

# Answer Key & transcript

## Test 1

## Key

### Reading and Use of English Paper 1

#### Part 1

#### Training

##### Useful language: collocations

- 1 make: a mistake, a noise, friends, fun, progress, notes, time  
 have: a party, a shower, fun, time, a break, a job, friends  
 go: shopping, swimming, skiing, riding  
 take: a photo, the bus, a break, notes, a shower, time, a job  
 do: sports, some homework, a job, the dishes

##### Suggested answers to add:

- make: a coffee, a suggestion, a decision, a phone call  
 have: an accident, a shock, an idea, a meeting  
 go: cycling, sailing, fishing, climbing  
 take: an exam, the train, a decision, a guess  
 do: the cooking, research, an English course, a crossword

##### 2 Suggested answers:

- beat: the record, an opponent, a carpet, the traffic  
 catch: a cold, a train, a fish, a glimpse  
 earn: money, respect, a salary, a living  
 hold: the record, hands, a meeting, a licence  
 keep: the change, a secret, a diary, a promise  
 lose: a job, money, a game, interest  
 miss: the bus, the point, an opportunity, a friend  
 pass: an exam, a test, the salt, the ball  
 play: the piano, a role, cards, tennis  
 save: time, money, energy, a penalty  
 spend: time, money, the night, a fortune  
 win: a race, a prize, support, a match

- 3 1 make → go 2 earn → win 3 spend → have 4 lose → miss  
 5 pass → have 6 catch → take 7 won → beat 8 make → do  
 9 take → play 10 have → keep

- 4 2 afraid, aware, care, jealous  
 3 depend, rely, keen, agree  
 4 interested, involved, succeed, belong  
 5 agree, belong, bound, object  
 6 agree, belong, pleased, familiar, involved

##### Suggested answers to add:

- for: responsible, wait, known  
 of: capable, approve, proud  
 on: insist, concentrate, based  
 in: result, specialise, lacking  
 to: used, opposed, sensitive  
 with: disappointed, satisfied, popular

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

#### Exam practice

##### Advice

- 1 beyond 2 known 3 'from' and 'to' 4 high 5 estimated  
 6 greatly 7 reached 8 come up with

##### Exam task

- 1 **D:** only 'along' and 'beyond' can be used directly before a noun phrase, and 'beyond' has the correct meaning of 'outside' or 'on the other side of'.  
 2 **B:** 'known as' means 'called by that name', in this case 'space junk'.  
 3 **D:** 'range' completes the structure 'from...to...?'

- 4 **A:** 'high' completes the common collocation 'high speed'.  
 5 **C:** both 'supposed' and 'estimated' can be followed by the perfect infinitive, but 'supposed to' is for something that should have happened but did not.  
 6 **B:** none of the others collocate with 'increased'.  
 7 **B:** the only one of these verbs that collocates with 'agreement' and 'on' is 'reached'.  
 8 **C:** only 'come up with' collocates with 'suggestion'.

#### Part 2

#### Training

##### Useful language: relative pronouns and linking expressions

- 1 1 who 2 which 3 whose 4 when 5 where 6 that 7 that 8 that  
 2 1 whose → who 2 which → when 3 correct 4 who → which 5 which → who/that 6 that → when 7 what → that 8 which → where 9 correct 10 that → which  
 3 1 whose 2 who 3 when 4 where 5 which 6 whose 7 when 8 which/that  
 4 addition: as well as, besides, in addition to  
 conditional: provided (that), unless, as long as  
 contrast: although, despite (the fact that), (and) yet, though, whereas, while, even though, in spite of, even so, however  
 purpose: in order to, so, in order that, so as to  
 reason: because of, on account of, due to (the fact that), owing to, since, in case  
 5 1 because of 2 unless 3 in case 4 so as 5 in order that 6 owing to 7 Even though 8 since 9 if 10 In spite of  
 6 1 account 2 addition 3 yet/even so 4 spite 5 though 6 due/owing 7 well 8 because 9 to/in order to 10 unless 11 long 12 but/although/though/even though

##### Advice

- 9 'even though' 10 'as did' 11 'until' completes 'it wasn't until'.  
 12 'when' 13 'despite the fact that' 14 'as' 15 'where'  
 16 'in favour of'

##### Exam task

- 1 attitudes: second paragraph; history: first paragraph  
 2 9 though/when: 'though' completes the link 'even though', which contrasts the ideas in the two parts of the sentence. 'When' is also possible.  
 10 did: 'did' completes the expression 'as did', which here is used to avoid saying 'and the Aztecs chewed gum'.  
 11 until/till: 'until' completes the time expression 'it wasn't until'. The informal 'till' is also possible.  
 12 when: here, 'when' is a relative pronoun that refers back to '1869'.  
 13 despite: it completes the link 'despite the fact that', which contrasts the ideas in the two parts of the sentence.  
 14 as: 'regarded' is often followed by the preposition 'as'. Together they mean 'considered'.  
 15 where: 'where' is a relative pronoun which here refers back to 'the pavement'.  
 16 in: 'in' completes the expression 'in favour of', here meaning supporting or approving of.

**Part 3**  
**Training**

**Useful language: word formation**

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

2a

verb	noun(s)	adjective(s)	adverb(s)
comfort	comfort(s), discomfort(s)	(un)comfortable	(un)comfortably
employ	employee(s), employer(s), (un)employment	(un)employed, (un)employable	X
hope	hope(s)	hopeful, hopeless	hopefully, hopelessly
X	noise(s), noisiness	noisy(ier/iest), noiseless	noisily, noiselessly
lose	loss(es), loser(s)	lost, losing	X
X	science(s), scientist(s)	(un)scientific	(un)scientifically
relate	relative(s), relation(s)/ relationship(s)	relative, related	relatively
succeed	success(es)	(un)successful	(un)successfully

- 2b employee – person employed, employer – person who employs people, employment – paid work; employed – having a paid job, employable – able to do paid work; hopeful – feeling positive about a future event, hopeless – not likely to succeed or improve; hopefully – in a positive way; hopelessly – in a negative way; noise – a sound, noisiness – a lot of noise; noisy – people or things that make a noise, noiseless – silent; noisily – making a lot of noise while doing something, noiselessly – silently; loss – something lost, loser – person who loses; lost – not found or not won, losing – player or team that loses; science – the school subject or academic discipline, scientist – person who studies or works in science; relative and relation – family member, relation – connection between two things, relationship – the way people feel and behave towards each other; relative – compared to, related – connected
- 3 2 scientists 3 noisy 4 unemployment 5 hopeless  
6 uncomfortable 7 unsuccessful 8 loss
- 4 1 losing → losing (spelling) 2 unemployments → unemployment (singular/plural) 3 unacceptable → unacceptable (affix)  
4 evidences → evidence (singular/plural) 5 relation → relationship (affix) 6 scientific → scientific (spelling)  
7 disagree → disagreement (affix) 8 hopeful → hopeful (spelling) 9 irregularly → irregular (affixes) 10 Employers → Employers (spelling/affix)

**Advice**

17 The ‘e’ is dropped. 18 negative 19 ‘over’ + ‘come’ 20 The final ‘e’ is dropped. 21 plural 22 The ‘y’ changes to ‘i’. 23 ‘ion’ to ‘ual’ 24 the ‘-ing’ form

**Exam task**

- 1 1 noun, ‘ment’
- 2 17 introductions: a plural noun is needed. The ‘e’ is dropped, the suffix ‘tion’ and an ‘s’ are added.  
18 impolite: the negative prefix ‘im’ is added.  
19 overcome: ‘over’ is added to ‘come’ to form a compound verb that collocates with ‘problem’.  
20 observation: a singular noun is needed. The final ‘e’ is dropped and the suffix ‘ation’ added.

21 characteristics: a noun is required. The suffix ‘istics’ is added; it must be plural because two characteristics are mentioned (‘high foreheads’ and ‘narrow eyebrows’).

22 variety: a singular noun meaning ‘range’ is needed. The ‘y’ changes to ‘i’, and the suffix ‘ety’ is added.

23 visual: an adjective is needed. To form it, ‘ion’ changes to ‘ual’.

24 ensuring: the prefix ‘en’ is added to form the verb, after a preposition, the –ing form is required, but the final ‘e’ must first be dropped.

**Part 4**  
**Training**

**Useful language: key word transformations**

- 1 1 verbs: enjoy, suggest, avoid + admit, finish, can’t stand  
prepositions: without, after, despite + about, upon, against  
two-part (and three-part) verbs: carry on, give up, put off + take up, keep on, end up  
expressions: it’s no use, there’s no point (in), it’s not worth + pleased about, capable of, good at
- 2 verbs: decide, expect, plan + promise, offer, threaten  
verbs + object: help someone, want something, tell someone + allow someone, ask someone, teach someone  
adjectives: likely, easy, pleased + possible, difficult, disappointed
- 3 either: stop, forget, try + remember, mean, go on
- 2 2 listening to music in the evening. 3 to be late again. 4 playing tennis until Saturday. 5 staying here. 6 feeling ill, I went to school. 7 to come to my party. 8 to call Emma.
- 3 1 to have → having 2 writing → to write 3 to place → placing  
4 hearing → to hear 5 to use → using 6 to open → opening  
7 seeing → to see 8 to light → lighting 9 telling → to tell  
10 to have seen → seeing
- 4 *Suggested answers:*  
might have done/might not have done, may have done/may not have done, could have done/could not (couldn’t) have done, should have done/should not (shouldn’t) have done, ought to have done/ought not (oughtn’t) to have done, must have done (or had to/didn’t have to do), will have done/will not (won’t) have done, needed to have done (or needed to do)/need not (needn’t) have done (or did not [didn’t] need to do), can’t have done
- 5 2 have (’ve) been 3 not have told 4 have got 5 have been  
6 have got up 7 not (n’t) have sent in 8 to have told
- 6 1 should have begun 2 might have been 3 should start 4 could never have 5 did not have to 6 should have been 7 didn’t need to 8 couldn’t have

**Advice**

25 ‘found’ 26 ‘put off’ 27 the infinitive changes to the –ing form 28 ‘have been’ + past participle 29 ‘it wasn’t’ becomes ‘there was no’ 30 ‘didn’t have to’

**Exam task**

- 25 found it difficult | to understand: the noun ‘difficulty’ becomes the adjective ‘difficult’, which follows ‘found it’. The next verb changes from the –ing form to the ‘to’ infinitive.
- 26 has been | put off: the phrasal verb ‘put off’ means ‘postpone’, but it must be used in the passive form, also in the present perfect.
- 27 no intention of | (ever) speaking: ‘I’ve got no intention’, especially with ‘ever’ means the same as ‘I’m never going to’. After the preposition ‘of’, the –ing form of the verb is used.

- 28 must **have** | been started: if something in the past ‘seems certain’, we can use ‘must have’. The object of the first sentence has become the subject of the second, so the passive form ‘must have been’ + past participle is used.
- 29 there was | no **point** in: it’s not possible to use ‘it wasn’t’ with ‘point’; the structure has to be ‘there was no point in’.
- 30 didn’t **have** to | book: the negative past form of ‘have to’ means ‘wasn’t necessary to’. It is followed by the infinitive form of the verb.

## Part 5

### Training

#### Reading for gist; dealing with distraction

- 1 1 an extract from a novel 2 to collect a package
- 2 As ever in autumn ... the darkening sky D, He thought about taking a bus ... how infrequent they were B, There was hardly anyone around A, ‘Hi,’ he said, but there was no reply / when he gave them a wave ... C  
**A:** ‘hardly anyone’ contradicts ‘many people’  
**B:** ‘remembered how infrequent they were’ indicates this was normal (it didn’t surprise him)  
**C:** There were two ‘unfriendly’ reactions, and Liam says ‘it doesn’t feel like it (i.e. his home town) any more’. He ‘recognised’ the four teenagers and ‘was sure he knew’ the young couple so he would be surprised that they didn’t reply or looked away.  
**D:** It says ‘As ever’, so it was no surprise.
- 3 **A:** ‘He didn’t want to be there a moment longer than necessary’ contradicts the statement  
**B:** ‘impatiently’, ‘if you can give me the package, I’ll be on my way’ and ‘He didn’t want to be there a moment longer than necessary’ – all help to show that B is correct  
**C:** ‘Had the plan perhaps become so ambitious that it had scared him off?’ – Carson might be afraid, not Liam  
**D:** ‘he was right on time’ contradicts the statement

### Exam practice

#### Advice

- 31 unhappy 32 ‘Tuning back into...’, ‘Claire worked out...’  
 33 her parents 34 She doesn’t reply to that comment, but she is annoyed. 35 ‘a new work assignment’ 36 ‘It seemed odd to Claire...’

#### Exam task

- 31 Correct answer: B: Claire knows Ruth will want to talk for a long time, but manages to avoid Ruth hearing her reaction, a ‘sigh’. Incorrect answers: A: Claire ‘waited for her sister to start describing in detail her latest disaster’ means Ruth usually has bad news to tell her. C: ‘A phone call from her sister was never over quickly’ indicates that Claire feels Ruth’s calls go on too long. D: ‘Claire mulled over how much to reveal’ shows she was still unsure about what she would say to Ruth.
- 32 Correct answer: D: Claire was thinking about other things while Ruth was talking. She ‘tried to catch up’ but ‘was unsure whether it was her sister or her niece’. Incorrect answers: A: Claire had ‘missed some key information’, so this is very unlikely to be true. B: Claire says her family never ‘sent her letters’, but does not suggest that is the reason. C: From the context, e.g. ‘Her family would have to be told’, ‘she was moving out’, it is clear her ‘new business assignment’ has not yet begun.
- 33 Correct answer: D: Claire ‘often wondered whether that was to ensure their three children didn’t affect their lifestyle, rather than to give their offspring a good start in life’, i.e. for selfish reasons. Incorrect answers: A: The writer says ‘their first and third children both achieved academic success’. Claire must be their first or

third, as Ruth is their second. B: Her parents were constantly disappointed with Ruth, not Claire. C: Unlike Ruth, Claire had ‘learned quickly to work hard and stay out of trouble’.

- 34 Correct answer: A: Claire compares her with a well-known highly successful lone parent, and believes Ruth ‘could help herself if only she’d try harder’. Incorrect answers: B: Claire would clearly prefer Ruth to ‘help herself’, C: Claire accepts that being a lone parent makes it difficult to get certain jobs, D: Claire feels that Ruth is jealous of her and finds what she says irritating. There is no suggestion Claire feels guilty.
- 35 Correct answer: B: Claire is referring back to her ‘new work assignment’, which she says consists of more than ‘dining out on someone else’s credit card’. Incorrect answers: A: The reference word ‘that’ refers back to ‘dining out on someone else’s credit card’, not ‘it’. C: It cannot refer to looking after Sky because Ruth has not yet answered Claire’s questions about that. D: Claire is again trying to avoid showing her emotions, not explaining them to Ruth.
- 36 Correct answer: C: Claire feels it is ‘odd’ that her parents seem to show more affection towards their grandchildren than they did to their own children. Incorrect answers: A: Ruth (‘You never listen to me’) and Claire (‘they were twelve and fourteen again’) indicate that little had changed. B: Claire implies the opposite by saying they ‘had no time for their own children’. D: She believes that her mother is closer to her grandchildren, not to her.

## Part 6

### Training

#### Predicting text content; finding clues

- 1 how bees manage to navigate when they are flying
- 2 ‘observe their flight patterns’ and ‘so’ (reference word, avoiding repetition); also ‘track all their movements over several kilometres’ and ‘this’ (reference word), plus ‘the scientists’ and ‘them’ (reference word)
- 3 **38:** ‘Aircraft pilots’ and ‘Bees, on the other hand’ (contrast link); ‘calculate wind speed and direction’ and ‘the same thing’ (reference phrase); also ‘them’ and ‘they’ in the following sentence (reference word)
- 39:** ‘the researchers ... discovered’ and ‘they found’ (reference word and word with similar meaning); ‘On windy days ... lower than usual’ and ‘This’ (reference word); ‘windy’ and ‘blows more strongly’ (words with similar meaning); ‘the wind’ and ‘it’ (reference word); ‘it normally blows more strongly’ and ‘this’; and ‘higher up’ and ‘at greater heights’

### Exam practice

- 1 An article about the new headquarters of the World Wide Fund for Nature.
- 2 *Suggested answers:*  
 Paragraph 1: Who is doing what and where  
 Paragraph 2: The building and the occasion  
 Paragraph 3: Interesting activities and new ideas  
 Paragraph 4: Green features of the building  
 Paragraph 5: A quiet place in the city  
 Paragraph 6: The changing role of the WWF  
 Paragraph 7: What needs to be done

#### Advice

- 37 ‘they’, ‘building’ 38 ‘a living example’ 39 ‘Other such features include’ 40 ‘Even so’ 41 ‘because the planet is one vast ecosystem’ 42 population

**Exam task**

- 37 G:** 'They' refers back to the 'crowd' who were watching, and 'highly environmentally-friendly home', which is a 'hemispherical glass tube standing above a council car park', is a building 'of this kind'. Also, 'it' near the beginning of the next paragraph refers to the building, as does the name 'Living Planet Centre'.
- 38 D:** 'their new home' refers back to the WWF's Living Planet Centre, which they hope will itself be a 'living example' of 'attempts to protect animals and the natural world' which 'have been started by the WWF'.
- 39 C:** 'Other such' indicates there will be more examples similar to those 'features' already mentioned in the previous paragraph, i.e. recycled concrete, carpets and computers, solar panels. Also, the following paragraph describes the overall impression given by the building's interior.
- 40 A:** The following sentence indicates there is a 'contrast' with the missing sentence. Sentence A begins 'Even so' and says 'it' (a reference back to 'the building') is in a 'town centre', which is a vocabulary link to 'urban'. It contrasts the 'fairly unattractive' general area and the 'ugly' place with the 'canal' and the 'woods'.
- 41 F:** The fact that 'the planet is one vast ecosystem' is the reason given for stating that 'you have to persuade people of the world not to pollute'. Vocabulary links include 'the world' and 'the planet', and 'people of the world' and 'everyone'.
- 42 E:** There are links to the sentences both before and after the gap. 'Turn the clock back' means return to a previous situation, i.e. 'put back forests' and reduce the number of people on Earth. The 'rate at which the numbers are increasing' refers to 'population size' in the missing sentence.

Not used: B

**Part 7****Training****Finding evidence; avoiding incorrect answers**

- 1 44** 'trams were cold ...'; **45** 'One Monday morning ...'; **47** 'the nearest stop ...'
- 2 43:** 'it was because of all the pollution it caused' that he gave up driving to work and started going by rail instead; **48:** 'but the fares keep going up and up and at this rate I'll have to think about using my car' Not in E: **46:** Although he says the trains are 'crowded', he says he doesn't mind it, so it would be wrong to say he 'dislikes' travelling with lots of other people.

**Exam practice****Advice**

**43 D:** 'amount it costs to visit' **44 B:** 'like something from a ... TV commercial' **45 C:** 'the air temperature hardly varies' **46 C:** 'waist-high' **47** 'shots' **48 C:** 'the sand can feel uncomfortably hot unless you wear beach shoes' **49** 'scent' **50 B:** 'in the late afternoon and evening you can have the place almost to yourself' **51** 'limited to the summer months' **52** sun cream

**Exam task**

- 43 D:** The writer says 'it is well worth the small amount it costs to visit'.
- 44 D:** The text mentions that 'commercials have been made there'.
- 45 A:** It says 'At first sight it almost seems tropical, until dipping your toe in the water encourages you to spend a lazy day on the beach rather than dive in for a swim.'
- 46 C:** The writer refers to 'the ocean – which is only waist-high even hundreds of metres from the shore.'

- 47 D:** The writer says 'don't forget to get some shots of your own'.
- 48 B:** 'The sand,' according to the writer, 'always remains cool as it is of a type that reflects the sunlight, so you won't need sandals.'
- 49 A:** The writer says you can 'enjoy' various things, including 'the scent of pine from the nearby woods'.
- 50 D:** The text advises: 'make sure you arrive well before the sun starts to beat down and the sand heats up'.
- 51 A:** The text states that 'public access' is 'limited to the summer months'.
- 52 C:** 'There isn't,' it warns, 'much shade, so it is advisable to use plenty of sun cream'.

**Writing Part 1 (essay)****Training****Useful language: ordering points or reasons; adding information**

- 1** for the first point: Firstly, To begin with, First of all; for further points: Next, Then, Secondly; for the last point: Last but not least, Lastly, Finally; in the conclusion: In conclusion, To sum up, On balance, To conclude
- 2 1** Also **2** Furthermore **3** too **4** As well as that **5** In addition **6** as well
- Focusing on the question; text organisation**
- 2 1** A: only 'yes'; B: both sides **2** A: 2nd, B: 3rd **3** A: 4th, B: 2nd **4** A: 2nd: protected from hunting/extinction, B: 2nd: protection from extinction
- 3 2** Gives an example **3** Expression that links points **4** Writer's own opinion **5** Tells the reader what to expect **6** Expression that links points **7** Contrast link **8** Gives a reason **9** Writer's own opinion **10** Sums up points already made

**Exam practice (essay)**

- 1 1** your English teacher **2** whether it is better to attend a concert or watch the same concert at home **3** convenience, atmosphere

**Sample**

Increasingly, people have a choice: whether to go to a concert or watch it at home. Both have their advantages – and disadvantages. Firstly, concert tickets cost too much, especially for young people. There is also the bus fare to and from the concert, and the food and drinks there are expensive. Watching at home, though, is free, as are the snacks.

Secondly, watching on your TV or computer is far more comfortable than travelling to the concert, queuing to get in and then having a long, slow journey home afterwards. If you get thirsty or hungry at home, you just go to the fridge. And there is no queue for the bathroom, either.

On the other hand, to really experience a concert you have to be there. The excitement of thousands of people clapping, singing and even dancing creates an atmosphere that just cannot be appreciated at home. Nothing can compare to seeing and hearing a big star on stage. On balance, therefore, I believe it is worth the cost and inconvenience of going to see your favourite singers or musicians live. It is an experience you will never forget.

**Notes**

- Correct length
- Uses a balanced, 'for and against' approach. Fully answers the question
- Uses the first paragraph to introduce the topic and indicate the content
- Uses a paragraph for each main point
- Writes in an appropriate style (between neutral and formal)
- Uses linking expressions to order points, e.g. 'Firstly', 'Secondly', 'On balance ...'
- Adds information using 'also', 'And'
- Uses contrast links: 'though', 'On the other hand'
- Summarises the main points in the concluding paragraph, giving own opinion
- No language errors

**Writing Part 2 (email)**

**Training**

**Useful language: formal and informal expressions**

- 1 1 A formal B informal 2 A informal B formal 3 A informal B formal 4 A informal B formal 5 A formal B informal 6 A informal B formal 7 A formal B informal 8 A formal B informal 9 A informal B formal 10 A formal B informal
- 2

Well, that's all for now:	informal/end
It was great to get your email:	informal/beginning
I have received your letter dated June 5:	formal/beginning
Thanks (very much) for your letter:	informal/beginning
This is just a quick note to say:	informal/beginning
Yours sincerely:	formal/end
Best wishes:	informal/end
Dear Sir/Madam:	formal/beginning
Lots of love:	informal/end
Dear Stefan:	informal/beginning
Hi Susana:	informal/beginning
I apologise for the delay in replying:	formal/beginning
Give my love to everyone:	informal/end
I look forward to hearing from you:	formal/end
Sorry to be so slow getting back to you:	informal/beginning

- 3 1 formal: I would like to apologise for  
 2 Requesting information, formal: I would be grateful if you could  
 3 Advising, formal: My advice to you is to  
 4 Changing the subject, formal: With reference to  
 5 Expressing surprise, formal: I was most surprised to discover that  
 6 Expressing enthusiasm, formal: I am extremely enthusiastic about
- 4 **Suggested answers:**  
 1 Thanks very much for your letter 2 I'm delighted 3 it's a really 4 It'd be a good idea to 5 By the way 6 Well, that's all for now, 7 Don't forget to write soon 8 Best wishes

**Understanding instructions**

- 1 1 your English-speaking classmate Sam 2 a party is being organised for the end of the course 3 whether they should hire a band for the occasion, order some food from a local restaurant, make it a fancy dress party
- 2 1 Yes 2 Yes. Food and the band in the second paragraph, fancy dress in the fourth. 3 Yes 4 Dear + first name, Very best wishes 5 to reply to Sam's email asking for her opinion 6 She says she is happy to hear that, and says why. 7 Looking forward to hearing from you. 8 first of all, as far as ... is concerned, in addition 9 use of first name, contracted forms, e.g. I'm, conversational expressions, e.g. how happy I am, have more fun, exclamation mark, strong adjectives, e.g. wonderful, fantastic, some short sentences, e.g. I hope this has helped.

**Exam practice**

- 1 1 informal 2 They are planning to spend next week in your area, and during their stay they would like to travel around a little. 3 to suggest somewhere interesting they could go for a day trip, what would be the best means of transport, what time they should set off in the morning and when they should begin the return journey.

**2 Sample**

Hi Jamie,

Many thanks for your message. Sorry not to get back to you sooner, but this week I've hardly had any time to go online. I'm really pleased to hear that Jessica and the others will be staying not far from here and seeing something of the surrounding countryside. It's absolutely gorgeous at this time of the year! I'd strongly advise them to visit Silver Bay. It's a really beautiful spot. From the top of the cliffs there are marvellous views out to sea, and the unspoilt white sandy beach is the perfect place to have a picnic.

There's a bus that goes there from just outside the railway station, leaving every hour. It takes about 90 minutes, passing through some delightful scenery on the way.

To avoid the rush-hour traffic, it'd be best to leave on the 9.30 bus, I think. On the way back, I'd suggest they catch the 6pm one so that they get back before dark.

Let me know if there's anything else I can help with.

Best wishes,  
 Jessica

**Notes**

- Correct length
- Suitably friendly beginning and ending
- Opening paragraph thanks friend for their email and apologises for delay in replying
- Responds to the background information in the email, using different words
- Deals with the writer's questions in three main paragraphs
- Uses various expressions to give advice: 'I'd strongly advise', 'it'd be best to', 'I'd suggest'
- Good use of expressions for expressing enthusiasm: 'It's absolutely gorgeous', 'a really beautiful spot', 'marvellous views', 'the perfect place', 'delightful scenery'
- Writes in an appropriately informal style
- Final sentence closes the letter and informally requests a reply
- No language errors

**Writing Part 2 (article)****Training****Useful language: strong expressions**

- 1 1 exhausted 2 furious 3 freezing 4 fantastic 5 terrified  
6 enormous 7 filthy 8 awful 9 essential 10 fascinated

**Focusing on instructions**

- 1 give reasons why he/she enjoys it so much; say what people who want to take it up should do
- 2 *Suggested answers:*  
2 A Yes B Yes 3 A No – the introduction is too long, and this is followed by a series of single sentences; B Yes – paragraphs develop from the topic sentence 4 A Yes – ‘really fantastic!’; B Yes – ‘you’ll love it’ 5 A Yes – ‘First of all’, ‘Also’; B Yes – ‘otherwise’ 6 A Yes – ‘combine’, ‘fantastic’, ‘cooperative’; B Yes – ‘terrified’ 7 A Yes – ‘advice to anyone who would like to try this sport is to protect’; B Yes – ‘If not, go diving – you’ll love it.’ 8 A No; B Yes – ‘such as a shark swimming’ 9 A Yes – ‘For me, this game is’; B Yes – ‘I just know that’ 10 A No; B Yes – ‘It’s wonderful when you discover’ 11 A Yes – ‘which kind of sport suits you?’; B Yes – ‘Are you too scared to try something new ...?’ 12 A No – although it ends on a positive note, it’s far too short; B Yes – it sums up the content and the writer’s opinion
- 3 Article B

**Exam practice (article)****Sample (written by a very strong First candidate)****Fashion of the Future**

Have you ever thought about what clothes will look like in 100 years from now? Probably not. To most of us, fashion isn’t such a big deal. You walk into a department store or boutique and you buy whatever the fashion industry offers this season. Anything between elegant and casual will be all right, according to your personal style and taste. That’s how it has been for ages.

But recently the industry has developed new materials, which enable them to create new clothes, e.g. coats that protect you from the rain but won’t make you sweat. In 100 years people will wear highly practical clothes that include communication tools which enable them to see and talk to one another. Maybe someday in the future there will be overalls that ‘beam’ you from one place to another in a matter of seconds.

As time progresses scientists will create technologies that will open up amazing new opportunities for mankind. Today no-one can know exactly what ‘the shirt of the future’ will be like. Just like 100 years ago nobody had any idea what clothes would be like today.

**Notes**

- *Correct length*
- *Begins with a question, encouraging the reader to carry on reading for the answer*
- *Keeps to the topic and deals with both parts of the task.*
- *Uses three main paragraphs*
- *Uses the final paragraph to sum up and get the reader to think about the content*
- *Writes in a fairly informal style, as in a magazine article*
- *Varies sentence length for dramatic effect, e.g. the first and second sentences*
- *Uses strong adjectives and adverbs, e.g. ‘highly’, ‘amazing’*
- *No language errors*

**Writing Part 2 (report)****Training****Useful language: report****1 Introduction**

The aim of this report is to ...; This report looks at ...; The purpose of this report is to ...; This report is intended to show that ...

**Description and findings**

It has been suggested that ... (*possibly also in Introduction*); There would seem to be ...; It would appear that ...; It is felt that ... (*possibly also in Conclusion*); It is said to be ...

**Recommendations and suggestions**

I believe we should ...; I (would) suggest ...; I would recommend that ...; I strongly recommend ...

**Conclusion**

In conclusion, ...; To sum up, ...

*Suggested extra answers:* 1 The intention of this report is to ...; This report sets out to examine ... 2 It has been observed that ...; The findings appear to prove that ... 3 I feel it is necessary to ...; My recommendation is that ... 4 To conclude, ...; To summarise, ...

**Understanding instructions**

- 1 *Key words:* teacher, asked, you, suggest, sport, could, played, college, Describe, sport, have tried, say why, popular  
1 After discussing sports in class, you have to suggest a sport to play at your college. 2 your teacher, formal or neutral – it depends on what your teacher prefers 3 describe a sport you’ve tried, say why you think it would be popular with other students 4 recommendations/suggestions

- 2 *Suggested answers:* ‘A sport for the college’ / ‘Water polo for everyone’

- 3 1 C 2 D 3 B 4 A

- 4 1 no (approximately 180 words) 2 yes, five 3 yes, second and third paragraphs describe the sport, third and fourth paragraphs say why it would be popular 4 yes, it is quite formal in style (e.g. linking expressions such as ‘therefore’ and ‘in addition’), use of the passive (‘it is said to be’), no contracted forms 5 no 6 the aim of this report is to, it is said to be, it would appear that, to sum up, I strongly recommend, I suggest 7 yes

**Exam practice (report)**

- 1 1 The Director of a college 2 the current condition of part of a college, ways it could be improved

**2 Sample (written by a fairly strong First candidate)****Report on the reception area**

The reception area in this College is a small, unwelcoming place which could become quite spacious and enjoyable with a few changes. In this report I will make some suggestions on how it could be improved for the students, staff and visitors who use it. Firstly, it feels rather old-fashioned. I would suggest renovating the room, changing the wallpaper and repainting it. I would also change the old furniture that takes up too much space and gives an impression of heaviness. I would also suggest putting some flowers there in order to make the room happier.

Secondly, I would give visitors and students more space by providing them with a waiting room, or at least seats so they don’t have to stand when they have to wait. It would be easier for the staff as well, so they could move around easily and quickly. Finally, I should point out the reception staff are always friendly and helpful.

In conclusion, I believe that if a few improvements could be made to change the general atmosphere of the reception area, it would appear more friendly and welcoming.

**Notes**

- Clear organisation: introduction, description and suggestions, conclusion
- Correct length and appropriate style for College Director
- Answers both parts of the question
- Some good language (e.g. 'quite spacious', 'gives an impression of', 'change the general atmosphere')
- Good use of linking expressions (e.g. 'firstly', 'in conclusion')
- No language errors

**Listening Paper 3****Part 1****Training****Understanding distraction**

**1 B:** '... very well looked after' means it was in excellent condition, and 'It was a few years old, but you really couldn't tell' gives the impression it looked quite new.

**A:** Both 'ordinary' and 'nothing remarkable' indicate it had no special features.

**C:** He felt the price was 'a bit high' and wanted the seller to 'drop' it, so it couldn't have been the price that 'most attracted him'.

**2a C:** She blames it on a problem with the battery in her mobile, also because she couldn't find the spare one. She would have called him otherwise.

**b A:** It was Emily's number she'd lost, not his – 'I've lost her number'.

**B:** He suggests it was too late, but she says she didn't think he'd mind how late it was – 'I didn't think you'd mind how late it was, really'.

**Exam practice**

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

**Advice**

**1 A:** 'perhaps you'd like to try on another kind', **C:** 'or return your money' **2 B:** 'the rest of the country', 'clear skies', 'bright', 'lunchtime ... into the early evening' **3 A:** 'a light workout in a gym' **4 A:** 'a seventeen-year-old', 'just sixteen' **5 B:** 'in my student days I went through a phase ... but ... my tastes have changed' **6 B:** 'I wouldn't take too much notice of the comments' **C:** 'but it's not the same as seeing it on the big screen' **7 A & C** both happened on previous journeys to the airport **8 C:** 'it wasn't the fact that ... it was ...' **B:** 'though ... that's never ...'

**Part 2****Training****Thinking about possible answers; listening for cues**

**1** Here, 'rather than' has a similar meaning to 'instead of'; 'children' is possible, although it is always better to use the words from the recording; they might put 'an adult' or 'a teenager', as these words come just before 'a child'; possibly also the other nouns 'pairs' or 'groups' which follow

**2b** 'house plants'/'houseplants'/'house-plants'

**c** 'keep them in the house with you' is the cue; 'electric cables' – these need to be 'protected', not removed

**Exam practice**

9 signs 10 guide 11 helmet 12 confidence 13 jumps  
14 landing 15 panic 16 wrist(s) 17 (small) device 18 parachute

**Advice**

9 'you won't see any' 10 'you should never', 'it's essential to'  
11 It's the guide who 'may wear a backpack containing supplies'.  
12 'people say to me it must take a lot of courage' 13 'do a series of jumps' ('decisions' doesn't collocate with 'do') 14 'landing', not 'take-off' 15 'when you lose your balance' 16 'arms', 'elbows', 'wrists' 17 'safety experts recommend also taking a medical kit' 18 'competition snowboarding', 'teaching snowboarding'.

**Part 3****Training****Dealing with distraction**

**1 C:** The speaker mentions being worried about the time and knowing she was going to be late, then says that would mean losing her job.

**A:** This was what she thought at first, but she changes her mind – it is important to listen to the end.

**G:** She mentions a train – but she didn't miss it, she caught it.

**2a E:** 'I was fully expecting to pass this time', 'I'd have to take it again', 'I'll have to pay for more lessons'

**b D:** 'I hadn't made any serious mistakes or had an accident'. There was no accident, and no suggestion that the speaker was hurt.

**G:** 'waiting ... on railway platforms'. This refers to the future, not to a past event, and there's no suggestion of missing trains.

**Exam practice**

19 C 20 E 21 B 22 D 23 H

**Advice**

**A 1:** 'it ends up in the bin' **B 2:** 'I'm quite fit' **3:** 'I just don't feel right if I'm not working on my fitness level' **4:** 'doing sports every evening' **5:** 'I end up literally running' **C 1:** 'filling up my basket ... whether I actually need any of them is irrelevant', **2:** 'shopping, though I rarely end up buying anything', **3:** 'hard to find in the shops' **D 1:** 'sometimes I'm watching TV', **4:** 'I'm totally hooked ...' **5:** 'even a TV programme' **E 4:** 'most people of my generation spend all their time on the Internet' **F 2:** 'I always get to the office on time' **3:** 'I ... get up early' **4:** 'I'm up reasonably early' **5:** 'I've tried getting up earlier in the morning' **G 3:** 'working on my fitness level', 'a job that needs finishing off' **H 2 & 3:** go to bed late, **4:** used to get up late.

**Part 4****Training****Understanding distraction; listening for cues**

**1 A:** She says her present work is 'always interesting' and 'no two days are ever the same. You never know what to expect next' explaining why, adding 'that's great'.

**B:** She accepts the need to deal with these people and indicates she quite likes it by saying 'I'd probably miss it' if she had to work elsewhere.

**C:** The word 'that' in 'I'd find that really dull' (boring) refers back to 'a desk job', in other words, working in an office.

**2a:** C is correct, because she suggests 'I'd strongly recommend ...' 'working in something else first', i.e. before 'becoming a police officer'.

**b:** The cue is Dave's question ('... what would you say to somebody who, say, is about to leave school and is considering becoming a police officer?'). A is wrong because she says 'many (of those "considering becoming a police officer") would benefit from doing a degree,' i.e. going to university. B is wrong because she indicates that it is impossible to work part-time in the police when she says everyone has to work 'long hours' when they start.

### Exam practice

24 C 25 A 26 B 27 B 28 A 29 C 30 B

### Advice

24 C: 'from the beginning', B: 'before my first year at primary school' 25 B & C: 'some professional musicians give private lessons to ... or perhaps to ...' 26 'more so than those who ...'  
27 A: 'the media sometimes talk ... but I'm not convinced, C: 'a general shift away from ... I think that's to be welcomed' 28 'afraid of doing so in public because of what other people may say or think'  
29 B: that it didn't actually happen 30 C: 'that wasn't an issue', A: 'I found it much easier to make up my mind about that one.'

## Speaking Paper 4

### Part 1

#### Training

##### Useful language: basic expressions

- 1 To give an example: like, such as, for instance  
To give a reason: the reason is, because, so  
To add information: also, as well as that, and often  
To ask for repetition: Pardon?, Could you say that again, please?, Sorry, I didn't catch that.
- 2 1 Yara yes 2 Hanif no, Yara yes 3 Hanif no, Yara yes 4 Hanif no, Yara yes 5 Hanif yes, Yara yes 6 Hanif no, Yara yes
- 3 so, also, like, Pardon?, as well as that

### Part 2

#### Training

##### Useful language: comparing and contrasting

- 1 1 Saying which picture you're talking about  
2 Guessing  
3 Comparing the pictures  
4 Contrasting the pictures  
5 Saying which you'd prefer to do
- 2 Sofia: compare the photographs; say why the two different kinds of relationship are important to teenagers; Riccardo: say whether he prefers to spend his free time with family or with friends
- 3a ✓: 2, 3, 4, 6, 7, 9, 10 ✗: 1 You don't have to describe every detail. 5 You don't have to talk about what might happen in the future. 8 You must keep to the topic of the question.
- b** yes
- 4 From *Useful language*: in both photos, maybe, it looks as if, in the first picture, probably, while, in the other one, (older) than, could be, look, but, I'd rather, like ... much more than Reasons/examples: because, like, one reason is that, for example, another reason is, such as

## Part 2

### Exam practice

- 1 1 Compare the photos. Say why you think people choose to shop in these different places. 2 Say which place he/she would rather buy fruit and vegetables in.
- 3 1 Compare the photos. Say how important you think the relationship is to the different people. 2 Say whether he/she spends more of his/her free time with family or with friends.

## Part 3

### Training

##### Useful language: suggestions

- 1 Making 2 Asking if someone agrees with 3 Agreeing with  
4 Disagreeing politely with 5 Giving reasons for disagreeing with

##### Focusing on instructions and pictures; listening for expressions

- 1 1 things you often find around the house 2 say how useful each object is to people; decide, with your partner, which two are most important to you
- 2 2 Yes 3 Yes 4 Yes (although candidates don't automatically lose marks for not doing so) 5 Yes 6 Yes 7 Yes, but only the fridge. (*reaching a decision is not essential to successfully complete the task*)
- 3 Expressions used: What do you think?, Well, I'm not so keen on, don't you think so?, Right, How about, not really sure about that, I think so too, Would you agree?, I think I'd rather, For one thing, I don't really agree, That's true, I think it might be better to

## Part 3

### Exam practice

- 1 A restaurant is trying to attract more customers.
- 2 Talk about why these ideas might attract more customers. Decide which idea might attract most customers.
- 3 Five: reduced prices, excellent customer service, extensive menu, relaxing background music, prize-winning chef.

## Part 4

### Training

##### Useful language: opinions

- 2 think, feel 3 feelings, views 4 feel 5 opinion, views  
6 feel, think 7 say 8 seems 9 opinion 10 feeling, opinion  
11 possible 12 hand 13 think, feel 14 might 15 way

##### Predicting points; listening for expressions

- 1 ✓ 2, 4, 5, 6; ✗ 1: not really relevant to the topic; 3: most students could not be expected to know this
- 2 1 Marisol T 2 Han F, Marisol T 3 Han T, Marisol T 4 Han T, Marisol T 5 Han F, Marisol T 6 Han T, Marisol T
- 3 In my opinion, I think, What do you think about, it seems to me, Yes, but isn't it true that, I'd say that, My own view is, What's your opinion of

## Part 4

### Exam practice

see exam questions in Exercise 2

# Test 1

## Transcript

### Part 1

#### Training

1 02 2a

**Woman:** Well I would've given you a ring, but there was something wrong with the battery in my mobile. It was really annoying because I was expecting a call from Emily and I've lost her number so I can't call her back.

**Man:** It doesn't matter. It was probably getting quite late by then anyway.

**Woman:** Well actually I was going to call you when I got home last night. I didn't think you'd mind how late it was, really. But I couldn't find the spare battery I'd left somewhere in my room so I couldn't do that either.

1 03 PART 1

You will hear people talking in eight different situations. For questions 1–8, choose the best answer, A, B or C.

1 You hear a customer talking to a shop assistant about a coat she bought.

**Assistant:** Can I help you?

**Customer:** Yes, I bought this coat here yesterday but when I tried it on at home I found it was too tight on me, so I'd like to exchange it for a larger one.

**Assistant:** I don't think we have one in stock. Perhaps you'd like to try on another kind of coat, or a jacket? Actually we've got some lovely winter jackets, just in.

**Customer:** No, that's not really what I'm looking for.

**Assistant:** I could order the one you mentioned if you like. Or return your money, whichever you prefer

**Customer:** Could you order it, please?

**Assistant:** Fine.

2 You hear a weather forecast on the radio.

I'm afraid it looks like there's quite a storm heading towards western and northern areas, and that will arrive about dawn tomorrow. The rest of the country will start off cloudy with a few showers, but by lunchtime there will be clear skies and the bright weather will last well into the early evening, apart from in the south where there might be a few foggy patches once the sun goes down. At around the same time, bad weather will reach eastern regions, bringing high winds and heavy rain, with the possibility of flooding in low-lying areas.

3 You hear an office worker talking about cycling to work.

I sometimes think back to when I used to drive to work in the morning, looking at my watch and worrying in case the traffic made me late, and though I still have to ride through it and I still get held up by the lights, I much prefer going on two wheels. By the time I arrive I feel pleasantly tired, almost as if I'd been for a light workout at the gym, and that's a good way to start the day. I hardly give any thought to my work until I actually sit down at my desk, because nowadays I feel much more relaxed and able to cope with whatever might come up during the day.

4 You hear a radio announcer talking about a competition for writers of short stories.

We're looking for good short stories to read out on next week's programme, so if you think you're capable of writing an interesting tale in less than 750 words, either send it in as an email attachment or post it to us and you may be one of the lucky five prizewinners. Unlike in some competitions, as long as they are original pieces of writing you can send in as many as you like, and there's no upper or lower age limit. In fact, last year's first prize was won by a seventeen-year-old, and the winner of the second prize was just sixteen.

5 You hear a conversation about reading.

**Woman:** So what sort of books do you like to read in your spare time?

**Man:** Well, in my student days I went through a phase of reading novels that could really make me laugh out loud, but although I still like entertaining stories my tastes have changed a little.

**Woman:** To what kinds of thing?

**Man:** Action stories that take place in remote parts of the world. The kinds of location my grandfather visited in his younger days, but I can only dream of travelling to. I particularly like those with weird characters, quite unlike anyone you've ever met.

6 You hear two people talking about watching films on the Internet.

**Man:** Isn't it much simpler to look at some online reviews, choose a movie, pay a little to download it and then settle down to watch it, rather than go into town, queue up for tickets and then sit in a crowded, uncomfortable cinema?

**Woman:** There's certainly a much wider choice available, and getting the one you want is easy, too, but it's never the same as seeing it on the big screen. And I wouldn't take too much notice of the comments made by other buyers: they're even less reliable than the arts critics in the newspapers.

7 You hear a woman at an airport talking on the phone.

Yes, it's an awful feeling and I've been kicking myself here. It's never happened to me before, though I've had a few near-misses. Like the time I got stuck in traffic on the road to the airport and only just made it in time; or when I got off the Underground at Terminal 5 rather than 4, and had to race back to the station when I eventually realised my mistake. On this occasion I got there on time but there were just too many people waiting ahead of me, and when I finally reached the desk I was told the flight had closed.

8 You hear a man talking about his new job.

When I first saw the ad in the employment section of the paper, it wasn't the fact I'd be earning far more than I am now that caught my attention, it was the chance to achieve my full potential doing something relevant to the experience I'd gained before I took up my current post. In fact, though the job description in the ad talked about good prospects of rising within the company structure, that's never really been an ambition of mine.

## Part 2

### Training



Most rabbits are equally happy living outdoors or indoors, but if you decide to keep them in the house with you, there are some safety measures you should take. Firstly, make sure that all electric cables are properly protected, or else your pets might bite through them, with disastrous results. Also, **(10)** never leave house plants lying around, as these might be poisonous.



### PART 2

*You will hear an expert snowboarder called Brad Mitchell talking about the sport of extreme snowboarding. For questions 9–18, complete the sentences with a word or short phrase.*

When you go extreme snowboarding, you head for the highest peaks and the steepest slopes, taking little more than a map and some basic survival equipment with you. Unlike in ski resorts, **(9)** you won't see any signs telling you there are rocks, or trees around, so it's up to you and your guide to make sure your route is as safe as possible. Of course, you should never attempt to go down a slope on your own. It's essential to be accompanied by **(10)** a guide, who must go first every time as there may be no clear route down through the rocks and other dangers. They'll also show you the way up to your starting point, which may involve a long, difficult climb, and may wear a backpack containing supplies. I know some snowboarders like to take a helicopter up to the top, and that's quick and easy – though expensive – but **(11)** I always prefer to go on foot, with a helmet on, of course. When you finally get up there, the view is always completely different from the way it looked from below. People say to me it must take a lot of courage to start going down such a steep slope, but if you've reached that point then you must be a pretty experienced snowboarder and **(12)** what's really required is a tremendous amount of confidence. You never know exactly which way you're going to go or what you're going to encounter on your way down, and you often find yourself having to make split-second decisions, but that's part of the fun. **(13)** There's nothing quite as exciting as suddenly having to perform a series of jumps as you descend, and then managing to stay on your feet afterwards. The ability to do that is obviously something that takes those new to extreme snowboarding quite some time to learn. And whereas doing a reasonably good take-off seems to come fairly naturally to most of us, **(14)** landing is a more complex skill to acquire, as I found in my early days out on the mountain side.

Falling correctly is also something you need to practise, initially at low speed and on gentle slopes, and later in conditions more similar to those you'll encounter on the mountain. **(15)** Rule one when you lose your balance is not to panic, or else you'll get tense and be far more likely to injure yourself than if you're relaxed and just let yourself go with the fall. Often the best thing to do is roll out of the fall, but it's natural to try to use your arms to try to slow yourself down and if you do so remember that **(16)** elbows, if you fall on them, are much stronger and less likely to be injured than wrists. Following a high-speed fall, you might find yourself covered by some of the white stuff that has fallen with you. There may be just a few feet of it and you can usually pull yourself up to the surface, but if you can't you're in big trouble and that's why **(17)** I'd never go down a slope without a small device fastened to my body that sends out a signal to the rescue services if I get buried. I know some safety experts recommend also taking a medical kit, but somehow I think that

if I were buried under ice, my priority would be to get out or get rescued. I'm always looking for new challenges. Competition snowboarding was something I looked at, but there were just too many guys showing off. Teaching snowboarding is certainly something I might do one day, but **(18)** what I really dream about is parachute snowboarding: going straight down a mountain, flying off a cliff and then floating down to the valley below. Now that's what I call extreme.

## Part 3

### Training



It seemed to me that everything had gone quite well. I was really nervous of course, but I'd gone at about the right speed and I hadn't made any serious mistakes or had an accident or anything like that, so I was fully expecting to pass this time. But when it was over and I let go of the steering wheel, I noticed the expression on the guy's face and I just knew I'd have to take it again in a few months. So until then it'll be back to waiting at bus stops and on railway platforms, or asking friends to give me a lift. And on top of that I'll have to pay for more lessons, which I really can't afford.



### PART 3

*You will hear five short extracts in which people talk about deciding to take up new interests. For questions 19–23, choose from the list (A–H) the main reason each speaker gives for deciding to take up their new interest. Use the letters only once. There are three extra letters which you do not need to use. You now have thirty seconds to look at Part 3.*

#### Speaker 1

It starts as soon as I get home in the early evening. I have a quick snack and then log onto one of my favourite sites. Soon I've filled up my basket with all kinds of things – whether I actually need any of them is irrelevant – and then head for the check-out. It's all so quick and easy. Sometimes I'm watching TV and there's an ad for a tasty-looking ready meal and I'll log back on for a minute and order that, too, though when it's actually delivered it usually turns out to be just junk food and it ends up in the bin.

#### Speaker 2

I first realised something wasn't quite right when I kept falling asleep at all hours of the day. Getting up around seven isn't easy when you've been up till two the night before, but somehow I never manage to log off until then. There are just so many great sites, particularly news and sports and also shopping, though I rarely end up buying anything. According to a quiz I did, I do seem to have an addiction, though compared to things like overeating I don't think it's a particularly harmful one. I mean, I'm quite fit and – unlike some of my colleagues – I always get to the office on time.

#### Speaker 3

I always feel I have to be doing something. I just don't feel right if I'm not working on my fitness level, and the possible long-term effects of that are beginning to concern me. It also affects my life right now in various ways. For instance, I always go to bed late and get up early. I also need bigger meals than less active people, and although I always choose food that's good for me, it can be rather expensive and hard to find in the shops. At least, though, the fact that I go everywhere round town on foot means that I'm never held up by traffic!

*Speaker 4*

It was on all the time in my parents' home and it's like that here in my own flat. Usually the same channel, too, because to tell the truth I'm totally hooked on the same kinds of series. It's odd in a way, because most people of my generation spend all their time on the Internet, or, in the case of the fitter ones, doing sport every evening and weekend. I know my own lifestyle isn't particularly healthy, though at least nowadays I'm up reasonably early, unlike back in my student days when I often had trouble getting out of bed before noon.

*Speaker 5*

It's always my intention to set off in plenty of time, but somehow there always seems to be something that holds me up. It may be a job that needs finishing off, an email that has to be answered – or even a TV programme that hasn't quite ended. Then I end up literally running to wherever I'm going, always the last to turn up and also often the most stressed one, too. I've tried getting up earlier in the morning so that I have more hours in the day to get everything done, but the lack of sleep just makes me feel tired later on and doesn't help at all.

## Part 4

### Training



**Dave:** So (cue) what would you say to somebody who, say, is about to leave school and is considering becoming a police officer?

**Lucy:** Well, (C) I'd strongly recommend getting some experience of life, understanding how the world works, by working in something else first. (A) Many would benefit from doing a degree, perhaps in Law – and the starting salary would be higher. There are some great careers in the police force these days, though (B) everyone has to start as an ordinary officer, working long hours and often finding themselves in difficult situations. But it's a great challenge!



## PART 4

*You will hear Leonie Steiner talking to an interviewer about her work as a music teacher in a school. For questions 24–30, choose the best answer (A, B or C).*

**Interviewer:** I have with me Leonie Steiner, who's had a distinguished career both as a pianist and as a music teacher. Leonie, who was your first-ever piano teacher?

**Leonie:** There's a long piano-playing tradition in my family and from a very early age I was keen to start playing. In earlier generations fathers and mothers had taught daughters and sons, but both of mine were working full-time, so from the beginning (24) they had me taught at home by a tutor. That would have been shortly before my first year at primary school, where I also had lessons.

**Interviewer:** And when did you actually start giving lessons?

**Leonie:** In my late teens, by which time I was giving solo performances. Some professional musicians give private classes to make enough to live on, or perhaps to find out whether they would make good teachers, but for me it was never a conscious decision to become a teacher. (25) I'd always enjoyed working with younger students, doing what I could to help them develop as musicians, and without realising it I was becoming a teacher. And ever since then, that – together with performing – is what I've done.

**Interviewer:** And what kind of students do you prefer?

**Leonie:** I'd say (26) those who perhaps aren't naturally brilliant, but respond well to intensive teaching and go on to become top performers. More so than those who seem to have been born to play at the highest level, or students who've been taught the wrong way and need to get rid of bad musical habits. That can be hard work for both pupil and teacher.

**Interviewer:** And what do you think of the standard of music education in our schools nowadays?

**Leonie:** It varies widely. I get the impression there's been a general shift away from putting pressure on students to achieve exam success to a more skills-based approach, and I think that's to be welcomed. The media sometimes talk about a shortage of qualified music teachers but I'm not convinced. (27) I'd say there's a much greater need to invest in new pianos, violins and so on, ensuring they're top quality so that students really like the sound they make. Because the key to success is making sure pupils enjoy their music lessons, both in terms of playing and singing.

**Interviewer:** Do school music lessons normally include singing these days?

**Leonie:** In the majority of cases they still do, and it's generally popular among pupils, but (28) a lot of them are afraid of doing so in public because of what other people may say or think. That's a great pity, I think, and if a child wants to sing, I feel strongly that they should always be encouraged to do so.

**Interviewer:** You're very highly regarded by your ex-students, many of whom have gone on to have successful careers. What do you think has made you such a good teacher?

**Leonie:** Well, if that's true (29) it probably has something to do with the fact I've always found it easy to get on with those of a different generation, whether they're at primary school, secondary school or university. In that respect I don't think I would've benefited from actually being trained at college as a music teacher.

**Interviewer:** Looking back over your career, what big decisions have you had to make?

**Leonie:** Well, in my late thirties I wondered whether I'd still have the energy needed to keep doing lessons as I got older, but once into my forties I found that wasn't an issue. Also around then, (30) I was offered the position of assistant head, and I had to think carefully about that because I would've been on a much higher salary, but in the end I said 'no'. It would also have meant I had less time for doing lessons, and for performing. My response to an offer of work in another country was the same, though I found it much easier to make up my mind about that one. I've never regretted staying here.

**Interviewer:** Thank you Leonie.

## Speaking paper

### Part 1

#### Training



**Interlocutor:** Good morning.

**Hanif & Yara:** Good morning.

**Interlocutor:** My name is Jennifer and this is my colleague, Stephen. And your names are?

**Hanif:** I'm Hanif.

**Yara:** My name is Yara.

**Interlocutor:** Can I have your mark sheets, please?

**Yara:** Here you are.

**Hanif:** Please.

**Interlocutor:** Thank you. Where are you from, Hanif?

**Hanif:** Er, from Rabat. Is capital of Morocco.

**Interlocutor:** And you, Yara?

**Yara:** I come from Brazil and my town it is called Santos. Is in the coast, not far of São Paulo.

**Interlocutor:** First, we'd like to know something about you. Yara, what do you like about living in your home town?

**Yara:** Well, it is much smaller than São Paulo so is more quiet, and the people is more friendly too. Also there is the wonderful beaches, where you can do surf.

**Interlocutor:** And what about you, Hanif?

**Hanif:** There is a many beautiful, er, buildings. And the monuments. But is town modern, too.

**Interlocutor:** OK. And what sort of things do you do in your free time?

**Hanif:** Pardon?

**Interlocutor:** What sort of things do you do in your free time?

**Hanif:** Oh, I like stay with friends. We go sometimes for sport. Or seeing any movie in, er, cinema.

**Interlocutor:** And what about your free time, Yara? What sort of things do you do?

**Yara:** I like best to go to nice places with my friends, like the gardens by the beach, is I think the most longest in the world. Many people enjoy taking the bicycle there, though I prefer go by foot. Is really lovely.

**Interlocutor:** OK. Now, thinking about the future, in what ways do you think you will use English?

**Yara:** I'll do business studies at the university, and for that I need to know English well. As well as that I want to travel in Europe and North America, that are countries where English is very important.

**Interlocutor:** And you, Hanif. In what ways do you think you will use English?

**Hanif:** Same, really. For study and the travel. Is very important the English for me.

**Interlocutor:** OK. Thank you.

## Part 2

### Training



**Interlocutor:** In this part of the test I'm going to give each of you two photographs. I'd like you to talk about your photographs on your own for about a minute, and also to answer a question about your partner's photographs. Sofia, it's your turn first. Here are your photographs. They show young people with others who are close to them. I'd like you to compare the photographs and say why the two different kinds of relationship are important to teenagers. All right?

**Sofia:** Well, in both photos there are some young people, maybe about 15 or 16 years old, and it looks as if they're having a good time in different ways. In the first picture, there are a group of them, probably friends I think because they have about the same age, and they're laughing for something. A joke or one thing like that. While here, in the other one, the, er, teenagers are with two people older than them; these could be their grandparents. They also look happy, though smiling, not laughing. The relationship

with the friends is very important, I think, because everybody needs to be with other people that has the same interests. Things like music and films and clothes, and also to talk about the problems. But the family is really important too and one reason is that all people spends a lot of time with them, especially the evenings and the weekends. And celebrations, for example the weddings and parties. Another reason is most of teenagers know that the family always will give help if you ask them.

**Interlocutor:** Thank you. Riccardo, do you prefer to spend your free time with family or with friends?

**Riccardo:** Normally, I'd rather be with, er, the friends, because of the age and because we do a lot of sport together, such as football and basketball. It's also better to eat the meals with the friends. I like to eat the er fast food much more than the meals that I eat at home with my family, if I have some money of course because to buy food in the restaurant it is very expensive.

**Interlocutor:** Thank you.

## Part 3

### Training



**Interlocutor:** Now I'd like you to talk about something together for about two minutes. Here are some things that you often find in the home. First, talk to each other about how useful these things are to people.

**Eleni:** Shall we start with the dishwasher?

**Stanislaw:** Yes, fine.

**Eleni:** OK, this is very useful because you can put in it all the dirty plates and things, for example after a meal with all the family. What do you think?

**Stanislaw:** Well, I'm not so keen on having a dishwasher. The main reason is that I live by my own so that I can wash by hand the cups and plates very fast. But every apartment must have a fridge, don't you think so?

**Eleni:** Right. Especially in hot countries like mine, because if not the food goes bad very quickly, and the drinks they are not nice. So the fridge definitely everyone needs.

**Stanislaw:** So how about this one, the freezer? With that you can keep food for much longer than in the fridge.

**Eleni:** Hmm, I not really sure about that. Yes, it is handy for always having the ice cream and things like that, but fresh food taste much better than the frozen food, and frozen vegetables is not so healthy. The next thing, though – the washing machine – is something always useful.

**Stanislaw:** I think so, too. It must have been terrible, in the old days, to have to wash all the family's clothes by hand.

**Eleni:** Or go out all the time, to the ... the place where they wash the clothes.

**Stanislaw:** The laundry? The launderette?

**Eleni:** Yes, that. And you need too the iron, for to make the clothes look smart. Would you agree?

**Stanislaw:** Er, I think I'd rather have clothes which don't need iron. For one thing, for me it is quite difficult to use the iron.

**Eleni:** I think you can learn, is very easy!

**Interlocutor:** Thank you. Now you have a minute to decide which two things are most important to you.

**Eleni:** Well, for me one of the most important ones is definitely the washing machine. That makes a really big difference in the home.

**Stanislaw:** I don't really agree. For single people like students living alone, you don't use it often. I mean, if you have a few socks and things to clean, you don't need a washing machine for them. I think it's OK, but not an essential thing. The freezer is more useful, really.

**Eleni:** Mm. So do you choose that, for one of the two things most important?

**Stanislaw:** Yes, because it makes the life more easy. You can go to the supermarket, do all shopping for some weeks, and keep everything in the freezer until you need it.

**Eleni:** That is possible, I suppose. And which other would be best, for you?

**Stanislaw:** The fridge. Especially for things like milk and salad, and fish.

**Eleni:** That's true. So we are agree about that. But I think the washing machine is more important than the freezer. Are you sure you don't change your mind?

**Stanislaw:** No, I think it might be better to have different things in different kind of home. Shall we leave it at that?

**Eleni:** Yes, let's agree to disagree about that one.

**Marisol:** OK. I'd say that it will take a lot of years before the machines will do everything in the house, **(3) because many of these jobs you must do by hand**, like cleaning the windows or making tidy the room.

**Interlocutor:** Han, do you think machines will ever do all the housework for us?

**Han:** My own view is that finally it will happen, and **(3) the reason is the technology moves so fast.** A few years ago, who imagined, **(4) for instance, that now every home has a computer** to do many things for us?

**Interlocutor:** Uh-huh. Er, some people say we use too many electrical things at home. Do you agree?

**Marisol:** Maybe. I'm no sure. Perhaps we can use some things less, for to waste less electricity. So I agree partly. **(2) What's your opinion of that?**

**Han:** Well some things probably aren't really essential, like the electric mixers and electric can-openers. Or something I saw on TV other day: electric curtains. I mean, if you're so lazy you don't feel like to open the curtains ... so, yes, I agree there are too many things like that.

**Interlocutor:** Right, thank you. That's the end of the test.

## Part 4

### Training



**Interlocutor:** Han, do you like doing housework?

**Han:** No really. In my opinion it is something you must do but nobody enjoys it.

**Interlocutor:** OK ... um ... Marisol, do you like doing housework?

**Marisol:** No, I hate doing the housework jobs. I help my mother and my father at home, but always I do the things like that as fast as possible. I think everyone feel the same.

**Interlocutor:** Who usually does jobs such as washing and cleaning in your home?

**Han:** Er, often I do some cleaning and washing. And cooking, of course. In the microwave. Because I am alone I must do all jobs, of course.

**Interlocutor:** And who usually does jobs such as washing and cleaning in your home?

**Marisol:** Well, my dad does a little but normally it is my mother that have to do the most of the work. The things are changing in my country, but too much slowly. **(4) For example** the woman these days can get the good jobs, but also they have to make all the housework and that is completely wrong. What do you think about that?

**Han:** I don't know, really. The society has changed a lot and now the young men, it seems to me, do some housework too, and take turns look after the children.

**Marisol:** **(5) Yes, but isn't it true that** the majority of the work and the time with the kids still is for the woman? The man he does a few jobs and thinks everything is finish and then he sits down to watch the TV, or go out with the friends. That is the reality, no?

**Han:** Yes, probably you're right. Things have to change much more.

**Interlocutor:** OK. Er, do you think machines will ever do all the housework for us? Marisol?

**Marisol:** **(1) Sorry, could you say it again, please?**

**Interlocutor:** Do you think machines will ever do all the housework for us?