

# Answer keys and transcripts

## Test 1

## Key

### Reading and Use of English Part 1

#### Training

##### Useful language: putting words in context

- 'Work' is uncountable and so cannot be preceded by 'a'. *Jackie has got a good job as ...*
- 'Count' must be followed by 'on'. *You can expect George to be willing ...*
- 'Worry' would be followed by 'about asking'. *Don't hesitate to ask if you need ...*
- You 'explain' something 'to' someone. *The hotel receptionist will inform/tell you how to get to the conference centre.*
- 'Travel' can't be used with the definite article. *The train journey from Moscow to ...*
- 'Police' takes a plural verb, so it would have to be: *A police officer is questioning the person ... The police are questioning ...*

##### Useful language: identifying collocations

- The correct collocations are:
  - give permission / ~~someone a favour~~ / a presentation / someone a hand [do someone a favour]
  - lay claim to / the blame on / the table / ~~an excuse~~ [give/make an excuse]
  - make a mistake / plans / a noise / ~~your best~~ [do your best]
  - pay attention / ~~a ticket~~ / tribute to / a compliment [pay for a ticket]
  - run ~~an exercise~~ / a business / a race / a campaign [do an exercise]
  - shoot a film / past someone / an arrow / ~~a camera~~ [use a camera]
  - stand ~~a possibility~~ / a chance / trial / for parliament [there is a possibility]
  - take care / measurements / ~~a promise~~ / the train [make a promise]
- 1 lay the blame on 2 stand trial 3 make a noise  
4 give a presentation 5 took; measurements 6 run a campaign  
7 pay tribute to 8 shot past

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

#### Thinking about meaning

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

#### Exam practice

- B** People can be 'in discussion', but a topic is 'under discussion/ debate' or 'a source of argument'.
- D** 'Precisely' collocates with 'why' in a way that none of the other adverbs does.
- A** 'Functions' and 'purposes' are often used together when describing a particular phenomenon in science or society.
- B** 'Maintain' collocates with 'health' and other adjectives such as 'warmth' or 'tidiness' with the meaning of preserving in that condition.

- C** 'Full' collocates with words like 'efficiency', 'power' or 'impact' to give the idea of 'total' or 'complete'.
- D** The other words do not fit the meaning here – you 'acquire information' through reading or talking to other people, you 'achieve' or 'reach' a goal of some sort, and you 'complete' a task of some kind.
- C** Only 'based' is followed by 'on'.
- A** 'Moments' is too short and 'eras' too long a period of time to fit here, while 'episodes' is used about usually negative events in a series, e.g. 'episodes of madness/fainting/violence'.

### Reading and Use of English Part 2

#### Training

##### Useful language: using prepositions

- 1 A number of customers complained about the after-sales service.
  - All the work will be done by volunteers.
  - Delegates experienced a number of problems related to the broadband connection at the conference centre.
  - Alexandra was able to make good use of her knowledge of foreign languages.
  - Many people took part in the anniversary festivities.
  - I must congratulate you on your excellent work.
  - I hope my letter will be taken into consideration.
  - The inspector drew management's attention to some problems in the workshop.
  - There is an urgent need for fresh water supplies in the region.
  - 10 Have you seen the new advertisement for Lotus shampoo?
- 2 1 on 2 down 3 up 4 out 5 about/in 6 on 7 off/away  
8 up 9 up/in 10 against 11 off 12 by

##### Useful language: using connectors

- 1 whereas 2 provided 3 whatever 4 unless  
5 although 6 until 7 whenever 8 because
- 2 1 in accordance with 2 in order to 3 as long as 4 despite the fact that / even though 5 so as not to 6 in case 7 as if  
8 as soon as 9 even though / despite the fact that 10 No sooner

##### Useful language: using pronouns

1 which 2 that 3 What 4 whose 5 It 6 which 7 whose 8 It

#### Exam practice

- Although:** If you read to the end of the sentence, it becomes clear that a conjunction is needed for the sentence to hang together. It also becomes clear that a conjunction that gives an idea of contrast is what is required.
- to:** Just as you are able to do something, so you have an ability to do something.
- so:** The conjunction 'so that' introduces the purpose for doing something.
- on:** 'Depend' is followed by 'on', even though there may often be, as here, a phrase in parenthesis between the two words.
- less:** You have to think carefully about the meaning of this sentence in order to rule out other words that might fill this gap, such as, for example, 'more', 'no' or 'some'.

- 14 as:** 'As a last resort' is a fixed expression.
- 15 or:** If you see the word 'either', you can expect it to be followed at some point by 'or'.
- 16 fact:** 'Fact' is used in a number of connecting expressions, e.g. 'despite the fact that ...', 'in spite of the fact that ...', 'regardless of the fact that ...'.

### Reading and Use of English Part 3

#### Training

##### Useful language: identifying parts of speech

- 1 1 adjective:** following 'most' and preceding the noun 'companies' (*unusual, well-known, etc.*)
- 2 noun:** after the article and preceding the conjunction (*headlines*)
- 3 verb:** past participle needed to follow 'has not' and fit before 'in the news' (*featured, appeared, been*)
- 4 noun:** following 'some' and preceding 'or another' (*reason*)
- 5 adverb:** qualifying 'impressed' (*extremely, rather, etc.*)

2

noun	verb	adjective	adverb
comparison	compare	comparative (in)comparable	comparatively (in)comparably
(in)stability stabiliser	(de)stabilise	(un)stable stabilising stabilised	(un)stably
height	heighten	high	highly
power	empower power	powerful powerless empowered empowering	powerfully powerlessly
observation observer	observe	observant observational	observantly
development developer	develop	developing (un-/under-/ over-) developed developmental	developmentally
doubt doubter	doubt	doubtful undoubted doubtless doubting	doubtfully undoubtedly doubtless

##### Useful language: understanding suffixes

*Suggested answers (alternatives are possible)*

- 1** -dom freedom, wisdom, stardom, boredom, kingdom, dukedom  
-ee attendee, appointee, detainee, trainee, employee, interviewee  
-en blacken, dampen, cheapen, sharpen  
-hood childhood, motherhood, adulthood, manhood, boyhood  
-less airless, heartless, nameless, thoughtless  
-ment achievement, commitment, retirement, replacement, payment, attainment  
-proof waterproof, fireproof, bulletproof, childproof
- 2** 1 boyhood 2 boredom 3 sharpen 4 appointee/appointment  
5 thoughtless 6 bulletproof 7 commuters 8 commitment

##### Useful language: understanding prefixes

- 1** 1 over = too much; overslept = slept too long  
2 re = again; rewrite = write again  
3 under = not enough; underestimated = didn't estimate highly enough  
4 anti = against; anti-government = against the government  
5 un = not; unwrapped = took the wrapping (paper) off the parcel  
6 ir = not (a form of 'in', as are 'il' and 'im'); irresponsible = not responsible  
7 sub = below; sub-standard = not up to standard, not good enough  
8 dis = not; disallowed = not allowed, not considered acceptable
- 2 Suggested answers (alternatives are possible)**
- 1 over-excited, over-eat, overworked  
2 redo, rewrite, re-sit, re-examine  
3 under-age, under-educated, underpaid  
4 anti-war, anti-establishment, anti-authority  
5 unzip, untie, unravel  
6 irrelevant, irrational, irregular  
7 sub-zero, sub-normal, sub-human  
8 disprove, discontinue, disbelieve
- 3** 1 sub-zero 2 disbelieved 3 underpaid 4 anti-establishment  
5 indecisive 6 unhelpful

#### Exam practice

- 17 perilous:** The context shows that an adjective is required before the noun 'voyages'.
- 18 Unbelievable:** Reading the whole sentence makes it clear that you need a word that suggests the information presented is hard, rather than easy, to believe.
- 19 risky:** You need to add the suffix -y to make the adjective from 'risk'.
- 20 Analysis:** The verb 'suggests' shows that you need the singular noun rather than the plural 'analyses'.
- 21 arrival:** The definite article shows that a noun is required here.
- 22 settlement:** The context makes it clear that you need a word that is referring to a place rather than a person (which would be 'settler').
- 23 plentiful:** Remember to have only one 'l' at the end of any adjective ending 'ful' (apart from the word 'full', of course).
- 24 bravery:** This is the abstract noun from 'brave'.

### Reading and Use of English Part 4

#### Training

##### Useful language: correcting some common mistakes

- 1** 1 finding 2 to get 3 works; gets 4 buy 5 can either  
6 was the food 7 traditional French 8 could have been
- 2** *The vertical line | shows where the answer is split into two parts for marking purposes.*
- 1 WHO holds/has / is in | a management/managerial** 'Everyone' needs a singular verb. You hold or have a management/managerial position in a company.
- 2 ONLY were the rooms | excellent but** The verb is inverted when various adverbial expressions like 'Not only' occur at the beginning of a sentence.

- 3 **can EITHER drive (there) | or go** 'Can' conveys the idea of possibility and 'either ... or' is used to present the two alternative actions.
- 4 **SHOULD have played | better** 'Should have' can be used to express regret about something not happening as you expected or hoped.
- 5 **will/should have / won't/shouldn't have | no DIFFICULTY / any DIFFICULTY (in) finishing** 'Have difficulty' is followed by a gerund or by 'in' + a gerund.
- 6 **serves/offers/provides delicious MEALS | at** Note that the preposition associated with selling and 'price' is 'at', although you can talk about buying something 'for a good price'.
- 7 **(would/'d) SUGGEST (that) you | (should) choose/buy/get** Note that we never say 'suggest you to do'.
- 8 **(will)('ll) have the/a CHANCE / get the/a CHANCE | to go** Both 'having the/a chance' and 'having the/an opportunity' are followed by the infinitive.
- 3 1 I love my sister despite not always seeing eye to eye with her.
- 2 The teacher turned a blind eye to the children's behaviour.
- 3 It must be hard for celebrities always to be / being in the public eye, mustn't it?
- 4 As soon as we/I catch the waiter's eye, we'll pay the bill and leave.
- 5 Sarah kept an eye on the children while they were playing in the garden.

### Exam practice

The vertical line | shows where the answer is split into two parts for marking purposes.

- 25 **keeping | an EYE on** As was pointed out in the training section, 'keep an eye on' means 'watch' something or someone.
- 26 **to be HIGHER | than it** 'Tend' is followed by an infinitive and 'exceed' means 'be higher / more than'.
- 27 **far as | I can TELL** This is a fixed expression used about what you have noticed or understood.
- 28 **could put | my FEET up** 'To put your feet up' is an idiom meaning 'to relax'.
- 29 **CAME up with | the suggestion/idea of** The phrasal verb 'come up with' is often used with 'idea' or 'suggestion'.
- 30 **take gloves in CASE | it is** 'In case' is usually followed by a verb in the present simple tense.

### Reading and Use of English Part 5

#### Training

1 B 2 C 3 B

#### Using the title

Suggested answers

- limiting the number of planes taking off and landing
- an exhibition involving two different cultures or contrasting ways of life in some way
- the thoughts of a financially successful young person
- clothes that will make you feel good
- how to take good photos
- how the way food is placed on the plate affects enjoyment of a meal

### Working out meaning from context

- 1 'Tussle' must mean something like 'struggle', as the context suggests a surprising reaction towards something that is basic.
- 2 'Devoid of' must mean 'without' or 'lacking', as clearly a language is more likely to be appreciated if it does not have any ideological or political associations.
- 3 'Seeking' must mean something like 'looking for' or 'hoping to find', as that makes sense with the idea of second-language learners and the answer that Esperanto may provide.
- 4 'Lofty' must mean something like 'high', as the context makes it clear that it is some kind of positive adjective reinforcing the concept of ideals.
- 5 'Mitigate' must mean something like 'reduce' or 'minimise', as the context suggests that the creator of Esperanto would not have wished his new language to present an exclusively Western point of view.
- 6 'Counter' must mean something like 'argue against', as the context makes it clear that supporters of Esperanto would react negatively to criticisms made against it.
- 7 'Proponents' must mean something like 'supporters' or 'people who are in favour of', as the context makes it clear that proponents view Esperanto in a favourable light.
- 8 'Topple ... from its perch' must mean 'remove from its position', as that is what has happened to Latin, once also an international language.

### Useful language: paraphrasing

- 1 at first – initially  
be aware – realise  
connections – ties  
consequence – result  
fascinating – interesting  
for certain – undeniable  
have in common – share  
intend – wish  
key – main
- 2 Suggested answers
  - 1 What is fascinating is that, more than a century ago, a Dr Ludwig Zamenhof published a book about a new language that he had created/designed.
  - 2 It is said to be simple to learn.
  - 3 It is appreciated as being without any of the ideological or political associations that accompany languages of erstwhile/previous colonial powers.
  - 4 The language never really succeeded among people worldwide in the way its creator hoped.
  - 5 What Esperanto does not have in culture it compensates for in efficiency.
  - 6 Esperanto has created a history of its own, one shared by the thousands who speak it and use it as a lingua franca/global language.

**Exam practice**

- 31 **C** The writer is making the point that communication is increasingly global, but that although English is frequently used as the means of global communication, it is something that causes many difficulties for learners, and he suggests it would be good if there were a simpler way in which people could communicate with one another. **A:** The writer emphasises the difficulties of learning English, but does not comment on its effectiveness as a global language. **B:** The writer says that schools teach about the growing globalisation of the world, but does not suggest that they are exaggerating the importance of this. **D:** Although this is part of the writer's argument, it is not the main point being made.
- 32 **D** The question asks about the main reason for the appeal of Esperanto, and the phrase 'more significantly' is used to introduce the importance of the language's freedom from political associations. **A** and **B:** These are also reasons why Esperanto appeals, but neither is presented as the main reason. **C:** This is true, but is not presented as a reason for Esperanto's appeal.
- 33 **A** The answer is provided by the last two sentences of the third paragraph, which point out that Esperanto is too similar to certain European languages to be as international as was originally intended. **B:** The writer does not comment on the extent to which learners find English interesting. The phrase 'vested interests' means 'a personal interest in something that you can gain an advantage from'. **C:** Although speakers of Arabic or Chinese are likely to find Esperanto harder than speakers of a Romance language would, this is not presented as a reason for Esperanto's lack of success. **D:** Although the first sentence of the third paragraph suggests that Esperanto may not be that widely known, there is no suggestion that that is because it has received too little publicity.
- 34 **B** The answer is given in the sentence beginning 'In addition, as Esperanto itself ...'. **A:** The argument is not that Esperanto is not an artificial language, but that all languages are in a sense artificial. **C:** The vocabulary of Esperanto is undoubtedly expanding, but this is not a point that the writer is making. **D:** The point the writer makes relating to Esperanto and prestige is that Esperanto is efficient but is without the prestige of, say, English.
- 35 **D** The answer is given in the final sentence of the last paragraph, where the writer makes the point that Esperanto has initiated useful discussions on the subject of language in the modern world. **A:** This point is made in passing, but it is not the writer's conclusion. **B:** The writer makes the point that some people would agree with this and others would disagree. **C:** This point may well be true, but it is not the writer's conclusion.
- 36 **A** 'Esperanto' is the only object that makes sense in the sentence. **C:** Although a pronoun often refers to the most recently mentioned noun, 'perch' (= position) clearly does not make sense here.

**Reading and Use of English Part 6****Training****Approaching the task**

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

- 2 **A** Whether it is worth doing a degree depends on the subject and the specific course in question.  
**B** Whatever the subject, a university degree tends to lead to graduates having higher salaries and more prestigious jobs than non-graduates.  
**C** What students find valuable about the university experience depends on whether they are doing a vocational course or not.  
**D** An increase in the number of degree places available has unrealistically raised the career expectations of many young people.
- 3 1 A  
2 C  
3 D  
4 A
- 4 1 '[T]his attitude has shifted in recent years ...'  
2 Through the conclusion he or she draws in the final sentence of the paragraph.  
3 The last two sentences in B.  
4 The last two sentences in A.

**Exam practice**

- 37 **C** The phrase 'elegantly crafted' shows that reviewer C finds the sculpture visually attractive. Reviewer A uses the phrase 'Stunning to look at' to convey that they find the piece beautiful.
- 38 **B** The final question in B, which echoes the title of the piece in a manner similar to reviewer D, shows that reviewer B is interested in why the installation was given its name.
- 39 **C** Reviewer D says that the topic (global warming) 'is regularly beginning to feature [in art]', while reviewer C says that 'More and more artists are beginning to tackle [this topic]'.
- 40 **A** Reviewers B, C and D are all concerned about the contradiction that the piece is a protest about climate change but it uses so much electricity to keep it on show. They suggest that they feel there is something wrong about this. Reviewer A, on the other hand, points out that it is an expensive exercise but says it is 'justifiable in terms of its powerful impact'.

**Reading and Use of English Part 7****Training****Useful language: working with reference clues**

- 1 *You may have underlined more than these phrases – in a well-constructed piece of writing, most of what is written will help in some way to develop the structure of the text.*
- 1 *Before gap:* some people really, really like trees. The staff of ... The Woodland Trust, for example.  
*After gap:* How can this possibly be?
- 2 *Before gap:* once global warming kicks in ... more grateful.  
*After gap:* For example, The Woodland Trust goes on to argue
- 3 *Before gap:* a more attractive environment for businesses and their staff  
*After gap:* Given such striking benefits
- 4 *Before gap:* It seems unlikely  
*After gap:* All the same

- 2 **1** Relationship between trees and health of city people  
**2** Economic benefits of trees in cities  
**3** More examples of trees' benefits  
**4** Something to suggest report may be overstated
- 3 *Suggested words and phrases to underline:*
- A** Before that happens, however, they; And there are other economic advantages, too.  
**B** Besides, some of the report's claims are a bit shaky ... maybe being kind to urban wildlife isn't as valued as it might be.  
**C** Business covered; reducing blood pressure, raising self-esteem ... controlling behavioural problems  
**D** 'We need more native trees and woods in urban areas,' insists the Trust's report; even save lives, possibly.
- 1 D      2 A      3 C      4 B**

### Exam practice

- 41 **D** The sentence after gap 41 makes it clear that the missing paragraph must refer to the 'basic building blocks' of a piece of matter. D fits here, and this can be confirmed by checking whether 'Similarly' at the beginning of D relates back in a sensible way to the paragraph before gap 41. It does, in that D develops the idea of the structure of inorganic matter presented in the first paragraph of the text, making the point that living matter is structured in this way too.
- 42 **F** The paragraph before 42 is talking about the properties of scientific matter, while the paragraph after 42 is talking about music. The missing paragraph must make a link between these two themes and that is what F does.
- 43 **A** Music is the theme both before and the gap and so must presumably be the primary theme of the missing paragraph. The reference to the idea of patterns after the gap suggests that this idea may be explained in that paragraph, and this is the case in A.
- 44 **G** The reference to 'the building block' immediately after gap 44 makes it clear that building blocks must be referred to in the missing paragraph. They are mentioned in B, D and E as well as G, but none of these other paragraphs fits the gap. Only G introduces the idea of creating better materials, which is taken up in the paragraph following gap 44.
- 45 **E** Looking before and after the gap, it becomes clear that the missing paragraph must be providing some more information about the way in which the scientists created musical compositions. This information is provided in E.
- 46 **C** It is clear from what follows the gap that the missing paragraph must refer to some aspect of improving urban living. This is to be found in the phrase 'to reinvent transportation systems for cities' in C.

## Reading and Use of English Part 8

### Training

#### Reading the questions

- 1 *Suggested answers*
- 1** a character with a resemblance to a real-life celebrity  
**2** a story that is partially based on the author's own childhood  
**3** a book which has not been adapted very successfully to another medium  
**4** a story that has an unexpected twist at the end  
**5** a gripping book with an eccentric main character
- 6** a detective story which holds the reader's attention until the very last page  
**7** an over-complicated and not totally convincing plot  
**8** a story which is set in the past but has a modern feel to it
- 2 *Suggested answers*
- 1** looks like / be similar to / reminds the reader of / must surely have been based on  
**2** autobiographical  
**3** film/cinema (though of course it could be a play, a musical or even an opera)  
**4** unusual turn of events  
**5** 'Thrilling', 'spellbinding' and 'engrossing' are all synonyms of 'gripping'.  
**6** probably through a reference to some unusual act or habit of the person  
**7** crime fiction  
**8** to the very end  
**9** too complex/convoluted  
**10** by saying that the story was not believable or realistic or true to life  
**11** by mentioning the actual period in which the story takes place, or by referring to it as historical fiction  
**12** by suggesting that the characters behave in a contemporary or 21st-century way

### Scanning

- 1** It outlines the writer's three favourite science-fiction thrillers.
- 2** **1** Erica Wagner **2** *Frankenstein* **3** *Jurassic Park* (though we are not given the date for *ET*) **4** Jodrell Bank Observatory  
**5** *Jurassic Park*, its film spin-offs, *ET*, *The Andromeda Strain*  
**6** *The Andromeda Strain* **7** *Contact* **8** No one's – it was first published anonymously. **9** 1985 **10** Richard Holmes  
**11** 1818-ish – the time when Mary Shelley was writing **12** 2008

### Exam practice

- 47 **C** 'While I was struggling to focus the camera, he looked hard at me and exclaimed "Andy!" To my amazement, it was my close friend Ed Viestours on his second ascent of the mountain.'
- 48 **D** 'Before our summit bid, our team agreed that returning without injuries was our main objective. Some people can be blindly obsessed by Everest.'
- 49 **B** 'My oxygen was running out, and common sense demanded that I return, but before long I was climbing on an exposed ridge to the foot of the Hillary Step.'
- 50 **D** 'After I contacted base camp and they had congratulated me, I replied, "Thank you, but first I have to get back down safely."'
- 51 **A** 'When I reached the South Summit, I was suffering from a lack of Spanish olives. I was preoccupied with thoughts of a tin of them sitting in my tent at base camp.'
- 52 **D** 'After my return to Kathmandu, I felt like a super-being because I had stood on the top of the world. I still had this feeling when I came back home but it soon faded away.'
- 53 **C** 'He was also climbing without oxygen and was tiring.'
- 54 **A** 'It has occasionally been claimed that people climb for the smell of it. Air at very high altitude smells completely different.'
- 55 **B** 'I did not get the beautiful view as a reward and I felt fleetingly disappointed.'

- 56 A 'Many people on the Indian subcontinent believe that the ascent of Everest confers on the climber a greater wisdom in manifold subjects. That is something I do not agree with but never dispute.'

## Writing Part 1

### Training

#### Understanding how writing is assessed

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

- 2 I am writing this letter to discuss about the advantages and disadvantages of building a new theatre at the college. Firstly/First, I would like to draw your attention to the fact that our college has had a drama department for the last ten years and yet it still doesn't have its own theatre. This means that drama students must to put on their productions in a theatre in the city, which is expensive and, of course, not very convenient either.

- 3 *Suggested answer (alternatives are possible)*

I would recommend that you choose Brown's Hotel for your holiday. We had a very enjoyable time there last year. The rooms were spacious and attractively furnished, the food was delicious and the staff were very helpful too. It's central so there are plenty of shops, museums, theatres and other tourist attractions within easy walking distance.

- 4 *Suggested answers (alternatives are possible)*

- 1 This is too formal for a letter to a friend (though someone might write it for ironic or humorous effect).

*Would you like to come to the theatre with me next Saturday?*

- 2 Too informal – it would be inappropriate to use contractions or to omit subject pronouns in this kind of writing.

*I would strongly recommend that you implement the suggestions in this proposal as I feel they would bring considerable benefits to the project.*

- 3 Part of register is thinking about your audience – this is an international magazine, so you need to let the readers know from the very start which city you are writing about. The long and not very 'tight' sentence structure also makes it feel more like spoken rather than written language. Similarly, the use of vague expressions such as 'not a bad idea' and 'pretty easy' also sound more typical of spoken than written English. Such expressions are particularly unlikely to be used in a review where the writer is trying to both interest and inform his or her readers.

*Nagold is a picturesque little town in the heart of Germany; its flatness and compactness make it the perfect place to walk around so that – fortunately – its chaotic public transport causes fewer problems than you might expect.*

- 4 This feels like a mix of registers – 'I'd love to' is informal, whereas 'adequate time' is rather formal. Mixing registers in the exam will be penalised unless it is done for deliberate effect, for example, in a review. The suggestion below is written in a rather formal style.

*As requested, I have written a brief report of the workshop. However, if you would like me to address any of the points raised above in greater detail, then I should be happy to do so.*

- 5 1 • Discussion of the advantages and disadvantages of receiving two of these three categories of present – luxuries, homemade items, experiences
- Selection of one of these as the best to receive, with an explanation as to why you feel it is best

- 2 Clear paragraphing; usually an impersonal, academic style rather than a colloquial or personal style
- 3 Neutral or formal, i.e. no use of contractions or very conversational language
- 4 Probably four

The first will introduce the topic. The second will discuss one of the points in the notes. The third will discuss another of the points in the notes. The fourth will explain which of the points discussed is best.

This pattern will be a straightforward one to follow for any Part 1 essay.

- 5 You will want the reader to have a clear understanding of your point of view and the reasons for it.

### Exam practice

- 1 1 • Discussion of two of the following three areas of life where young people might be able to learn from an older generation – work, relationships, money

- Selection of one of these as the area where young people can gain most, with an explanation of your point of view

- 2 An essay

- 3 Clear paragraphing; usually an impersonal, academic style rather than a colloquial or personal style

- 4 Neutral or formal, i.e. no use of contractions or very conversational language

- 5 Probably four

The first will introduce the topic. The second will discuss one of the points in the notes. The third will discuss another of the points in the notes. The fourth will explain which of the points discussed is best.

This pattern will be a straightforward one to follow for any Part 1 essay.

- 6 You will want the reader to have a clear understanding of your point of view and the reasons for it.

#### 2 Possible answers

- 1 people who have already spent many years in the workplace, people who have already achieved a great deal in their career
- 2 offer useful guidance, provide helpful tips
- 3 deal with your own finances, budget successfully
- 4 making your own way in the world, moving away from your parents' home

#### 3 Possible answers

- 1 Older people could give advice about, e.g. specific companies it would be best to work for and which to avoid, what kind of training will prove most useful, and might be able to recommend people to contact.
- 2 Older people could give advice on what is important in a relationship, on the importance of keeping up with friendships, on how to look after children, etc.
- 3 Older people could give advice on saving money, on budgeting sensibly, on living economically.

- 4 This will be a matter of personal choice. Choose the two points which you think you will be able to discuss well in English, even if you may find the third point more interesting.

## 5 Model answer

*This model has been prepared as an example of a very good answer. However, please note that this is just one example out of several possible approaches.*

It goes without saying that there are many ways in which young people can learn from the older generation. In both their work and their private lives, youngsters can benefit from the experience of their elders.

As far as work is concerned, the older generation can explain how young people can achieve the career they dream of. For example, they can recommend what to focus on in order to acquire the skills that will give them the best chance of success. They may also be able to give invaluable pointers as to which companies they would advise either applying to or, conversely, not applying to. It may even be the case that the older person will be able to use their own contacts to help the younger one to find a position.

Older people may also be able to use the benefit of their own life experience to help young people with relationship advice. It can happen that older people wish they had acted differently in their own relationships and so they may wish to encourage youngsters to avoid similar mistakes. If young people are prepared to listen to this kind of advice, it may well prove useful for them.

Of the two areas of life discussed above, I think young people can learn most from the older generation in the field of work. After all, no relationship is the same and so what might be right in one situation might not in another. Advice relating to careers is more likely to be relevant to a variety of differing contexts.

### Notes

- *First paragraph introduces the topic*
- *Second paragraph deals with one of the points*
- *Third paragraph deals with a second point*
- *Final paragraph explains why one of the points is more valuable*
- *Only two of the three points listed are discussed*
- *Variety in structures and sentence length*
- *Neutral in register – an informal style is not appropriate for an essay*
- *Good use of connecting phrases, e.g. ‘It goes without saying’, ‘As far as ... is concerned’*
- *Correct length (260 words)*
- *No language errors*

## Writing Part 2

### Training

#### Identifying types of writing

- 1 A, C, D
- 2 C, D
- 3 B
- 4 A, B, C, D
- 5 C (possibly A)
- 6 B (and sometimes C and D)
- 7 D
- 8 C, D
- 9 C, D
- 10 A

- 2 In conclusion, the campaign can be considered as having been a total success. Report
- 3 I've been terribly busy this month, but at last I've managed to find enough time to sit down and write to you properly. Letter/Email
- 4 *Casablanca* has to be one of the most romantic films ever made. Review
- 5 I recommend the first of the two options outlined above for a number of different reasons. Report/Proposal
- 6 Do you prefer listening to music on your own or in the company of other people? Review
- 7 I am writing to congratulate you on the service which my wife and I received in your restaurant last night. Letter
- 8 Despite the few slight problems which the group experienced this year, I have no hesitation in recommending the course for other students in the future. Report
- 9 The following recommendations are based on generally accepted estimates with regard to the city's probable future needs for leisure facilities. Proposal
- 10 According to the results of our survey, female students make more use of the college's libraries than male students do. Report

#### Identifying what, why and who

- 1 Report
  - Proposal
  - Review
  - Letter/Email
- 2 Task 2
- arguments to persuade parents that Sam should take a year out to travel before starting medical degree
  - response to suggest that writer should join Sam and his/her friends on their travels
- Task 3
- types of voluntary work students could do
  - how it would benefit volunteers
  - how it would benefit community
- 3 Task 1
- describing
  - explaining
  - suggesting
- Task 2
- suggesting
  - accepting or declining an invitation
- Task 3
- describing
  - explaining
  - persuading
- 4 Task 1 is to be written for a student website, so it might be more informal than something written for a printed arts magazine aimed at a broader readership.

Task 2 is to be written to a friend, so your language will be friendly and relatively informal – though you still need to be polite if you want to refuse his or her invitation. As friends, you will have plenty

of shared knowledge about each other's lives. You may have met Sam's parents, so your advice would be able to take account of that.

Task 3 is to be written to a college principal, so it will be neutral or formal in its style.

### Useful language: expressing functions

- 1 1 suggesting 2 complaining 3 apologising 4 This is expressing a different function, i.e. *comparing* or *contrasting*  
 5 recommending 6 congratulating
- 2 1 about 2 alternative/option/choice 3 to; by 4 regret; take  
 5 fact 6 agree/accept/admit/acknowledge/realise 7 position/shoes ('shoes' is a less formal option) 8 In; course 9 In/Under; take/  
 make 10 why 11 put 12 to

### Exam practice

#### 2 Letter

##### Model answer

*This model has been prepared as an example of a very good answer. However, please note that this is just one example out of several possible approaches.*

Dear Students,  
 Are you looking for a work placement that will give you plenty of valuable experience and will look good on your CV? If so, then our company may have something to offer you.

We are an international educational exchange organisation which organises links between schools all over the world. We currently have three work-experience placements available for students from your college. The work would involve a range of office tasks, including dealing with correspondence, arranging meetings and keeping our database up-to-date. We are particularly interested in offering these placements to students with some knowledge of two or more languages.

The placements would be of great benefit to the students who are given this opportunity. It would provide experience of working in a small and dedicated team, which would give you the chance to develop a wider range of office skills than would normally be the case in a larger organisation. Our international network means that you would also gain some contacts all over the world, which might be of particular value to any of you considering a career in some aspect of education.

You will find further information about our organisation and the placements we offer on our website and we look forward to hearing from any of you who think that the work might be right for you – and that you might be the right person for one of these placements.

Best wishes to you all,

Katie Fisher

### Notes

- *Good use of a question at the beginning to engage the reader's interest*
- *Clear organisation and paragraphing*
- *Points in the task are all directly addressed*
- *Enough information provided about the work for students to know whether it might be likely to be suitable for them*
- *Variety in structures and sentence length*
- *Not too formal or informal in register – too much formality would be inappropriate for a letter to a student paper, but too informal a style would not be appropriate for someone writing from a serious company*
- *Reader is addressed directly – to make the letter feel more personal and engaging*
- *Correct length (243 words)*
- *No language errors*

#### 3 Review

##### Model answer

*This model has been prepared as an example of a very good answer. However, please note that this is just one example out of several possible approaches.*

##### London Tourist App

It's easy to get lost in a big city like London. So when I read about the LondonApp just before I had to spend two weeks there, I did not hesitate and immediately downloaded it to my tablet.

The app allows you to see where you are on a map of Greater London. You can type in where you want to go and it will show you how to get there, either on foot, by using public transport or when driving. It offers alternative routes and suggests how long your journey will take.

It is clearly a very useful app for anyone like me who does not know the city and wants to find their way around. Although London is a big city, the centre is relatively compact. Using it showed me how close I was to some of the places I wanted to go to. As a result, I was able to walk to my destination and so see much more of the city. Had I not had the app, I would probably have used the underground and so would have missed a great deal.

Although I found the app simple to use, I think the developers could make it even more attractive to tourists. Imagine you're walking past an interesting building and would love to know what it is. How good it would be if you could just click on that building's location on the app's map and be taken straight to information about it. It would certainly add extra value to an already excellent app.

### Notes

- *Statement of what is being reviewed at the beginning*
- *Some basic information is given about the app but, as is appropriate to a review, the writer's opinion has at least as much importance as any facts about the subject of the review*
- *Clear organisation and paragraphing*
- *Good opening sentence to engage the reader's interest*
- *Variety in structures and sentence length*
- *Not too formal in register – formality is not necessary in a website review*
- *Rounding-off sentence summarises the writer's opinion*
- *Correct length (258 words)*
- *No language errors*

## 4 Report

### Model answer

*This model has been prepared as an example of a very good answer. However, please note that this is just one example out of several possible approaches.*

#### Skilden Town Centre

This is a report on Skilden town centre from the point of view of a 20-year-old student currently studying for a degree in sociology at Skilden University.

#### Entertainment

Skilden town centre has two multiplex cinemas and one theatre. These put on a range of mainstream and more unusual productions and are popular with students. The theatre is regularly used for student productions. However, most people my age are surprised by the fact that there is no large venue suitable for concerts or other musical performances. If we want to hear a well-known singer or group, we have to travel 50 miles to the Welford Stadium. Skilden does, however, have a number of smaller venues used by local performers. These are much frequented by students and usually have a very good atmosphere.

#### Restaurants

Most students do not have the money to spare for eating in restaurants. However, Skilden town centre has a number of excellent restaurants, which we enjoy when our parents come to visit us. There are also one or two less-expensive establishments where we can occasionally treat ourselves to a meal. The main catering facilities which students enjoy are the coffee shops. These are not cheap, but they are welcoming and comfortable.

#### Suggested improvements

My recommendation would be to use part of the parkland by the river to build a venue for large musical events. This would greatly add to what is otherwise a good town centre from the point of view of young people.

### Notes

- *Statement of what is being reported on at the beginning*
- *All the points in the task are addressed*
- *Clear organisation and paragraphing*
- *Range of vocabulary appropriate to the topic of describing facilities in a town*
- *Variety in structures and sentence length*
- *Good use of headings*
- *Appropriately neutral style for a report – anything too informal would not be suitable*
- *Correct length (250 words)*
- *No language errors*

## Listening Part 1

### Training

#### Understanding different aspects of the recording

1 1 B 2 B 3 A 4 C 5 B

- 2 There is something to suggest the distractors in each case, but listening carefully to the text should make it clear which is the correct option.

## Exam practice

- 1 **B** A: The topic of the lecture didn't surprise the woman because she implies that, unlike the man, she had read something about the period beforehand. C: The students who are referred to are students from a previous year rather than students attending the same lecture as the speakers.
- 2 **A** B: The man wishes he had prepared better, but the woman said she was 'OK on that score'. C: They both felt that the handouts were not as useful as they might have been in that they did not contain a bibliography.
- 3 **A** B: The man's last turn makes it clear that their aim was simply to gather information rather than influence a decision. C: Advice is referred to in terms of the advice they are now going to offer their own management committee.
- 4 **B** A: The man expresses a feeling that his own contribution could have been better. C: Although he says that he was not initially sure of the value of the meeting, he felt satisfied that it had been useful by the end.
- 5 **C** A: The woman is pleased with how much she has achieved. B: She says her family has been an equally important part of her life.
- 6 **B** A and C: These are both important but not the most important thing for the woman.

## Listening Part 2

### Training

#### Choosing the right answer

*Suggested answers (alternatives are possible)*

- 1 mother / brother / schoolteacher / friend / neighbour / grandfather, etc.
- 2 Possible words that could fill the gap: father / grandmother / cousin / parents – (older) cousin is the correct answer.  
His father simply took him to the place where his interest was awakened. His grandmother had the house where his interest was awakened. His parents were the people he had to persuade to let him have lessons.
- 3 1 *Raindrops* 2 satisfactory
- 4 1 Other possible words that could fill the gap in the first question: 'Summer Time'; other possible words that could fill the gap in the second question: 'excellent', 'wonderful'.  
2 'Summer Time' is wrong because that is the piece his sister played; 'excellent' is wrong because that is what his class teacher said; and 'wonderful' is wrong because that is what his parents said.

## Exam practice

- 7 **flute:** It's her sister who plays the violin.
- 8 **maths:** She was tempted by the thought of doing a degree in music but did not do so.
- 9 **(bank) cashier:** She was considering becoming a teacher but had not finally decided.
- 10 **Australia:** The tours to Canada and France are in the future.
- 11 **conductor:** The marketing manager is not the person she expresses pride in.
- 12 **the companionship:** She mentions travel but makes it clear that this has its downsides.
- 13 **Storm:** The other film she names is to be made in the future.
- 14 **fulfilling:** 'Best be described as' gives the same idea as 'sums up' in the question prompt.

## Listening Part 3

### Training

#### Understanding distraction

- 1 1 C
- 2 You might be tempted by the other options because both her children and a range of jobs are mentioned, but you need to listen carefully to the end of the recording to confirm the correct answer.
- 2 B
- 3 The topics of the other options are mentioned, but not in a way that matches the wording in the recording.

#### Exam practice

- 15 C A: She mentions that she had a fear of the sea but does not express a desire to overcome it. B: Her life was dull but she does not mention a specific problem she was facing. D: She had only just met the woman in the café, so she could not be called a friend.
- 16 B The other options are all true, but they are not her main reason.
- 17 C A: She started writing before she began to travel. B: She says she was not the kind of person who liked to keep her thoughts private. D: Although her verse said she wanted to be like her dad, we do not know whether he was a writer or not.
- 18 A She implies that each of the other options is to some extent an issue but it is not the greatest challenge for her.
- 19 C A: She does not say anything specifically about writing style. B: She suggests that making readers either laugh or cry may be a good thing for a writer to do but does not say that the main aim is to make readers experience strong emotions. D: She suggests that in fact it might not be better to think about your grandma because she will be interested just because the experiences you are describing are yours.
- 20 D A: She talks about experiencing life as an observer but, although she almost certainly has developed her powers of observation, she does not mention this. B: She refers to this as a possibility but does not say that she finds it particularly rewarding. C: This might be the answer that you would expect but the speaker does not mention it.

## Listening Part 4

### Training

#### Finding the perfect match

- TASK ONE F
- TASK TWO D

#### Exam practice

- TASK ONE
- 21 C 'Got talking to' suggests a 'chance encounter'.
- 22 G Although the speaker mentions that her father is an accountant, she goes on to make it clear that he advised her against taking up accountancy as a career.
- 23 D 'Master' is a synonym for '(male) teacher'.
- 24 B Her aunt is the relative who she says 'got me into' (= inspired her interest in) the career.
- 25 E 'That was it' means 'that was all that was necessary'.

## TASK TWO

- 26 F 'Constantly having to train new helpers' is a paraphrase of 'rapid turnover of staff'.
- 27 D The speaker makes it clear that she was lucky to get her position given the number of applicants from this country and elsewhere.
- 28 C The speaker explains how he and his family eventually moved to a place nearer to the airport because of the pressures of commuting.
- 29 A The date of the show is the deadline, and what the speaker says about these makes it clear that it can be difficult to meet them.
- 30 H It is clearly not easy to have a straightforward working relationship with someone who is bad-tempered.

## Speaking Part 1

### Training

#### Understanding how your speaking is assessed

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

2

	Question 1	Question 2	Question 3	Question 4	Question 5
Speaker A	✓	✓			✓
Speaker B			✓	✓	
Criterion	4	1	2	3	5

#### 3 Suggested answers

- 1 What do you enjoy reading most?  
The candidate could have given more information about a specific writer or story they had read.
- 2 What did you do last night?  
The candidate could have spoken about what film they saw, who they went with and what they felt about the film, for example.
- 3 How do you try to keep fit?  
The candidate could have described the kind of exercise they take and could have gone into more detail about their diet, saying how they try to eat fruit as a snack rather than sweets.
- 4 How do you think you'll use your English in the future?  
The candidate could have explained what their plans are for work and study.

## Speaking Part 2

### Training

#### Useful language: hypothesising

- 1 they look as if they're waiting ... They may have been waiting for quite a while because ... so perhaps he's feeling a little anxious. The couple on the right seem to be work colleagues ... they could be discussing ... But they seem to be feeling quite relaxed ... She looks as if ... no one seems to be feeling particularly stressed – they're probably all very used to waiting ...
- 2 Possible answers
- 1 I think they might be talking about a situation at their workplace.
- 2 I wonder if they could be discussing some kind of problem.
- 3 I think the man might have a problem at work.
- 4 Perhaps the woman has been giving the man some advice.
- 5 I don't think that they can be at home because they are both dressed quite formally.

- 6 It's most likely that they're discussing something related to work.
- 7 But it could also be that they're talking about a relationship problem.
- 8 I think it's quite possible that they're good friends as well as colleagues.
- 9 They look as if they get on well with each other.
- 10 I imagine they must be office workers of some kind.

### Useful language: comparing and contrasting

- 1 1 In the first picture, everyone looks as if they're enjoying themselves. In contrast, in the other one, the people seem rather miserable.
- 2 The girls in this picture are working hard, whereas the girls in the other picture are simply having fun.
- 3 By and large, the people in the second picture seem more interested in what they're doing than the people in the first picture.
- 4 All in all, I think the people in the first picture are feeling more relaxed than those in the second picture.
- 5 On the whole, the children in this picture seem to be having a good time, but there is one little boy who is clearly not enjoying himself.
- 6 The people in this picture might be going on holiday. On the other hand, they could simply be on their way to work.

## Speaking Part 3

### Training

#### Useful language: negotiating

- 1 1 I can't *help* thinking that ...
  - 2 I *entirely* agree.
  - 3 I take your *point*, but ...
  - 4 Isn't it more a *matter* of ...
  - 5 It's interesting you *should* say that because ...
  - 6 What you say reminds me *of* ...
  - 7 That's all very *well*, but ...
  - 8 *Wouldn't* you say so?
  - 9 Yes, but we shouldn't *forget* about ...
  - 10 You wouldn't disagree *with* that, would you?
- 2 a expressing agreement – 2
  - b expressing partial or complete disagreement – 1, 3, 4, 7, 9
  - c asking for someone's opinion – 8, 10
  - d developing an idea someone has mentioned – 5, 6

#### Giving yourself time to think

- 1 Well; let me think; that's quite a difficult one; How can I explain what I mean?  
Well, I must admit I haven't really thought about it much before; What's it called?; Wait a moment; It's on the tip of my tongue; you know

## Speaking Part 4

### Training

#### Useful language: giving your opinion

- 1 1 In 2 As 3 From 4 far 5 way 6 where  
7 perfectly 8 argue 9 strong 10 tend

## Test 1

## Transcript

### Listening Part 1

#### Training

  02 Exercise 1

**Man:** I'm not sure I like the look of this place. It's a bit dingy.

**Woman:** Mm, I don't know. It's a bit quaint perhaps. Anyway, I'm so shattered, I'd settle for anything. And you've been behind the wheel all day, so I dread to think how you're feeling.

**Man:** Mm. I am pretty exhausted. And at least it's probably not too late to grab a bite here before turning in. I'm starving.

**Woman:** Well, I'm not sure I fancy anything at the moment myself. Anyway, it certainly doesn't look too expensive. So, shall I see if they've got any vacancies?

**Man:** Sure. And check about where to leave the car too, if they have anywhere. I'll be sorting out the luggage while you find out.

### Exam practice

  03

You will hear three different extracts. For questions 1 to 6, choose the answer (A, B or C) which fits best according to what you hear. There are two questions for each extract.

#### Extract 1

You hear two students discussing a lecture. Now look at questions 1 and 2.

**Woman:** That was a really interesting lecture, don't you think, Jack?

**Man:** Not bad at all. I'd heard that the lecturer was brilliant from some students he taught last year, so I was expecting quite a lot.

**Woman:** Really? I hadn't heard anything about him before. Anyway, I never imagined anyone managing to make a topic that's basically quite tedious into something so fascinating – just by looking at it from a fresh angle.

**Man:** Mm, I just wished I'd read a bit more about that period in history beforehand. I think I'd have got a bit more out of it if I had.

**Woman:** I was OK on that score. But I certainly want to go and find out more about it now, even though it's not an essential part of our course.

**Man:** Me too. Pity he didn't include a bibliography on any of the handouts he gave us.

**Woman:** Oh well, it won't be too hard to find something relevant, I'm sure.

#### Extract 2

You hear two business people discussing a meeting they attended. Now look at questions 3 and 4.

**Man:** Well, I'm glad that meeting's over now. I thought they were never going to bring things to an end!

**Woman:** I know. I kept thinking they were on the verge of wrapping things up and then someone raised some other issue.

**Man:** Yes. Still, we achieved what we set out to. I wasn't sure it'd be worth it at first, but I think it was, don't you?

**Woman:** Certainly. We've got a pretty good picture now of what'd be involved if we do decide to do business with them. And I think you gave them a sense of what we could offer them.

**Man:** Well, I could have done that better, I think, but never mind. So, do you feel ready to give a full report to our management committee tomorrow?

**Woman:** Yes, but I'm not sure whether I'd advise them to pursue the partnership or not.

**Man:** Well, that's up to them. We've done our bit by seeing how the land lies.

### Extract 3

*You hear a scientist being interviewed about her career.*

*Now look at questions 5 and 6.*

**Interviewer:** You've had a long and successful career as a biochemist. Would you say that you've achieved everything that you would've wished?

**Woman:** I don't imagine anyone would ever say that. But I've been very lucky in that I've been able to do far more than I ever dreamt when I started out. It's amazing to have ended up heading the leading research lab in my field.

**Interviewer:** And that's on top of having four children.

**Woman:** That's right. My family has always been as important to me as my career. But I've been able to enjoy both. Thanks to a great support network, of course.

**Interviewer:** What quality do you look for in young scientists who want to work in your lab?

**Woman:** Well, they should have a natural inquisitiveness about the world. They notice what's going on around them and they want to find out more. I'm looking for people who pay great attention to detail, of course. You have to value precision as a scientist. But I guess the key thing for me is someone who understands that you also learn from experiments that don't work. Of course, it's disheartening to spend six months on something that fails. But a true scientist appreciates that that is also part of working towards the truth.

*That is the end of Part 1.*

## Listening Part 2

### Training



Exercises 3 and 4

**Man:** The first time I performed in public was when I was only eight. My primary school put on a show for our parents, and all the kids had to either play an instrument or sing. My older sister opened the event by playing the violin. She did a piece called *Summer Time*, a pretty melody that I still love. Then my best friend, Sam, sang *Raindrops*, a very appropriate little song, as it was pouring that day! I accompanied him on the piano. I don't remember much about the rest of the concert – I guess I was too overwhelmed by my own performance. My class teacher said I was excellent, and my parents called it wonderful. My piano teacher was a bit less enthusiastic, but she did say it was satisfactory. That was, for her, actually quite high praise!

## Exam practice



*You will hear a musician called Anita Kumar talking to a group of students about her life. For questions 7 to 14, complete the sentences with a word or short phrase.*

*You now have 45 seconds to look at Part 2. You will need to play the recording twice.*

**Anita:** I'm here today to tell you about my life as a musician in an orchestra, as I understand some of you may be considering this as a career. If you play the flute, like me, then I'd certainly recommend it as a great way to become a professional musician. I used to wish I played the violin as my sister does, as that'd offer more opportunities for work as a soloist, but now I don't think I'd exchange orchestra work for a solo career – even if I had the opportunity and the talent.

Some of you are studying for a degree in music at the university here. I was very tempted by that option, but in the end my parents persuaded me to do maths instead. They thought it was more likely to lead to a steady job.

After graduating, I was considering becoming a teacher but decided to take a job in a bank first while I made up my mind. Being a cashier during the day left me with plenty of time and energy in the evenings, and I began to play in my local orchestra. I loved it, and when someone suggested I try for one of the bigger national orchestras, I jumped at the chance.

It's extremely enjoyable and I love the path I've chosen, but it's certainly not an easy life. I spend a lot of my time living out of a suitcase. We spent last month playing a series of concerts in Australia, for example. We got back last week and are off again next Monday. To Canada. Then later in the year, we're off to France.

The orchestra I play for is one of the best known in the country. And that's not just because we've got a pretty good marketing manager. The thing is we have a brilliant conductor. He's still quite young and he has an amazing future ahead of him, I'm sure. We all feel very fortunate to have the chance to be working with him.

Although I love travel, I wouldn't say that's the best part of my job. It's often fun, but it can be exhausting. But what I do love is the companionship. It's great to spend one's life with a group of people who share the same passion for music.

Although we spend most of our time giving concerts in this country and abroad, we did have one rather unusual experience last year when we featured in a movie. You may have seen it – it was called Storm – and it was about a touring orchestra that got stuck on a Caribbean island during a hurricane. The same director says he's going to use us in his adaptation of a novel called *Piano*, which he's planning to start shooting next year.

I hope this has given you some idea of what life in an orchestra is like. I'd say it can best be described as being fulfilling. I feel incredibly lucky to be paid for doing something I love so much. At times, of course, it's exhausting and difficult, but it's never boring and I have no hesitation in recommending it as a career. So, I'd be happy to answer any questions ...

*That is the end of Part 2.*

## Listening Part 3

### Training

 06 Exercises 2 and 3

**Interviewer:** I understand you also occasionally volunteer at a wildlife reserve, working with deer. How did that come about, and how has it inspired your writing?

**Rose:** Well, my children have been fascinated by deer ever since they were tiny, though I must admit that wasn't an enthusiasm I initially shared. However, Alison Greaves, an old classmate of mine, opened a reserve for them and invited me along to have a look – before I knew where I was, I was working there two days a week and really enjoying being outside. Alison was desperate for extra help at the start. But working with the deer has been an amazing blessing and has enriched my life in many ways. A couple of creative projects inspired by them have taken shape but haven't yet found a publishing home.

## Listening Part 3

### Exam practice

 07

You will hear part of a radio interview with a travel writer called Marina Vardy. For questions 15 to 20, choose the answer (A, B, C or D) which fits best according to what you hear.

You now have 70 seconds to look at Part 3. You will need to play the recording twice.

**Interviewer:** With me in the studio today I have travel writer Marina Vardy. Marina, how did you get started travelling?

**Marina:** People often think that those who travel are running away from something. They're right. Aged 24, I decided to run away from a dull job, and a life that had grown stagnant. I set out to find something more, though I had no idea what 'something more' looked like. Thanks to a chance encounter, I met a woman in a café who had a humble sailboat and a dream of exploring the world. Against my better judgement, I decided on the spur of the moment to accept her spontaneous suggestion to join her, despite the fact that I've always had a morbid fear of deep water.

**Interviewer:** And you didn't regret it?

**Marina:** At times I did, especially at the beginning, but, rather to my own amazement, I got used to putting up with all sorts of physically difficult situations. That voyage changed the course of my life. It turned me into a travel writer and an adventurer, but above all it made me an optimist. I couldn't have asked for more.

**Interviewer:** Mm. What made you get started in writing?

**Marina:** Oh, that happened a good while before I set off travelling and I was inspired to write by what I saw. At about 12, I wrote a little verse that included the line: 'People say I take after my dad. He went bald and grey in his twenties. Great!' My mother stuck it on the fridge, people laughed, and so began my passion for entertaining people with words. I've never been one for keeping my thoughts private, I'm afraid.

**Interviewer:** As a travel writer, what's your biggest challenge?

**Marina:** My greatest passion in life is a midday sleep in a hammock, but people don't want to read about that! So in order to get a good story, I end up doing things that most people avoid due to their ridiculously high risk. But, to be honest, the worst thing's the fact that I constantly battle self-doubt over whether or not my work is any good. You really don't know till you get it done and others read it and pass their verdict. When you're penning your life story, it can seem like you're being very self-indulgent. 'She's supposedly writing a masterpiece, but she hasn't bothered

to brush her hair in weeks!' my family say in hushed whispers behind my back. Or they do in my imagination, at least.

**Interviewer:** What advice would you give to someone who is considering going into travel writing?

**Marina:** Always assume that your travel experiences are only going to be interesting to your grandma. Attention spans are slim, and there has to be more than a description of what you saw. Nowadays, with all the other calls on people's attention, you have to work harder than ever to keep your readers engaged. How can you give universal appeal to your story? How can you make it a page turner? Can you make your readers laugh? Cry? Think of your travels like the backdrop to a greater story that grips the reader, not the story itself. After all, you're trying to grab the attention of an internet-obsessed generation, which means you've got a big job on your hands.

**Interviewer:** Mm. What's the biggest reward of life as a travel writer?

**Marina:** Writing teaches you to experience life as an observer. No matter what situation you're in, there's always that tiny author sitting in the back of your head, narrating the events around you. Bad encounters make good stories, and they're cathartic to write about. Did some horrible person treat you badly? Not to worry – put him in your next story. And I'm nice about kind people too, of course. Channelling your experiences into art is deeply enriching, I find.

**Interviewer:** Thank you very much, Marina.

*That is the end of Part 3.*

## Listening Part 4

### Exam practice

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Part 4 consists of two tasks. You will hear five short extracts in which people are talking about their jobs. Look at Task 1. For questions 21 to 25, choose from the list (A–H) what made each speaker choose their career. Now look at Task 2. For questions 26 to 30, choose from the list (A–H) the difficulty each speaker has had to overcome. While you listen you must complete both tasks.

You now have 45 seconds to look at Part 4. You will need to play the recording twice.

#### Speaker 1

When I was at school, I had a talent for chemistry, and my teachers advised me to become a research scientist. But in the summer holidays after I finished school, some friends and I went travelling round Europe by train. In Greece, we got talking to a group of archaeologists and they suggested we join them on a dig. I was hooked from the first moment. Luckily, I was then able to get a place on a university course and I've never looked back. It hasn't all been plain sailing, but I've been fortunate enough to get funding for the projects I've wanted to work on, which can often be a major issue for archaeologists. I suppose the main problem is constantly having to train new helpers – most of the people who come and work on digs are only doing it for a few months at a time.

**Speaker 2**

I was very fortunate indeed to get this job. It's a first-rate accountancy firm, and lots of highly-qualified people both from this country and from abroad compete to work here, though few get taken on. My dad's an accountant, but that's not what got me into this field – in fact, if anything, he advised me against it. He remembered how hard he'd found it as a young man spending years studying in the evenings after working all day. But that wasn't too much of a problem for me. I've just always had a flair for working with figures and I find it very satisfying to immerse myself in a client's accounts. Some of my friends find that a bit weird, I think. But I think numbers can be much more straightforward to work with than people – and there's plenty of good software to help you with most of the more tedious operations these days.

**Speaker 3**

I work as an airline pilot. It's not quite as glamorous as people often think it sounds, as you don't really get to see much of the places you travel to. Fortunately, I was aware of that before I decided to go for this as a career. I fly out of an airport that's over 40 miles from the town where I used to live with my family. I commuted for about ten years, but then we decided it was all too much, especially when I was either leaving early or getting back late, so we uprooted, and things are much easier for me now. It was my old geography master who suggested I might enjoy flying, actually. He'd have loved to have been a pilot himself, but said he couldn't afford the training. My granddad actually financed mine, which was amazingly kind of him.

**Speaker 4**

It's quite hard working in the fashion business. But it's fun, of course, too. I love being creative and helping other women look their best. But you wouldn't believe how tense it can be in those last few days before a major show. You just have to get everything ready on time, and that can often mean a few all-nighters. I enjoy working with the models – even the top ones are nothing like as temperamental as the press often makes out. My aunt used to be one, and I guess it was her stories that got me into the business in the first place. People have often told me I'm very talented, but I don't think I am – it's just a matter of being prepared to put in the hard graft. And that's never been an issue for me. I guess I'm a bit of a workaholic really.

**Speaker 5**

Other young boys usually go through a stage of wanting to be astronauts or circus clowns, but I've only ever wanted to be a civil engineer ever since I was a small kid. I think I was enthused when I came across a biography of the man who built some of the first ever iron bridges – that was it, as far as I was concerned. I certainly don't have any regrets. It's a rewarding job and I even quite enjoy the buzz of working to deadlines. Fortunately, these days most of the design is done using computer programs – I'm sure I'd have found it very difficult doing precise drawings by hand as they used to have to. My boss can be a bit bad-tempered at times. I don't like it, but I've learnt not to let it bother me too much. If it got too bad, I'd try to find a job elsewhere, as indeed several other members of staff have ended up doing.

*That is the end of Part 4.*

**Speaking Part 1****Training****1 09** Exercise 2**Question 1, Speaker A**

**Interlocutor:** What do you enjoy most about studying English?

**Speaker A:** I like the way that it makes it possible for me to communicate with people all over the world.

**Question 1, Speaker B**

**Interlocutor:** What do you enjoy most about studying English?

**Speaker B:** I like the way that it makes it possible for me to communicate with people all over the world.

**Question 2, Speaker A**

**Interlocutor:** What's the most exciting thing that's ever happened to you?

**Speaker A:** Mm, that's a difficult question. But I think it might have been something that happened on my eleventh birthday. I was with my parents who were working on an archaeological dig on a northern island of Scotland when a schoolboy who'd just arrived to help on the site discovered treasure. It was a hoard of silver bowls and brooches. They're thought to have been there for nearly 1,200 years. That was certainly an extraordinarily exciting day.

**Question 2, Speaker B**

**Interlocutor:** What's the most exciting thing that's ever happened to you?

**Speaker B:** Um. Perhaps something that happened on my eleventh birthday. I was with my parents on an archaeological dig on a northern island of Scotland. A schoolboy arrived to help on the site for the first time. He discovered treasure. Er, it was a hoard of silver bowls and brooches. Um, they were probably there for nearly 1,200 years. Mm, that was certainly an extraordinarily exciting day.

**Question 3, Speaker A**

**Interlocutor:** What's your opinion of computer games?

**Speaker A:** I like computer games. I think most of them are very good, though some are not so good, of course. I play them a lot with my friends. My parents don't like computer games, but I think they're very fun.

**Question 3, Speaker B**

**Interlocutor:** What's your opinion of computer games?

**Speaker B:** Well, that depends. I like some computer games very much, particularly games based on sports like football or motor-racing or snowboarding. I'm not so keen on adventure games. I spend a lot of time playing computer games with my friends. My parents say I'm wasting my time, but I think it's a perfectly reasonable way to relax.

**Question 4, Speaker A**

**Interlocutor:** What kind of music do you enjoy listening to?

**Speaker A:** Er ... um ... I like ... er ... pop music. Um, I listen to it, um ... er, every day. Er ... um ... I listen to it, um ... on my iPod®. Er ... on my way to college.

**Question 4, Speaker B**

**Interlocutor:** What kind of music do you enjoy listening to?

**Speaker B:** Er, well, let me think. I like pop music. Yes, that's what I listen to most. I always have my iPod® with me and I listen to it on my way to and from college.

**Question 5, Speaker A**

**Interlocutor:** Who was your best friend when you were at school?

**Speaker A:** Sorry, do you mean when I was at primary school or at secondary school?

**Interlocutor:** As you like. Primary school, perhaps.

**Speaker A:** OK. Then ... it was a girl who lived next door to me. Her name was, er, Tessa ...

**Question 5, Speaker B**

**Interlocutor:** Who was your best friend when you were at school?

**Speaker B:** I think friends are very important when you are at school.

 Exercise 4

- 1 How did you spend your last holiday?
- 2 What do you do to relax?
- 3 What are your plans for your career?
- 4 What have you achieved that you feel particularly proud of?
- 5 What new law would you like to be introduced?
- 6 Do you think the place where you are currently living is a good place for young people to grow up in?

**Speaking Part 2****Training** Exercise 1

**Interlocutor:** How do you think the people in this picture are feeling?

**Man:** Well, the people here are at an airport, and they look as if they're waiting for their flight departure to be called. They may have been waiting for quite a while, because the woman on the left has fallen asleep on her husband's shoulder. He's reading a newspaper and is looking quite serious, so perhaps he's feeling a little anxious. The couple on the right seem to be work colleagues, and they could be discussing an issue relating to their work. But they seem to be feeling quite relaxed in each other's company. The woman in the middle is focusing on some papers. She looks as if she's totally concentrated on what she's reading. On the whole, no one seems to be feeling particularly stressed – they're probably all very used to waiting at airports.

**Speaking Part 3****Training** Exercise 1

**Man:** So would you ever buy an electric car?

**Woman:** Well, let me think, that's quite a difficult one. On the one hand, they're obviously better for the environment in that they don't use petrol or diesel. But on the other hand, they'd need to be a bit more convenient to use before I'd seriously consider buying one. Um, how can I explain what I mean? I think it's not yet straightforward enough to recharge electric cars. It'll need to be quicker and easier to do that, I think, before large numbers of people start using them. How about you? What do you think?

**Man:** Well, I must admit I haven't really thought about it much before. But I certainly think that they sound as if they're a good idea. A friend of mine has actually just got one. What's it called? Um, wait a moment. It's on the tip of my tongue. Oh, anyway, he's only been using it for a couple of days, but he seems to quite like it. He did tell me, though, that you have to be extra careful driving it. It's so quiet that, er, you know, pedestrians don't hear you coming and, if they're not paying attention, they can step out into the street in front of you.

## Test 1 Training

## Speaking Part 2 (see page 63)

### Useful language: hypothesising

#### Exercise 1

- How do you think the people in this picture are feeling?



#### Exercise 2

- What do you think the people in this picture are talking about?



## Test 1 Training

## Speaking Part 2 (see page 63)

### Useful language: comparing and contrasting

#### Exercise 2

- What different aspects of college life do the pictures show?
- How might these students benefit from learning in these ways?



# Test 1 Exam practice

# Speaking Part 2 (see page 64)

## Candidate A

- What do you think the people are reading about?
- How important might reading be to the people in these situations?



# Test 1 Exam practice Speaking Part 2 (see page 64)

Candidate B

- Why do you think the people are making their journey?
- What difficulties might the people face in making their journeys?



# Test 1 Exam practice

## Speaking Part 3 (see page 66)

