

1 AIMING HIGH

Reading and Use of English Part 5 Multiple choice

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

Language focus

Modal verbs: *Might, could, may and can*

1

1 may 2 can 3 could 4 may 5 could

2

- 1 can't have given up on it
- 2 might not be as much demand as
- 3 could have told you that
- 4 may as well tell me
- 5 you could at least
- 6 can you tell me about

Adverbs of degree

- | | | | |
|-------------|------------|------------|------------|
| 1 utterly | 2 highly | 3 fully | 4 entirely |
| 5 perfectly | 6 bitterly | 7 fiercely | 8 quite |
| 9 wholly | | | |

Vocabulary Challenge and achievement

Verb + noun collocations

- 1 leave 2 risen 3 stand 4 faced 5 realise
6 met 7 enjoyed 8 lack 9 jumped

Adjective + noun collocations

- | | | |
|------------|----------------|--------------|
| 1 burning | 2 an overnight | 3 fair |
| 4 daunting | 5 primary | 6 costly |
| 7 lifelong | 8 second | 9 resounding |

Word formation Nouns

1

- 1 child (awareness, childhood, consciousness, usefulness)
- 2 survive (failure, mixture, seizure, survival)
- 3 settle (adaptation, clarification, realisation, settlement)
- 4 refer (knighthood, livelihood, reference/referral, sisterhood)
- 5 cover (coverage, existence, interference, occurrence)
- 6 suitable (establishment, harassment, replacement, suitability)
- 7 fix (acceptance, allowance, disturbance, fixture)
- 8 modify (deficiency, literacy, modification, redundancy)
- 9 owner (carriage, ownership, percentage, wreckage)
- 10 ready (liability, purity, readiness, stability)
- 11 acquaint (acquaintance, readership, scholarship, sponsorship)
- 12 private (dismissal, refusal, privacy, withdrawal)

2

- 1 **Due** to Rebecca's unwillingness to
- 2 **expressed** his displeasure with our performance
- 3 **fail** to see the relevance of
- 4 has **an** annoying tendency to
- 5 get **used** to the inconvenience

Reading and Use of English Part 3 Word formation

- 1 jealousy 2 abilities 3 pursuit 4 childhood
5 pleasure 6 relentlessly/unrelentingly
7 exhaustion 8 envious

Listening Part 1 Multiple choice

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

Writing Part 1 Essay

1

- 1 two of the ways people can motivate themselves to get things done
- 2 the opinions expressed in the discussion
- 3 an explanation of which way you think is more important, with reasons to support your opinion

2

- 1 making daily to-do lists; setting long-term goals
- 2 'It can also be highly rewarding to cross out each task from the list as it is accomplished'; 'Only if we remain totally focused on long-term goals can we organise our time effectively.'

3

- 1 obligations; duties; tasks; goals
- 2 achieving; accomplishing; fulfilling
- 3 urgent; essential; critical; necessary; vital; crucial; key

4

- 1 The alternative sentence is more formal.
- 2 The sentence in the model answer is more formal.
- 3 The sentence in the model answer is more formal.
- 4 The alternative sentence is more formal.
- 5 The alternative sentence is more formal.

5

Sample answer

How to motivate others

From trying to persuade employees to work harder to attempting to convince children to tidy their rooms, the ability to persuade others is a key life skill. Several approaches have been put forward as ways to make people do things they do not want to do.

A common persuasion technique involves offering rewards for people's efforts or achievements. To give

an obvious example, most employees are motivated by receiving a salary and may be further inspired by bonuses for exceptional results. Conversely, those employees would surely feel demotivated if their pay were cut or their efforts went unrecognised.

On the other hand, rewards have an unfortunate tendency to change the way people feel about activities. Many people have hobbies that they do for pleasure, but if those tasks had to be performed in exchange for a reward, they would start to feel more like work. This strongly suggests that convincing people that they want to do something can be an extremely powerful motivation tool. This may be achieved by, for example, giving people the autonomy to make their own decisions and flexibility in how they fulfil their obligations.

Both forms of motivation can be effective. Rewards are certainly good for persuading people to do things that they do not want to do, but at the same time, they serve as a constant reminder that the task itself must be unpleasant in order to justify the reward. For this reason, the key to motivating others is finding a way of making the task feel satisfying and rewarding.

260 words

2 TIMES CHANGE

Reading and Use of English Part 8 Multiple matching

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

Language focus

Talking about the past

- 1
- 1 've been looking / was looking
- 2 've been sorting
- 3 've managed
- 4 'd been sitting / had been sitting
- 5 moved
- 6 used to sit / would sit / sat
- 7 've played / played
- 8 was throwing / was going to throw / was about to throw
- 9 realised

- 2
- 1 ... because I'd already seen it ... 2 ✓
- 3 ... when I arrived. 4 ✓
- 5 ... the third time I've asked you ...
- 6 I'd rather you hadn't told everybody ...
- 7 ✓ 8 ... and I used to love / I loved listening ...
- 9 ... but I'd have sooner stayed at home instead. 10 ✓

Nouns in formal English

- 1
- 1 modernisation 2 ageing/aging 3 provision
- 4 retirement 5 mortality 6 immunisation
- 7 hygiene 8 survival 9 choice
- 10 reduction 11 improvements 12 length

2

Suggested answers

- 1 failure; shortage/lack 2 response; request; explanation
- 3 disappointment; permission
- 4 unlikelihood; delay(s); preparations; event/eventuality
- 5 inability; commitment; resignation

Vocabulary Changes

Collocations

- 1 refreshing 2 places 3 subject 4 ways 5 gear
- 6 sweeping 7 sides 8 social 9 tune 10 dramatic

Other verbs of change

- 1 converted 2 vary 3 transfer 4 transformed
- 5 amend 6 adjust 7 modified 8 switch
- 9 adapted 10 alter 11 shift

Reading and Use of English

Part 1 Multiple-choice cloze

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

Part 2 Open cloze

- 1 enough 2 until 3 with 4 On/Upon/After
- 5 to 6 more 7 have 8 no

Listening Part 2 Sentence completion

- 1 clear details 2 soft edges
- 3 desert 4 traditional values
- 5 (popular) magazines 6 emotional response
- 7 value 8 information

Writing Part 2 Review

2

- a Paragraph 1 b Paragraph 4 c Paragraph 4
- d Paragraph 2 (NB Although both John and Molly changed their lives, the writer has focused on Molly to fit the exam task.)
- e Paragraphs 1 and 2 f Paragraph 2 g Paragraph 3

3

Suggested answers

- 1 The present simple because this tense is useful for summarising stories (e.g. in a review).
- 2 The present perfect ('have they made the biggest mistake of their lives?') is useful for looking back in time from the 'present' (i.e. this point in the film), e.g. to express a regret; the past continuous ('I wasn't expecting to enjoy a documentary about a farm') is useful for talking about expectations that didn't come true; the past simple ('I was pleasantly surprised by this uplifting story') refers to the time of watching the film.

4

'... it is only natural that she should harbour the ambition to grow such ingredients on a farm of her own.'

5

1 hard 2 surrounding 3 grudge 4 massive

5 progress 6 perfectly 7 cockroaches

8 guilt 9 warm 10 message

6

1 daunted; prospect 2 decision; thrust 3 face; stark

4 harmony; nature 5 flourishes

7

Sample answer

Weathering with You is an animated fantasy film about a teenage boy called Hodaka, who runs away from his home on a volcanic island and travels to Tokyo. However, the real star of the film is the constant torrential rain, which creates a beautiful and highly evocative backdrop to the story.

On one level, *Weathering with You* is a coming-of-age adventure about Hodaka as he changes from a boy, arriving lost and confused in an unfamiliar city, into a streetwise young man. We follow him as he struggles to find a job, encounters unsavoury characters, starts his own business and falls in love. The endless rain seems to be a powerful metaphor for the turbulent changes he is going through.

We learn very little of Hodaka's earlier life on the island, other than that he didn't finish high school. However, towards the end of the film, Hodaka is sent back home to finish his education, which almost feels as if we are returning to his childhood, before he finally returns to Tokyo to begin a more stable adult life. If there is a lesson for viewers, it is that there is always hope, no matter how bleak things get.

The film is visually stunning and beautifully animated. The rain-soaked visions of Tokyo are simply breathtaking. The story is also deeply moving, although the plot becomes a little convoluted in places and the ending is slightly disappointing. Overall, I would wholeheartedly recommend this film to anyone looking for a thought-provoking story to lift their spirits on a rainy day.

258 words

3 GATHERING INFORMATION

Reading and Use of English Part 7 Gapped text

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

Language focus

Present and future conditionals

1

1 ✓ (= a polite request)

2 If you watch ... you may ... / If you watched ..., you might ...

3 ✓ (= if you predict that it'll save you time)

4 Were there to be a fire ... (NB Only 'Were' is possible in this construction.)

5 If this warning light comes on, ...

6 ✓ (= if you predict that you're going to be late)

7 ... if I have time.

8 ✓ (= if you insist on staying out late)

2

1 were 2 Should 3 happen 4 Imagine/Suppose

5 Were; for 6 should 7 Imagine/Suppose; to 8 weren't

Hypothetical situations

1

1 I **wish** (that) I'd (= I had) paid

2 though she'd (= she would) **sooner** have stayed / though she'd have **sooner** stayed

3 **there** been a

4 If **only** I'd (= I had) been

5 You **should** have started/begun

6 'd (= would) have **liked** (to spend / to have spent)

2

1 I'd known; wouldn't have sent

2 needed; had

3 hadn't explained; still wouldn't understand

4 Had you submitted / If you had submitted; would/might/could still be

5 missed

6 Had it not been / If it hadn't been; would/might/could have stayed

7 were / had been; would/might/could have finished

Vocabulary Information and research

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

Word formation Adjectives

1

1 chilly, fatty, occasional, stormy

2 homeless, renewable, restless, worthless

3 conscientious/conscious, courageous, innovative, rebellious

4 chaotic, problematic, specific, sporty

5 beneficial, consistent, negligent, sufficient

6 acceptable, profitable, urgent, variable

7 analytical, heroic, horizontal, minimal

8 administrative, comparative, speechless, talkative

9 compulsory, exploratory, mandatory, prestigious

10 confidential, controversial, obligatory, torrential

2

- | | |
|--------------------|---------------|
| 1 invaluable | 2 undeniable |
| 3 self-explanatory | 4 indifferent |
| 5 non-existent | 6 unthinkable |
| 7 impersonal | 8 unavoidable |

Reading and Use of English Part 3 Word formation

- 1 supportive 2 overlooking 3 interpretations
4 persuasive 5 objectively 6 disproves
7 unsettling 8 inconsistencies

Listening Part 3 Multiple choice

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

Writing Part 2 Report

1

Suggested answers

- benefits, drawbacks, duration (due to the need to be absent from work/studies for that period), location (how far away, for cost reasons), objectives, potential improvements, price and other costs (to determine whether it was worth it), relevance
- duration and objectives; There is also a suggestion that the location was not your place of work/study, as you were 'sent' there.
- benefits, drawbacks, potential improvements, price and other costs, relevance
- content, course name, dates, location (specific details), trainers

2

Suggested answers

- | | |
|----------------------------------|------------------|
| 1 Logistics | 2 Course content |
| 3 Benefits / Additional benefits | 4 Drawbacks |
| 5 Recommendations | |

3

I felt that there were ... I consider this to be ...
The principal drawback of the course was that ...
I believe that ... I would therefore recommend ...

4

- | | |
|------------------------------|-----------------------------|
| 1 determine | 2 further |
| 3 well informed | 4 practical ideas; employ |
| 5 necessitated; inconvenient | 6 substantial; immeasurable |

5

Sample answer

Report on fact-finding trip to the UK

The aim of this report is to provide an overview of my recent fact-finding mission to a potential partner for our college in the UK.

The fact-finding mission

I spent five days in the UK visiting Bluetown College, a large further education institution for pupils aged 16–18, with a view to establishing whether there is potential for regular large-scale student exchanges between our institutions, as well as educational projects over the internet.

Findings

The college is well run, with excellent teachers and generally highly motivated students. I believe any of our students visiting the college would find the experience enjoyable and useful, in terms of their English skills, cultural awareness and self-confidence.

Areas of concern

One surprising finding was that very few students seemed willing to participate in an exchange programme. On further investigation, I ascertained that their main concern is their poor foreign language skills, coupled with the perception that our city is not an attractive destination. My attempts to reassure them were well received, but I believe we would need to make a considerable effort to persuade them to take part in significant numbers.

Recommendations

I believe that Bluetown College would make an excellent partner for our own college, and we should therefore launch some joint internet-based projects. However, given the challenge of persuading significant numbers of students to take part in an exchange programme, I recommend starting with a small-scale exchange, involving perhaps five to ten students, and then gradually building up to a full-scale programme over several years.

260 words

4 ALL IN A DAY'S WORK

Reading and Use of English Part 6

Cross-text multiple matching

- 1 D 2 C 3 A 4 B

Language focus

Gerunds and infinitives

1

- 1 to inform 2 discussing 3 obtaining 4 to mention
5 finding 6 get 7 analysing 8 to deliver
9 leading 10 checking

2

- 1 refusal 2 incapacity/incapability 3 unwillingness
4 determination 5 intention 6 inability 7 tendency

Comparisons

1

- 1 rarer / less common than they used to be
2 deal longer than we (had) expected
3 such a boring meeting that half the people fell asleep

- 4 never done/had such a boring job / never done/had a more boring job (before / in my life)
5 as important as yours
6 seemed like / seemed to be an attractive deal

2

- 1 one 2 close 3 so 4 like 5 by
6 much 7 as 8 near 9 the 10 better

Vocabulary

Point, use, purpose and advantage

1

- 1 point 2 useful 3 purpose
4 pointless 5 use 6 point

2

- 1 at 2 in 3 of 4 at 5 to 6 for

Body and movement idioms

1

- 1 keep; eye 2 kick 3 heads 4 lent / would lend; hand
5 cover; back 6 have; stomach 7 walk; run 8 leapt

2

- 1 eye 2 neck 3 face
4 foot 5 heart 6 shoulder
7 back 8 nose 9 ear

Reading and Use of English Part 4 Key word transformation

- 1 You **might** have let me
2 I **stood** (very) little / hardly any / barely any chance of
3 ten years since I **last** wrote
4 having taken **part** in / having been **part** of
5 only I had taken **advantage** of
6 have failed **if** you had prepared

Listening Part 4 Multiple matching

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

Writing Part 2 Formal email or letter

1

Suggested answers

- 1 a wide range of age groups, professions (perhaps including students and retired/unemployed people), education levels, etc
2 public transport, roads and cycle paths, education, hospitals, litter, libraries, sports amenities, etc
3 good at generating innovative ideas, listening skills, patience, teamwork, reliability, etc
4 by talking about previous experience in similar roles, demonstrating an interest in local issues, etc

- 5 work experience, the satisfaction from helping the community, the chance to represent people of their own age/background, the chance to make a difference, the chance to meet interesting people, etc

2

Suggested answer: Yes

- 1 'I am a 19-year-old university student ...'; '... as a representative of the teenagers and young adults in our society.'
2 '... a member of the Cycle Path Action Group and as a volunteer in the Keep Our City Clean campaign ...'
3 'I am an excellent listener ...'; '... working patiently and collaboratively with people from a diverse range of backgrounds and with widely differing viewpoints ...'; 'I am also good at generating creative solutions to problems and challenges ...'
4 '... a strong interest in local affairs'; 'I have taken an active interest in local issues for many years ...'; 'devoting considerable amounts of my free time ...'
5 'In addition to providing the opportunity to serve my community and to have my voice heard, I believe this role would allow me to gain invaluable experience in the field of local government, which is certain to be useful in my future career.'

3

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

4

- 1 take; active; in 2 devote; considerable; to
3 make; comparable; to 4 reach; compromise
5 provide; opportunity 6 serve; community
7 have; voice 8 gain; invaluable; field

5

Sample answer

Dear Sir or Madam

I would like to apply for a position as a mentor in your mentorship programme. As you will see from my attached CV, I am a highly experienced sales representative. As such, I believe I could offer useful guidance and insights into the most important skills and techniques for anyone embarking upon a career in sales.

During my eight years as a sales representative, I have sold a wide variety of products and services, from double glazing to pension plans and from industrial machines to used cars. These experiences have taught me a wide range of practical sales techniques to attract new customers and reach a mutually beneficial deal. I have also learnt from bitter experience what not to do.

I believe I also have a talent for guiding inexperienced colleagues, as demonstrated on a recent training course for new members of the sales team, which I designed and conducted myself. According to feedback submitted by

participants, I explained everything clearly and patiently, and provided plenty of opportunities for practice.

I am keen to give something back to society, which is my main motivation for wishing to join the programme. However, I believe it would also be a valuable learning experience for me, to develop my skills as a mentor, which will be extremely useful in my future career.

I look forward to hearing from you.

Best regards

Beata Szymanska

236 words

5 GETTING ON

Reading and Use of English Part 8 Multiple matching

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

Language focus

Reference, substitution and ellipsis

1

1 so 2 that 3 not 4 that 5 not 6 not
7 done 8 ones 9 that 10 so 11 Nor 12 so
13 them 14 That

2

1 ... when to visit.
2 He must be at home ...
3 ... I should have been told where to go.
4 ... and I decided drop in to say 'hi'.
5 ... but I just had apologised a few minutes ...

Relative clauses

1

Suggested answers

1 Isn't this the park where we first met?
2 Next week, I'm meeting Jacob, who I'm still angry with for letting me down.
3 I had an argument with somebody whose car was blocking my drive this morning.
4 I said hello but she just ignored me, which was really rude.
5 I had a lot of help from Alex, without whom it would have taken much longer.
6 I didn't get the job that I applied for.

2

1 No. We can't omit the pronoun from a non-defining relative clause.
2 That was the moment ~~when~~ I realised ...
3 No. We can't omit the relative pronoun when it's the subject.
4 The play ~~on which~~ the film is based on is ...
5 No. We can't omit the pronoun from a non-defining relative clause.
6 I can't even remember the reason ~~why~~ we fell out ...

7 The person ~~from whom~~ I've learnt the most from is ...

8 I found that bag ~~that~~ I was looking for ...

Vocabulary

Verb + noun collocations

1

1 made peace 2 found; ground
3 declare; ceasefire 4 resolve; differences
5 avoid arguments

2

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

Relationships

1

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

2

1 have 2 getting 3 turning 4 put
5 took 6 keep 7 look 8 backed

Reading and Use of English

Part 1 Multiple-choice cloze

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

Part 2 Open cloze

1 whether 2 to 3 it 4 get
5 for 6 for 7 That 8 little

Listening Part 1 Multiple choice

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

Writing Part 2 Proposal

1

Suggested answers

1 at least two (because the task refers to the plural form, 'problems'), but probably not more than three as there won't be enough space to deal with them properly
2 probably two or three, for the same reasons as above

2

Suggested answers

1 Introduction
2 Problems / Issues to be resolved
3 Proposed / Suggested Solutions / Recommendations
4 Conclusion

3

I propose; I recommend

Suggested answers: I advise (you to do) / I encourage (you to do) / I suggest (doing) / I urge (you to do)

4

Suggested answers

- 1 *Must* is extremely strong, so should only be used either when you have the power to make decisions or you have no doubt that others will agree with you. In this case, the writer is trying to persuade his/her manager to make a decision, rather than making the decision himself/herself, so *must* would be inappropriate.
- 2 In this sentence, the writer emphasises the need to find a solution, which the reader is likely to agree with. The writer doesn't recommend a solution in this sentence.

5

- 1 The most common complaint from office workers is that ...
- 2 The assumption seems to be that ...
- 3 ... there is a perception among homeworkers that ...
- 4 There is also a tendency for employees to see ...
- 5 It is vital for our employees to feel more like ...
- 6 This should happen as a matter of urgency ...
- 7 By restoring a sense of teamwork ...

6

Suggested answers

Replacing verbs (e.g. complain, assume) with nouns (e.g. complaint, assumption); using impersonal subjects (e.g. There is also ...; It is vital ...); using impersonal verb forms (e.g. This should happen ...); replacing full clauses (e.g. If we restore ...) with participle clauses (e.g. By restoring ...)

7

Sample answer

Proposal: Building a sense of community

Introduction

It is widely recognised that loneliness and isolation can have a devastating effect on people's physical and mental health. For this reason, it is vital that local people have a good network of friends and regular contacts.

Which members of society are affected?

The problem of isolation is particularly acute among older people, who may go days or even weeks without meaningful contact with others.

Another group who would benefit strongly from a better sense of community is the long-term unemployed, who may suffer from depression and a lack of purpose.

Finally, there are many teenagers who may feel isolated from society and might be in danger of getting into trouble with the law.

Proposed solutions

Above all, we must provide locations where people can meet and mix. Therefore, I urge the town to invest in its community centres, youth clubs, libraries and so on. These

sites must be made as attractive and accessible as possible, to encourage a wide range of locals to make full use of them.

In addition, I propose organising events specifically designed to bring together people from different age groups and sections of society. Such activities could range from treasure-hunt competitions to music concerts, and from litter-collection projects to field trips.

Conclusion

A sense of community is vital for holding together the fabric of society. Although it will take considerable effort and significant costs to provide facilities and organise events, I believe the investment will be repaid many times over in terms of a happier, more integrated community.

260 words

6 ALL IN THE MIND?

Reading and Use of English Part 7 Gapped text

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

Language focus

Passives 1

1

- 1 These books should have been returned (by you) last week.
- 2 I was taught the basics of psychology by my mother.
- 3 (Passive is impossible with the verb 'lack'.)
- 4 We were made to memorise hundreds of dates (by our teacher).
- 5 I was yelled at by one of the customers.
- 6 (Passive is impossible with the verb 'resemble'.)

2

- 1 being recognised 2 be finished
- 3 being stared at 4 been caught; was sent
- 5 being interviewed 6 To be accepted

Passives 2: Reporting verbs

- 1 was believed to be; is known to be
- 2 is reputed to own
- 3 are alleged to have falsified
- 4 is considered to have pioneered
- 5 are/is rumoured to be
- 6 are believed to have had
- 7 is expected to be made

Have/Get

- 1 got stuck 2 have/get the oil changed
- 3 to get involved
- 4 My wallet got stolen / I had/got my wallet stolen
- 5 this window got broken 6 you get caught

Vocabulary

Intelligence and ability

1

- 1 gifted 2 flair 3 ace 4 poor
5 prodigy 6 accomplished 7 whizzkid

2

- 1 1 b 2 a 3 c 4 d
2 1 a 2 d 3 c 4 b
3 1 c 2 d 3 b 4 a

Phrases with *thought*

1

- 1 given 2 Hold 3 second 4 much
5 school 6 lost 7 counts 8 train

2

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

Reading and Use of English

Part 3 Word formation

- 1 effortlessly 2 mastery/mastering
3 repetition 4 subconsciously/unconsciously
5 storage 6 acquisition
7 problematic 8 hopelessly

Part 4 Key word transformation

- 1 Rather **than** me/my taking/having
2 it hadn't been **for** the
3 are reported **to** have made
4 need **watering** as a matter
5 as **well** get rid / dispose
6 We **regret** to inform you of/about

Listening Part 2 Sentence completion

- 1 social functions 2 beggars
3 genetic 4 ignore
5 introverts 6 memories
7 information technology/IT 8 training courses

Writing Part 2 Informal email or letter

1

Three: how to decide what is worth learning; how to learn large amounts of information; how to stay motivated in the process.

2

Suggested answer

They refer directly to the three questions in the task, including some of the same words.

The examiner needs to be sure that you have answered each question fully. Phrases like these help the examiner to identify which question you are dealing with in each paragraph.

3

- 1 getting into university 2 have an awesome time
3 there's loads of information 4 I reckon
5 For what it's worth, ... 6 An added bonus is that ...
7 how you get on

4

- 1 draw; conclusions 2 take; starting 3 get; from
4 call; mind 5 see; glance 6 deserve; break
7 keep; beavering 8 try; out

5

Sample answer

Hi Toni

Great to hear from you! It's been a long time! Sorry to hear you're not enjoying your uni course as much as you were hoping. I remember you were really looking forward to it.

That said, I can see why you're tempted to walk away from your course. You've always been impatient and ambitious, haven't you? I'm not saying it's the wrong decision – that's your choice alone. But it does seem a bit of a shame to quit your course after devoting so many years to it. If I were you, I reckon I'd keep going till the end. You'll finish sooner than you think, and at least you'll get a degree out of it.

The danger with walking away, of course, is that you won't end up with any qualifications. That's fine if you manage to start your own business and make a go of it, but what happens if your plans don't work out? In my experience, it's always good to have a Plan B in case things go wrong!

Have you considered asking for some time out from your course? Maybe you could put your studies on hold for a year or two, while you work out what to do next, but keep open the option of coming back to finish your studies later. I have no idea if your uni would agree to such an idea, but there's no harm in asking, is there?

As I say, it's your choice, and of course I'll support you in whatever you decide. Good luck!

Oleg

259 words

7 FEELING GOOD

Reading and Use of English Part 5 Multiple choice

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

Language focus

Direct and reported speech

- 1 had been feeling a lot better since he'd visited the doctor the previous week/the week before

- 2 when I could expect to receive the goods I'd ordered
- 3 she might be a little late (the next/following day/on Tuesday) if she had to stop for petrol
- 4 he'd slammed on the brakes because he'd been about to crash
- 5 if/whether Helena had told me what her presentation was going to be about the following/next day
- 6 it must be difficult for him to get around if he can't/couldn't drive
- 7 she doesn't know what she's doing
- 8 I had to complete a/the/this form before they could open my account

Alternative verb patterns

- | | |
|-------------------------------------|---------------------------|
| 1 falling over / having fallen over | 2 to leave |
| 3 me not to train | 4 give / should/must give |
| 5 to leave | 6 me to take |
| 7 to drive | 8 be / should/must be |

Verbs and dependent prepositions

- | | | | |
|-----------|----------|----------------|--------|
| 1 for | 2 on/for | 3 to | 4 from |
| 5 against | 6 on | 7 of/about | 8 from |
| 9 to | 10 for | 11 against/for | 12 of |

Vocabulary Risk and health

- 1
- | | | | |
|----------|------------|------------|--------------|
| 1 living | 2 edge | 3 bringing | 4 misfortune |
| 5 scared | 6 death | 7 risk | 8 limb |
| 9 seek | 10 thrills | | |

2

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

Word formation Verbs

- 1
- 1 misbehave; misinterpret; mislead; misunderstand
 - 2 broaden; lessen; loosen; weaken
 - 3 reassure; reconsider; refund; rethink
 - 4 clarify; intensify; notify; quantify
 - 5 enforce; enrich; entitle; envision
 - 6 overestimate; overflow; overlap; overlook
 - 7 disappoint; disapprove; discourage; disobey
 - 8 criticise; maximise; privatise; sympathise
 - 9 outgrow; outline; outlive; outweigh
 - 10 associate; compensate; participate; tolerate
 - 11 undo; unfold; unlock; untie

2

- | | | |
|---------------|--------------|-------------|
| 1 un; re | 2 over; out | 3 mis; dis |
| 4 over; re | 5 en; dis | 6 re; over |
| 7 en; mis/dis | 8 re; un/dis | 9 mis; over |

Reading and Use of English Part 1 Multiple-choice cloze

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

Listening Part 3 Multiple choice

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

Writing Part 1 Essay

1

- 1 True – it's about how people try to make themselves happy, rather than ways that actually make them happy.
- 2 False – you only need to include two of the points.
- 3 False – you should stick to the two ideas from the prompt.
- 4 True – this is an example of 'reasons to support your opinion'.
- 5 False – you don't need to include any of them.
- 6 True – you need to say which way you think is more effective, so this should be the main focus of the conclusion.

2

helping others; taking part in 'fun' activities

3

Suggested answers

- 1 pleasure / boosting happiness / enjoy ourselves / regret / derive the most gratification / obtain immense satisfaction / a warm feeling of contentment / lifting our spirits / making ourselves happy / cheer yourself up
- 2 serving / assisting
- 3 highly enjoyable / stressful / unpleasant / have fun / have a good time
- 4 successful / ineffective / counterproductive / guaranteed / reliable

4

- 1 in pursuit of 2 by no means always
3 whether it be 4 it comes down to 5 frame of mind

5

- 1 ambitions 2 dramatic 3 absolutely 4 reports
5 disappointment 6 suffer 7 strong 8 produce

6

Sample answer

Harmful pleasures

It often seems as if the things we enjoy most in life are all harmful, whether they be snacking on junk food or skimping on sleep in order to binge-watch the latest must-see serial.

Food is the ultimate guilty pleasure. We eat too much of it, we eat the wrong things and we eat at the wrong times. The reason is simple: our bodies are programmed to derive intense pleasure from food, especially the sugary,

salty, fatty foods essential for our ancestors' survival. And although we all know the dangers of a poor diet, nothing can cheer us up like a bar of chocolate.

Staring at screens all day, whether for work, for education, for information or for relaxation, is much less obviously detrimental. However, it can seriously harm our eyesight and prevent us from sleeping soundly. Less directly, but just as importantly, the more time we spend on our screens, the less time we have available for healthier activities, such as walking in the fresh air, socialising and sleeping.

Ultimately, when we eat unhealthily, we generally know exactly what we're doing – and why we shouldn't be doing it. The damaging effects of excessive screen time, on the other hand, are much subtler and harder to notice. It may take years to realise that our eyesight is deteriorating, by which time it is too late. Similarly, we may be blissfully unaware that our constant tiredness derives from the supposedly relaxing activity of watching TV. For these reasons, I believe limiting our screen time should be our top priority.

260 words

8 THIS IS THE MODERN WORLD

Reading and Use of English Part 6

Cross-text multiple matching

1 D 2 A 3 A 4 B

Language focus

Determiners and pronouns

1

1 One 2 most 3 little 4 any 5 Another 6 each
7 all 8 fewer 9 much 10 none

2

- 1 **Most** of her films are excellent, although I admit I haven't seen them **all**.
- 2 I've read **both** your offers and although they **both** sound interesting, I'm afraid **neither** is within our price range.
- 3 We invited **some** fifty guests, but **very** few of them responded to our invitation, and **most** of those that did turned us down.
- 4 I drive to work that way **every few** days, and there's always **very little** traffic.
- 5 **All** the work is done apart from these **few** odds and ends, but if we help one **another**, we'll be finished in **no** time.
- 6 I'm afraid I've got **very little** time before my presentation, but I'll try to offer you **a few** tips to help you with yours.
- 7 There'll be **quite a** few of us: me, **both** my flatmates and **another** three people.
- 8 You're welcome to use **any of** our **many** meeting rooms, **each of** which is equipped with teleconferencing equipment.

Future forms

1

- 1 to start
- 2 feel (Other forms (e.g. *'ll feel*, *'re going to feel*) are possible but less natural.)
- 3 going
- 4 'm picking (Other forms (e.g. *'m going to pick*) are possible but less natural.)
- 5 'll have found (also possible: *'ll find*)
- 6 'll be seeing / 'm seeing (Also possible but less natural is *'m going to see*.)
- 7 to cost
- 8 'll have been waiting

2

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

Vocabulary

Cost and amount

1

1 Vast 2 slight 3 mild 4 sharp 5 big

2

1 great/good 2 charge/cost 3 part 4 limit

Verbs formed with *up*, *down*, *over* and *under*

1

1 download 2 uphold 3 downplay
4 uprooted 5 upgrade 6 downsized

2

1 over 2 under 3 under 4 over
5 over 6 under 7 over

Reading and Use of English

Part 3 Word formation

1 beneficial 2 meaningless 3 undesirable
4 dramatically 5 exposure 6 growth
7 empower 8 overdo

Part 4 Key word transformation

- 1 can't/cannot **stand** being stared at
- 2 are **unlikely** to be (very) many
- 3 had I / if I'd / if I had taken **better** care
- 4 the car **must** have been going
- 5 is **rumoured** (that) they no
- 6 **deal** of time has been invested

Listening Part 4 Multiple matching

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

Writing Part 2 Informal email or letter

1

Suggested answers

- 1 Perhaps in her early 20s – she has lived away from home for some time but is still influenced by her parents. She is young enough that social media already existed when she was a child.
- 2 privacy issues (e.g. hacking, sales of personal data), fake news / extreme opinions, social media addiction, etc
- 3 One or two: it is better to present a small number of tips and to develop them properly (e.g. include reasons, explanations, examples, etc) rather than a long list of separate ideas.
- 4 In the first paragraph, you could congratulate Jenny on her decision, comment briefly on her story about why it took so long and reassure her that she'll be fine. In the last paragraph, you could reassure her again and remind her to be careful.

2

To get the most out of it, ...

You needn't worry about making a fool of yourself, ...

As for keeping safe, ...

3

- | | |
|----------------------|-------------------|
| 1 build up gradually | 2 get the hang of |
| 3 a handful of | 4 stick with |
| 5 wound up | 6 hold off (for) |
| 7 watch out for | 8 take the plunge |

4

- | | | | |
|---|--------------|----------|--------|
| 1 less | 2 a bad idea | 3 future | 4 less |
| 5 make it sound like a spontaneous conversation | | | |
| 6 don't always need | | | |
| 7 formal | 8 less | | |

5

Sample answer

Hi Ben

Congratulations on all those changes, especially having a baby! I can't wait to meet her! And I'm sorry to hear you're feeling snowed under.

In answer to your questions, yes, it'll probably get easier over time. You'll get used to your job, and of course, your daughter will be less and less demanding as she grows up. That said, we're talking about months or even years, and in the meantime, it sounds as if you're definitely overdoing things. I don't think a wait-and-see approach is enough.

In terms of eliminating stress, is this really the right time to be getting the house redecorated? Having a single room done can be stressful enough, but doing the whole house

at once sounds like a recipe for disaster. I'd be tempted to hold off for a year or two.

The other thing is that terrible commute you mentioned. Is there any way you could work from home a couple of days a week? Most employers are open to the idea these days, and it sounds like it'd make a huge difference to your quality of life.

As for managing your time better, it sounds as if you really need some time to yourself. I know this feels like an unnecessary luxury when you're rushed off your feet, but you need to look after yourself better.

Anyway, I'm not sure if that helps, but it's what I'd do if I were in your shoes. Please stay in touch – and let me know if you try any of my ideas.

Take care

Alice

260 words

9 GOING PLACES

Reading and Use of English Part 8 Multiple matching

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

Language focus Creating emphasis

1

- 1 all he was carrying was a small backpack
- 2 What I don't understand is why I didn't think of this before.
- 3 All I did was (to) ask her to be a little quieter!
- 4 Now all I need is some cinnamon.

2

- 1 was while I was having my tooth filled that
- 2 isn't a beach holiday (that) they've gone on
- 3 wasn't until the last day that / was only on the last day that
- 4 must have been Daniel's twin brother that you saw

3

- | | | | | |
|------------|-------|---------|--------|---------|
| 1 all | 2 it | 3 until | 4 that | 5 What |
| 6 happened | 7 All | 8 was | 9 it | 10 What |

Vocabulary

Describing an adventure

1

- | | | |
|-------------|------------|----------------------|
| 1 gruelling | 2 swirling | 3 exquisite; idyllic |
| 4 intrepid | 5 arid | |

2

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

Anger

1

- | | |
|-------------------------|--------------------------------|
| 1 children | 2 allow their emotions to show |
| 3 over a period of time | 4 formal |
| 5 suddenly and strongly | 6 but try not to show it |

2

- 1 handle 2 tantrum 3 berserk
4 temper 5 nerves 6 steam

Word formation Alternatives from the same prompt word

- 1 variables; varieties 2 economic; economical
3 continuously; continually 4 participation; participant
5 analyst; analyses 6 specifics; specifications
7 proceedings; procedure 8 consumption; consumers
9 distinctly; distinctively 10 creation; creativity

Reading and Use of English Part 2 Open cloze

- 1 an 2 in 3 being 4 until 5 rise 6 to 7 not 8 for

Listening Part 3 Multiple choice

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

Writing Part 2 Review

1

Suggested answers

- 1 aimed at / suitable for / intended for
2 advantages; disadvantages / pluses; minuses /
benefits; drawbacks / strengths; weaknesses
3 recommend

2

1

- * Did it live up to your expectations? The whole second paragraph
* Did it help you to appreciate the local culture? 'The hotel itself ... didn't bring us especially close to local culture, although we certainly developed an appreciation for Greek food.'
* What tips would you give to other travellers planning to stay there? 'Other travellers to this area will need to make a difficult choice between guaranteed sunshine and escaping the crowds'; 'If I were to go back, all I would change would be to pay slightly more for a quieter room.'

2

- * What sort of person is the place aimed at? 'This hotel is aimed at people seeking peace and quiet rather than bustling nightlife'; '... geared towards international tourists'; '... for anyone looking to unwind.'
* What are the strengths and weaknesses of the place? Most of the third paragraph
* Would you recommend it? 'Overall, I would definitely recommend both the hotel and the island of Kos ...'

3

- 1 seeking 2 bustling 3 cleanliness
4 far exceeded 5 exquisite 6 cuisine

- 7 geared towards 8 an appreciation for
9 unpredictable 10 guaranteed 11 unwind

4

- 1 Prices 2 Space per customer
3 Service/Staff 4 Food
5 Views/Surroundings 6 Atmosphere
7 Style/Décor 8 General opinions

5

Positive: affordable, considerate, dedicated, fabulous, hospitable, idyllic, luxurious, modest, picturesque, relaxed, scenic, spacious, tranquil, vibrant

Negative: average, bland, deserted, extortionate, filthy, inadequate, inedible, overcrowded, shabby, tasteless

NB 'Average' is technically neutral, but it usually suggests 'nothing special'; 'deserted' might be positive in some situations, but it usually suggests 'not enough people'.

6

Sample answer

My home town of Warsaw is not widely regarded as a tourist destination. However, if you find yourself in the area, you will be pleasantly surprised by what it has to offer, not at least if you head for the waterfront area – the perfect place for a stroll or cycle, or simply to relax in the sunshine.

The modern and stylishly designed Vistula Boulevard stretches over several kilometres, with a wealth of cafés, snack bars and restaurants both on the walkway and on boats moored by the river. Attractions include trampolines and a water playground for children, as well as live music performances and education and relaxation zones. A little further along, you'll find a huge fountain park, with spectacular light-and-sound shows every summer evening. Best of all, everything is completely free – apart from the food, of course. However, you could follow the lead of cost-conscious locals, who often bring along their own snacks to enjoy in these splendid surroundings.

The best time to go is during the summer, although it can get crowded in the peak season. To escape the crowds, head over to the other side of the river, where gorgeous sandy beaches are ideal for a picnic or barbecue. However, visitors should resist the temptation to swim in the river as it has dangerously strong currents.

While few tourists will travel to Warsaw solely to see the waterfront area, if you're planning to be in town anyway during the long summer months, it should be right at the top of your to-do list.

255 words

10 HOME IS WHERE THE HEART IS

Reading and Use of English Part 7 Gapped text

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

Language focus

Participle clauses

1

- 1 selling it five years later for £1,000,000
- 2 someone trying to break into my house
- 3 Being quite a lazy person
- 4 The bank having agreed to lend us the money
- 5 Treated regularly with wood preserver
- 6 most of my income going on my flat
- 7 having lived in a house with a garden

2

- 1 built
- 2 Having lived (Also possible: Having been living)
- 3 eating (Also possible: Having eaten)
- 4 cooing
- 5 wanting
- 6 bricked up
- 7 having
- 8 revealing
- 9 Having fallen
- 10 Removing / Having removed
- 11 wrapped
- 12 written
- 13 living

Noun phrases

1

- 1 ladies' hairdresser
- 2 tomorrow's meeting
- 3 morning routine
- 4 week's holiday
- 5 turkey steak
- 6 goat's cheese
- 7 child of above-average intelligence
- 8 the gangster's imprisonment (Also possible: the imprisonment of the gangster)
- 9 sandwich box
- 10 bird's wing
- 11 glass ornament
- 12 the middle of the road
- 13 packet of crisps (Or: a crisp packet, if it's empty.)
- 14 six-hour meeting

2

- | | | |
|--------------|-----------|-------------|
| 1 interest | 2 humour | 3 security |
| 4 stress | 5 balance | 6 community |
| 7 commitment | 8 privacy | |

Vocabulary

Describing places

1

- | | | | |
|----------|---------|---------|-------------|
| 1 stuffy | 2 cheap | 3 dingy | 4 bright |
| 5 cosy | 6 airy | 7 tidy | 8 cluttered |

2

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

Expressions with *house* and *home*

- 1 hit home; home comforts
- 2 brought the house down; close to home
- 3 like a house on fire; a home from home
- 4 make themselves at home; eat us out of house and home
- 5 house speciality; on the house

Reading and Use of English

Part 1 Multiple-choice cloze

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

Part 4 Key word transformation

- 1 had made **more** of
- 2 Do you **happen** to know
- 3 **Having** been told to do
- 4 we got **rid** of is/was worth
- 5 you **ought** to have done is/was
- 6 why you **put** up with such

Listening Part 4 Multiple matching

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

Writing Part 2 Proposal

1

Suggested answers

- 1 They might have lived through a personal tragedy (e.g. a fire, flooding, unemployment) and/or they may have very specific challenges (e.g. a disabled or seriously ill member of the family).
- 2 It might be dangerous (e.g. because of damp, electrical problems, etc) and/or badly laid-out for their needs (e.g. no wheelchair access). They may lack basic amenities (e.g. water or electricity supply).
- 3 Repair anything that is dangerous, change the layout (e.g. by knocking down partition walls), provide basic amenities. It's unlikely that the home could be enlarged, but it may be possible to convert some underused space (e.g. a loft or basement).

2

Suggested answers

- 1 Four: it is a large family living in a tiny space; both parents have long-term illnesses; there is a severe damp problem in their home; their daughter is a wheelchair user, but the house is completely unsuitable.

- 2 Four: treat the damp; convert the rest of the barn into habitable space; transform the current living space; design the whole house for maximum wheelchair access.
- 3 Two: they will finally have the space to live relatively normal lives in a safe environment; the damp treatment may help Mr and Mrs Smith to recover from their illnesses.

3

Suggested answers

- 1 'the damp must be treated ...'; 'I propose converting ...'; 'I suggest transforming ...'; 'The whole house must be designed ...'
- The strongest proposals use *must* + passive, to show that these two ideas are the most essential and that this is an objective fact, rather than simply the writer's opinion. The other two proposals feel more like suggestions, which could be changed later in the process.
- 2 '... there will be four bedrooms'; 'these changes will totally transform ...'; 'The damp treatment in particular will dramatically improve ...'
- (a) *Will* makes the writer sound a lot more confident than *would*. The writer is trying to make the proposals sound real, rather than a hypothetical possibility.
- (b) *Going to* would be inappropriate here because the final decision will be made by the reader, not the writer. *Going to* would suggest that the plan is already in the process of being realised.

4

Suggested answers

- 1 Now that I have studied hundreds of applications
- 2 which consists of two parents and three teenage children
- 3 which will be created out of the currently unused space
- 4 and will finally give them the space to live relatively normal lives
- 5 and may even help Mr and Mrs Smith to recover from their illnesses

5

- | | | |
|-------------|------------|---------------|
| 1 converted | 2 severe | 3 prohibitive |
| 4 habitable | 5 fittings | |

6

Sample answer

Proposed solutions to local crime

Introduction

There have been a growing number of crimes in our area recently. While the police have done what they can, I believe we should also take matters into our own hands as a community.

Technical solutions

The simplest solution would be better street lighting, combined with CCTV security cameras, both to serve as a deterrent and make it easier to identify and catch criminals. The cost will be modest, especially if shared between all households. The one challenge is that we may need permission from the council, but I understand this is relatively easy to obtain.

Neighbourhood watch

Another simple solution involves neighbours keeping an eye out for and reporting suspicious activities. Not only will this keep us safer, but it will also build a stronger sense of community. The downside is that unless somebody is permanently on guard, many crimes will go unnoticed.

Security guards

Another option would be to have security guards patrol our area. The disadvantage here is the cost: even if we split the guards' salaries between us, it would still be a significant outlay every month, especially with 24/7 coverage. It might therefore make more sense to limit coverage to the middle of the night.

Conclusion and recommendations

My preferred solution would be a combination of lighting and cameras, a neighbourhood watch scheme during the day and a security guard to patrol the area at night. I am convinced that such measures will be worth the inevitable costs, by keeping us safer and giving us peace of mind.

259 words

11 CULTURAL VALUES

Reading and Use of English Part 5 Multiple choice

- 1 C – She defines being a third culture kid as 'growing up abroad in a culture different to that of your parents'. Her parents are from the UK and France, and she mainly grew up in Thailand. Later in the text, she refers to herself as British and twice mentions that she grew up in Thailand.
- 2 B – She finds it stressful ('nerve-wracking and anxiety-inducing'). Later, she mentions feeling uncomfortable ('uneasy') but in a different context (filling out official documents).
- 3 D – She suggests that she speaks two languages fluently, which we can guess must be English (with an American accent) and French (her 'mother tongue'). So when she mentions not speaking 'much of the language of the countries you've lived in' and 'attending an international school', she's almost certainly talking about Thailand.
- 4 D – Options A, B and C are all features of being a third culture kid, but she presents them as disadvantages. Only D is a benefit.
- 5 A – She is tempted to adjust her answers, but there's no suggestion that she actually does this. She can't eat so cheaply, but there's no suggestion she can't eat well.
- 6 B – She has become more aware of the unusualness of her situation (and more tolerant of other people's ignorance), but not as the result of being a third culture kid.

Language focus Inversion

- 1**
1 sooner; than **2** Only **3** circumstances
4 Not; also **5** little **6** Scarcely; when
7 account **8** ever
- 2**
1 have I felt so proud in my whole life / in my whole life
have I felt so proud
2 no point was I informed of the cancellation
3 had the lesson started when the fire alarm went off
4 no means is it certain (that) you'll get the job
5 unless you have a ticket may you enter the conference
6 no way did I intend to insult your culture

Vocabulary

Sight

- 1**
1 eye; look
2 vision; sight (NB *Sight* would also be possible for the first gap.)
3 look; eye
4 look; vision
5 sight; view
6 view; eye
7 look; view
- 2**
1 look **2** sight **3** view **4** sight **5** vision **6** view

Nouns formed with *in, out, up, down* and *back*

- 1**
1 crime **2** patience **3** dramatic **4** danger
5 mild **6** enjoy **7** regular **8** lose
- 2**
1 offers an insight
2 sudden downpour
3 disappointing turnout
4 breakdown in communication
5 suffered a setback
- 3**
1 background; upbringing **2** drawback; income
3 outcome; output

Reading and Use of English Part 2 Open cloze

- 1** among/amongst **2** was **3** account **4** of
5 not **6** as **7** by **8** to

Listening Part 1 Multiple choice

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

Writing Part 2 Formal email or letter

1

Suggested answers

- 1** ask to put some of her paintings on display; reassure her that it's safe; mention it might help her to sell the paintings
2 the purpose of the exhibition; the location (the community centre); the number of paintings (20); the length of time (one month), etc. It might also be good to show that you know something about her work (i.e. that she paints landscapes).
3 She might not have 20 paintings available (i.e. because they've been sold, or they're on display elsewhere); she may be worried about security (e.g. her paintings being stolen or damaged), etc.

2

Suggested answers

- 1** can you take part in a month-long exhibition
2 can we display some of your wonderful landscapes
3 can we borrow 20 paintings
4 lend us as many as possible
5 let me know your answer

3

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

4

- 1** esteemed **2** hosted
3 honoured **4** problematic
5 prominent **6** raise awareness of

5

Sample answer

Dear Professor Harris

I am writing on behalf of the Global Culture Centre, which aims to spread understanding of and appreciation for the world's cultures among local people.

I would like to invite you to take part in an event we are staging: a series of talks where esteemed explorers and cultural experts share their experiences with an audience of local people. We would be honoured if you would consider giving a talk about your recent round-the-world tour. Such talks typically attract an audience of around 100 culture enthusiasts, who I am sure will be delighted to hear about the various cultures you came across during your trip, as well as any other interesting stories from your travels.

The talk would need to be around 60 minutes in length, to be followed by a 30-minute question-and-answer session involving members of the audience. In our experience,

talks that include visual elements, such as photos or even videos from your travels, are much better received.

I would like to assure you that we would, of course, provide all the necessary equipment and any technical support you might need during both the preparation and delivery of your talk.

Finally, I would like to point out that the attendees at our culture centre tend to be passionate about culture and extremely eager to learn, so I am convinced you will receive an enthusiastic reaction to your talk.

I look forward to receiving your response.

Best regards

Eva Smith

244 words

12 THE WORLD ABOUT US

Reading and Use of English Part 6

Cross-text multiple matching

1 D 2 B 3 C 4 C

Language focus

Conjunctions and linking adverbials

1

- 1 that; on
- 2 In; the
- 3 contrast/comparison
- 4 so; not
- 5 in; of; fact
- 6 On; of
- 7 On; the
- 8 All

2

- 1 By that time
- 2 Whilst
- 3 Consequently
- 4 so that
- 5 Apart from this
- 6 once
- 7 Otherwise
- 8 On the contrary
- 9 in case
- 10 For this reason

Modal verbs: *Must, need, should and ought to*

1

- 1 mustn't feed
- 2 needn't wait
- 3 ought to finish / should be finishing / will probably finish
- 4 should I have
- 5 must have had
- 6 didn't have/need to pay

2

- 1 ought to do
- 2 had/needed to sign
- 3 should have read
- 4 didn't have to wait
- 5 must have been
- 6 had/needed to get
- 7 needn't have panicked

Vocabulary

Expressions and phrases with *work*

1

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

2

- 1 through (Also possible: out) 2 up
- 3 off 4 out
- 5 around 6 on
- 7 towards (Also possible: on)

Adverbs expressing attitude or opinion

1

- 1 predictably; hopefully
- 2 undoubtedly; miraculously
- 3 understandably; astonishingly
- 4 surprisingly; presumably
- 5 apparently; disappointingly

2

- 1 Curiously
- 2 fortunately
- 3 obviously (NB: *Clearly* is often a synonym of *obviously*, but it is less likely in this sentence.)
- 4 conveniently
- 5 clearly (NB: *Obviously* is less likely in this sentence.)/strangely
- 6 rightly/obviously

Reading and Use of English

Part 3 Word formation

- 1 diversity 2 characteristic 3 independently
- 4 Remarkably 5 avoidance 6 staggering
- 7 resemblance 8 layout

Part 4 Key word transformation

- 1 I did was (to) point
- 2 only did I clean
- 3 (just) in case your battery goes
- 4 only did Richard turn up late
- 5 needn't/shouldn't/oughtn't have taken so
- 6 the chance to start/begin

Listening Part 2 Sentence completion

- | | |
|---------------------------------------|--------------------|
| 1 (family) farm | 2 (native) trees |
| 3 rats | 4 (walking) tracks |
| 5 (wire) fences | 6 (plant) nursery |
| 7 birds / insects / birds and insects | 8 seeds |

Writing Part 2 Report

1

Suggested answers

- 1 preventing the destruction of the animal's habitat (e.g. to build houses); cleaning up the animal's habitat (e.g. removing litter or pollutants); guarding the area (e.g. with fences, security cameras, etc) to prevent hunting, etc
- 2 legal threats from businesses that want to use the land; threats of physical violence (e.g. from hunters or polluters); unexpected events (e.g. fires, floods, etc)
- 3 legal fees; heavy construction equipment and/or cleaning tools; security equipment (e.g. fences, cameras, etc)
- 4 compare the number of animals before and after the project started; compare the quality of the habitat (e.g. the amount of litter or the level of pollution) before and after; explain the outcome/progress of legal/financial/PR battles, etc

2

- | | |
|----------------------------|-------------------|
| 1 Conclusion | 2 Initial results |
| 3 Project work | 4 Introduction |
| 5 Introduction, Conclusion | 6 Initial results |
| 7 Project work | |

3

Suggested answers

- 1 a This is a good approach for a long report or an academic paper, where it is important to separate facts (the actions) from opinions/analysis. However, in a short exam writing task, there isn't really enough space to do it properly. It could be confusing for the reader to have to work out which result relates to each action.
b It is much easier for the reader to work out which results match with each action. However, the report will end up with a lot of very short sections.
c Like option b, this makes it easier for the reader to work out what's going on. The disadvantage is that the report will have one section that is much longer than the other sections.
- 2 approach c
- 3 The present perfect continuous, to highlight the fact that the work is ongoing and not yet complete.
- 4
 - 1 To some extent; still a long way from
 - 2 due to the sheer size of; moving in the right direction

3 initial results are promising; work is far from done

4 to date; a long way to go

5

1 Were these frogs to die out locally, it could have a catastrophic impact across the whole ecosystem.

2 (taken) a three-pronged approach

3 painstakingly

4 deter

5 put down to

6 nevertheless

6

Sample answer

Report on becoming more environmentally friendly

Introduction

Two years ago, our organisation set itself the target of reducing waste by 50% over five years. While there is still a long way to go, we are making excellent progress.

Waste reduction

We have taken a three-pronged approach:

Firstly, we have asked all our suppliers to reduce packaging on the raw materials we buy. Most of them have complied with our request or are in the process of complying, although this has had an adverse effect on our transport costs.

Secondly, we are reducing the packaging on our own products. Redesigning the packaging and adjusting our delivery methods has increased our costs.

Finally, we have invested heavily in upgrading our machines and equipment to make them more energy-efficient. This is an ongoing and expensive process, but we are already starting to see impressive energy savings.

Results

This is perhaps the worst time to evaluate the success of our project, as we have incurred significant costs, while reductions in waste are only likely to be felt in the coming years. We are proud to have achieved a 10% reduction in packaging and energy consumption so far, and we expect that figure to climb to 25% over the coming 12 months.

Conclusion

We set ourselves an extremely challenging target, knowing it would negatively impact our short-term costs. However, we are determined to achieve our goals, which we believe will not only reduce our long-term costs but also decrease our impact on the environment.

258 words