

1 LIFESTYLE

Reading and Use of English Part 7 Multiple matching

How to go about it

Question 4 is answered by the underlined parts in Text A. 1 & 7 are the other questions answered in Text A. See key below.

1

1A ... at home there are usually scripts lying all over the place. It's a bit of a mess, I'm ashamed to say. **2D** It's a fairly unconventional way of life, and not one I'd actively encourage others to adopt ...

3C I love my job, especially the variety and not knowing what you'll be doing from one day to the next. **4A** I'll sometimes go for a run after I get up, though it's not really my idea of fun. I'm not a fitness fan ... **5B** We get plenty of days off ... **6D** As a child, I would tell everyone that when I grew up, I wanted to climb Everest. I've actually climbed it three times now ... **7A** I'm usually out like a light as soon as my head hits the pillow. **8B** ... I usually live just a short walk from the slopes ... **9C** But being a vet – any type of vet – is not what most people think. It's not all cuddly lambs and cute little calves. We have to do some pretty unpleasant things sometimes ...

10B It might be time to settle down and get a more normal job, something steady and secure.

2 Suggested answers
set off: leave catch up on (my sleep): (sleep) a lot, because I didn't (sleep) enough before carry on: continue make up my mind: decide put off: discourage settle down: lead a more stable life grow up: become an adult come across: find carry out: do

10B It might be time to settle down and get a more normal job, something steady and secure.

2 Suggested answers

set off: leave catch up on (my sleep): (sleep) a lot, because I didn't (sleep) enough before carry on: continue make up my mind: decide put off: discourage settle down: lead a more stable life grow up: become an adult come across: find carry out: do

Language focus Habitual behaviour

1

a immediately before the main verbs *go* and *get*, but after the main verb *be*.

b after the auxiliary verb *will* ('ll)

2

always and *never* are incorrectly placed

3

use to get

4

1 correct **2** I usually have my dinner in front of the television. **3** I never spend more than ten minutes doing my English homework. **4** correct **5** I hardly ever play games on my phone – it hurts my eyes. **6** correct

6

1 Yes, *used to* can be used to talk about both past states and past habits. **2** No, *would* + infinitive without *to* can refer to past habits, but not states. It is not used with stative verbs such as *have* to refer to the past.

7 Ready for Grammar

1

1 Usually; very often **2** hardly; arrives **3** always; normally **4** always; used **5** isn't; she's usually **6** used to; normal

2

1 tend to turn/show **2** did not/didn't use to **3** hardly ever stay or am/'m hardly ever **4** is/'s rare for Anna to **5** not like Richard/him to be **6** and again you might come

8

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

Vocabulary Clothes

1

a belt; jacket; shirt; shoes; suit; tie; tie clip; trousers; waistcoat

b beanie/hat; gloves; jogging bottoms/sweatpants; socks; sweatshirt/hoodie; trainers (Also: headphones)

c belt; clutch purse; dress; (dangly) earrings

d boots; fleece coat; gloves; headband; jeans; scarf

2

1 brand new **2** casual **3** baggy **4** unfashionable **5** colourful **6** scruffy

3

a formal; plain; smart

b baggy; casual; colourful (trainers)

c designer (dress); formal; smart

d baggy (fleece); casual; colourful (scarf); tight-fitting (jeans)

Listening Part 3 Multiple matching

1 E **2** B **3** D **4** H **5** F
A, C and G not used

Vocabulary Get

1

1 buy **2** have the opportunity **3** become **4** obtain **5** remove from **6** arrive at

2

1 touch **2** chance **3** paid **4** ready **5** trouble **6** over **7** by **8** stuck

Writing Part 2 Informal letter

3

1 but **2** either **3** On the other hand **4** as well **5** So **6** Anyway

4 Suggested answers

Paragraph 2: To give the advantages and disadvantages of working as a ski instructor.

Paragraph 3: To outline the advantages of going to university.

Paragraph 4: To advise Paula on what she should do.

Paragraph 5: To make some closing comments.

5

How to go about it

Advantages and Disadvantages: possible ideas

Working in parents' shop

Advantages: easy work, live and eat at home, close to family and friends, helping your parents

Disadvantages: not always very interesting, parents might ask you to work long hours

Working in a hotel in recipient's country

Advantages: chance to meet new people, discover a new country, learn a new language

Disadvantages: hard work, often unsocial hours, little free time

Useful expressions from Hugo's letter

... a (difficult) choice to make

'I know how much you love ...

The good thing about (+ gerund) is that ...

The trouble is, though ...

if I were you, I'd

You could always ...

... good luck and let me know what you decide.

Looking forward to hearing from you.

All the best

Sample answer

Dear Tom,

It was great to hear from you! That's a very important choice to make, and I think you should think carefully about it before choosing.

I'm certain you would enjoy working in a hotel and that you would do it very well and, obviously, that would be a great experience and you would earn a great deal of money. However, it's true you would be far from your family and friends and, if you are not used to work many hours, you will find it exhausting.

On the other hand, as your parents need help, if you stay, you will be giving them a rest from work and also you will be in your city and in your free time you will be able to hang out with your friends.

Because of that, in my opinion the best thing for you to do is to stay at home and help your parents in the shop. You will have more opportunities to travel abroad when you are older.

In any case, regardless what you decide, I'm sure you will have a great summer.

A hug

Lucia

187 words

Examiner comments

Content: All the content is relevant and informative. The writer considers both options before advising Tom which to choose.

Communicative achievement:

The conventions of letters are used appropriately. The opening and closing comments are generally appropriate, although 'A hug' is not usual. The register is consistently informal and the tone friendly and helpful.

Organisation: The letter is well organised into logical paragraphs. A range of linking words is used, particular at the beginning of sentences (*However; On the other hand; Because of that; In any case*). However, there is an over-reliance on *and* to link ideas within sentences.

Language: A reasonable range of everyday language is used (e.g. *think carefully; earn a great deal of money; exhausting; have more opportunities to travel abroad; hang out with your friends*). Both simple and complex forms are used with good control (e.g. *if you stay, you will be giving them a rest from work; the best thing for you to do is to stay at home*) and errors do not prevent understanding (*you are not used to work working; regardless [of] what you decide*).

Mark: Good pass

Listening Part 1 Multiple choice

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

Language focus *Be used to, get used to and used to*

1

1 a 2 b 3 a

2

If you *get used to* doing something, you gradually become familiar with doing something which is new to you.

If you *are used to* doing something, you are now familiar with it because you have done it before.

3 the gerund

4 Ready for Grammar

1

1 Lucy used to use a bike to get to school. 2 She's got used to getting up early in the morning. 3 My dad used to get me to clean his car every Sunday. 4 Paul didn't use to get paid much when he worked as a waiter. 5 Many young people are not used to doing hard work.

2

1 -; dream 2 be *or* have got; having 3 am; being 4 get; having 4 -; spend 5 getting/to get; looking

Reading and Use of English Part 2 Open cloze

3

1 than 2 which 3 in 4 their 5 such 6 a/per/each/every 7 take 8 for

1 REVIEW

Language focus Habitual behaviour

1 hardly 2 Usually 3 not 4 usual 5 very 6 tend 7 would 8 use

Reading and Use of English Part 1 Multiple-choice cloze

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

Reading and Use of English Part 4 Key word transformation

1 getting rid of 2 got used to wearing 3 always borrowing my things without 4 is/'s unusual for Simon to 5 not/n't like Helen to be 6 looking forward to seeing

Vocabulary Get

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

Pronunciation

Pronouncing questions

3

1 Who do you want to speak to now? 2 Where did you go this morning? 3 When do you have to be there tomorrow? 4 Why did you say that earlier?

2 HIGH ENERGY

Vocabulary Music

1

1 guitarist 2 instrument 3 song 4 on 5 play 6 live* 7 in 8 playlist
*pronunciation /laiv/

2

1 in concert/on stage 2 on stage 3 play a tune 4 in tune 5 in the charts 6 create a playlist

Listening Part 2 Sentence completion

3 Possible answers

1 A number. 2 A plural noun, possibly referring to types of places, buildings or events. 3 A noun or gerund, perhaps an activity, or possibly certain types of people or objects. 4 Probably a type of food or drink. 5 The comparative of an adjective (after *even*) describing food. 6 Probably an adjective describing *artists*, though perhaps a noun to form a compound noun. 7 A noun, possibly plural, perhaps with an adjective; something that musicians can use. 8 Probably the name of a place, such as a town or a country. 9 The name of a programme; there are numerous possibilities. 10 A style of music.

4

1 six thousand/6,000/6 thousand 2 factories 3 problem-solving/solving problems 4 side dishes 5 hotter 6 famous 7 technology 8 California 9 High Score 10 jazz

6 Additional materials

1 Possible answers

go on	happen
come up with	think of
carry out	do/conduct (a study)
put off	discourage
find out	discover
work out	manage to understand
turn to someone	go to someone for help
stand out	be easy to notice
set up home	begin living in a place
turn out (to be)	become
go on	continue

Reading and Use of English Part 6 Gapped text

3

1 D 2 A 3 G 4 C 5 F 6 E
B not used.

Language focus Gerunds and infinitives

1

2 leaping: *a gerund is used after a preposition, in this case, of.* 3 playing: *a gerund is used after certain verbs, in this case, like.* 4 to be: *an infinitive with to is used after certain verbs, in this case, seem.* 5 to practise: *an infinitive with to is used to express purpose, the reason why something is done.* 6 extend: *the infinitive without to is used after modal verbs, in this case, can.*

2 Ready for Grammar

1

1 going; to meet 2 smiling; to hit 3 to enjoy; buying 4 to take; studying 5 to let; asking

2

1 to lose 2 buying 3 to do 4 being 5 to go/going 6 to get/get 7 to join 8 to do 9 to do/doing 10 to watch/watching 11 to live/living 12 to order

4

1 help laughing 2 feel like going 3 didn't/did not deserve to lose 4 to prevent people (from) recognising 5 didn't/did not mean to shoot 6 can't/cannot stand being

5

1 come back later than wait 2 paying by cash to 3 to phone him rather than 4 not get

3

2 don't; in 3 absolutely; of 4 quite; at 5 much; on 6 can't; with

Vocabulary Sport

1

do gymnastics
go skiing, cycling, swimming
play volleyball, tennis, basketball/handball, football, golf

2

2 football/hockey 3 golf 4 skiing 5 athletics 6 cycling

3

fairway – golf
gears – cycling
lift – skiing
red card – football/hockey
service – tennis
triple jump – athletics

4

1 take 2 beat 3 win 4 hit 5 take 6 draw 7 pass 8 kick

5

1 ice hockey, figure skating, curling 2 France 3 silver 4 tennis, badminton, squash 5 five 6 none 7 Yes. If the player uses their head, chest or knee (but not their foot), the goalkeeper can pick it up. 8 rugby

Listening Part 4 Multiple choice

2 & 3

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

Word formation Affixes

1

boxer, player, spectator, competitor, participant, organiser, runner, rider, contestant

2

employee/trainee, electrician/politician, mountaineer/engineer, novelist/scientist

3

2 inexperienced, indecisive, intolerant 3 illegal, illogical, illegible 4 immoral, immature, immortal 5 impractical, impatient, imperfect 6 irregular, irresponsible, irrelevant 7 dishonest, disobedient, dissatisfied

4

ex	former
extra	outside or beyond
hyper	very big
micro	very small
mis	wrongly
over	too much/excessive(ly)
pre	before
post	after
re	again
under	too little/not enough

Writing Part 2 Article

2

1 c 2 a 3 d 4 b

3

It is written for readers of a magazine. The style is informal.

4

a Contractions: *you'll, I'm, you're, don't, they're* b Informal linkers: *And, Also* c Direct questions: *Have you ever seen a smile on the face of a long-distance runner? So what is the attraction of running?* d Phrasal verbs: *give up, think through, take up, put off*

5

1 c 2 a 3 b

2 REVIEW

Reading and Use of English Part 3 Word formation

1 spectators 2 distance 3 participants 4 walker 5 extraordinary 6 performance 7 unlikely 8 physically

Reading and Use of English Part 2 Open cloze

1 in 2 take 3 to 4 as 5 on 6 like 7 would 8 not

Reading and Use of English Part 4

Key word transformation

1 didn't/did not/wouldn't/would not mind having to 2 no point (in) arguing 3 want anybody/anyone/people to give 4 no difficulty (in) finding/getting a 5 to avoid getting 6 (very) good idea to record

Vocabulary Sport

1 course; hole 2 referee; pitch 3 hit/get; racket/racquet 4 lift; slope(s)/run(s) 5 beat/defeated; drew

Pronunciation

Vowel sounds

1

1 cart 2 wool 3 cough 4 live 5 where

3

1 not, want, gone, watch, cough 2 worn, warm, four, floor, thought 3 boot, food, lose, group, fruit 4 treat, heat, sweet, piece, theme 5 worse, were, learn, word, purse 6 cut, done, love, brush, tough

Ready for Use of English

What do you know about the Use of English tasks?

1 False All except Part 4 (Transformations) for which the six questions are unrelated.

2 True Students should read for gist first. Looking first at the title and predicting the content of the text will help their overall understanding.

3 False There is one mark for each correct answer except in Part 4 (Transformations): in this part, two marks are given for a completely correct answer, one mark if it is partly correct.

4 True

5 True

6 True Unfortunately, some students do this in the exam. If they write the answer to the example where the answer to the first question should go, all their answers will be in the wrong space.

7 False Marks are not deducted for incorrect answers. If students are unsure, they should eliminate any alternatives they consider to be clearly wrong and then, if they still cannot decide on the correct answer, make a sensible guess.

8 False Only one word. Note that contractions (e.g. *can't, won't, I've*) and hyphenated words (e.g. *one-way*) count as two words.

9 True No half marks are given in this paper (although one mark out of a possible two can be given in Part 4 – see 3 above).

10 True

Reading and Use of English Part 1

Multiple-choice cloze

What to expect in the exam

1 C 2 C 3a D 3b C 4 B 5 D

3

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

7 B 8 A

Reading and Use of English Part 2

Open cloze

What to expect in the exam

Type of word	Number and example
Articles	(3) a
Auxiliary verbs	(8) are
Linking words	(6) although
Negative words	(2) not
Possessive adjectives (my, your, his, etc)	(1) their
Prepositions	(0) At
Relative pronouns	(4) which
Words in comparisons	(5) than
Verbs in collocations	(7) give

3

1 out 2 of 3 if/though 4 took
5 was/is 6 no 7 had 8 more

Reading and Use of English Part 3

Word formation

1

1 humorous 2 employees 3 tighten
4 increasingly 5 uncomfortable
6 heat 7 saucepan 8 extraordinary

2

1 adjective; spelling change required (the 'u' in 'humour' is dropped) 2 noun; in the plural 3 verb 4 adverb 5 negative adjective 6 noun; spelling change required 7 compound noun 8 adjective

5

1 magicians 2 interested 3 ability
4 independent 5 strength 6 easily
7 careless 8 disastrous

3 A CHANGE FOR THE BETTER?

Listening Part 2 Sentence completion

1 Japan 2 Rescue/rescue 3 magic show
4 penguin 5 programming
6 six/6 7 autonomous 8 (solid) defence
9 voice(s) 10 kitchen

Word formation Nouns 1

1

1 competition 2 performance
3 entertainment; developments
4 instructions

2

1 enjoyment, treatment, government, argument 2 originality, popularity, majority, ability 3 appearance, assistance, annoyance, tolerance
4 sadness, weakness, carelessness, loneliness 5 information, resignation, presentation, explanation 6 difference, existence, dependence, obedience

3

1 collection, similarities, thickness
2 activities, payment, permission
3 generosity, decisions, disappointment

Reading and Use of English Part 5

Multiple choice

3

Tips 1, 3, 4, 5.

He also says he keeps the phone switched off for a whole morning or afternoon, but not the whole day (6).

4

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

Language focus Comparisons

1

1 darker 2 than; as 3 more anxious
4 less confident; better; trendier;
more expensive; more interesting
5 most useful 6 less; more; more freely;
more easily; more quickly

2 Suggested answers

The comparative and superlative of adjectives with one syllable, like *dark*, are formed by adding the suffixes *-er* and *-est* respectively (*darker/darkest*, not *more/most dark*).

The comparative and superlative of most adjectives with two or more syllables are formed by preceding the adjective with the words *more* and *most* respectively (*more/most anxious*, not *anxiouser/anxiousest*; *more/most expensive*, not *expensiver/expensivest*; *more/most useful*, not *usefuller/usefullest*).

The comparative and superlative of adverbs like *freely* are all formed by placing the words *more* and *most* respectively before the adverb (*more/most freely*, not *freelier/freeliest*).

3

fast: faster, the fastest

hot: hotter, the hottest

happy: happier, the happiest

slowly: more slowly, the most slowly

difficult: more difficult, the most difficult

common: more common/commoner, the most common/the commonest

bad: worse, the worst

far: farther/further, the farthest/furthest

4 Ready for Grammar

1

1 hard 2 hottest 3 more careful
4 better 5 cold 6 most boring
7 tireder/more tired 8 earlier 9 quieter/
more quiet 10 fastest

2

1 same; as 2 not; as 3 great; between
4 such; as 5 more; the 6 much; more
7 many; as

Listening Part 3 Multiple matching

How to go about it

Possible answers

B Too many changes

C insufficient

D We should have been consulted

E for selfish reasons

F Most parents support

G unexpected benefits

H Most teachers, unnecessary

2

1 E 2 D 3 H 4 C 5 A

B, F and G not used

3 Possible answers

1 *I just think it's another one of the head's schemes to get publicity for herself. She clearly has her own interests at heart rather than those of the kids.*

2 *... he has a habit of making changes without bothering to find out what anyone else thinks first ... he could have let us have some say in the matter before going ahead.*

3 *Most parents won't read the comments anyway – they're just interested in the marks. It's a waste of time as far as I'm concerned, and I know the majority of my colleagues feel the same.*

4 *Mixing up the classes like that – splitting up the troublemakers – is a step in the right direction, but it doesn't go far enough.*

5 *The ceiling's high and the acoustics are terrible for the piano. Plus I have to shout to make myself heard, so my throat is suffering. And then the sun streams in during the afternoon and sends the kids to sleep.*

Vocabulary Expressions with as ... as

1

1 well 2 many 3 long 4 far 5 soon

2

1 in addition to 2 a surprisingly large number of 3 provided 4 in my opinion
5 immediately

Language focus Articles

1

Travel and transport and Communication

2

1 - 2 The 3 - 4 the 5 the 6 the
7 a 8 - 9 the 10 an 11 - 12 -
13 a 14 The 15 a

3 Ready for Grammar

1

1 the; the; the; -; -/an 2 -; the; a 3 a;
a; the; -; The; a 4 -; -; a; -; the; -; the
5 the; the; -; the; a; an

2

1 Walkman 2 compass 3 space blanket
4 video 5 radar 6 microwave oven

3

1 ~~the~~ music lovers, would not be a success,
But the device's creator 2 the most
important, the position of the sun, in the
history 3 a type of ~~the~~ plastic, keeping the
mountaineers warm, a result of ~~the~~ man's
efforts 4 the television and film industry,
the early 1980s, the first device 5 an
instrument of ~~the~~ war, controlling the air
traffic, in ~~an~~ astronomical research 6 over
a thousand, not ~~an~~ immediately successful,
grow in the popularity

Writing Part 1 Essay

2

The safety aspects.

3

The essay is 'balanced' because the writer
considers both sides of the argument, the
positive and negative aspects of technology
in sport, before giving their opinion.

4

Paragraph 2: Advantages/Positive aspects
of technology

Paragraph 3: Disadvantages/Negative
aspects of technology

Paragraph 4: Conclusion

5

Introducing one side of the argument

Some people feel; On the positive side

Introducing the other side of the argument

Others, however, believe; On the negative side

Making additional points *Another
positive influence*

Introducing a result *For this reason*

Concluding *In conclusion*

6

Introducing one side of the argument

On the one hand

Introducing the other side of the

argument *On the other hand*

Making additional points *In addition
(to this); Furthermore; Moreover; Firstly/
Secondly/Finally*

Introducing a result *Consequently; As
a result*

Concluding *On balance; To sum up*

8 Possible answers

Shopping: simple to shop online, wider
range of products than in shops; but
perhaps less enjoyable than going to
shops (especially with friends).

Working at home: the internet enables
homeworking, so more time with family;
but working alone can be lonely and
boring.

Health: some people are so dependent
on technology that their health would
suffer if they had to live without it; the
internet encourages a sedentary lifestyle,
with consequences for health (e.g. back
problems, eyesight).

Sample answer

The internet is everywhere and there are
many advantages for have it. However, it is
not sure that we must have it for to enjoy
the life completely.

On the one hand it is much better to speak
with your friends personally and don't get
in touch with them online all the time. The
only way to keep your friends and have a
good relationship with them is see them
regularly, rather than to chat on the social
media. Also, about the entertainment, it is
better to play the games or watch the films
with other people, not by your own.

On the other hand, shopping online is
better that go to the shops. There are more
products for to choose and it is not so
tired as walk round shops all the day try
the clothes.

To conclude, we don't really need the
internet to enjoy the life to the full. A
computer or a phone cannot give you the
good relations you have when you are with
another people. However, it is useful for
some things, like the shopping.

181 words

Examiner comments

Content: All content is relevant and the
target reader is on the whole informed,
though not fully. The student refers to
both friendships and entertainment, but
the latter point is not fully developed.
Shopping is the student's own idea. A
clear conclusion is reached in the final
paragraph that computers and phones are
no substitute for contact with real people,
although they can be useful.

Communicative achievement: The
conventions of writing an essay are used
appropriately to hold the reader's attention.
There is a clear essay structure with
an opening statement, two paragraphs
outlining the pros and cons of the internet
in our lives and a concluding paragraph
expressing the writer's opinion.

The essay is written in a consistently
neutral register with, in most cases, some
more formal language to introduce ideas
(*On the one hand; On the other hand; To
conclude; However*)

Organisation: The text is organised into
clear paragraphs, and there is a reasonable
selection of linking words, particularly
across paragraphs (*On the one hand; On
the other hand; To conclude*). The student
probably means *as for entertainment* when
writing *about the entertainment*.

Language: In general, the frequent errors
do not impede communication; however,
the sheer number of them does distract the
reader. The writer has particular problems
with verb forms (*there are many advantages
for have it; for to enjoy; it is much better
... don't get; rather than to chat; There are
more products for to choose; it is not so
tired as walk round shops all the day try the
clothes.*) and articles (*enjoy the life; chat on
the social media; play the games or watch
the films; try the clothes*). Other errors
include *by your own; better that; not so
tired; another people*.

Some complex grammatical forms and
less common lexis are used successfully
(*it is much better to speak with your
friends personally; get in touch with them
online; the only way to keep your friends;
social media*).

Mark: Pass

3 REVIEW

Language focus Comparisons

1

1 the 2 most 3 in 4 many 5 much
6 nearly 7 lot 8 so 9 by 10 less

Articles

3 prefer a stability 4 altering ~~the~~ way
5 become a better student 6 which is
~~the~~ best one 7 adds variety to ~~the~~ life
8 make you the more dynamic 9 On
~~the~~ negative side 10 the many people
11 stay in ~~the~~ same place 12 In the
conclusion 13 ~~The~~ older you are
14 more of an effort

Reading and Use of English Part 4

Key word transformation

1 is **much** smaller than 2 far the
least **enjoyable** 3 are **not** as/so many
4 you work now, **the** less 5 is/'s the
same **height** as 6 made **more** of

Reading and Use of English Part 3

Word formation

1 earliest 2 inventor 3 researchers
4 existence 5 equipment 6 collection
7 assistant 8 responsibilities

Pronunciation Diphthongs

1

1 change 2 time 3 loud
4 home 5 continually 6 compare
7 clearly 8 disappointing

3

1 eight 2 vowel; two 3 moving quickly from one sound to the next

4 & 5

/ɪə/	clearly, fear
/eɪ/	change, space
/ʊə/	continually, during
/ɔɪ/	disappointing, annoyed
/əʊ/	home, robot
/eə/	compare, aware
/aɪ/	time, decide
/aʊ/	loud, without

4 A GOOD STORY

Vocabulary Films

1

a thriller b musical c horror film
d historical drama e romance
f action film g fantasy h western
i science fiction film j comedy

3

A 1 terrific 2 terrifying 3 terrible
B 1 review 2 critic 3 criticism

5

1 set 2 soundtracks 3 cast 4 sequel
5 stars; role 6 plot

6

1 Blade Runner 2 Harry Potter and the Philosopher's Stone™; Harry Potter and the Chamber of Secrets™; Harry Potter and the Prisoner of Azkaban™ 3 It 4 The Dark Knight Rises 5 Titanic 6 A Star is Born

Language focus So and such

1

Both words intensify the adjective or adjective + noun that follow.

so + adjective (or adverb)

such + (indefinite article +) adjective + noun

2 Ready for Grammar

1

1 such 2 so 3 such 4 such 5 so

2

1 so such 2 which that (or nothing)
3 such a beautiful city 4 so a little confidence 5 such a hard work / such a hard work job

3

1 were so good that 2 was such bad weather 3 was such an absorbing 4 were so many people

Word formation Participle adjectives and adverbs

1 Examples of adjectives/adverbs in the review of *Blade Runner 2049*.

To describe how we feel about something or someone

... I was surprised and disappointed that they only appeared together towards the end.

To describe the person or thing that produces the feeling

... a sequel which is just as entertaining as the original.

The scenes ... are ... even quite amusing at times ..

... *Silvia Hoeks* gives an impressive performance as the terrifying Luv and Ana de Armas is convincing as K's virtual girlfriend, Joi.

This is a visually stunning film with ... a slow but gripping plot.

Adverbs formed from present participle adjectives

... an amazingly atmospheric soundtrack ...

2

/d/	/t/	/ɪd/
annoyed	embarrassed	disappointed
bored	impressed	disgusted
surprised	relaxed	fascinated
tired	shocked	frustrated

*worried /wʌrɪd/

* **Note:** the *ed* in *worried* is pronounced /d/; the *ied* is pronounced /ɪd/.

3

impress impressive (adj)

4 Suggested answers

1 bored/tired 2 annoying/frustrating
3 frustratingly/disappointingly/
surprisingly 4 embarrassed
5 fascinating 6 shocking/disgusting/
worrying/surprising

Writing Part 2 Review

1

c; a; d; b

Speaking Part 2 Long turn

Useful language

1 one-man show; street performer; walking on a tightrope; in the open air; being outdoors; audience; pass the time
2 on stage; audience; cultural event
3 consult reference books; read for pleasure; pass the time; be engrossed in a book
4 consult reference books; read for pleasure; pass the time; be engrossed in a book; in the open air; being outdoors

Listening Part 1 Multiple choice

1

C

2

a near the beginning b soundtrack: music, songs; plot: storyline c but

3

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

Vocabulary Take

Phrasal verbs with take

1 start (a new job or activity)

2 c

3

2 take on 3 take after 4 take aside
5 take in 6 take over 7 take up
8 take off

Expressions with take

4

2 take 3 taking/having taken 4 to take
5 took 6 had taken/had been taking
7 takes 8 are taking/have taken

5

2 take (me) to school 3 taking (his) advice
4 take (any of) the blame 5 take (more) interest in (the children) 6 taken pity on (it) 7 takes (a great deal of) courage 8 taking/taken so long to (do this exercise)

6

1 D 2 C 3 A 4 B

7

to take pride in something C

to be taken to hospital A

to take a joke B

to take the infinitive D

Reading and Use of English Part 6

Gapped text

2

B The writer says, for example: *And all these features of the craft of storytelling can be taught and tested in the same way as grammar. This would be so much more valuable than parroting parts of speech.*

3

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

Language focus Past tenses and time linkers

Past tense review

1

1 past continuous 2 past perfect simple
3 past perfect continuous 4 past continuous + past simple 5 past simple (x3)

2

a 5 b 2 c 3 d 1 e 4

3 Ready for Grammar

1

1 was travelling 2 were having 3 saw
4 was sitting 5 ran 6 sat 7 had
never seen 8 smiled 9 didn't/did not
stop 10 (had) got 11 had been asking
12 agreed 13 were playing 14 fell
15 had arranged 16 kept 17 saw
18 burst 19 discovered 20 had drawn

4

1 a Past continuous, past simple
He read the newspaper *during* his breakfast.
b Past perfect, past simple
He heard the newspaper *after* his breakfast.

2 a Past simple, past continuous
I heard about it *while* I was listening to the
news on the radio.

b Past simple, past simple
I heard about it and *as a result* I listened to
the news on the radio.

3 a Past simple

The speaker no longer lives in Oxford.

b Past perfect continuous

This describes the situation before another
situation or action occurred. We do not
know whether the speaker still lives in
Oxford or not.

Time linkers

5

While can be used in place of *when* in
1a and 2a. It emphasises that the two
things happened at the same time, but
does not change the meaning. *As soon*
as can be used in place of *when* in 1b and
2b. It emphasises that the action in the
main clause happened immediately after
the action in the clause introduced by *as*
soon as.

6

1 at the end 2 in the end 3 at last

7

In sentence 2, *eventually* can be used
instead of *in the end*.

8 Ready for Grammar

2

1 as 2 during 3 until 4 after; in the
end 5 as soon as

3 Possible answers

1 a library book 2 a piece of homework
3 a song (specifically *Nothing Compares*
2 U) 4 a pet bird 5 a business

Writing Part 2 Report

2

1 ways 2 aim 3 aims 4 terms
5 contains 6 provide 7 make/provide
8 order

3

The report is for the local mayor and is
written in an appropriately formal style.

4

Cinemas: The condition of the cinemas
create[s] a bad impression on anyone
visiting our town.

Theatres and concert halls: These *offer*
both residents and tourists a wide variety
of plays and concerts but many *overseas*
visitors do not attend shows because of
the high prices of tickets.

Recommendations: One suggestion is for
some original version films to be shown
particularly for the benefit of English-
speaking tourists. The other recommends
discounts on theatre and concert tickets
for the many young people who come here
to study.

5

recommend + should + infinitive without to
suggest + gerund

6 Possible answers

create a bad impression on

anyone visiting our town

there is not much choice in terms of

we are fortunate enough to have

offer ... a wide variety of

visitors comment on

particularly for the benefit of

7

Sample answer

Report about parks and gardens

Introduction

The aim of this report is to describe
what our town offers visitors in terms
of parks and gardens. It also makes
recommendations for improving these
facilities in order to encourage more
people to visit the town.

Parks

This town has an excess of 70,000
habitants, but there are only two quite large
parks where people can run and play. In
addition, only one of the parks 'The Queen's
Park', has sports facilities, for example
football pitch or tennis court. Moreover,
both parks, 'The Queen's Park' and 'The
North's Park', are both in the north of the
town, the south only has a small park.

Gardens

There are some small parks with flowers
and trees that they are good for sitting and
eating lunch if you are a worker. However,
there is nothing in the town centre, where
many people are, including business
people and tourists.

Recommendations

I suggest putting sports facilities in the 'The
North's Park' and make another park in the

south. I also recommend to have a garden
with flowers in the town centre where the
people could enjoy and eat their lunch.

192 words

Examiner comments

Content: The reader is only partly
informed. The report begins well with a
clear introduction, but thereafter, little
mention is made of visitors. The writer
aims the report at 'habitants', people in
general and workers, and only briefly
mentions tourists.

Communicative achievement: The
conventions of report writing are employed
effectively, with good use of heading and
sub-headings. The register is appropriately
neutral, and the tone is generally objective,
with one exception (*if you are a worker*).
Straightforward ideas are communicated.

Organisation: The report is clearly
organised in appropriate sections, thus
helping to communicate the main points.

A variety of appropriate linking words is
used (e.g. *In addition; Moreover; However*).
However, frequent repetition of the word
'parks' could be avoided in the second
paragraph by using referencing (e.g. *In*
addition; only one of these ...; the one in
the south).

Language: There is an adequate range
of vocabulary for report writing (*The aim*
of this report; improving these facilities)
and the topic (e.g. *sports facilities; football*
pitch; tennis court). There are some
errors with word formation and spelling
(*(in)habitants; putting*) but these do not
impede communication.

There is a range of simple and more
complex grammatical forms (e.g. *The*
aim of this report is to describe what our
town offers visitors in terms of parks and
gardens), though this is most successful
in the more formulaic first paragraph.

The rest of the report contains some rather
awkward use of language (e.g. *both parks*
... are both; where many people are) and
there are several non-impeding errors,
such as the use or non-use of articles (*The*
North's Park (North Park); football pitch
and tennis court; the people), problems
with verb patterns (*I suggest ... make; I also*
recommend to have) and other aspects of
language (*that they are good for sitting; the*
people could enjoy (themselves)).

Mark: Pass

4 REVIEW

Reading and Use of English Part 4 Key word transformation

1 soon as the meeting **had** 2 the time
we **got** to 3 leave **until** he (had) 4 not
to **take** him on 5 not take/have/show
any **interest** in 6 never read **such** a funny

Correcting mistakes

2 part; As for as 3 much; the 4 had came; was 5 took to your advice; a

Vocabulary Films

1 cast 2 Role 3 critics; reviews
4 plot 5 scene

Reading and Use of English Part 3

Word formation

1

to attract new students to the Storytime School of Storytelling

2

1 interested 2 librarians
3 confidence 4 creativity 5 fascinating
6 performances 7 surprisingly
8 unlimited/limitless

Pronunciation

Silent consonants

1 & 2

1 know; Moonlight 2 psychological; Autumn 3 campaigner; wrinkles
4 muscle; climbed

3

answer column design echo half
handkerchief knee lamb listen
receipt scene

4

2 castles 3 handsome 4 dishonest
5 Ghosts 6 island 7 rapport
8 solemn 9 what 10 would
11 Wednesday 12 Although
13 doubting 14 whether 15 signs

6

whistle, plumber, hour, talk, debt, two,
island, knock, wrist, bomb, knot, cupboard,
high, could, aisle, whole, light, doubt, sign,
wrong, knife, salmon, muscle, handsome,
ballet, write, stomach, debut, sandwich,
foreign

Ready for Reading

Ready for Reading and Use of English Part 5 Multiple choice

1

seals, several interesting water birds (such as eider ducks and mergansers), an otter

2

1 *emblazoned*: printed in a very noticeable way
2 *beaming*: smiling in a very obvious way
3 *hit it off*: like each other the first time you meet
4 *signed up for*: agreed to do; booked

3

stretch (noun) area (of water)

skirts (verb)

goes around or along the edge of

clinging (verb)

'holding' onto tightly

palpable (adjective)

obvious, very easily noticed

4

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

1 A Correct answer. *...the numerous five-star reviews online have led us to believe that we will be in the best hands possible.*

B Not stated.

C Not stated. The implication is the opposite; the writer and his family were waiting expectantly just before one o'clock, and Ian arrives *on the hour*.

D Not stated. The writer says *There's no guarantee* that they will see the wildlife mentioned; Ian says nothing about the likelihood of success.

2 A Not stated. We are merely told that *no one else has signed up for today's safari* and *a lot of families on holiday here opt for [a number of other attractions] first*.

B Not stated.

C No. *It's difficult not to warm to his cheerful friendly manner ...*

D Correct answer. *I have to compete with a number of other attractions ... A lot of families on holiday here opt for those things first.*

3 A Not stated. Ian's predictions are indeed correct, but the writer does not say or imply he was impressed by their accuracy.

B Correct answer. In the first paragraph he says: *So, probably, would we [opt for the other attractions first], I reflect silently, if the decision were left to my teenage daughters and then here, their father's sense of relief and satisfaction [is palpable] – this was all his idea, after all.*

C Not stated. They did spot wildlife quite quickly but there is no expression of surprise on the part of the writer.

D No. *It's a first for my daughters* means this is the first time they have seen them.

4 A Not stated. (The verb *affords* in line 44 means *provides with* and has nothing to do with money here.)

B Not stated. *If only it were* does not mean this. (See C below.)

C Correct answer. *If only it were [my sole occupation]* means *I wish it were [my sole occupation]*.

D Not stated.

5 A No.

B No. *[Which] is a good job* means *it is fortunate that [they have learnt about the ideal places to spot various Scottish animals]*.

C No. It does not refer to *our own time*.

D Correct answer *...we learn about ...the ideal places to spot various Scottish animals in our own time.*

6 A No. Ian expresses his excitement at seeing the otter *as if [he were seeing one] for the first time*.

B Correct answer. *There's pure delight in his voice ... he cannot hide his excitement at seeing this most elusive of creatures, as if for the first time.*

C No.

D No. Ian *shouts*, but the expression *we scream to a halt* means the minibus stops suddenly; it does not refer to any noise made by the writer and his family.

Ready for Reading and Use of English Part 6 Gapped text

1

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

Ready for Reading and Use of English Part 7 Multiple matching

How to go about it

Possible underlinings

I read the original version of this story as a child.

It shows a way of life which unfortunately does not exist now.

It reminds me of a certain period of my life.

The story proved to be very educational.

Children will find it easier to read than the other books in this selection.

The beginning of the book gave me ideas for the start of my latest work.

3

1A *I ordered it online a few months ago, and downloaded the audiobook at the same time / We started with the download / In the end I didn't bother with the book*

2D *Stevenson writes with a good deal of humour anyway, something which many aren't expecting when they read the book for the first time.*

3B *... the great affection with which Mark Twain writes about his protagonists, Tom and his friend Huckleberry Finn, who both come across as cheeky, but likeable rogues.*

4A *(This book is a recent addition to my collection.)*

5C *Of all the books here that I read when I was growing up, this was the only one which wasn't adapted or abridged in any way.*

6B *... it's sad to think that young children can no longer play like Tom and his friends, that they no longer have the freedom to go off in search of adventure ...*

7E *brings back memories of my teenage years, when I lived in a house on a river bank.*

8A We learnt a lot about how hard life was for the gold prospectors and the girls were motivated to find out more.

9C Being more modern than the rest ... the language is still fairly accessible for younger readers and there's less danger of them becoming frustrated with the style.

10E ... the first chapter, when Mole first meets Rat, provided the inspiration for the opening of my most recent novel Harvest Mouse.

5 DOING WHAT YOU HAVE TO

Listening Part 2 Sentence completion

- 1 five/5 2 television/TV 3 radio producer 4 Events/events 5 team management 6 work experience 7 business 8 math(s)/mathematics 9 Study Options/study options 10 evening

Vocabulary The world of work

1

1 go 2 change

2

1 devote/dedicate 2 abandon/give up 3 follow/pursue

3

1 resigned 2 sacked 3 made redundant

4

earn a competition is not possible

5

1a to work part time – when you are contracted to work fewer hours than the entire time appropriate, e.g. 21 hours per week (a part-time job)

b to work full time – when you are contracted to work the entire time appropriate to that job, e.g. 35 hours per week (a full-time job)

2a to work overtime – to work supplementary hours for which you are paid extra

b to work long hours – to work for many hours each day

3a to work flexitime – to work with a flexible timetable: within limits you decide when you start and when you finish, as long as you work the required total number of hours each month

b to work shifts – to work for a set period (e.g. 12 am to 8 am) before workers replace you for the next set period (e.g. 8 am to 4 pm)

6

a chef **b** hairdresser/barber **c** surgeon **d** dustman / rubbish collector **e** hotel receptionist

Reading and Use of English Part 2

Open cloze

- 1 with 2 no 3 be 4 getting 5 How 6 such 7 well 8 after

Writing Part 2 Letter of application

2

2 The applicant follows the advice well, except for the way she addresses the director and signs off. She should change *Dear Mr Paul Beacon* to *Dear Mr Beacon*, and sign off with *Yours sincerely* instead of *Yours faithfully*.

3

1 I have seen 2 I would like to apply 3 I have also been attending 4 I have no experience 5 a number 6 well-suited to 7 I would love to have 8 I look forward to hearing

4

1

Sample answer

Dear Mr Kennedy

I have seen your advertisement in the last edition of 'English News' and I would like to apply for the post of volunteer at the pop and rock festival.

After reading the advertisement, I think I have the relevant experience to work at the festival. I am in my first year in the university where, I study music. I play guitar, violin and drums and I am also a member of a rock band that last year my friends and I created.

Furthermore, I have some experience to work with people because I used to have a job as waitress in a busy music café. I enjoyed meeting different people and helping the public in general, and I learned a lot in this position.

I would love to have the opportunity to volunteer at the pop and rock festival. I feel I would be well-suited to this role and I would like to help other people enjoy music as I do. Finally, I believe I would learn a lot from hearing different band stiles and this would benefit my study.

Thank you for your interest. I look forward to hearing from you.

Yours sincerely,

Claudia Diallo

199 words

Examiner comments

Content: All the content is relevant. The central paragraphs provide full information on the writer's relationship with music, relevant work experience and how she would benefit from volunteering.

Communicative achievement: The conventions of formal letters of application are used effectively. The register is appropriately formal for this application, and the letter would have a positive effect on the reader.

Organisation: The letter is well organised with suitable paragraphs and an adequate range of cohesive devices, including linking words and expressions (*After reading the advertisement; Furthermore; Finally*), referencing (*in this position; this would benefit my study*) and substitution (*as I do*).

Language: There is a good range of appropriate expressions and vocabulary for the task (e.g. *I would like to apply for the post of; I would love to have the opportunity to volunteer; I feel I would be well-suited to this role*). Punctuation and minor spelling mistakes do not distract the reader (*relevent; where, I study; stiles*) and grammatical errors do not obscure meaning (*I have some experience to work (of working) with people; work as (a) waitress; my study (studies)*)

Mark: Very good pass

2

Sample answer

Dear Ms Rider

I would like to apply to the job of volunteer. I saw your advert in my local newspaper.

I've got some experience of working with the animals, as I've got two dogs and a snake. They're names are Pim and Pom and the snake he's name is Snake. I am the person that looks after all the animals in my family. In addition, my mother works like a vet and sometimes I help her cure the animals. I like very much the animals, so I think I will be suitable as a volunteer. Furthermore, I am very patient and kind so the animals like me.

I am sure I will benefit from this experience because I want to work like a vet when I will be older. I am going to study biology at the university and this will be a good way to have some even more practical experience.

Thank you for reading my application and I hope you let me to work in your rescue centre.

Yours sincerely

Margaret B.

175 words

Examiner comments

Content: The writer deals with each of the three points in the advertisement in a systematic and balanced way. The content is mostly relevant, although the reader does not need to know the names of the applicant's pets. In addition, the question says that the advert appeared on a college noticeboard, but the writer says she saw it in her local newspaper.

Communicative Achievement:

The conventions of formal letters of application have been used effectively. Straightforward ideas are expressed reasonably clearly and the tone is mostly formal and polite.

Organisation: The text is well organised and coherent with clear paragraphing. There is rather too much repetition of *the animals* in the second paragraph, but there are also good attempts at using linking words and other cohesive devices, both in this paragraph (e.g. *In addition; Furthermore*) and the following one (e.g. *I am sure I will benefit from this experience because I want to work like a vet when I will be older; ... and this will be a good way to have some even more practical experience.).*

Language: There is a range of topic-specific vocabulary which is generally used well (e.g. *looks after; cure; vet; patient; kind*) with just one word spelled incorrectly (*volunter*). Simple and some more complex grammatical forms are used with reasonable control. There are a number of mistakes, in addition to the misuse of the article in *the animals*, which do not impede communication (*apply to the job; They're names are; he's name is; works like a vet; I like very much the animals; when I will be older; let me to work*).

Mark: Pass

Reading and Use of English Part 7 Multiple matching

- 1**
1 C According to the headteacher, in a busy school piercings present 'a very real risk of accidents'. I can't see why ...
2 A They didn't let us drink water in the classroom either ... to the end of the paragraph. **3** D ... all rules, whatever they are, help to ... get children ready for the real world. **4** B David doesn't have to wear a tie if he doesn't want to, even though it's part of the uniform. That's just silly. **5** C It seems I agreed to all this when I signed the school rules document at the beginning of last term, but I honestly wasn't aware of any ban on tiny metal objects in the nose. **6** B It's very confusing ... Everything was black and white in those days ... **7** A ... and sometimes this got in the way of learning. **8** D Discipline there has gone downhill in the last few years and the kids seem to do what they want. **9** C I was still furious when they made her take it out and sent her home for the day: they humiliated her in front of her classmates ... **10** B I almost wrote to the school about it, but my son advised me against it.

Language focus Obligation, necessity and permission

- 1**
1 had to wear **2** didn't/did not let us drink **3** doesn't/does not have to **4** isn't/is not allowed to wear **5** made her take **6** don't/do not need to be

- 3**
1 Children were allowed to leave school ...
2 ... but she doesn't have to. **3** ... they had to wear a uniform. **4** We are supposed to get homework ... **5** Parents in my country have to pay ... **6** ... schools should provide ... **7** Children in schools used to be made to stand ... **8** I needn't read ... or I don't need to read ...

5 Ready for Grammar

- 1**
1 shouldn't; must **2** can; can't
3 needn't; must **4** can; should
5 can't; must
- 2**
1 needn't have revised **2** didn't need to pay **3** needn't have worried **4** needn't have bothered **5** didn't need to set
- 3**
1 should **2** mustn't **3** need **4** don't have to **5** ought **6** supposed to **7** have to **8** better

Listening Part 4 Multiple choice

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

Word formation en- prefix and -en suffix

- 1**
1 ensure **2** encourages **3** threatening
4 worsen
- 3**
a strengthen **b** lengthen **c** heighten
- 4**
1 broadens; widens **2** enable; endangered **3** lengthen; shorten
4 enlarge **5** worsened

Writing Part 1 Essay

- 2**
a The writer has dedicated most of the essay to the first point: *contact with people*. Little has been said about *working hours* and in the last paragraph, the writer has misinterpreted what is meant by *your own idea*: the third point in Writing Part 1 questions invites students to write about a third aspect of the essay question.
b The language is repetitive, with the result that some of the writer's ideas are not expressed very coherently. In the second paragraph alone, *talk to* is used four times; there are two more examples in the third paragraph, where *work(ing) all the time* is also repeated.
c The style is too informal, too conversational for an essay. As well as contractions (*I'd, can't, it's*, etc.) there are a number of informal words such as *OK*,

really, loads of, a bit (lonely) and pretty (boring). Short sentences such as *No one else and I think so, anyway* are also very conversational and an example of poor organisation of ideas.

d There is evidence of linking, but again this is often informal and limited to *if* (four times), *so* (three times), *but* (twice), *anyway* (twice) and even *OK*.

3

office	office
their's only you	there's only you
helthy	healthy
oppinions	opinions
lonley	lonely
your at home	you're at home
poeple	people
intresting	interesting
realy	really
brakes	breaks

4

b

Sample answer

Is life harder for young people now than in the past?

The quality of young people's lives is much better than, for example, one hundred years ago, but these improvements have also brought complications.

On the one hand, today's younger generation has far more free time, during which there are numerous activities to choose from. What's more, in their holidays many young people travel abroad, something that earlier generations could only dream. In addition, not all children used to have access to education, and many left school with twelve or thirteen years, whereas nowadays, over half of school leavers go to university. Finally, regarding work, workers have more rights and technology has made many jobs much easier.

On the other hand, this technology has also caused that fewer people are needed for jobs which are now carried out by machines, so many young people only have more free time because they are unemployed. To make matters worse, because everyone has an education, there is more competition for these jobs, so it is even harder to find good, challenging work.

In my opinion, life was hard in the past for young people because they had fewer opportunities, but now the problems are different and life is more complicated.

207 words

Examiner comments

Content: All content is relevant and the target reader is fully informed. Having established the time frame, comparing now with one hundred years ago, the

writer presents a balanced argument. The essay focuses first on how life has improved in all three areas, namely, education, work, and the student's own idea, free time, and contrasts this with the negative effects of these improvements. The opinion in the final paragraph reflects this duality by suggesting that whilst there are more opportunities than in the past, life is consequently more complicated now.

Communicative achievement: The conventions of writing an essay are used successfully to hold the reader's attention. There is a clear essay structure with an opening statement, two paragraphs contrasting ways in which life is both easier and harder now than in the past, and a concluding paragraph expressing the writer's opinion.

Straightforward and more complex ideas are communicated, making a clear link between improvements made in society and corresponding hardships (e.g. ... *because everyone has an education, there is more competition for these jobs, so it is even harder to find good, challenging work.*)

The essay is written in a consistently neutral register with some more formal language to introduce ideas (*On the one hand; On the other hand; In my opinion.*)

Organisation: The essay is well organised and coherent. There is a clear overall structure and ideas are linked effectively both within and between paragraphs using a range of linking words and expressions (*What's more; In addition; To make matters worse*), relative clauses (*jobs which are now carried out by machines*) paraphrasing (*young people; today's younger generation; children; school leavers*), pronouns and determiners (*this technology; these jobs*).

Language: There is a range of vocabulary relevant to the topic (*today's younger generation; have access to education; workers have more rights; jobs ... carried out by machines; competition for ... jobs; challenging work; fewer opportunities*).

A range of simple and complex grammatical forms is used with a good degree of control, including passives (*fewer people are needed for jobs, which are now carried out by machines*), comparatives and infinitives (*during which there are numerous activities to choose from; it is even harder to find good, challenging work*).

Errors are minor and minimal, and usually occur when more ambitious language is attempted (*something that earlier generations could only dream; with twelve or thirteen years; has also caused that fewer people are needed*).

Mark: Very good pass.

5 REVIEW

Reading and Use of English Part 3

Word formation

- 1 surprisingly 2 supporters
3 encourages 4 decisions 5 enables
6 development 7 strengthen
8 heightens

Reading and Use of English Part 1

Multiple-choice cloze

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

Language focus Obligation, necessity and permission

- 1 needn't 2 ought 3 don't have
4 allowed 5 better not 6 supposed
7 mustn't 8 had to

Reading and Use of English Part 4

Key word transformation

- 1 wouldn't/would not or didn't/did not let me watch 2 was made to 3 aren't we allowed to or are we not allowed to 4 no need for you to 5 had/'d better see 6 we are/we're supposed to

Pronunciation

Intrusive sounds /r/, /j/ and /w/

2

When a word ends in vowel sounds /u:/ (as in *true*) or /əu/ (as in *go*) and the next word begins with a vowel sound, /w/ may be inserted.

When a word ends in the vowel sound /i:/ (as in *three*) or diphthongs /ei/ (as in *play*), /ai/ (*lie*) and /oi/ (*boy*) and the next word begins with a vowel sound, /j/ may be inserted.

When a word ends in the letter r or re, or the vowel sounds /ə/ (as in *data* or *teacher*) or /ɔ:/ (as in *law* or *more*), and the next word begins with a vowel sound, /r/ may be inserted.

3

- 1 They'll get the idea eventually.
/j/ /r/
2 We always go upstairs on the bus.
/j/ /w/
3 I had to wear a tie and jacket for dinner.
/r/ /j/
4 I'd like to ask you about your latest film.
/w/ /w/
5 We saw a good drama on television last night. /r/ /r/
6 The only day it rained on holiday was Monday.
/j/ /j/
7 Everyone thought the exam was too easy.
/j/ /w/
8 We're going on tour of Canada in autumn.
/r/ /r/

5

lie on, go out, drama and music, do it, want to eat, I agree, they are, law and order

6 RELATIVE RELATIONSHIPS

Vocabulary Relationships

2

- 2 e 3 a 4 b 5 f 6 d

3

- 1 split up with 2 get on with 3 give up
4 run out of 5 sort out 6 fall out with

5

- 1 take care of a child until he or she becomes an adult 2 change from being a baby or young child to being an older child or adult 3 tolerate or accept unpleasant behaviour by someone without complaining 4 criticise someone angrily for doing something wrong 5 admire and respect someone 6 make someone disappointed

Listening Part 3 Multiple matching

- 1 C 2 B 3 F 4 H 5 E
A, D and G not used

Language focus Defining relative clauses

1

- 1 in the first sentence – *that*; in the second sentence – *which*

- 2 They cannot be omitted because they are the subject of the verb in the relative clause.

2

- 1 *The money (that/which) we inherited from our grandmother wasn't divided equally between us.*

- 2 In this sentence, the subject in the relative clause is *we*: the underlined relative pronouns (*that/which*) are the object of the verb in the relative clause. They can be omitted.

3

- The first sentence is more formal. The relative pronoun can be omitted in the second sentence but not the first.

4 Ready for Grammar

1

- 1 where 2 why 3 when 4 whose

2

- 1 who 2 –/which 3 whose
4 when, –, that 5 in which,/where
6 that/which, – 7 who 8 that/which

5 & 6

- 1 where, whose; Corsica 2 which/
that; Pisa 3 who/that; Ronald Reagan
4 which/that/can be omitted; *Harry Potter*

and the *Philosopher's Stone* **5** who/that, whose; George Orwell **6** which/that/can be omitted, which; *La La Land* **7** which; Hallowe'en **8** who/that, whose; Ed Sheeran

Reading and Use of English Part 1

Multiple choice cloze

3

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

Reading and Use of English Part 5

Multiple-choice

2

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

Language focus Non-defining relative clauses

2

a cannot **b** cannot **c** are

3 Ready for Grammar

1

1 We spent the weekend in York, where my mother was born. **2** My best friend, who always said she wanted to stay single, has just got married. **3** My oldest sister, whose husband is German, lives in Munich. **4** The best time to visit Iceland is in summer, when the average temperature is around ten degrees. **5** He has to work on Saturdays, which he isn't very happy about.

2

1 Lady Gaga, whose real name is Stefani Joanne Angelina Germanotta, was born on March 28 1986. Non-defining (the name itself defines the person) **2** What's the name of the village where you got married? Defining – *where* cannot be omitted **3** He hasn't given me back the book that I lent him. Defining – *that* can be omitted **4** She told me that Vasilis had failed his driving test, which didn't surprise me at all. Non-defining – *which* refers to the whole clause **5** That song always reminds me of the time when I was working in Brazil. Defining – *when* can be omitted **6** He's the only person in this class whose first name begins with 'Z'. Defining – *whose* cannot be omitted **7** Emma received a phone call from her Managing Director, who had been impressed by her sales performance. Non-defining – she has, we assume, only one Managing Director **8** Few written records have survived so it is a period of history about which we know very little. Defining – *which* cannot be omitted as it follows a preposition. The sentence could be changed to: Few written records have survived so it is a period of history which we know very little about. In this case, *which* could be omitted

Open cloze Relative clauses

2

1 where **2** which/that **3** which
4 whose **5** who/that **6** which **7** who/that/- **8** who **9** when **10** which/that/-
11 which/that **12** which

Vocabulary Describing people

1

1 sincere **2** enthusiastic
3 inconsiderate **4** respectful **5** cheerful
6 generous **7** reserved **8** stubborn

2 & 3

im	in	un
immature	indecisive	unambitious
impatient	intolerant	unreliable
immodest	insensitive	unimaginative
impolite	insincere	unsociable

5

1 bald* **2** pierced **3** thinning
4 well-built

* We can say *he is bald* but not *he has bald hair*.

6

1 All the adjectives describe weighing too much.

Fat has negative connotations in many parts of the world.

Plump is more positive and can mean either weighing a little too much or can be used as a 'polite' way of describing someone who is fat.

Overweight is descriptive and of the three, is the most neutral.

2 All of the adjectives describe not weighing too much.

Thin means having little fat on the body; it is descriptive and neutral.

Slim means being attractively thin and has positive connotations.

Skinny means being unattractively thin and has negative connotations.

Listening Part 1 Multiple choice

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

Language focus Causative passive with *have* and *get*

1

Extract 4: pierced, done

Extract 7: framed

2

the past participle

3

1a He repaired the car himself.

b Someone/A mechanic repaired it for him.

2a He cut his own hair.

b Someone/A hairdresser cut it for him.

4 Ready for Grammar

1

2 having; shaved **3** have; taken

4 had; filled **5** having; rested

6 has had; stolen

Writing Part 2 Article

2 c

3

Paragraph 1

says me X; says to me/tells me ✓
at the end X; in the end ✓

Paragraph 2

I've fell X; I've fallen ✓
problems they don't X; problems don't ✓
in better mood X; in a better mood ✓

Paragraph 3

Always she is cheerful X; She is always cheerful ✓

Paragraph 4

such small X; so small ✓
look up at X; look up to ✓

4

a The first sentence follows on directly from a catchy title. The use of direct speech also adds colour. **b** The writer plays with the meaning of *look up to* and ends by comparing her small size and big influence.

5

a *She has a straight back and a determined look on her face. She's always cheerful and I've never seen her in a bad temper ... she's nearly half my size and so small that she sometimes wears children's clothes* **b** *turn out, fallen out with, sort ... out, look up to* **c** *And, So, And although, But despite this, So even though*

6 REVIEW

Language focus Relative clauses

1 who; which **2** who/that; whose
3 where; which/that **4** why/that; when
5 which; where **6** who/that; which/that
7 which/that; which; whose

Commas are required in the following sentences:

1 after *Mr Jones* and *15 years* **4** after *January* **5** after *The fox, shy animal* and *residential areas* **7** after *on Friday* and *my eldest sister*

Reading and Use of English Part 3

Word formation

1 accommodation **2** reliable
3 personality **4** cheerful **5** unsociable
6 excited **7** occasionally **8** engineer

Vocabulary Relationships

- 2 given up 3 let (them) down
4 get on 5 brought up 6 looked (up) to
7 falling out 8 sort (them) out

Reading and Use of English Part 4

Key word transformation

- 1 to put up with 2 have/'ve run out of
3 whose example you should 4 at/by/
with how enthusiastic he was/is 5 are
getting our roof repaired 6 to have it
done by

Pronunciation

Connected speech: final consonant and initial vowel

- 2
1 Ask Alan if he can come on Friday.
2 We live in a flat on the edge of town.
3 Pick it up and put it on the table.
4 I found a box of sweets in your room.
5 This town isn't big enough for
both of us.

Ready for Listening

Listening Part 1 Multiple choice

- 2
A Both speakers agree that there was not much variety last year, but this year, the woman says, the situation is much better.
B Both speakers agree that too many people talk over the teacher's instructions, but not that there are too many students in the class.
C The man suggests that there is not enough equipment, but the woman does not agree with him.

- 3
1 C is the correct answer.

Woman: ... she does really well, despite the poor facilities.

Man: Yeah, the place could really do with a few more of the basics, like weights, balls, mats ...

Woman: ... or steps – we're always having to share those.

2 A
Man: I know what we will be doing, though – the same old warm-up exercises at the beginning. It never changes.

Woman: Oh, come on, don't exaggerate.
B

Woman: And it's not as if we're a big class with loads of students.

Man: We're all here today, though, by the looks of it. A full house again – that's good.

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

Listening Part 2 Sentence completion

- 2
1 demonstration 2 habitat loss / loss of habitat 3 grape 4 arm(s) 5 sociable
6 team work / teamwork 7 fountain
8 weight 9 entertaining 10 overtime

Listening Part 3 Multiple matching

- 1
1 E
2 ... working part time ... That was the main plus point, actually – just doing mornings and having the rest of the day to myself.
3 The speaker was not given responsibility. The person who found them the job had a position of responsibility. The speaker says *I didn't make as much money as I could have done*. He or she does not say they earned good money. The speaker socialised with people from the supermarket after work, not during the breaks.

- 2
1 D 2 A 3 F 4 H 5 C
B, E and G not used

Listening Part 4 Multiple choice

- 1
A ... the clicking of the chain ... the riders screaming ... the whooshing noise of the train ... There was a kind of music to it all, and it made me think, 'I want to do that one day'.
2
Both B, the shape of the wooden structure (shaped like a wave), and C, the speed of the train (they hurtled round ... it hurried by), are mentioned, but it was the sounds (a kind of music to it all) that impressed him most and made him want to try it himself.

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

- 4
2 A: Not mentioned
B: Correct answer
Interviewer: What ... gives you your biggest thrill?

Steve Muir: Oh, it has to be the feeling of weightlessness you have when your whole body gets lifted up, and there's nothing for a while but air between you and the seat.

C: Steve says only that it can be quite frightening the first time you experience it ...

- 3 A: Not mentioned. We are told that the person who had to drop out did so because their visa application had been rejected (turned down).

B: Correct answer. *I knew that if I didn't apply that same day, someone else would get the place.*

C: Not mentioned. We learn only that his friend told him about a place had become available.

4 A: Not mentioned. *Along the way* is not the same as a *long way*, and the expression *out of this world* means it was extremely good or impressive.

B: Not mentioned. We know only that they spent a *long day* there.

C: Correct answer. *And they opened just for us before the general public were allowed in, and then stayed open after everyone else had left.*

5 A: Correct answer ... *what made it for me was at the end of the day when the ride operators turned off all the lights, so we could hardly see as we went round.*

B: Not mentioned. We are told only that he *only ever got off to change places*.

C: Not true. We are told only that it is *my favourite ever wooden coaster, and one of the fastest*. (He tells us later that he has been on Formula Rossa, *the fastest roller coaster in the world*.)

6 A: Correct answer. *The more I rode it, the more I like it.*

B: Not mentioned. We are told only that it is *very fast-paced and there's an intensity that lasts from start to finish ...*

C: Not mentioned. He says only that *The first drop's around 35 metres, which is not much by today's standards – but height can be deceptive*. He does not say he was disappointed.

7 A: Not mentioned. Referring to his upcoming visit, he says *Anyway, most of the park's covered, so if I do have to queue, I'll be out of the heat.*

B: No. ... *the last time I went, the longest I had to wait was about ten minutes.*

C: Correct answer. *I was only going to stay for a morning, but because it was empty, I made the most of it and it was dark when I left.*

7 VALUE FOR MONEY

Vocabulary Shopping

- 1
2 stock 3 centres 4 order/purchase
5 price 6 charge 7 discount
8 purchase/order 9 value 10 worth
2
2 sales 3 up 4 bargains 5 price
6 out 7 on 8 fit 9 for 10 till
11 mind 12 back 13 refund
14 receipt 15 back

Listening Part 2 Sentence completion

- 2**
 1 July 2 shoe shop 3 stage 4 bargain
 5 (homemade) cakes 6 jazz guitarist
 7 poetry reading 8 Magic Words
 9 loneliness 10 (local) newspaper

Reading and Use of English Part 6 Gapped text

- 3**
 1 G 2 E 3 D 4 A 5 F 6 B
 C is not used

Language focus Present perfect simple

- 2**
 a 4 b 1 c 2 d 5 e 3 f 1 g 2
 h 4

3 Ready for Grammar

- 1**
 2 it got dark 3 my 11th birthday 4 far today
 5 I was younger 6 this month 7 months ago
 8 were both three 9 years 10 week

- 2**
 1 have you been 2 proposed 3 kept
 4 were 5 have; made 6 have/'ve agreed
 7 have/'ve drawn 8 haven't sent 9 booked
 10 have; decided 11 have/'ve saved 12 fell
 13 saw 14 haven't finished 15 spoke 16 told

Vocabulary Paraphrasing and recording

- 1**
 1 favourite; outbreaks 2 bringing
 3 places 4 on 5 advance 6 meet 7 back; far
 8 led

3 Suggested answers

- 2 ... Black Friday now takes place every year and it looks as if it will continue to do so in the future.
 3 ... employees would often phone their workplace to say they were ill.
 4 ... and increasing the number of hours they stay open, often to midnight.
 5 Some people say that Amazon is responsible for bringing this very American event to the UK.

Listening Part 4 Multiple choice

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

3 Suggested answers

- come up with: think of
 put together: produce (by combining several different things)
 go on: happen

- turn into: make something change into something different
 push up: make something increase
 bring about: cause (changes) to happen
 draw up: prepare and write (a plan)
 turn down: reject
 set up: start (a business)

Vocabulary Towns and villages

- 1**
 2 pedestrian 3 flats 4 shopping
 5 office 6 building 7 industrial
 8 housing
- 3**
 1 pretty/picturesque 2 lively/vibrant
 3 boring/dull 4 neglected/run-down
 5 prosperous/thriving 6 green/leafy

Language focus Present perfect continuous

- 1**
 1a The speaker has not finished the book yet. b The speaker has finished the book.
 2a A repeated action; he has been doing it on a regular basis. (We do not know if he is shopping there now or not.) b A single action; he is at the supermarket (or on his way home) now.
 3a A focus on the activity of looking at flats. b A focus on the actions which have been completed, the number of flats which have been looked at.
 It is not clear in the first sentence whether the speaker will continue to look or not. The use of *so far* in the second sentence suggests that the speaker will continue to look.
 4a A temporary situation; she is not living with them on a permanent basis. b A long term, possibly permanent situation.

2 Ready for Grammar

- 1**
 1 written 2 been washing 3 had
 4 has been playing 5 been repairing
 6 owned
- 2**
 1 My mother's been working (or My mother's worked) 2 Mario has broken his leg 3 I've been helping 4 we haven't made a decision 5 how long time 6 We've had our dog 7 he's scored 8 I went
- 3**
 4 have/'ve taken 5 had 6 has/'s been making 7 have/'ve been travelling 8 even walked 9 have/'ve been saving 10 has/'s just lost 11 have/'ve put 12 have/'ve been looking 13 has/'s been going 14 have not/haven't found 15 phoned

Writing Part 2 Formal and Informal email

1
A A formal style would be appropriate. The target reader is the director of a school. The style of the language in his email is also formal. **B** An informal style would be appropriate. The target reader is a friend. The style of the language in his email is also informal.

2
 a Yes, it is consistently formal. b Yes, she mentions cost, shops and proximity to the school.

3
Mirador to school by train: A less than twenty minutes B under thirty minutes
Supermarkets in Mirador: A four B five
Justa to school: A within easy walking distance B you can cycle

4
 1 plenty/lots/loads 2 thinking 3 train
 4 get/travel 5 enough 6 bit/little
 7 though/if 8 But 9 put 10 wait

5
 a Openings and closings: *Dear Mr Simpson* and *Yours sincerely* in A; *Hi Rob* and *All the best* in B.

The use of nouns in A (*the date of your arrival; a wide choice of; because of its location*) compared to verbs in B (*when you're coming; plenty of ... to choose from; being in the centre*).

Formal/neutral words in A (*Thank you; very; very large; a great deal of*). More informal equivalent words in B (e.g. *Thanks; really; enormous; a lot of*).

Latin verb *tolerate* in A; phrasal verb *put up with* in B (though note that *look forward to* in A is a phrasal verb).

b Dashes (*I'd definitely recommend the area – it's really lively*) and exclamation marks (*five supermarkets!*) are features of informal writing, which appear in B, but not in A.

c Use of contractions in B (*you're; it's; it'd; Justa's; there's; can't*): no contractions in A.

Ellipsis (omission of words) in B (*I hope this is useful/(I) Can't wait to see you*): no ellipsis in A.

6 Sample answer

Hi Patrick,
 Thanks for your email. Sorry for not come shopping with you, but you know I'm always busy. However, it's true that I know very well the town.
 If I were you, I'd go to Computer House. It's one of the best shops to buy computer equipment. But if the price doesn't convince you too much, you could try

looking in Cath's Computer, there is also good equipment. I've also got a friend who works there, maybe he could help you choose a better thing.

And if you want some casual clothes, make sure you have a good look round in Tiffosy Shop, which is a bit far away, in Belgic Street, but their clothes have reasonable prices. However, if you don't want to go so far away and you want something near the town, it will be good if you get across Funny and Punk Shop. You can find great things in both of them.

I hope that's useful. Good look and let me know how you get on.

Best wishes

Madalina

174 words

Examiner comments

Content: All the content is relevant and very informative. Two alternatives are suggested, both for printers and clothes, with consideration given to price (*if their price doesn't convince you too much; reasonable prices*) and quality (*good equipment; great things*).

Communicative achievement:

The conventions of letters are used appropriately, with good opening and closing comments. The register is consistently informal and the tone friendly and helpful, holding the reader's attention to the end.

Organisation: The letter is well organised into logical paragraphs, and a range of linking words and other cohesive devices is used (e.g. *However; But; And; which; in both of them; I hope that's useful*). More could have been used to aid cohesion in the second paragraph.

Language: A range of everyday language is used appropriately (e.g. *busy; computer equipment; a bit far away; reasonable prices*) and a range of structures is used to give advice (*If I were you; you could try looking; make sure you have a good look round*). The incorrect use of *get across* does not prevent understanding.

Both simple and complex forms are used with good control and errors do not impede communication (*Thanks for you email; Sorry for not come; I know very well the town; Good look*).

Mark: Pass to good pass

7 REVIEW

Vocabulary Shopping

- 1 money 2 sales 3 charge
4 bargain 5 refund 6 price 7 stock
8 penny

Reading and Use of English Part 2

Open cloze

- 1 make 2 on 3 like 4 down 5 in
6 as 7 its 8 into

Reading and Use of English Part 4

Key word transformation

1

- 1 c and e 2 b and d 3 a and f

2

- 1 last time I spoke to 2 first time I have/'ve eaten 3 been writing her blog since 4 time since he last saw 5 haven't/have not been abroad for 6 biggest supermarket I have/'ve ever

Pronunciation

Contrastive stress

2

- 1 red; green 2 what; who 3 I; Saskia
4 Speaking; understanding 5 like; loves

8 ON THE MOVE

Reading and Use of English Part 5

Multiple choice

3

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

Vocabulary Make and do

1

- 1 do; make 2 make; do 3 making; to make 4 to make; do; make 5 doing; do; do 6 to do; to do; to make

Language focus The future

1

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

3 Ready for Grammar

1

- 1 c 2 b 3 a 4 e 5 d

2

- 1 *I'll run*: decision made at the moment of speaking.

I get: present simple after the linker *until*.

The Prado (Museum) is in Madrid.

- 2 *we get*: present simple after the linker *as soon as*.

planning: the infinitive can be used after *plan*, but not, in this context, after *think*.

The Parthenon is in Athens.

- 3 *going to do*: a prediction

win: present simple after *if*

going to: an intention or plan formulated before the moment of speaking.

The Champs-Élysées is in Paris.

- 4 *have visited*: present perfect after the linker *after*.

thinking of: a possible plan. *On the point of* is used to talk about the immediate future.

The Tower (of London) and the Shard are both in London.

- 5 *get*: present simple after the linker *by the time*.

have spent: an action that will be completed by a certain time in the future.

Bondi Beach is in Sydney.

- 6 *you're sitting*: present continuous after the linker *while*.

I'll be playing: an action which we predict will be in progress at a certain time in the future.

Copacabana Beach is in Rio de Janeiro.

- 7 *leaves*: present simple for a timetabled event.

should: meaning 'will probably'

Grand Central Station is in New York.

- 8 *about: be about to* is used to talk about the immediate future.

Shall: asking for a suggestion or advice.

The Bolshoi Theatre (home of the Bolshoi Ballet Company) is in Moscow.

3

Present tenses (simple, continuous, perfect) are used after these linkers to refer to the future.

Listening Part 1 Multiple choice

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

Vocabulary Travel and holidays

1

- 1 trip 2 flight 3 travel 4 cruise
5 tour 6 journey

3

- A camping holiday B seaside holiday
C self-catering

4

- 1 Set 2 pitches 3 available 4 plenty
5 wide 6 stay 7 resorts 8 offers
9 away 10 reach 11 facilities 12 suit
13 destinations 14 getaway 15 fully

Listening Part 3 Multiple matching

2

- 1 C 2 F 3 A 4 H 5 E
B, D & G not used

Vocabulary Phrasal verbs

1

- 1 *catch on*: begin to understand 2 *head for*: go somewhere 3 *come up with*: think of 4 *turn out*: attend/take part in an event 5 *come across*: meet (by chance) 6 *get about*: travel around

Word formation Adjectives

1

1 careful 2 healthy 3 additional
4 dangerous 5 impatient
6 unpleasant 7 attractive 8 industrial

2 & 3

-ous

various
dangerous
poisonous
mysterious
humorous

-ful

careful
peaceful
beautiful
successful

-y

healthy
cloudy
hungry
foggy

-al

additional
industrial
original
financial
beneficial

-ent

impatient
different
apparent
obedient

-ant

unpleasant
ignorant
tolerant
hesitant

-ive

attractive
protective
decisive
destructive

Reading and Use of English Part 3

Word formation

1 significant 2 numerous
3 unusual 4 distances 5 impressive
6 environmental 7 inexpensive
8 appearance

Language focus Contrast linkers

1

However

2

They can, however, also be integrated ...

The word *however* can be placed at the beginning of the sentence, or in the middle of a clause, in this case separating the modal verb from the passive infinitive.

3

The weather was bad. However, she enjoyed the trip. / She enjoyed the trip, however.

Although the weather was bad, she enjoyed the trip. / She enjoyed the trip although the weather was bad.

Despite the bad weather, she enjoyed the trip. / She enjoyed the trip despite the bad weather.

Despite the fact (that) the weather was bad, she enjoyed the trip. / She enjoyed the trip, despite the fact (that) the weather was bad.

4

1 However 2 spite 3 Although/
Though 4 Despite 5 whereas
6 though

6 Ready for Grammar

1 with Mel **even** though 2 **although** I didn't/did not know 3 the **fact** (that) it's/it is 4 **in spite** of the noise (NOT noises) 5 not doing (very) **much** exercise 6 on running **despite** me/my telling

Writing Part 1 Essay

2

meeting new people – The fact that there are more opportunities to make new friends on a seaside holiday than in the countryside.

3

Paragraph 2: leisure options – one reason why it is better to spend a summer holiday on the coast

Paragraph 3: climate and making friends – two further reasons to support the writer's opinion

Paragraph 4: summarising comment restating the writer's opinion

4

The sample answer in Unit 3 is a balanced essay, considering both sides of the argument before giving an opinion in the final paragraph. The sample answer here in Unit 8 is not balanced; the writer considers just one point of view, providing only reasons which support the opinion already expressed in the first paragraph.

5

Secondly; Another positive point is

6

Without doubt; which; whereas; but; also; therefore; because, In my opinion

8 REVIEW

Language focus Contrast linkers

1 the rain 2 I still caught my plane
3 her being older than me/our age difference 4 my brother loves them
5 they don't particularly like boats/they both get seasick 6 however

Reading and Use of English Part 1

Multiple-choice cloze

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

Language focus The future

1 taking 2 on 3 to 4 may/might/could 5 will 6 is 7 not 8 be

Reading and Use of English Part 4

Key word transformation

1 on the **point** of making 2 not/n't **likely** to get (any/much) 3 on **setting** up 4 **have** died by 5 soon as you **come** up 6 in **spite** of the heat

Pronunciation Chunking

4

So, anyway, / a few months ago / I was staying at my parents' house / when this strange thing happened. / We were all in the lounge, / enjoying the warmth of the fire, / listening to the storm raging outside. / We could hear the rain pouring down heavily, / and the strong wind / roaring through the trees. / Suddenly, / we heard the sound of glass smashing upstairs / and something heavy banged on the floor. / We rushed upstairs, / and in our bedroom, / we saw an enormous branch / which had come crashing through the window. / We stood, / open-mouthed, / wondering what to do next.

9 MYSTERY AND IMAGINATION

Listening Part 4 Multiple choice

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

Word formation Adverbs

1

1 nervously 2 usually; extremely
3 Regrettably

2

Add *-ly* to the adjective (e.g. *nervously*). This also applies to adjectives ending in *-l* (e.g. *usually*) or *-e* (*extremely*). However, if the adjective endings in a consonant + *-le* then omit the final *-e* and add *-y* (e.g. *regrettably*).

3

1 completely; solely 2 simply; responsibly 3 happily; extraordinarily 4 scientifically; energetically

4

- 1 wholly 2 shyly 3 fully 4 publicly
5 truly 6 daily

Reading and Use of English Part 3 Word formation

1

- 1 apparently 2 exceptionally 3 newly
4 shortly 5 safely 6 dramatically
7 eventually 8 Luckily

Language focus Modal verbs for speculation and deduction

1

- a might have become; may have suffered
b can't have come
c must have made

2 Ready for Grammar

1

- 2 d 3 e 4 a 5 f 6 c

2 Possible answers

2 This could be a teacher talking to a student about an exercise she has asked the class to do. 3 This might be a friend asking a classmate if he/she could borrow a phone. to make a call. 4 This might be work colleagues talking about trying to find a contact on a website in order to write/email them information. 5 This could be friends talking about asking another friend to join them on an activity holiday. 6 This may be a detective talking to police officers about searching for a thief.

3 Possible answers

1 He may have got his hands dirty and then wiped his face, or he might have playing football and fallen over several times. 2 Someone may have thrown or kicked a ball through it, or a burglar might have broken into the house. 3 He might have cut himself while he was shaving, or he could have been painting and got some red paint on his shirt. 4 She might have overslept or the bus may have been late. 5 It could have been too difficult for them, or they might have all been watching something on television.

Reading and Use of English Part 7

Multiple matching

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

1C *The donor's identity remains unknown, in spite of the efforts of one national daily, which asked readers to get in contact if they knew who the mystery benefactor was.*

2B *To their annoyance, however, the healthcare workers were told by their management to hand over any cash donations ...*

3A *Cutting up books may at first seem a rather strange way to show one's support for the written word ...*

4D *Chancellor Pamela Shockley-Zalabak managed to double her university's donation of \$5.5 million by persuading private individuals in Colorado Springs to match the amount.*

5B *and included the invitation, 'Coffee and doughnuts are on us today'.*

6C *Believing it to be part of a marketing promotion, one beneficiary nearly threw the blank envelope away.*

7A *... the general view was that he or she should remain anonymous.*

8C *I have recently been fortunate enough to come into quite a lot of money ...*

9B *The thank-you notes and money may have been a response to recent abusive messages received by ambulance crews*

10D *All but one of the universities were public institutions ...*

Speaking Part 3 Collaborative task Useful language

Task 1

- 1 on 2 for 3 in 4 on 5 out

Language focus Reported speech Reported statements

1

- b was; had discovered

2

past simple; past perfect simple

3 Ready for Grammar

1

1 He told me she *had been* living there for years. 2 She said she *had spoken* to him the previous week. 3 He told me he *had been* working the day before. 4 They said they *had asked* her several times. 5 She said she *would phone* him later that day.

2

1 present perfect continuous → past perfect continuous 2 past simple → past perfect simple 3 past continuous → past perfect continuous 4 past perfect simple → past perfect simple 5 *will* + infinitive → *would* + infinitive

Reported questions

6

- auxiliary verbs *do, does, did* – disappear
- verb tenses – 'move back' a tense
- word order – the same in reported questions as for statements (subject + verb)
- yes/no questions – use *if/whether*
- punctuation – question marks are not used

7 Ready for Grammar

3

1 if/whether he **had** bought 2 **what** his Spanish teacher was/is 3 if/whether she **thought** she would/she'd 4 where he **was** planning to 5 to **show** her his 6 **how** wide the bed

8 Possible answer

Lucy said to Mark that he looked worried and asked him what the matter was. Mark told her he couldn't find his keys and asked Lucy if she had any idea where they might be. Lucy said she didn't, and asked Mark whether he'd looked in the spare bedroom. He replied that he'd looked everywhere in the flat. Lucy asked him when he had last used them and Mark said he'd opened the door with them when he'd got home that afternoon. Lucy asked him if he'd left them in the door and Mark asked her if she was joking. She said she was deadly serious and said he should have a look. Mark opened the door and asked Lucy how she had known they'd be there.

Listening Part 2 Sentence completion

1

- 1 hiking 2 summer 3 farmers
4 German 5 October 6 eight
thousand/8,000 7 setting 8 maps
9 ghost 10 song

Vocabulary Give

1

- 1 *give away*: tell someone about, reveal
2 *give up*: abandon, stop

2

1 allow oneself to be arrested by the police, surrender 2 give something (physical) to several people
3 give information to a lot of people
4 give something to a teacher; return
5 agree to something after initial resistance

3

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

Reading and Use of English Part 2 Open cloze

2

- 1 be/make 2 which 3 not 4 to
5 than 6 yourself 7 on 8 although/
though/while/whilst

Language focus Reporting verbs Reporting verbs followed by prepositions

1

against

2

1 c; for 2 e; for 3 a; for 4 h; for 5 j;
for 6 b; on 7 i; on 8 f; about 9 g;
against 10 d; of

Reporting verbs followed by an infinitive

5

offer (verb + infinitive with to)

ask, promise, refuse, threaten

advise (verb + object + infinitive with to)

ask, encourage, invite, persuade,
recommend, remind, tell, warn

6 Ready for Grammar

1

1 refused to clean her room. 2 reminded him to take his sandwiches. 3 threatened to call the police if I didn't turn my music down. 4 warned her not to take the car out (as/because/since the roads were very icy). 5 told Alicia to put her chewing gum in the bin. 6 encouraged me to report the theft to the police.

2

1 invited 2 demanded 3 advised
4 refusing 5 accuse 6 admitted

Writing Part 2 Review

2

Abbey Road by The Beatles

3

1 Yes.

Good points: *it still sounds as fresh as when it was first released in 1969; Lennon and McCartney, always a guarantee of quality music; my favourites are the two written by George Harrison; the Liverpool band's use of vocal harmony on the album is outstanding, and there's a good mix of fast and slow tracks, with one or two humorous ones as well.*

Bad points: *Ringo's contribution about the octopus is the weakest; the artwork ... is tiny ...*

Recommendation: *The album has songs to suit every generation, from children to grandparents, so I'd recommend it to everyone.*

2 Yes.

Paragraph 1: Introduction, reasons for buying the download

Paragraph 2: Good points

Paragraph 3: More good points and one bad point

Paragraph 4: Recommendation; concluding sentence, including a bad point

3 Yes.

So; Despite; However; and; as well; but; so; Unfortunately

4 Yes.

Vocabulary of music: e.g. *album; band; track; drummer; cover; compose; release*

Adjectives: e.g. *classic; scratched; fresh; gentle; outstanding; humorous*

Structures: e.g. *This classic album ... has been in our family for over forty years; ...it's been played so often that it's too scratched to listen to now; it still sounds as fresh as when it was first released; he was always a better drummer than a singer, wasn't he?; The album has songs to suit every generation.*

5 The style is fairly informal, with contractions (*it's; there's*), a dash (*- songs of love and hope*), exclamation marks (*we still have the cover from the vinyl version!*) and the use of direct address (*he was always a better drummer than a singer, wasn't he?*).

The style is appropriate: this is a school's English-language magazine so the readers will be other students.

9 REVIEW

Vocabulary Prepositions

1 of; for; about; for; with 2 on; on; off; for
3 out; for; for; in

Reading and Use of English Part 1

Multiple-choice cloze

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

Word formation Adverbs

1 gently 2 enthusiastically
3 increasingly 4 originally 5 daily
6 wholly 7 carelessly 8 unhealthily

Reading and Use of English Part 4

Key word transformation

1 not be **taking** part 2 have **given** you great pleasure 3 **accused** David of coming 4 to **spend** his money on 5 if/whether she knew **how** to 6 (that) he (should) **take** on

Pronunciation Using intonation to show interest

2

1 b 2 a 3 b 4 b 5 a

Ready for Speaking

Part 1 Interview

3

2 Silvia has obviously come with a prepared speech. The interlocutor asks where she is from and, having answered the question, she begins to talk about her family and school.

3 He should develop his answers more, without pausing too much. He does improve by the end of Part 1, when he answers more confidently.

Part 2 Long turn

3

1 Silvia compares the photographs well, using language such as *both pictures* and *whereas*. She addresses the second part of the task with a reasonable range of language (*holding the spoon; could be useful for the future; foreign language; live on his own*) and she successfully corrects herself when she says *a work*.

Luca does not compare the photographs except when he says, *This one doesn't look so exciting*. His range of language, however, is very good, particularly the vocabulary specific to the situations in the photos (*waterfalls; rough; calm; hired the boat; and even rescue jackets, for life jackets*). He uses a range of structures to speculate (*she looks as if she is enjoying herself; they may have hired the boat or they could be the owners; I imagine; This one doesn't look so exciting; it's probably quite relaxing; I expect; They might be happy.*)

2 Silvia gives a much more complete answer than Luca, who does not make much effort to fill the 30 seconds he is given for this part.

Part 3 Collaborative task

3

1 Silvia asks Luca questions to encourage him to speak.

Is it the same for you, Luca?

What do you think?

Do you agree?

2 They both talk about three areas; having less free time, effect on schoolwork and gaining work experience. At the end, Silvia briefly mentions becoming more responsible.

3 Becoming more responsible.

Part 4 Further discussion

1 For the first two questions, Luca has to be prompted to respond to Silvia's initial reply. Then Silvia responds to Luca's comment on the lack of suitable jobs for graduates and from that point, the interaction becomes more fluid and natural.

2 They develop their answers very well, including Luca, who by the end of the test, is much more relaxed than he was at the beginning.

10 NOTHING BUT THE TRUTH

Vocabulary Crime and punishment

2

2 shoplifting 3 vandalism 4 drink-driving 5 trafficking 6 internet piracy 7 identity fraud 8 burglary

3

2 shoplifter 3 vandal 4 drink-driver
5 trafficker 6 internet pirate 7 identity
fraudster 8 burglar

4

1 to acquit someone of all charges (to state officially that someone is not guilty of the crime they were accused of)

2 to order someone to pay a £2,000 fine (a penalty of £2,000 for breaking the law)

3 to order someone to do 200 hours of community service (instead of going to prison, an offender has to work for the benefit of the community, e.g. picking up litter, cleaning walls of graffiti, etc.)

4 to give someone a two-year prison sentence (to send someone to prison for two years) 5 to sentence someone to life imprisonment (in Britain, the maximum prison sentence)

Listening Part 4 Multiple choice

2

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

Reading and Use of English Part 5 Multiple choice

3

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

Word formation Participle adjectives and adverbs

1 disappointed 2 surprised
3 varied 4 stimulating 5 rewarding
6 surprisingly 7 threatening
8 relieved

Vocabulary Paraphrasing and recording

1

1 blame 2 popular; within 3 good
4 hourly 5 run 6 available 7 own
8 former

3 Possible answers

1 Concentrated faces make the place feel busy. 2 It is not only women who are patient. 3 People are more prepared to talk about their feelings to a woman. 4 Clients do not want to take part. 5 She smiles a little.

Language focus Passives

1

1 *will not be accepted* 2 *could be done*
3 *not to be overheard* 4 *is called away*

2

to be; past

3

1 In sentence 2, the clients and in sentence 3, her staff.

2 In sentence 1, the agent is obvious (the court officials) so does not need to be mentioned. In sentence 4, the agent is not known by the writer, or is not important in this context.

4 Ready for Grammar

1

1 has been detained 2 was arrested
3 had been identified 4 are raised 5 is being questioned 6 is found 7 will probably be made 8 could be given

2

1 are sold; are exported 2 was released; being convicted 3 is being repaired; was told 4 have been asked; is/'s held 5 were caught; were made; be expelled/ have been expelled

5

A *is defined*; be categorised B *will be/ are going to be installed*; has/have been criticised C *were increased*; are/have been found; have been contacted; to be made D *were fined*; was told; were/had been warned; would be taken; was not turned E *was being pushed*; be attacked; being treated; was sent

Writing Part 2 Article

1

Characteristics of a good citizen might include the following:

- willingness to help others
- good manners
- respect for others and their property
- respect for the environment
- selflessness
- compassion
- honesty
- respect for rules and laws
- willingness to volunteer
- willingness to work hard

2 The writer has given a complete answer to the second question (*What are some of the things you do to be a good citizen?*) but failed to answer the first. Students must be careful to address all parts of a question.

3

a *Being a good young citizen*

b and c *How can a simple teenager like me be a good citizen?* d *But, And, So* (Normally, these are used as conjunctions to link to ideas in the same sentence. Here, they are used informally at the beginning of a sentence to link the ideas which follow with those in the previous sentence.)

e *So, you see, no matter how young you are, there is always something you can do to make your world a better place.*

4

1 Personally 2 Amazingly
3 Understandably 4 Luckily
5 Worryingly 6 Interestingly

5

Sample answer

Am I a good student?

Perhaps you are wondering how can you be a good student. Well, there are several qualities that you need, some of which are more important than others.

To give an example, you should be participative. Teachers love it when their students put interest in what they are telling them. Clearly, another important quality would be to be well-organised, making clear notes in class, handing in projects before the deadline and leaving enough time to study for exams. And obviously, it's also important to be well-behaved, unless you want to annoy the teacher and get punished.

In my case, I'm a hardworking person, but only for me so that I have a good future, not for anyone else. What's more, I'm respectful with teachers and with my classmates, even if sometimes I'm in a bad mood and suddenly get angry.

So, although I don't have a long list of good characteristics, I consider myself a good student. Why don't you make a list of your pros and contras so you can see if you are, too?

Andrea

181 words

Examiner comments

Content: All content is relevant. The writer answers both questions in the task and the reader would be fully informed.

Communicative achievement: The conventions of article writing are followed. There is a title, with a relevant introduction, and a conclusion which leaves the reader something to think about. The writer maintains interest with an informal register, sometimes addressing the reader directly.

Organisation: The article is clearly organised in appropriate paragraphs. There is a good range of cohesive devices, both within paragraphs (*Clearly, another important quality; And obviously, it's also important; What's more*) and from one paragraph to the next (*To give an example; In my case; So, although*).

Language: There is a good range of vocabulary, including relevant adjectives (*participative; well-organised; well-behaved; hardworking; respectful*) and collocations (*making clear notes; handing in projects before the deadline*). The use of *put interest* instead of *show* or *take interest*, and *pros and contras* for *pros and cons* would not impede communication.

Complex grammatical forms are handled with great control and the only error (in the first sentence *how can you be* instead of *how you can be*) does not impede communication.

Mark: Very good pass

Listening Part 3 Multiple matching

1

to avoid punishment; to spare a friend's feelings; to keep secrets; to increase a child's power and sense of control

3

1 D 2 E 3 A 4 G 5 B
C, F and H not used

Vocabulary Phrasal verbs

1

make something up: invent an explanation for something

own up to something: admit or confess that you have done something wrong

kick someone out (informal): force someone to leave a place or organisation; expel

back something up: support an explanation

come over: visit someone in the place where they are, especially their house

run out of something: use all of something so that you do not have any left

show off: behave in a way that is intended to attract people's attention and make them admire you

get away with something: manage to do something bad without being punished or criticised for it

Language focus Infinitives after passives

1

is believed he made up the story about being mugged.

2 Ready for Grammar

2 to run a number of illegal businesses.
3 thought to have broken into several homes. 4 are expected to be given long prison sentences. 5 is said to enjoy/be enjoying prison life. 6 is considered to have been the mastermind behind the crime. 7 are understood to be recovering from their injuries in hospital. 8 are felt to be too low to deter offenders.

3

1 believed to indicate 2 are said to be trying 3 is considered to be 4 are thought to use 5 is known to have lied

10 REVIEW

Phrasal verbs with out and up

1

1 ran 2 turned 3 sort 4 find 5 fell
6 give

2

1 making 2 owned 3 taken 4 giving;
put 5 bringing 6 Cheer

Reading and Use of English Part 4

Key word transformation

1 be kept **free** of 2 is **given** a warm
3 was **paid** (at) an hourly *or* was **paid** at
the hourly 4 being **left** on their 5 did
not/didn't **deserve** to be 6 not to
blame for

Reading and Use of English Part 1

Multiple-choice cloze

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

Pronunciation Stress-shift words

1

1 suspect 2 suspect

2

first; second

3

1 increase; increase 2 protesting
3 protests 4 record; convicted
5 convict; recording 6 contest
7 contest

6

1 related: both the noun and the verb refer to the making or growing of something.

2 different: *refuse* (v) means to say you will not do something; *refuse* (n) is a formal word for rubbish.

3 related: *present* (v) means to give, offer or show something to other people; *a present* (n) is something you give to other people

4 different: *contract* (v) means to become smaller; *a contract* (n) is a written legal agreement.

5 different: *conduct* (v) means to carry out (an enquiry); *conduct* (n) means behaviour.

6 different: *the subject* (n) is the main idea, topic or problem being discussed; *subject* (v) *someone to something* means to make someone experience something unpleasant.

7 different: *an object* (n) is a solid thing; *object* (v) *to something* means to express your opposition to something.

11 WHAT ON EARTH'S GOING ON?

Vocabulary Weather

2

1 storm 2 rain/showers 3 winds
4 sunshine 5 sea 6 clouds
7 showers 8 breeze

4

2 strong/gale-force winds 3 snow
showers 4 thick/storm clouds
5 Heavy/Torrential rain 6 calm sea

Listening Part 2 Sentence completion

1 farmers 2 broadcast 3 holiday
apartment 4 destructive 5 poison
6 physics 7 hospital radio 8 Canada
9 conversational 10 script

Language focus *Too and enough*

1

1 The adjective comes after *too* and before *enough*. 2 *Far* is used before *too* and *not quite* before *enough*.

3 The infinitive

2

a much: *too* is used before adjectives; *too much* (and *too many*) are used before nouns. b confidence: *enough* is used after adjectives but before nouns.

3

a adjectives; nouns b after; before

4 Ready for Grammar

1

1 much 2 enough 3 little 4 for him to 5 few 6 quite

2

1 **too** quietly for me to
2 n't/not tall **enough** to
3 aren't/are not **enough** eggs for
4 is/'s too much **sugar**
5 there were **far** too many

Reading and Use of English Part 7 Multiple matching

1 Possible answers

A a Population explosion (and need for living space).

b Reclaiming land from the sea for building on.

B a Water scarcity

b Releasing chemicals into clouds, by aircraft or from the ground, to increase the chance of rain or snowfall.

C a Shortage of farmland and need for food.

- b** Growing vegetables under the sea in large biospheres.
D a Energy crisis and need for fuel.
b Recycling dog waste to create methane and power a streetlamp.

2

- 1 C** *He started off growing basil in a miniature version of the 2 000-litre biospheres currently in use, and over the next few years the underwater habitat just got bigger and bigger ...*
2 B *But what many people don't realise is that it's been around for several decades ...*
3 C *... Nemo's Garden, situated off the coast of Noli on the Italian Riviera ... Sergio Gamberini ... came up with the concept whilst on a diving holiday in the area in 2012*
4 A *In some areas fish stocks have been drastically reduced, putting the livelihoods of local fishermen at risk.*
5 B *Whether it works or not is still open to debate ...*
6 D *... it should serve to show people how waste can be useful.*
7 A *... the last few years have seen a huge explosion in the number of land reclamation projects.*
8 C *... there is optimism that this sustainable form of agriculture could be extended and put to use on a larger scale ...*
9 D *Harper ran trials on the lamp for over two years before it was put into full working operation ...*
10 B *... cloud seeding is receiving an increasing amount of press attention.*

Vocabulary Put

- 1**
1 on **2** at **3** into **4** to **5** into **6** to

2 Possible answers

- 1** cause difficulties for **2** threaten
3 invest in **4** make use of **5** start to be used **6** stop

3

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

4

- a** put up **b** put off **c** put on

Language focus Conditionals

1

First conditional

continue – present simple; **will destroy** – will + infinitive without to

a possible

Second conditional

had – past simple; **would invest** – would + infinitive without to
present

Third conditional

hadn't used – past perfect; **would have lost** – would + perfect infinitive (have + past participle) without to
past

Mixed conditional

hadn't grown – past perfect; **wouldn't be** – would + infinitive without to
present

2

The different modal verbs, *will, should* and *might*, express different levels of certainty on the part of the speaker.

a *will* expresses certainty: the speaker feels certain they will be home by midnight. **b** *should* expresses probability: he/she thinks they are likely to be home by midnight. **c** *might* expresses uncertainty or possibility: he/she is not certain, but thinks it is possible they will be home by midnight.

3 Ready for Grammar

1

- 1** long **2** condition **3** unless
4 providing

2

- 1** If I drink ... **2** ... unless the product is damaged. / if the product isn't damaged.
3 ... I'll/I will never go ... **4** ... if you find ...
5 ... but I'd/I would prefer ... **6** If you'd/you had asked me ...*

*Note that many native speakers use the incorrect form 'If you'd have asked me'.

3 Suggested answers

- 2** If I wasn't afraid of flying, we would go abroad on holiday. **3** We would have gone sailing if there had been enough wind. **4** If he hadn't broken his leg, he could drive. **5** If he had a suit, he would go to the wedding. **6** He wouldn't be feeling ill if he hadn't eaten so much last night. **7** She could have gone to university if she'd passed her exams. **8** If they'd watched the news, they would have heard about the earthquake.

4

- 1** carries; means **2** would not/wouldn't be; were **3** open; will/'ll take **4** had/'d looked; would/'d have seen **5** would not/wouldn't have; had not/hadn't been invented

Speaking Part 3 Collaborative task

1

Household rubbish

recyclable materials

bottle bank

organic food waste

Dirty streets

dog mess

dropping litter

cigarette butts

River and sea pollution

toxic effluent

oil slick

dumping waste

Traffic pollution

carbon monoxide

electric cars

exhaust fumes

Climate change

rising sea levels

global warming

greenhouse effect

Reading and Use of English Part 6

Gapped text

3

- 1** E **2** A **3** G **4** C **5** F **6** B

Reading and Use of English Part 3

Word formation

2

- 1** awareness **2** dependence
3 environmentally **4** activities
5 ensure **6** responsibility **7** minimise
8 equipment

Writing Part 1 Essay

Sample answer

Without doubt, the environment is in danger and all people have a challenge to do something about it. However, even small things that individuals do can make a difference.

First of all, people can try to reduce pollution by taking public transport or by using less energy. Exhaust fumes from cars are a big threat to the atmosphere, so this is one way that an individual can make a contribution to helping the environment.

Secondly, we should try to recycle as much as we can at home in order to cut down on household waste. For example, if everybody brought their old bottles to a bottle bank instead of dumping them, there would be less waste in the natural landscape.

Finally, individuals need to work together as a team. We should encourage each other to recycle more and conserve energy, and educate in our schools about the importance of taking care of our planet.

In conclusion, I disagree with the statement and I believe that individuals can definitely make a difference. If everybody tries a little bit, the result will be effective.

Fehér László

184 words

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

Communicative achievement: The conventions of writing an essay are used successfully to hold the reader's attention. There is a clear essay structure: the opening paragraph challenges the opinion in the question, then each of the next three paragraphs provides suggestions for ways in which individuals can make a difference. The final paragraph restates the writer's opinion.

The register is, in the main, consistent, with a *little bit* in the final sentence as the only example of informal English.

Organisation: The essay is well organised with logical paragraphing and a clear topic sentence in each of the three central paragraphs. There is also good use of linking words and expressions to introduce each main point (*However; First of all; Secondly; Finally; In conclusion*).

Language: There is a range of vocabulary relevant to the topic (*reduce pollution; exhaust fumes; cut down on household waste; bottle bank; dumping; conserve energy*).

A wide range of simple and complex grammatical forms is used with control, accuracy and flexibility, including conditionals (*if everybody brought ...; there would be ...; If everybody tries a little bit, the result will be effective.*) and verb forms (*make a contribution to helping the environment; We should encourage each other to recycle more; the importance of taking care of our planet*).

Mark: Very good pass.

Listening Part 1 Multiple Choice

- 1 B
 2 *The only solution is to attack the problem at its root: provide incentives for companies to reduce the amount of packaging they use and persuade manufacturers of white goods to make fridges and washing machines that last.*
 3 The second conditional
The Government want to increase penalties for fly-tipping, but if they did that, they'd have to fill the countryside with CCTV cameras to catch offenders, and let's face it, that's just not practical.
 4
 1 A 2 A 3 B 4 C 5 B 6 A 7 C
 8 A

11 REVIEW

Vocabulary Weather

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

Reading and Use of English Part 4

Key word transformation

- 1 If I hadn't/had not spoken 2 I would not/wouldn't have written 3 not help you unless you 4 as long as you give/hand/send 5 is being put at 6 is not/isn't calm enough for

Vocabulary Put

- 1 up 2 on 3 off 4 on 5 up 6 off

Reading and Use of English Part 2

Open cloze

- 1 too 2 its 3 as 4 my 5 instead 6 unless 7 Although/Though/Whilst/While 8 did/played

Language focus Conditional

sentences

- 1 stays; will/'ll probably go 2 had/'d known; could have prepared 3 wouldn't do; paid 4 had/'d taken; would not/wouldn't be 5 will/'ll send; start 6 would/'d have done; had not/hadn't helped 7 usually works; feed 8 would/'d go; had

Pronunciation

Consonant clusters

- 2
 1 crunchy; crisps 2 thinks; attempt; fifth 3 width; depth 4 tests; desks 5 strength; products

4

Possible words

- ST:** stable, staff, stage, stand, star, start, state, station, stay, steal, step, stick, still, stop, store, story, storm, student, study, style
SP: space, Spain, Spanish, speak, special, species, speed, spell, spend, spirit, sponsor, sport, spot
SC: scan, scandal, scared, school, score, Scotland, Scottish, scout, screen
SW: swan, swallow, sweater, Sweden, Swedish, sweep, sweet, swim, Swiss
SM: small, smart, smile, smell, smoke, smooth
FL: flag, flame, flash, flat, flavour, flew, flight, float, flood, floor, flour, flower, fluent, fly
PL: place, plain, plan, plane, planet, plant, plastic, plate, play, pleasant, please, plenty, plot, plus
BL: black, blame, blanket, blast, bleed, blind, block, blog, blond, blood, blow, blue, blunt

GL: glad, glamorous, glance, glass, glimpse, global, globe, glove, glow, glue

PR: practice, prepare, present, president, press, pretty, price, prison, private, probably, problem, process, produce, product, production, programme, progress, project, property, propose, protect, provide, proud

TR track, trade, traditional, traffic, train, tram, tramp, transport, trap, travel, tread, treat, tree, trick, trophy, trouble, true, truly, trust, try

BR: brand, bread, break, breakfast, breast, breath, bridge, brief, brilliant, bring, Britain, British, broad, broken, brother, brown

CR: crack, craft, crash, crazy, cream, create, credit, crew, crime, crisis, crisp, critic, critical, cross, crowd, crown, crucial, cruel, cruise, crystal

GR: grade, gradual, graduate, grammar, grand, grant, grass, grateful, great, Greece, Greek, green, grew, grey, group, ground, grow

THR: threaten, three, threw, thriller, thriving, throat, throne, through, throw

STR: straight, strange, strawberry, stream, street, strength, stress, stretch, strict, strike, string

12 LOOKING AFTER YOURSELF

Vocabulary Food and drink

1

1 **fussy eater:** someone who only eats the food they particularly like and refuses to eat anything else.

2 **eat a three-course sit-down meal:** eat a meal with a starter, main course and dessert while sitting at a table.

have a snack: eat a small quick meal

3 **chew:** bite the food in your mouth into small pieces

swallow: make food or drink go from your mouth, through your throat and into your stomach

bolt down: eat food very quickly

4 **sip:** swallow a drink slowly, a little at a time

gulp down: swallow a drink very quickly

5 **soft drink:** cold, non-alcoholic drink

still drink: drink without gas bubbles

fizzy drink: drink with gas bubbles

6 **drink straight from a bottle or a can:** drink something without pouring it out first

drink from a glass: drink something having first poured it into a glass

Listening Part 3 Multiple matching

- 1 B 2 E 3 H 4 F 5 C
 A, D and G not used

Language focus Quantifiers

1

- 1 plenty 2 any 3 few 4 couple
 5 no 6 most (*some* is also possible)
 7 every 8 some

2

1 amount 2 number

A large/massive/huge, etc. amount of is used before singular uncountable nouns. (*Variety* can be both countable or uncountable, but here it is used uncountably.)

A large/massive/huge etc. number of is used before plurals (*dishes*).

4 Ready for Grammar

1

- 1 None; Most
- 2 very little; quite a lot of
- 3 several; a couple of
- 4 hardly any; some
- 5 a large number of; a few
- 6 A lot; None
- 7 all; most of

Reading and Use of English Part 7 Multiple matching

2

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

1D ... I got loads of useful tips from a social media group I joined ... there was always someone who could give me the benefit of their knowledge and experience.

2B I tried to put his mind at rest by telling him I was taking supplements, but that just served to reinforce his idea that I wasn't eating properly.

3E I've only recently changed to a plant-based diet. I wish I'd done it ages ago.

4A But my mum told me to wait until I was older and better informed about what being vegan meant. ... though I now know it was partly because she couldn't face cooking special meals for me. I totally get that, though, and don't hold it against her.

5E My friends only ever want to meet up in burger restaurants, and my parents seem determined not to try vegan food, let alone cook it, which is disappointing – it's not asking much for them to show a little interest.

6C My sister has kept at it faithfully for over five years and shown amazing willpower. I just wish I could say the same for myself. There were too many types of food I missed, and I threw in the towel after a few months.

7B My parents were worried I was missing out on essential nutrients and that this could have serious consequences for me.

8D Many people try to make the switch overnight The key is to do it in stages.

9A ... the other dinner guests are invariably amazed at how delicious it is.

10B ... it's a major part of who I am.

Language focus Hypothetical situations

1

1 past simple 2 *would* 3 the past perfect

2

1 went 2 didn't

3 Ready for Grammar

1

1 could 2 didn't 3 hadn't bought
4 would 5 you'd listened

2

1 were 2 would stop 3 had/'d gone
4 had 5 would/'d make 6 bought
7 knew 8 eat

Reading and Use of English Part 2 Open cloze

3

1 it 2 rather/sooner 3 at 4 out
5 get 6 no 7 is 8 we

Vocabulary Health

1

A 1 heart 2 tooth 3 stomach
4 blood 5 ear

B 1 eye 2 throat 3 neck 4 nose
5 ankle

3

1 stitches 2 plaster 3 plaster
4 prescription 5 gave

Listening Part 4 Multiple choice

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

Language focus Prepositions and gerunds

1

1 for 2 from 3 of 4 without

2

1 to 2 over 3 off 4 up 5 on

3 Ready for Grammar

1

- 1 difficulty; in
- 2 chance; of
- 3 point; in
- 4 objection; to
- 5 favour; of

2

1 knowing how **unhealthy** 2 of getting **rid** of 3 **instead** of driving 4 **result** of his flight being 5 as finding **out** how 6 to playing the guitar **well**

Word formation Nouns 2

1

1 analysis 2 injury 3 complaints
4 pressure 5 advice 6 response

3

- 1 saying, meeting, building, advertising
- 2 failure, departure, pleasure, signature
- 3 arrival, refusal, survival, approval
- 4 warmth, depth, truth, growth
- 5 flight, sight, weight, height
- 6 friendship, membership, championship, partnership
- 7 shortage, storage, package, marriage
- 8 accuracy, efficiency, vacancy, frequency

4

2 success 3 choice 4 knowledge
5 loss; privacy 6 speech 7 proof
8 beliefs; behaviour

Writing Part 2 Report

3

1 well 2 here 3 but 4 where
5 This 6 as 7 However 8 which

4

1 In the paragraph on running, the writer refers to the promenade. He/She then begins the paragraph on cycling with *Cycling is forbidden on the promenade, but ...*

2 The writer finishes the paragraph on cycling by mentioning the views of the sea. He/She then begins the paragraph on swimming with *Swimming in the sea is not recommended, as ...*

5

Cycling

... there is a cycle path on the outskirts of town, ... your students can burn a few calories after class. ... with more superb views of the town and the sea.

Swimming

... there is a lake just outside the town, which is pleasant to swim in and less crowded than the town's swimming pool.

Conclusion

The area offers plenty of opportunity to keep fit ... your students will be able to do sport and enjoy beautiful scenery at the same time.

6

Sample answer

Report

The aim of this report is to tell you the best places to eat cheaply in my area and say why. I will also say why, in addition to the reasons of cost, I think the students will enjoy eating in these places.

Where can you eat cheaply

If I were you, I'd go to the shopping centre out of town. Here there are many restaurants from different countries like Italian, Mexico, Chinese, Spanish and also Greece. In addition you eat very well and it is not expensive, you can do shopping or see a film in the cinema which is there. The students will enjoy to see a film after they eat.

Furthermore, I recommend you the area next the sea. Here are many good restaurants for eating fish and the prices are affordable. The best restaurant is 'Ocean Blue' where everything is blue, for example chairs, tables, walls etc. The fish is caught local and is delicious. Also, the atmosphere is pleasant, friendly and lively.

Conclusions

To sum up, the students can eat tasty, delicious and cheap food in the shopping centre and next the sea.

Regina

189 words

Examiner comments

Content: All content is relevant and the group leader would be fully informed. Two distinct places are mentioned for restaurants, the shopping centre and by the sea, and a number of reasons are given as to why students will enjoy eating in each location.

Communicative achievement: The conventions of writing a report are used reasonably well to hold the reader's attention, and the register is neutral and generally consistent, though *If I were you, I'd* and *Also* at the beginning of the penultimate sentence are more informal. Sub-headings are simple but useful, although the main heading does not give the reader a clear idea of the contents of the report that follows.

Organisation: The text is clearly divided into appropriate sections. Some conventional linking devices are used, such as *Furthermore* and *To sum up*, but *In addition* is used inaccurately in the second paragraph (*In addition you eat to eating very well*) and *for* is missing from *for example*.

Language: Everyday vocabulary is adequate and there is some appropriate use of relevant adjectives (*affordable; pleasant; friendly; lively; tasty; delicious*). The word *expensive* is misspelt. More of an effort could have been made to reword the opening paragraph, which is almost identical to the question.

A range of simple and some more complex grammatical forms is used. While some errors occur when these more complex forms are attempted (*In addition you eat very well; I recommend you (go to) the area*), others are more basic (*enjoy to see; next the sea; caught local*). These errors, however, do not impede communication.

Mark: Pass to good pass

12 REVIEW

Reading and Use of English Part 4

Key word transformation

- 1 have/'ve **lost** (some) weight since
- 2 knowledge **of** wild flowers amazes
- 3 would **not** be (very) many
- 4 lived/could live **closer** to
- 5 **wish** I had not/hadn't turned
- 6 **rather** I did not/didn't wear

Reading and Use of English Part 3

Word formation

- 1 scientists 2 loss 3 growth
- 4 pressure 5 advice 6 occasional
- 7 failure 8 inability

Reading and Use of English Part 1

Multiple-choice cloze

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

Pronunciation Silent vowels

- 1
- 2 vegetable (3) 3 factory (2)
- 4 frightening (2) 5 typically (3)
- 6 biscuit (3)

- 3
- 1 I work as a secretary (3) in a reasonably (3) large catering business (2).
- 2 Everyone (3) has different (2) tastes and preferences (3). 3 The temperature (3) in the restaurant (2) was very comfortable (3).
- 4 I found the **documentary** (4) on the **history** (2) of food preparation very **interesting** (3).
- 5 There are **several** (2) good **dictionaries** (3) of cooking terms in our food **literature** (3) section.

Collocation revision Units 1-12

Adjective + noun

- 1 clothes/trousers 2 instrument
- 3 film 4 job 5 hair 6 town/ neighbourhood/area 7 trip 8 sentence
- 9 winds 10 drink

Verb + noun

- 1 lead/live/have 2 play 3 change
- 4 take 5 work 6 make 7 do 8 give
- 9 put 10 have

Ready for Writing

Introduction

Extracts

- A 5b B 1 C 4 D 5a E 2 F 3

Register

- 1
- 1 d informal 2 e formal 3 a informal
- 4 c formal 5 b formal

2

B Formal/neutral

The linker, *however*, is fairly formal, and there are no contractions or phrasal verbs.

C Neutral

There are no informal linkers, contractions or phrasal verbs, but neither is there evidence of any formal language.

D Formal

The linker, *consequently*, is formal, as is the use of language such as *gained considerable amount of experience in this field; well suited to the position*.

E Informal

The writer addresses the reader directly with a question, and there are contractions in the second sentence.

F Formal

The language used for making recommendations is formal: *is an option worth considering*. and *it is advisable to*. The linker *However*, is fairly formal and there are no features of informal language.

Marking

- 2 Content 3 Organisation and cohesion
- 4 Register 5 Accuracy

Planning and checking

- 2 e 3 c 4 d 5 a 6 f