystery: My Annihilation by Fuminori Nakamura*

*My Annihilation* by Fuminori Nakamura is a mesmerising dive into the dark abyss of psychological thrillers, solidifying Nakamura's reputation as a master of the genre. This novel is an outstanding example of its kind, and here's why.

Nakamura excels in creating an atmosphere of relentless tension that pervades every page of the book. From the very first chapter, the reader is pulled into a labyrinth of uncertainty, mirroring the protagonist's disorienting journey. The palpable sense to unease never wavers, keeping you on the edge of your seat until the final page. The author's ability to sustain this level of suspense is nothing short of brilliant.

The characters in *My Annihilation* are deeply flawed and enigmatic, leaving you guessing their true intentions and loyalties throughout. The main character, who finds himself ensnared in a web of intrigue, is both relatable and perplexing. Nakamura's skilful use of unreliable narration adds layers of complexity, blurring the line between reality and delusion. The reader finds themselves questioning everything, just as the protagonist does.

One of Nakamura's greatest strengths lies in his ability to explore the darkest corners of the human psyche. *My Annihilation* delves into themes of identity, obsession, and the blurred boundaries between wrong and right. Nakamura adeptly peels back the layers of his characters, revealing their innermost fears and desires, all while maintaining an air of mystery that keeps you guessing until the very end.

Nakamura's pacing is impeccable, gradually ratcheting up the tension while providing just enough breadcrumbs to keep you engaged and guessing. The revelations that unfold are shocking and thought-provoking, ensuring that *My Annihilation* stays with you long after you've turned the last page.

In *My Annihilation*, Nakamura has crafted a superbly executed mystery that showcases his mastery of the genre. With its relentless suspense, enigmatic characters, and exploration of the human psyche, this novel is an outstanding example of what a mystery should be. Nakamura's ability to keep readers enthralled and guessing makes *My Annihilation* an absolute must-read for any fan of the genre.

### Examiner's Comments

**Content:** All content is relevant to the task. The target reader is fully informed about the mystery novel which the writer has read. The writer explains why *The Annihilation* is such an excellent example of this genre. However, the plot isn't briefly summarised to provide the reader with a clear idea of the overall premise of the story.

**Communicative achievement:** The conventions of writing a review, such as the use of an informative tone and a positive viewpoint, are used to communicate complex ideas in an effective and convincing manner and the writer shares their views on why the book is an excellent example of the genre.

**Organisation:** The text is a well-organised and coherent throughout the review.

The paragraphs are well structured and a variety of cohesive devices and organisational patterns, such as substitution, are used with flexibility to link ideas across sentences and paragraphs in a very natural way. Phrases such as *here's why; From the very first chapter; The characters in My Annihilation; One of Nakamura's greatest strengths;* help guide the reader through different aspects of the novel and the author's abilities. Although there is a lack of more overt cohesive devices the use of parallel structure in phrases like *relentless suspense, enigmatic characters, and exploration of the human psyche* to list the novel's key features, make the text more organised and coherent.

**Language:** A range of topic-specific vocabulary, including less common lexis, is used effectively and precisely to communicate specific emotions and ideas: *palpable; adeptly; revelations; impeccable; delves into' enthralled.* A wide range of simple and complex grammatical forms is used with full control, flexibility and sophistication: *The main character, who finds himself ensnared in a web of intrigue, is both relatable and perplexing, and Nakamura's skilful use of unreliable narration adds layers of complexity, blurring the line between reality and delusion.* There are occasional errors, but these do not impede communication: *wrong and right, The palpable sense to unease, etc.*

**Mark:** good pass

## 7 Review

### Language focus Modal verbs 2

- 1 may 2 must 3 has got 4 couldn't
- 5 both 6 might 7 both 8 could

### Reading and Use of English Part 4

#### Key word transformations

- 1 place in classrooms for the time
- 2 set on being / becoming
- 3 to the contrary the head teacher did not
- 4 on no account should / must
- 5 is not / isn't likely to get
- 6 couldn't / could not have written that

### Vocabulary

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

### Idioms Mystery

1

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

2

*caught red-handed* (whereas *red herring* can be anything that fools us, and *smell a rat* can refer to anything we think is not as it seems)

3

- 1 b 2 a 3 a 4 b

### Discussing idioms

*ring a bell* – used to say that something sounds familiar. *I don't remember her but her name definitely rings a bell.*

*strike a chord* – generate an emotional response and make a strong impression. *The story has struck a chord with football fans and women's groups alike and is the number one item currently trending on social media.*

*keep something under wraps* – to keep something a secret. *They're keeping her pregnancy under wraps for the time being. They'll let people know a little further down the line.*

*keep something under your hat* = ask someone to keep something secret. *If I tell you something, will you keep it under your hat?*

*be barking up the wrong tree* – is used to describe a situation where you think someone has chosen the wrong course of action or line of inquiry because they are mistaken in their belief or theory about something. *Tara thinks that selling the house will fix the problem but I told her I think she's barking up the wrong tree.*

*get the wrong end of the stick* – also indicates someone is mistaken, but indicates someone has misunderstood a situation. *My brother heard part of our conversation last night and got completely the wrong end of the stick. He thought we were talking about him!*

## 8 HUMAN IMPACT

### Speaking Part 3 Long turn

#### Useful language

may, highly, bound, be having, have learnt

### Listening Part 4 Multiple matching

1

1 E 2 G 3 C 4 A 5 D 6 B 7 E  
8 A 9 H 10 C

### Language focus Comparatives

1

1 no 2 slightest 3 so, that 4 as, as  
5 to

3

1 b 2 b 3 a 4 a 5 b

### Ready for Grammar

1

1 slightest / faintest 2 no 3 so 4 as  
5 improvement 6 an 7 the

2

1 difficult a challenge 2 not that much  
3 be so ignorant as to 4 make the  
faintest difference 5 act as though

5

1 tantamount to 2 as if 3 so forward  
thinking as to 4 the slightest 5 is not /  
can't be that much

### Vocabulary Environment collocations

1

1 catastrophe 2 erosion 3 tourism  
4 wind farms 5 habitats 6 waste  
7 disposal

2

1 catastrophe 2 erosion 3 waste  
4 habitats

3

**Adjective + noun** = hazardous waste,  
marine habitats, ecological catastrophe,  
sustainable tourism, offshore wind farms,  
coastal erosion

**Noun + noun** = waste disposal

### Reading and Use of English Part 5 Multiple choice

2

**Possible answers:** It has become richer, it  
has more greenhouses, the landscape has  
changed, it has more plastic waste.

3

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

### Listening Part 2 Sentence completion

2

1 (world) economy 2 resourceful  
3 underground 4 fall to pieces  
5 maintain 6 widespread 7 pressure  
8 hazardous 9 plants

### Language focus Expressing contrast

1

so, yet

2

1 c 2 e 3 a 4 d 5 b

### Ready for Grammar

1

1 b 2 b 3 c 4 b

2

1 though 2 albeit 3 and yet 4 more  
5 Although 6 All the same

4

1 a Though unusual 2 b Even so  
3 b Although well designed 4 a has  
nonetheless been difficult 5 a Albeit  
difficult

### Writing Part 1 Essay

5

1 The first sentences of paragraphs 2  
and 3

2 In the rest of paragraphs 2 and 3

6

**reduce** = alleviate, minimise

**defeat** = overcome

7

1 combat, overcome, rectify, remedy  
2 compound, exacerbate 3 alleviate,  
minimise 4 address, deal with, face,  
tackle

8

1 minimise 2 combat 3 deal with  
4 exacerbating 5 address

### 9 Sample answer

In these two texts, we tackle the urgent  
issue of environmental sustainability amid  
our expanding global population. While  
each text offers unique perspectives  
and solutions, they share an undeniable  
sense of urgency and the recognition that  
immediate action is crucial.

The first text emphasises the pivotal role of  
the private sector in driving environmental  
change. It champions innovative business  
models like the circular economy,  
which minimises waste through  
recycling and repurposing to reduce  
reliance on environmentally harmful  
processes like mining. Additionally, it  
urges high-income countries to lead in  
investing and implementing these ideas.  
While pragmatic and forward-looking,  
some may criticise it for not holding  
businesses accountable enough for their  
environmental impact and relying heavily  
on market-driven solutions.

Conversely, the second text underscores  
the government's crucial role in  
catalysing substantial environmental  
transformation. It argues that individual  
lifestyle changes alone won't suffice and  
calls for governments to incentivise its  
people to have smaller families. Moreover,  
it advocates for stringent environmental  
regulations, especially against  
deforestation, and stresses international  
cooperation to safeguard water supplies  
and promote sustainable food production.  
This perspective prioritises policy and  
collective action, recognising that without  
strong governmental leadership, change  
may not occur at the necessary pace.

Evaluating these texts, it's clear that  
both perspectives have merits. Tackling  
environmental challenges necessitates  
a multifaceted approach, combining  
private-sector innovation with robust  
government intervention. Collaboration  
among businesses, governments, and  
civil society is paramount. Moreover, the



urgency of the issue is a common thread, under scoring the need for immediate action to safeguard our planet for future generations. Ultimately, it's not a question of whether business or government should take the lead but how we can harness the strengths of both sectors in a coordinated effort to confront the environmental crisis before it becomes irreversible.

### Examiner's Comments

**Content:** All content is relevant to the task. The reader is on the whole informed. The writer has taken a clear stance on the topic and has discussed three of the main ideas in the texts. However, the idea of exploring new technologies has been omitted. The circular economy is addressed: *like the circular economy, which minimises waste through recycling and repurposing to reduce reliance on environmentally harmful processes like mining*. Reducing family size is discussed: *It argues that individual lifestyle changes alone won't suffice and calls for governments to incentivise its people to have smaller families*. The writer expands on the point about international cooperation: *Collaboration among businesses, governments, and civil society is paramount*.

**Communicative achievement:** The conventions of essay writing are used naturally and with flexibility. The evaluation of the key points is sometimes combined with the writer's opinions: *While pragmatic and forward-looking, some may criticise it for not holding businesses accountable enough for their environmental impact and relying heavily on market-driven solutions; Ultimately, it's not a question of whether business or government should take the lead but how we can harness the strengths of both sectors in a coordinated effort to confront the environmental crisis before it becomes irreversible*. The writer maintains a formal tone, using structured language to maintain a level of objectivity suitable for academic writing.

**Organisation:** The text is well-organised and coherent. The shift between the different points covered in the input texts develops naturally to express the opinions on the central topic effectively: *The first text emphasises; Conversely, the second text underscores the government's crucial role; Evaluating these texts, it's clear that both perspectives have merits*. Throughout the text, there is a use of contrasting and comparative language to highlight differences and similarities between the two perspectives: *While, Additionally; Conversely; Moreover; Evaluating these texts; Ultimately*. The text maintains a consistent structure when presenting contrasting ideas making it easier for readers to follow the argument: *The first text emphasises; Conversely, the second text underscores; Ultimately, it's not a question of whether*.

**Language:** Some less common lexis is used with sophistication and precision: *catalysing; robust; incentivise; repurposing; safeguard; multifaceted*. Errors are minimal and occur either as slips with spelling or are due to ambitious use of vocabulary: *under scores; under scoring*.

**Mark:** good pass

Student's own answers

## 8 Review

### Reading and Use of English Part 3

#### Word formation

- 1 revitalise 2 disrepair 3 unrealistic  
4 deprivation 5 insignificantly  
6 untapped 7 extraordinarily  
8 overlooked

#### Vocabulary

- 1 waste collection 2 habitat preservation 3 ecological catastrophe  
4 sustainable development 5 household waste 6 marine habitat 7 coastal erosion

### Reading and Use of English Part 4

#### Key word transformations

- 1 was surprised in the  
2 to let the applause die down / to wait for the applause to die down  
3 take up too much (of his) time  
4 interesting though it  
5 the film was more thought-provoking than  
6 (running) low on petrol

#### Idioms Noticing similarities and differences

1

**A Different:** *ring hollow* = seem untruthful or insincere; *ring true* = seem to be true

**B Similar:** *in the clear* = no longer in danger or under suspicion; *out of the woods* = no longer in danger or difficulty

2

- 1 different 2 similar 3 similar  
4 different

#### Discussing idioms

*rock the boat* – do or say something that will cause problems or upset people. *I didn't agree with the new policy but I didn't say anything because I didn't want to rock the boat*.

*upset the apple cart* – also means to cause problems but usually by spoiling someone's plans or disrupting a procedure. *I have to go to this family get-together. If I didn't, it'd thoroughly upset the apple cart*.

*be in a tight spot* – to be in a difficult situation. *The revelations about the*

*ministers' expenses have put the Prime Minister in a tight spot, with many asking for him to resign if he cannot provide a better explanation for this widespread misuse of public funds*.

*be a tight squeeze* – refers to a situation where people or things are very crowded together. *Of course you can stay! There will be six of us in the cottage, so it'll be a tight squeeze but I'm sure we'll manage*.

*make your blood boil* – to make someone feel extremely angry. *It makes my blood boil to think of all that toxic waste being pumped into our rivers. Those responsible simply must pay*.

*get your back up* – this also means to make someone feel angry but is to a much lesser extent than *to make your blood boil*. *Ignore your brother when he teases you. He's just trying to get your back up*.

## 9 BY DESIGN

### Reading and Use of English Part 7

#### Multiple matching

2

- 1 D 2 A 3 B 4 D 5 A 6 B 7 C  
8 E 9 D 10 C

3

1 I'm even more convinced that there's no threat as a result of (having had) this first hand experience.

2 Our whole industry was turned upside down by new technology in the 80s; therefore, I know more than most about losing out to AI.

3 Even though it may seem counterintuitive, they might be surprised by what it's like working with AI.

#### Vocabulary Prepositional phrases with by, in and out of

1

- 1 by 2 in 3 out of; out of

2

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

3

- 1 by invitation only 2 in your mind's eye 3 out of the ordinary 4 out of place  
5 by any means necessary

#### Language focus Expressing concession, contrast, purpose and reason

1

**concession:** however

**contrast:** whereas

**purpose:** so as to

**reason:** as, in that, now that, since



2

1 in that 2 Since my children have flown the next, I'll ... 3 whereas 4 however far-fetched that may sound 5 as / since

### Ready for Grammar

1

1 ... however unorthodox it may seem.  
2 As for myself, ... 3 ... so I couldn't  
4 ... improving now that I've got ...  
5 Nor is it ... 6 ... the house so as not to  
7 ... her homeland in that she uses ...  
8 ... from upstairs since there's ...

2

1 while 2 whatever they may seem, whatever these may be 3 In order to 4 In that 5 in that 6 Nor is it 7 because, now that

### Reading and Use of English Part 1

#### Multiple choice cloze

1

1 A 2 C 3 A 4 D 5 B 6 B 7 D 8 B

### Vocabulary Describing art and architecture

1

1 renowned 2 vulgar 3 swanky

2

1 utilitarian 2 renowned  
3 understated 4 ostentatious  
5 minimalistic 6 swanky 7 flamboyant  
8 whimsical 9 imposing 10 garish  
11 vulgar 12 unassuming

3

1 garish, ostentatious, vulgar  
2 whimsical 3 imposing  
4 unassuming, understated 5 renowned  
6 minimalistic, utilitarian 7 flamboyant, ostentatious

### Listening Part 2 Sentence completion

1

#### Suggested answers

1 Visual impact is very important for some companies – to demonstrate success to clients and prospective employees, especially when trying to attract talent.

2 Wealth and success, and perhaps a sense of moving forward to the future. It can be important for an image of a city like New York or London.

3 Open plan offices can foster a sense of teamwork or alternatively be disruptive for people who need to concentrate. Plants and colour can increase wellness in the workplace. Furniture should ideally be well made and ergonomically designed for employee comfort.

2

1 legacy project 2 function 3 mixed  
4 services 5 iconic 6 theoretical  
7 remarkable 8 expertise  
9 government

### Pronunciation Juncture

2

1 an aim 2 might earn

3

1 A2, B1 2 A2, B1 3 A1, B2 4 A1, B2  
5 A1, B2 6 A2, B1 7 A2, B1 8 A1, B2

### Language focus Passive and causative structures

1

1 have been reimagined and have been reworked  
2 the plans having been drawn up  
3 not having been intended

2

1 B 2 D 3 A 4 C 5 E

3

1 Picasso 2 Taj Mahal 3 Eiffel Tower  
4 Leonardo da Vinci 5 Vincent Van Gogh

### Ready for Grammar

1

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

2

1 The door was varnished and repaired, remaining faithful to the details of the period.  
2 The council had a local artist do a series of murals in the town.  
3 I contacted the company about my order due to not having received an email with the delivery details.  
4 I want to have the flowers ordered for the wedding day to avoid delays.  
5 I will get someone to bring you the dessert menu in just a moment.  
6 Having prepared the food and poured the drinks, we waited for the guests to arrive.

### Listening Part 3 Multiple choice

2

1 C 2 A 3 B 4 D 5 B

### Writing Part 2 Review

2

**Paragraph 1** to provide an introduction to what exhibition you visited, to give background information about an artist, and indicate whether the exhibition was a success or not.

**Paragraph 2** to give a brief description of the exhibition

**Paragraph 3** to evaluate the exhibition's layout, installations and overall experience

**Paragraph 4** to provide a summary of the exhibition and make a recommendation

3

A long-awaited new exhibition at The Tate Modern opened last week, billed as a great display of works from Yayoi Kusuma, one of the world's most celebrated artists and as expected it was nothing short of a (2) big success. Titled *Infinity Mirror Rooms*, the exhibition explores themes of infinite space and endless replication through two immersive mirror room installations, reflecting her long career in conceptual and minimalist artwork since she (3) arrived onto the New York art scene in the late 1950s.

The installations are accompanied by photographic works (4) carefully documenting the artist's early sculptural work as well as images of her working in her New York studio, giving the viewer context so as to interpret the artist's work more deeply and see her as the (5) strong artistic force that she is. Some images explore the (6) emotional experience of moving to New York where feelings of alienation hint at this having been a (7) difficult period in her life.

The curation of the exhibition has been (8) nicely done, with attention to detail in the layout and flow throughout the gallery. The main draw is without doubt the installations themselves in which tiny, suspended lights give the impression of (9) shining out in all directions. It gives a sense that the light has filled the (10) large Tate modern building beyond the confines of the installation rooms.

This exhibition would be well worth a visit for (11) fans of the artist herself, but additionally it could easily capture the hearts of any installation art lovers as a fascinating way to experience a talented and (12) famous artist.

**The past tenses** indicate actions in the past.

**The present tenses** are used to indicate that the exhibition is still current, and that the artist is still alive. When discussing the exhibition and the artworks, it is used to make them seem more engaging and timeless.

4

They are usually followed by more extreme information or opinions

### Useful language

1 dazzling 2 triumph 3 exploded  
4 meticulously 5 powerful  
6 poignant 7 turbulent 8 exquisitely  
9 radiating 10 mighty 11 enthusiasts  
12 renowned

2 *turbulent* is negative

**Suggested answers:** dazzling = dull; enthusiasts = critics; explode onto = bombed / failed; exquisitely = crudely;

meticulously = carelessly; mighty = tiny;  
poignant = cheerful / unmoving; powerful  
= insignificant; radiate = absorb, renowned  
= unremarkable; triumph = failure;  
turbulent = tranquil

6

**Positive:** flawless, formidable, profound

**Negative:** appalling, crude, disillusioned,  
dubious, mediocre

7

1 mediocre 2 dubious 3 crude  
4 profound 5 disillusioned 6 flawless

8

1 the pieces were organised by artist /  
made the curation feel rather crude.  
2 The promotional materials had  
suggested that the work on display would  
give insight into the people and culture of  
the region and visitors would leave with  
a more profound understanding of their  
contribution to our national heritage.  
3 I left, disillusioned at the state of art in  
the region and suggest that art lovers head  
elsewhere

4 the latest exhibition of local artists

5 ... I would rate the works as mediocre  
at best. There were few pieces containing  
anything original, while the technical  
prowess on display was somewhat  
dubious, with glaring errors in perspective  
and clumsy brushwork.

### 9 Sample answer

#### *Philip Beesley's Techno-Art Odyssey*

Walking into Philip Beesley's exhibition  
*Grove* is like stepping into a lucid dream.  
The ethereal quality of his Venice Biennial  
installation takes you on a journey through  
a mesmerising realm that blurs the  
boundaries between art, architecture, and  
technology. Beesley's exhibit, housed in a  
dimly lit gallery, left me utterly captivated  
and inspired.

The layout of the exhibition was a  
masterpiece in itself. The immersive design  
invited visitors to meander through a  
labyrinth of delicate structures that seemed  
to float in mid-air. The way the installations  
were arranged created a sense of discovery  
and wonder around every corner. I found  
myself completely immersed in a surreal  
landscape where reality and imagination  
intertwined seamlessly.

The installations, constructed from a  
blend of intricate 3D-printed components,  
translucent materials, and an intricate  
web of sensors, were nothing short of awe-  
inspiring. They reacted to the presence of  
visitors, creating an interactive dialogue  
between the art and its audience. It  
was as if the exhibition had a heartbeat,  
responding to the collective energy of those  
in attendance. The delicate, almost fragile  
appearance of the structures contrasted  
beautifully with their technological  
complexity.

What truly took Beesley's exhibition apart  
was the emotional impact it had on visitors.  
As I wandered through the softly lit space,  
I felt a profound sense of tranquillity and  
connectedness to the world around me. The  
fusion of art and technology here wasn't  
just an aesthetic choice; it was a powerful  
commentary on the harmonious coexistence  
of humanity and the natural world.

In conclusion, Philip Beesley's latest  
exhibition is a breathtaking triumph  
of artistry and innovation. The overall  
experience left me in a state of wonder and  
contemplation, a testament to Beesley's  
genius as an artist and a visionary. If  
you're seeking an otherworldly journey  
through the realms of art and technology,  
this exhibition is an absolute must-see.  
Be prepared to be transported to a place  
where the boundaries of reality are  
delightfully blurred, and your senses are  
awakened to the magic of creativity.

### Examiner's Comments

**Content:** All content is relevant to the  
task. The target reader is fully informed  
about Philip Beesley's exhibition. The art  
installation is briefly described, and the  
impact it had on the writer, who uses some  
persuasive language aimed at convincing  
readers of the exhibitions value and appeal.  
For instance, the writer uses rhetorical  
devices like parallelism: *the boundaries of  
reality are delightfully blurred*.

**Communicative achievement:** The  
conventions of writing a review, such as  
the use of a semi-informal tone maintains  
a level of formality, making it suitable for a  
professional context, such as a magazine  
review. The writer uses descriptive  
and evocative language to convey the  
experience of the exhibition. However, they  
also incorporate elements of subjectivity  
and personal reflection, which are  
somewhat less formal than purely objective  
and informational writing.

**Organisation:** The text is well-organised  
and coherent with well-structured  
paragraphs which link ideas across  
sentences and paragraphs in a very natural  
way. The writer's use of lexical cohesive  
devices is effective in that they relate words  
and synonyms to maintain a thematic  
connection between sentences and  
paragraphs which relate to the exhibition  
experience: *immersive design; interactive  
dialogue; surreal landscape*. The use of  
general to specific organisational pattern,  
broadly introduces the exhibition and its  
key features before delving into specific  
details about the layout, installations, and  
emotional impact. This pattern allows the  
reader to build a broad understanding  
before focusing on specific aspects.

**Language:** A range of topic-specific  
vocabulary, including less common  
lexis, is used effectively and precisely  
to communicate specific emotions and  
ideas: *left me utterly captivated and  
inspired; profound sense of tranquillity and  
connectedness; awakened to the magic*

*of creativity; lucid dream; awe-inspiring;  
harmonious coexistence; breathtaking  
triumph; otherworldly journey*. A wide  
range of simple and complex grammatical  
forms is used with full control, flexibility  
and sophistication: *If you're seeking an  
otherworldly journey through the realms  
of art and technology, this exhibition  
is an absolute must-see. The delicate,  
almost fragile appearance of the  
structures contrasted beautifully with their  
technological complexity. Be prepared  
to be transported to a place where the  
boundaries of reality are delightfully  
blurred*. There are occasional errors, but  
these do not impede communication:  
*translucent; took Beesley's exhibition  
apart; As I wondered*.

**Mark:** good pass

## 9 Review

### Language focus

1

1 may be 2 since 3 having been  
hindered 4 check 5 in that 6 for  
myself 7 Having been

### Vocabulary

1 F 2 J 3 H 4 K 5 A 6 D 7 I  
8 L 9 C 10 G 11 E 12 B

### Reading and Use of English Part 2

#### Open cloze

1 stage 2 Having 3 whether  
4 Contrary 5 ease 6 on 7 bear /  
keep 8 towards

### Idioms Art and creativity

1

1 B 2 A 3 C

3

1 mark 2 canvas 3 eye 4 art  
5 mould

4

1 c 2 d 3 a 4 b

5

1 go down a storm 2 bears no  
resemblance to 3 reinvent the wheel  
4 is / has been a breath of fresh air

6

1 A: a slow burner, a blank canvas  
B: collector's item C: a breath of fresh air  
2 A: break the mould, reinvent the wheel  
B: go down a storm  
3 A: bear no resemblance to something,  
leave your mark on something B: have  
something down to a fine art C: catch  
someone's eye D: go back to the  
drawing board

### Discussing idioms

*A blank canvas* – If something is a *blank  
canvas*, no decisions or plans have

yet been made about it, so it is free for someone to do whatever they like with it. *All the walls in the new flat have been freshly painted, so I have a blank canvas and can design the place exactly how I want.*

*A clean slate* – refers to a new opportunity or a second chance at something, especially when what happened in the past is forgotten. *She knows she made mistakes in the past but is now looking for a clean slate so we can start again.*

*go down a storm* and *go down like a lead balloon* – mean the opposite. If something goes down a storm it is very successful and popular. If something goes down like a lead balloon, it is very unpopular. *My idea for the new product went down a storm with the marketing team. They absolutely loved it and want to present it to the shareholders.*

*The launch of the company's new mobile phone went down like a lead balloon with consumers. People just didn't understand the offer and weren't willing to pay \$4000 for it.*

*catch your eye* – get your attention. *I really enjoyed the exhibition and there was one painting in particular that really caught my eye. I'd love to find out more about the artist.*

*catch your breath* – to pause an activity so that you can breathe normally again. *Just give me five minutes to catch my breath and then we can carry on jogging.*

## READY FOR SPEAKING

### Introduction

- 1 yourself 2 reaction  
3 decision-making 4 written  
5 interact 6 interruption 7 attention  
8 Demonstrate / Manage 9 speculating  
10 initiate / manage 11 contributions  
12 willing 13 organise 14 opinions  
15 appropriate

### Speaking Part 1 Interview

3

- 1 Both students give relevant responses to the questions.  
2 Sofia's answer is very well developed. She not only answers the questions asked, but goes on to expand by explaining the importance of English in engineering and gives examples of why it is so important (it is an international field and lots of journals are in English). She demonstrates her ability to speak confidently by doing so and shows she can use a range of language.

Mario's answer, while relevant, is shorter and he does not demonstrate as much confidence in manipulating the language as Sofia. Mario also makes a couple of minor mistakes, 'a internship' and 'coast town', although these do not impede understanding, and he also corrects himself when he says 'coast town'.

### Speaking Part 2 Collaborative task

2

- 1 Both students interact well together. Mario invites Sofia to give opinions throughout this part of the task: '*don't you think?*', '*why do you think that?*', '*What kind of relation do you think they are?*', etc. While Sofia gives longer responses, Mario shows that he is listening and reacts to what Sofia says, e.g. '*Yes, I think they do*', '*Yes, it could be*,' etc.

- 2 Sofia successfully demonstrates that she can use language of speculation and comparison by using expressions such as '*it looks to me as if*', '*They must be feeling*', '*It seems to me that*', '*It could even be*,' etc. Mario also shows that he can use some language of speculation, '*they look*', '*they seem*,' etc. While Sofia uses more complex language, both candidates successfully achieve this part of the task.

4

- 1 Both students respond successfully to the task. They discuss all four pictures, eliminate those they do not think would be suitable, and finally come to an agreement on one picture to accompany the article.

- 2 Yes. Both students invite the other to respond to their opinions, e.g. '*don't you think?*', '*What's your opinion?*', '*Yes?*', etc. They also respond to each other effectively and show they are listening to what they are saying, e.g. '*I see what you mean*', '*No, I suppose not*', '*Well, let's go with that then*,' etc. Both students also demonstrate the ability to keep the interaction moving, e.g. '*Let's look at image 3*', '*I'm not very keen on 2 either*,' etc. The interaction is overall very well managed by both students.

- 3 Contributions from both Sofia and Mario are relevant and coherent. They discuss each of the pictures in turn, and try to relate what each picture says about the theme of personal achievement which helps them evaluate how suitable it would be for the lifestyle magazine. Each of their contributions moves the discussion along in a coherent and meaningful way, which means they successfully carry out the decision-making task.

### Speaking Part 3 Long turn

Total time: 4 minutes

5

- 1 Sofia gives a well organised and cohesive response that successfully achieves the task. She takes each of the prompts on the card in turn, and discusses the question with respect to each of them. Her overall point of view is that competition can be both a good thing and a bad thing in terms of affecting other people (she says it is necessary in sport, not a particularly nice trait in the workplace, and not something she experiences with her friends). Both Mario and Sofia answer the follow-up question with relevant responses.

Mario's response is organised differently to Sofia's, but it is still largely coherent and well-organised. Mario first discusses the benefits of large sporting events (they are entertaining and give people an international outlook) before talking about the drawbacks (they aren't many, and any drawbacks are isolated). Mario's overall point of view is that large sporting events are beneficial, and his answer successfully expresses this opinion. Both Sofia and Mario respond appropriately to the follow-up question.

- 2 Sofia demonstrates that she can successfully manipulate the language to effectively discuss the topic. She uses a range of high-level vocabulary and phrases, e.g. '*all walks of life*', '*It spurs them on*', '*trait*', '*vying against*,' etc. She also shows she can use complex language structures with fluency and ease, and makes effective use of rhetorical questions to engage with the interlocutor while discussing the topic. Furthermore, she uses markers to help structure her answer, e.g. '*In my opinion*', '*I mean*', '*On top of that*', '*I also see*', '*Overall*'.

Mario largely shows that he can use a decent range of vocabulary and language structures, but in general his response is not as complex as Sofia's. Mario also makes a few minor yet basic errors, e.g. '*interested about*', '*anti-social behaviours*,' although these do not impede understanding.

### Speaking Part 3 Discussion

Total time: 6 minutes

2

- 1 Both students develop their answers well throughout the discussion. They also help each other in regard to this, e.g. in the first question, Sofia talks about competitive people in general, then Mario brings it to politicians to exemplify what Sofia is talking about, and then Sofia refers to a TV series to further exemplify her opinion on competitive people and success.

- 2 The responses of both candidates are appropriately detailed. For each question, they give examples of what they are trying to express, e.g. in the second question, Mario speaks about competition in sport as an example of competitiveness that is naturally inside us and speculates as to whether this grows or fades depending on our childhood experiences at winning and losing. Sofia's contribution further details this by evaluating the impact of parents' influence on a competitive mentality in young people.

- 3 Both candidates express their opinions clearly and react appropriately to each other's opinions even where they may disagree. In the second question, Sofia quite clearly and politely emphasises that she believes parents' influence on a competitive nature in their children is probably the most important, while Mario, although acknowledging this, points out that everybody plays a role. In the third



question, they both agree on the type of role model it is useful to compare yourself to. Overall, both students carry out the discussion task very well.

### 10 ADAPTATION

#### Listening Part 4 Multiple matching

2

1 C 2 G 3 B 4 F 5 D 6 A 7 H  
8 E 9 G 10 C

#### Pronunciation Accents

1

1 C 2 A 3 E 4 B 5 D

#### Language focus Inversion

1

1 Only later did 2 Had I known  
3 Never have I 4 No sooner had

3

1 No sooner had the musical *Hamilton* opened in 2015 than it became a roaring success, ...  
2 Under no circumstances could Miranda have predicted *Hamilton's* incredible worldwide appeal, ...  
3 Not only did it win 11 Tony awards, but also 8 Drama Desk Awards, a Grammy, an Emmy and a Pulitzer Prize.  
4 Only then did his remarkable talent for writing songs that can communicate huge amounts of emotion and depth in relatively few words become apparent.  
5 Scarcely had the song *We don't talk about Bruno* been released on Disney+ than it had become an international hit ...  
6 ... were it not for two influential people in his life, ...

#### Ready for Grammar

1

1 than it collapsed 2 There goes the bus 3 will you feel 4 as do all 5 did it become 6 Were we to have given 7 Not only must you hide 8 Behind the old cottage was

2

1 hardly 2 when 3 Here comes 4 both 5 should the fugitive not be found 6 nor must 7 only then 8 was something that looked like a scarf.

#### Vocabulary Describing books and films

1

1 tearjerker 2 heart-wrenching 3 page-turner 4 far-fetched 5 cult classic 6 box office hit 7 long-awaited 8 spine-tingling 9 hard-hitting 10 star-studded 11 critically acclaimed 12 spellbinding

2

1 box office hit 2 spellbinding 3 tearjerker 4 spine-tingling 5 long-awaited 6 heart-wrenching 7 star-studded 8 far-fetched 9 page-turner 10 hard-hitting 11 cult classic 12 critically acclaimed

#### Speaking Part 3 Long turn

2

1 see 2 believer 3 meant 4 mention

#### Useful language

1 A thoughts B words C perspective D reflection E way F mind G Come H put

2 & 3

#### Expressing your opinion

To my mind

From my perspective

As I see it

I'm a firm believer in

#### Rephrasing your opinion

On second thoughts

Let me put that another way

In other words

What I meant to say

#### Changing your mind

On second thoughts

On reflection

Come to think of it

Now you mention it

4

*Come to think of it* and *Now you mention it* are more informal

#### Reading and Use of English Part 5 Multiple choice

2

Western Australia

A literary critic, George

Yes

3

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

#### Language focus Creating emphasis and cleft sentences

1

1 a 2 d 3 b 4 c

2

1 George got the idea for his next book at a writers' festival.

2 There aren't any crime novels that deal / dealing with commonplace low level events.

3 Nowadays he thought / was thinking more about things that / what might be in the water beneath him.

4 Unfortunately, crime fiction is often formulaic and predictable.

#### Ready for Grammar

1

1 it is 2 How 3 It was 4 Not 5 Why 6 was that

2

1 It was Lewis, a friend of mine from work, who

2 Not a clue did I have

3 How I'd be able to see everything I wanted to I didn't know

4 The convenient thing was that

#### Vocabulary Similes

1

1 got on 2 watched 3 stuck out 4 fight 5 sleep

2

1 mad 2 dull 3 tough 4 clear 5 sly

#### Reading and Use of English Part 4

##### Key word transformations

1 for fear of dropping

2 it is in operation

3 to narrow down our next holiday destination

4 found (some) common ground

5 were out of line / order / place

6 to get the hang of skiing despite never / not

#### Writing Part 1 Essay

2

Censorship usually conjures up ideas of banning of books in medieval times, whereas in contemporary society it manifests itself in more subtle ways. These days writers and journalists can have their work sidelined inconspicuously; a series of damaging reviews, or a change of leadership at a publishing company can relegate important author voices to a less prominent position and move the public perception in a different direction, effectively acting as a form of censorship. Publishing tends to reflect the public interest and as such whichever genre or subject has captured people's attention will be more heavily commissioned.

Unfortunately, the modern world is more complex and nuanced than many care to admit, and censorship is no longer as clear cut an issue as it once was. Self-publishing and blogging have given authors platforms to write about anything without the oversight which would previously have come from an editor. The result is that we can inhabit many weird and wonderful worlds through literature. The downside is that we can also be exposed to writing which may be unnecessarily upsetting, damaging or misleading. What constitutes censorship for some is merely a way of protecting the vulnerable for others, and in some ways, this is a laudable aim.



3

### Referring to the texts

rightly question whether

They come from very distinct standpoints

both make valuable points

### Referring to ideas in general

There is no doubt that

that ignores the fact that

What is undeniable is that

4

### Suggested answers

A: These days writers and journalists can have their work side-lined inconspicuously; a series of damaging reviews, or a change of leadership at a publishing company can relegate important author voices to a less prominent position and move the public perception in a different direction

B: What constitutes censorship for some is merely a way of protecting the vulnerable for others, and in some ways, this is a laudable aim.

5

B

### 8 Sample answer

In today's world, censorship has transformed from the archaic idea of book-burning and overt suppression into a subtler form. Contemporary censorship operates discreetly, no longer relying on heavy-handed bans but employing manipulative tactics. Writers and journalists now navigate treacherous waters, where their work can be obscured through methods like scathing reviews or strategic shifts in publishing leadership. This shift reflects the adaptable nature of public perception, driven by a publishing industry that prioritises genres capturing the zeitgeist.

In our digital age, censorship gains complexity. Self-publishing and blogging grant authors unprecedented freedom, but also expose readers to diverse yet bewildering content. This democratisation of expression offers a wealth of voices and ideas, but also raises concerns about unsettling, misleading, or harmful content. What some decry as censorship, others view as a noble effort to protect the vulnerable, highlighting the issue's evolving complexity.

I personally advocate for a nuanced balance. In this era of publishing democratisation, striking a harmony between freedom of expression and responsible content dissemination is paramount. The challenge is to preserve individual liberties while safeguarding society from harmful material. It's a delicate tightrope walk, demanding ongoing dialogue and careful consideration. The evolving face of censorship serves as a reminder of society's perpetual transformation, urging us to develop adaptive solutions that uphold free speech while prioritising individuals' well-being.

### Examiner's Comments

**Content:** All content is relevant to the task.

The target reader is fully informed about the main ideas in the two texts and the writer's views are evident. For instance, the writer expresses that in the digital age there is a need to strike a balance between *freedom of expression* and *responsible content dissemination*. They also advocate for the development of *adaptive solutions* to address the evolving nature of censorship and acknowledge that censorship has evolved from its historical forms into subtler and more nuanced manifestations.

**Communicative achievement:** The writer follows essay-writing conventions to communicate complex ideas in an effective and convincing way, holding the target reader's attention with ease. While the thesis is not explicitly stated, the text presents a clear central argument, which is the need to balance freedom of expression with responsible content dissemination in the face of evolving censorship. The formal use of language and style in the text reflects an academic approach to the topic of censorship. For instance, the writer uses objective language, focusing on presenting information and analysis rather than expressing personal emotions or opinions in an emotional or casual manner.

**Organisation:** The text is well-organised and coherently uses a wide range of cohesive devices and organisational patterns with flexibility. For instance, the writer repeats and rephrases the central idea of censorship and its evolution, such as *censorship has transformed*; *contemporary censorship*; *evolving face of censorship* to reinforce the main theme and maintain coherence. The following transitional phrases help guide the reader through different sections of the text: *In today's world*; *In our digital age*; *Personally, I*. The use of parallel sentence structure in sentences creates a cohesive relationship between the contrasting goals of preserving freedom and protecting society (e.g. *The challenge is to preserve individual liberties while safeguarding society from harmful material*).

**Language:** A range of less common lexis is used with sophistication and precision: *multifaceted*; *insidious*; *dichotomy*; *kaleidoscopically*; *tightrope walk*; *perpetual transformation*. The writer uses language throughout the essay that often helps to express ideas more succinctly and precisely.

**Mark:** very good pass

## 10 Review

### Language focus

1 Never must / Under no circumstances should 2 Around the corner was sitting / There sat 3 Only when / Not until 4 So 5 But / Were if not / Had it not been 6 Barely / Scarcely 7 Had 8 Hardly ever / Rarely

### Reading and Use of English Part 1

#### Multiple-choice cloze

1 D 2 B 3 B 4 C 5 A 6 B 7 D 8 C

### Reading and Use of English Part 3

#### Word formation

1 irrespective 2 technological  
3 discouraged 4 detached  
5 assumption 6 Regrettably  
7 readership 8 credibility

### Idioms Literature

1

Lewis Carroll: *Alice in Wonderland*

Miguel de Cervantes: *Don Quixote*

Geoffrey Chaucer: *The Canterbury Tales*

Charles Dickens: *A Christmas Carol*, *David Copperfield*

Thomas Hardy: *A Pair of Blue Eyes*

Joseph Heller: *Catch-22*

Homer: *Iliad*

Walter Scott: *Ivanhoe*

William Shakespeare: *The Merry Wives of Windsor*, *Romeo and Juliet*

Jonathan Swift: *A Complete Collection of Genteel and Ingenious Conversation*

3

1 *the pot calling the kettle black*: someone criticises a person for something when they also share this trait or habit

2 *Catch-22*: a situation which is impossible to get out of because the solution is also the cause

3 *Achilles' heel*: someone's weakness or vulnerable point

4 *freelance*: being self-employed and work for different companies on fixed term contracts

5 *a sight for sore eyes*: something or someone that a person is very pleased to see

6 *go down the rabbit hole*: to spend a long time doing something, especially something that becomes increasingly complex / strange (e.g. when searching for information online)

7 *a wild goose chase*: when you waste a lot of time searching for something that you can't find or doesn't exist

8 *give you the creeps*: to make someone feel afraid, nervous or uncomfortable

9 *the world is your oyster*: you have many opportunities available

10 *as dead as a doornail*: something that doesn't work or is completely dead

11 *love is blind*: people don't see the faults of those who they love

12 *a cliff hanger*: a dramatic ending to a TV show to make the audience want to watch the next episode

4

- 1 *the pot calling the kettle black*: Don Quixote, Miguel de Cervantes
- 2 *Catch-22*: Catch-22, Joseph Heller
- 3 *Achille's heel*: Iliad, Homer
- 4 *freelance*: Ivanhoe, Walter Scott
- 5 *a sight for sore eyes*: A Complete Collection of Genteel and Ingenious Conversation, Jonathan Swift
- 6 *go down the rabbit hole*: Alice in Wonderland, Lewis Carol
- 7 *a wild goose chase*: Romeo & Juliet, William Shakespeare
- 8 *give you the creeps*: David Copperfield, Charles Dickens
- 9 *the world is my oyster*: The Merry Wives of Windsor, William Shakespeare
- 10 *as dead as a doornail*: A Christmas Carol, Charles Dickens
- 11 *love is blind*: The Canterbury Tales, Geoffrey Chaucer
- 12 *a cliffhanger*: A Pair of Blue Eyes, Thomas Hardy

6

*A wild goose chase* – means to waste time searching for something that is unlikely to ever be found, either because the thing doesn't exist or because you were duped and given incorrect information. *After two hours searching the building, they finally realised they had been sent on a wild goose chase.*

*A lost cause* – means a person or thing that has no chance of succeeding or changing for the better. Unlike *a wild goose chase*, *a lost cause* does not infer having been tricked or misled. *At first I tried to stop the dog from jumping on the sofa but then I realised it was a lost cause.*

*An Achilles heel* – refers to a person or system's weak spot or vulnerability which can lead to failure. *The supply chain is the company's Achilles heel as it is completely reliant on one sole provider.*

*A chink in the armour* – also refers to a vulnerability, but this is more limited to a fault in someone's personality or line of argument. *The prosecution were relentless in their pursuit of finding a chink in the armour of the defendant's alibi.*

*Give you the creeps* – to make you feel uncomfortable or fearful. *I hate going up to the attic. It really gives me the creeps.* Or *The way the taxi driver looked at me really gave me the creeps. I was so relieved when I was safely back home.*

*Give you the chills* – is similar to *give you the creeps* but refers to an intense feeling of either fear and dread or of pleasure. *When I heard the man's voice in the message, it gave me the chills.* Or *When I heard the chorister sing the song, it gave me the chills.*

## 11 TALK OF THE TOWN

### Vocabulary City dwelling

2

- 1 derelict 2 affluent 3 tree-lined
- 4 tight-knit 5 commuter 6 affordable
- 7 rustic 8 concrete 9 congestion
- 10 low-emissions 11 antisocial
- 12 welfare

### Speaking Part 3 Long turn

#### Useful language: Cause and Effect

- 1 effectively 2 refined 3 closely
- 4 trigger 5 circumstances

### Reading and Use of English Part 7 Multiple matching

2

- 1 B 2 A 3 D 4 E 5 A 6 C 7 D
- 8 B 9 C 10 E

### Vocabulary Phrasal verbs for problems and solutions

1

- 1 run 2 resort 3 ruled 4 narrowing

3

- 1 resign 2 flooded 3 called 4 ran
- 5 saddled 6 revert 7 talked

5

- 1 narrow down 2 saddle (somebody) with / be saddled with 3 call for 4 resign yourself to (something)
- 5 be flooded with 6 revert (back) to 7 rule out 8 run up against 9 resort to

### Language focus Reporting structures 1

1

- 1 suggesting 2 warned 3 urged
- 4 accusing 5 persuade 6 reassure

2

- 1 C 2 D 3 A 4 E 5 B

### Ready for Grammar

1

- 1 e 2 h 3 b 4 f 5 g 6 a 7 d
- 8 c

2

- 1 Anna discouraged Jim from taking the exam so soon.
- 2 The politician swore to improve the economy of the country if people voted for them again.
- 3 Adam's dad warned him that if he didn't make more of an effort with his schoolwork, he'd regret it. / Adam's dad warned him against making so little effort with his schoolwork as he would regret it. / Adam's dad warned him to make more of an effort otherwise he would regret it.

4 Daniel confessed to breaking the window.

5 It is rumoured that the actor has been sacked from the movie franchise. / It was rumoured that the actor had been sacked from the movie franchise. (depending on the time of reporting)

4

- 1 to urge / urging 2 have warned 3 to blame 4 spoke / have spoken 5 have remarked / remarked 5 have vowed / vowed 7 are encouraging 8 arguing

### Listening Part 1

1

- 1 C 2 B 3 A 4 A 5 B 6 C

### Language focus Reporting structures 2

1

- 1 Extract 2 – local resident
- 2 Extract 3 – Town planner
- 3 Extract 1 – City councillor

2

- 1 went off at 2 aren't sympathetic towards 3 we're inviting

3

"went off at"

4

All the verbs are informal reporting verbs. *Bang on* and *drone on* both indicate that someone is talking in a boring way. *Blather* and *keep on* both indicate that the way a person is talking is annoying. *Go off at / on* indicates someone suddenly became very angry.

### Ready for Grammar

1

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

6

- 1 admitted 2 sounded 3 adamant
- 4 unsure 5 keeps 6 was 7 refused
- 8 insisting

### Pronunciation Stress timing

1

Planners like me have to anticipate any potential hazards ... these could be blind spots, bottle necks et cetera.

3

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

### Additional materials Pronunciation Stress timing

The world's first skyscraper was built in the city of Chicago.

Pavements in Helsinki are heated by a snowmelt system underground.

The world's oldest restaurant is located in Madrid.

The cities of Miami and Songdo are built on largely reclaimed land.

In Calcutta, there are more journeys made on bike than by car

### Reading and Use of English Part 2

1

1 soak 2 had 3 way 4 took 5 with  
6 reduced 7 put 8 beyond

### Writing Part 2 – Report

#### 5 Sample answer

##### Transport Issues and proposed solutions

The recent town meeting brought to light several pressing transport problems that require immediate attention. After a thorough analysis of the discussions, I have identified two primary issues that demand immediate attention.

Traffic congestion

The town faces chronic traffic congestion due to the increasing population and insufficient road infrastructure. Daily gridlocks waste time and contribute to air pollution and stress among residents. To tackle this issue, we should prioritise investments in infrastructure enhancements, such as widening roads and implementing intelligent traffic management systems. Additionally, promoting alternative transport options like bike lanes and pedestrian-friendly pathways can reduce congestion and encourage eco-friendly commuting.

Inadequate public transport

The inadequacy of our public transport system is a recurring concern. Limited routes, irregular schedules, and unreliable service dissatisfy residents and lead to a higher reliance on personal vehicles, worsening traffic congestion. Therefore, enhancing our public transport system is essential. This could involve expanding bus routes, increasing frequency during peak hours, and improving overall service quality. Investing in electric or hybrid buses would also make the system more eco-friendly and attractive to residents.

In conclusion, addressing these transport issues is critical to every resident's well-being. By reducing traffic congestion and improving public transport, we can enhance residents' quality of life, mitigate environmental impacts, and promote sustainable urban development. It is recommended that these issues be given priority in future planning and budgeting to create a more efficient and accessible transport system for our town, ensuring the long-term prosperity of our community.

#### Examiner's Comments

**Content:** All content is relevant to the task. The target reader is fully informed. The target reader is on the whole informed. The writer has taken a clear stance on

the topic and has discussed two main issues (*traffic congestion, inadequate public transport*) and provided solutions (we should prioritise investments in infrastructure *enhancements; This could involve expanding bus routes, increasing frequency during peak hours, and improving overall service quality. Investing in electric or hybrid buses...*)

**Communicative achievement:** A good command of the conventions of a report is demonstrated and complex ideas are communicated in an effective way, holding the reader's attention with ease and fulfilling all communicative purposes (e.g. *mitigate environmental impacts, eco-friendly commuting; infrastructure enhancements; sustainable urban development*). The writer uses formal language and structure, addresses important issues in a serious manner, and presents solutions in a professional and organised way. The tone is objective and professional, suitable for addressing transport issues and proposing solutions in a formal setting, such as a town meeting or official report.

**Organisation:** The text is a well-organised and coherent whole that uses a variety of cohesive devices and organisational patterns with flexibility. For instance, in the following sentence, the comparative phrase *also* links the idea of eco-friendliness to the previous idea of enhancing the public transportation system: *Investing in electric or hybrid buses would also make the system more eco-friendly and attractive to residents.*

**Language:** A range of vocabulary, including less common lexis, is used effectively and precisely. For instance: *pressing; chronic; inadequacy; long-term prosperity; thorough analysis; pedestrian-friendly pathways; sustainable urban development*. A range of grammatical forms is used, generally with control and flexibility.

**Mark:** good pass

## 11 Review

### Language focus

1 banging 2 admit 3 adamant  
4 suggest 5 rumoured 6 urge

### Vocabulary

1 affluent 2 derelict 3 antisocial  
4 called 5 revert 6 ran 7 with  
8 narrow 9 affordable 10 tree-lined

### Reading and Use of English Part 4

#### Key word transformations

1 someone owns up to defacing  
2 to the best of their knowledge  
3 only to realise they had been  
4 by him through thick and  
5 clung (on) to the hope (that) he'd / he would  
6 would go through with leaving

### Idioms with *Talk* and *Tell*

1

1 talk 2 tell 3 tell 4 Talk 5 told  
6 talk, talk 7 talking 8 Tell

2

1 e 2 h 3 g 4 d 5 a 6 b 7 c 8 f

3

**Positive:** Really detailed. You can learn the new vocab as you look into these different aspects.

**Negative:** Time consuming. Would be hard to do this for all new vocab.

4

#### Possible answers:

(To) *talk your ear off*: Talk to someone excessively and for a long time.

**Common use:** common and informal

**Example sentence:** "John's a massive fan of train travel. He'll talk your ear off about it if you give him a chance."

**Paraphrase:** Some people who are very interested in their hobbies will talk for a long time about them to anyone who will listen!

(To) *tell it like it is*: Say the facts, even if they are unpleasant

**Common use:** common

**Example sentence:** The teacher told it like it is and said to Kate that if she doesn't study more, she's not going to pass the course.

**Paraphrase:** My mother is always brutally honest about my cooking, and it's not always nice to hear, even if it's true.

To *tell sb/so a thing or two (about)*:

1 to tell someone about something you know more about

2 to tell someone why you are angry

**Common use:** common

**Example sentence:** 1. I could tell you a thing or two about the history of that family. 2. I'm going to speak to her and tell her a thing or two.

**Paraphrase:** 1. I could give you a lot of information about the history of that family. 2. I'm going to speak to her and give her a piece of my mind / tell her I'm angry with her.

### Discussing idioms

*Small talk* – refers to the polite conversation at social events about unimportant or uncontroversial matters, especially with people you are not familiar with. *We sat in the classroom waiting for the teacher to arrive and made small talk.*

*Idle talk* – refers to foolish, irrelevant or trivial conversation. *She didn't talk to the neighbours. had no time for their idle talk and preferred to keep her own company.*

*talk the talk* – means to talk or act so confidently that it makes people believe you are an expert and know what you're talking about. *Mike can talk the talk in front of management but he doesn't actually have a clue what he's doing.*



*put your money where your mouth is* – means to be willing to show with your actions that you believe what you say and are not merely talking about it. *If that politician really believes what he's saying, he should put his money where his mouth is.*

*tell me about it* – in informal conversation, this is used to show that you agree with what the person has just said and have had the same experience. *"The wifi issues in the office keep causing my computer to crash. It's so frustrating!" "Tell me about it!"*

*tell it like it is* – to explain all the details of a situation without holding anything back or sugarcoating it. *We're in a very serious situation, so I'm just going to tell it like it is."*

## 12 ON THE RIGHT TRACK

### Reading and Use of English Part 5 Multiple choice

2

An opinion piece

3

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

### Language focus Participle clauses

1

1 c 2 b 3 e 4 a 5 d

2

1 Having enough money, they decided to book premium economy tickets.

2 Having so many films to choose from / With so many films to choose from, they knew they'd spend ages flicking through all the channels.

3 Everybody looked at the man causing a massive scene in the restaurant just because he found a hair in his food.

4 Having finished the book, she decided to write a review about it.

5 Tired after a long day, he headed straight to bed.

6 Having been built on a toxic waste site, the apartments were a nightmare to sell. (Order of the clauses may change)

### Ready for Grammar

1

1 coming up 2 Having finished  
3 With (at start of sentence)  
4 Watching / Having watched  
5 marching / booking 6 to finish

2

1 Having posted up 2 having seen  
3 Used 4 Having been taught  
5 talking 6 Plans made

4

### Possible answers

1 Working such long hours, Josh needed a cleaner to help tidy his flat.

With such long hours spent at work, Josh needed a cleaner to keep his flat tidy.

2 Hoping to take part in the next Olympics, Fiona trained hard every day at the pool.

While hoping to take part in the next Olympics, Fiona trained hard every day at the pool.

Fiona, having trained so hard, hoped to take part in the Olympics.

3 Tried and tested many times, the simple breathing exercise can produce favourable results.

Having been tried and tested many times, the simple breathing exercise can produce favourable results.

Producing favourable results, this simple breathing exercise has been tried and tested many times.

### Vocabulary Health and fitness

1

1 damaging 2 cognitive 3 burning  
4 genetic 5 Fad 6 limiting  
7 health 8 intelligent 9 conservative  
10 superior 11 demographic  
12 proficient

2

1 system 2 strength 3 diet  
4 perspective 5 circulation  
6 practices 7 pain 8 intervention

### Speaking Part 3 Long turn

#### Useful language

1

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

2

A 3, 6 B 8 C 2, 4 D 1, 5 E 7

### Language focus Verb patterns

1

1 bare infinitive 2 gerund 3 infinitive with to

2

1 my / me trying 2 preparing / me to prepare 3 to learn 4 to taste 5 to not be able / not to be able 6 not attending 7 to have to 8 to have come 9 to stop 10 to be 11 put / have to put

### Ready for Grammar

1

1 entering / my having entered 2 my / me leaving early 3 my friend(s) (constant) nagging 4 to realise 5 to make / to have made 6 running of the gym 7 Daniel(s) talking 8 spotted them cheating 9 the women's team to be getting paid 10 eating or drinking

### Writing Part 2 Informal letter

#### Useful language

1 altering habits 2 realistic goals  
3 incremental steps 4 fierce determination  
5 staying committed 6 losing heart

### 4 Sample answer:

Dear Editors,

I wanted to share my journey towards a healthier lifestyle, inspired by your magazine's call to action. Over the past year, I've made some significant changes that have not only improved my physical health but also boosted my overall well-being. Firstly, I decided to prioritise regular exercise. I used to be a couch potato, spending most of my free time playing video games, but I realised that a sedentary lifestyle was taking a toll on my health. So, I started incorporating daily workouts into my routine, which wasn't easy at first, but I found activities I genuinely enjoyed, like hiking and yoga. Now, I can't imagine my life without regular exercise. Another change I made was adopting a balanced diet. I used to overindulge in fast food and sugary snacks almost on a daily basis; however, I knew that these habits were negatively impacting my energy levels and overall health. I began cooking at home more, focusing on whole foods, fruits, and vegetables. This shift not only improved my physical health but also gave me a sense of accomplishment and control over my nutrition.

The driving force behind these changes was a desire for a better quality of life. I wanted to have more energy to pursue my passions, improve my mood, and reduce my risk of health issues down the road. I was tired of feeling sluggish and wanted to feel more confident in my own skin. My advice to others wanting to change their lifestyles is simple. Don't overwhelm yourself with drastic changes all at once. Begin with one aspect of your life, like exercise or diet, and gradually build from there. In short, making these changes has been transformative for me. I'm now healthier, happier, and more confident in my daily life. I encourage anyone looking to improve their lifestyle to take that first step towards a healthier, happier you.

Sincerely,

Jude Alvarez

### Examiner's Comments

**Content:** All content is relevant to the task, and the target reader is fully informed about the changes the writer has made to their lifestyle (e.g. *Firstly, I decided to prioritise regular exercise; Another change I made was adopting a balanced diet; I started incorporating daily workouts into my routine. I began cooking at home more, focusing on whole foods, fruits, and vegetables*). The writer's own views are evident throughout the text, and they provide some advice (e.g. *Don't overwhelm yourself with drastic changes all at once. Begin with one aspect of your life, like exercise or diet, and gradually build from there.*).

**Communicative achievement:** The conventions of letter writing, such as appropriate opening and closing salutations and a semi-informal tone, are used flexibly (e.g. *I wanted to share my journey towards*

a healthier lifestyle; In short, making these changes has been transformative for me; I encourage anyone looking to improve their lifestyle to take that first step towards a healthier, happier you). Complex ideas are communicated in an effective and convincing way, holding the target reader's attention with ease, and fulfilling the communicative purposes of the task (e.g. *I wanted to have more energy to pursue my passions, improve my mood, and reduce my risk of health issues down the road; I used to overindulge in fast food and sugary snacks almost on a daily basis, however, I knew that these habits were negatively impacting my energy levels and overall health.*).

**Organisation:** The letter is a well-organised and coherent as a whole, using a wide variety of cohesive devices and organisational patterns such as following a chronological order with flexibility. However, clear paragraphing would have enhanced coherence further. Transition words and phrases organise the text and signal shifts between different ideas and points (e.g. *Firstly; Another change I made was; In short*). The writer uses cause-and-effect relationships to explain why they made these changes. For example, they explain that a sedentary lifestyle was taking a toll on their health, leading to their decision to incorporate daily workouts.

**Language:** There is a wide range of vocabulary, with some very natural turns of phrase and appropriate use of collocation, used effectively and with an appropriate informal style to convey the writer's message effectively and enhance the overall tone of the letter (e.g. *boosted my overall well-being; couch potatoe; sedentary lifestyle; incorporating daily workouts; overindulge in fast food; the driving force behind these changes; reduce my risk of health issues down the road; transformative*).

**Mark:** pass

### Listening Part 3

1

1 C 2 B 3 A 4 A 5 C

### Pronunciation Reading between the lines

1

1 B 2 A 3 A 4 B

### Vocabulary Multi-word verbs

1

1 c 2 a 3 b 4 d

2

a mount up b urge on c keep at it  
d go through with it

3

1 caught up with him 2 cling onto  
3 get to 4 goes without 5 caught on  
6 get through 7 count him in

5

1 madness 2 fear 3 time 4 your job

### Reading and Use of English Part 1

1

1 B 2 D 3 A 4 B 5 C 6 A 7 C 8 D

## 12 Review

### Vocabulary

1 makeup 2 through 3 intervention  
4 cling 5 catch 6 immune 7 mount  
8 strength

### Reading and Use of English Part 4

#### Key word transformations

1 to be / get saddled with  
2 had anything good / a good word to say about  
3 err on the side of caution / safe side / cautious side  
4 was in / had any / had the slightest doubt whatsoever  
5 was completely taken in by  
6 Julio had the faintest idea (about / of) how to

### Reading and Use of English Part 3

#### Word formation

1 predominantly 2 simplicity  
3 uncompromising 4 technically  
5 exclusivity 6 unattainable  
7 insignificance 8 landscape

### Idioms Sports

1

1 to learn the basic knowledge / skills in order to do something well  
2 do something prematurely or before you're ready  
3 to give up something  
4 to change the rules / requirements of a process or procedure during its course  
5 to be more likely to succeed than someone / something else  
6 to have an advantage at the beginning

2

1 ballpark 2 target 3 barred  
4 bowled 5 chin

3

1 baseball 2 darts / archery  
3 wrestling 4 cricket 5 boxing

### Discussing idioms

*Jump the gun* – means to start doing something before it is time or before you should. *You haven't signed the rental agreement for the flat yet, isn't it jumping the gun to get address labels printed?*

*jump on the bandwagon* – means to start doing something because everybody else is doing it and it is fashionable. *I don't think Ann actually believes in the issue – she's just jumped on the bandwagon.*

*throw in the towel* – means to admit defeat and stop trying to do something. *You've been trying to fix that lamp for two hours now. Isn't it time to throw in the towel?*

*throw your hat in the ring* – means to announce you are entering a race, competition or content. *Miguel Santos is the latest mayoral candidate to throw his hat in the ring.*

## Collocation revision: Units 1–12

### Adjective + noun

1 personality 2 destination 3 problem  
4 undertaking 5 source 6 costs  
7 evidence 8 waste 9 design  
10 film 11 effects 12 strength

### Verb + noun

1 make 2 take 3 come 4 break  
5 know 6 pay 7 hit 8 pose  
9 reveal 10 fight 11 call for  
12 bottle up

## READY FOR WRITING

### Marking

1 D 2 A 3 B 4 C

### Planning and checking

1 D 2 A 3 A 4 A 5 B 6 B 7 C  
8 C

### Task conventions

1 article, report 2 essay 3 article  
4 essay 5 article, letter, review  
6 review 7 letter 8 review, report