

Answer key

UNIT 1

Vocabulary

- 1** guitar concert audience instrument punk performance culture drummer
- 2** **1** I really think listening **to** music is relaxing. **2** Can you play ~~at~~ a musical instrument? **3** I try to go **to** as many live concerts as possible – they're great!
4 I watch ~~at~~ television in the evenings after work.
5 It's much easier if I can ~~make~~ **do** the shopping at the weekends. **6** I tend **to** stay at home on Sundays.
7 ~~Making~~ **Doing** yoga helps me switch off from problems at work. **8** I'm really **into** rock music – I love the strong beat.

Speaking

- 1** 1 C 2 E 3 G 4 I 5 B 6 F 7 A

Reading

- 1** 2
- 2** 1 D 2 F 3 B 4 E 5 G 6 A
- 3** 1 your mind 2 a dish 3 a jacket
- 4** 1 A 2 A 3 B 4 B 5 B
- 5** 1 famine 2 lyrics 3 recruited 4 trend
- 6** 1 A 2 B 3 A

Grammar

- 1** 1 have, am getting 2 come 3 are performing, tells 4 are becoming, know, are downloading 5 understand, hear 6 know, is working 7 says, are really looking forward 8 love, play 9 sound, like 10 criticise, disagree

Use of English

- 1** 1 B 2 B 3 D 4 C 5 A 6 C 7 A 8 A
- 2** 1 looking for (2), came across (7), 2 put us in touch with (1), composing music (3), doing experiments (6) 3 common knowledge (4)

Listening

- 1** 1 F 2 E 3 A 4 D 5 G

Grammar

- 1** 1 did, had used to, would believe 2 would, hadn't used to

- 2** **1** When I was a child I used **to** hate classical music, but I loved rock. **2** Every time I went to a concert I **would** buy a T-shirt to remind me of it. **3** My brothers **used** to go to football matches instead of coming to rock concerts with me. **4** After a while I **got** used to going to music events on my own. **5** My mother could not **get** used to me doing different things from my brothers. **6** Now I think she's got used **to** it.

Use of English

- 1** **1** I used to live in **2** I would go to **3** got used to singing live **4** makes me feel relaxed **5** hardly ever go to **6** came across your message by

Writing

- 1** 1 F 2 T 3 F 4 F 5 T

- 2** Students' own answers.

- 3** **1** stating preferences **2** refusing an invitation **3** making suggestions **4** explaining **5** inviting **6** making suggestions **7** making offers **8** explaining

- 4** The answer does not include information about whether Jo needs to bring anything with her.

Hi Jo,

I'm looking forward to ~~see~~ SEEING you, too! I am sorry to inform you that I am unable to meet you at the station. I'll be in college then and I can't ~~missing~~ MISS it because I've got exams soon. The other bad news is that there ~~isn't~~ AREN'T any taxis at our station, but there is a very good bus service – every 10 minutes, and it's better because it's a lot cheaper! Get the number 18 and get off at the post office – you know how to ~~walking~~ WALK to my house from there. Good news about the festival – I've got front row tickets!! There are loads of great bands and we'll have a lot of fun. It's in the local football stadium, so there'll be lots of people there.

That's all for now – see you next week.

Yours sincerely

Inga

UNIT 2

Vocabulary

- 1** harmful, depressing, confusing, frustrating, irritated
- 2** **1** confusing **2** independent **3** relaxed **4** harmful **5** frustrating/depressing **6** irritated

- 3 1 pessimistic 2 emotional 3 creative 4 sociable
5 sympathetic 6 realistic 7 reliable 8 thoughtful

Use of English

- 1 1 inaccurate 2 relationships 3 unhappiness
4 depressing 5 unpleasant 6 unacceptable
7 actually 8 healthy

Listening

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

Grammar

- 1 1 We followed her directions as ~~close~~ **closely** as we could, but we still got lost on the way to the farm.
2 In the afternoons we were free to do whatever we liked. ✓ 3 She handed in her essay too ~~late~~ **late** and the teacher refused to mark it. 4 As ~~hardly~~ **hard** as I try, I can never manage to remember all my relatives' birthdays. 5 I'm not as close to my sister as I am to my brother. ✓ 6 She spent her money so ~~free~~ **freely** that at the end of the month she had nothing left. 7 I've been seeing a lot of Alicia lately. We've become really good friends. ✓ 8 It's strange that we get on so well because we have hardly anything in common. ✓

- 2 1 difficult 2 brilliant 3 angry 4 impossible
5 exhausted 6 frightened 7 enormous 8 tired

Reading

- 1 1 F 2 F

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

- 3 1 looking into 2 grow up 3 came out
4 taken up 5 longed for 6 came through
7 taken up 8 found out

Grammar

- 1 1 it was raining too hard 2 I couldn't think what to say 3 but I couldn't remember where I put it 4 you have not got the job

- 2 1 dancing 2 telling 3 to be 4 to buy 5 going
6 watching

- 3 1 She made him help her do the cooking, but he wasn't very good at it! ✓ 2 I stopped ~~to smoke~~ **smoking** over five years ago and now I feel great!
3 He tried ~~to phone~~ **phoning** her number, but she didn't answer. 4 I'll never forget ~~to see~~ **seeing** the Royal Wedding on television – it was beautiful.
5 I regret ~~informing~~ **to inform** you that your application for the job has been unsuccessful.
6 I'm keen on doing as much sport as possible to keep fit. ✓

Speaking

- 1 1 So do I. 2 I'm not sure about that. 3 I hadn't thought of that. 4 Exactly! 5 What about you?
6 I'm not convinced. 7 I see what you mean but ...
8 What's your view on that? 9 Well, actually ...
10 Good point. 11 That's very true. 12 Neither do I. 13 I suppose so. 14 What do you think?
15 I'm not sure about that.

Writing

- 2 1 as 2 as well as 3 in spite of 4 However
5 although 6 whereas

- 3 internet, parents pay for everything/can live in a flat

- 4 This is a difficult question to answer as we can't choose our family, and every family is different. We can only experience our own family! However, there are points I can make.

In a big family with lots of siblings there is always someone to talk to and listen to your problems, because they know you well and can really help you. On the other hand, siblings can also be very competitive, and that can cause problems.

The problem with a small family is that life can be very quiet, and possibly boring, even though it does teach people to be independent, which is a good thing. Nevertheless, they need to make lots of friends outside their family.

It is a great advantage when grandparents live in the family as well, since they can teach you about life in the past. They also have more time to listen to you as they don't go out to work like parents do, but sometimes they have problems understanding modern technology.

On balance, it seems that there is no right answer, but there are more advantages than disadvantages to living in a bigger family.

USE OF ENGLISH I

Part 1

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

Part 2

- 9 though 10 the 11 how 12 and 13 themselves
14 who/that 15 to 16 their

Part 3

- 17 proof 18 pointless 19 impossible 20 performance
21 original 22 useful 23 personal 24 necessarily

Part 4

25 stopped watching television 26 came across an old diary 27 I used to listen 28 would (always) go 29 haven't finished 30 is very likely that

UNIT 3

Reading

- 1 False
2 1 A 2 C 3 C 4 B 5 D 6 B
3 1 brainchild 2 pulled off 3 give it a go 4 swelled 5 paid off 6 crucial 7 charisma 8 nationwide

Vocabulary

- 1 1 I get really annoyed ~~of~~ by/with people talking loudly on their mobile phones during concerts. 2 I'm quite frightened ~~with~~ by/of snakes, though I know it's stupid! 3 I worry a lot ~~with~~ about the environment; we really have to do more to look after the planet. 4 My brother is really interested ~~on~~ in sport – he loves it. 5 I get quite embarrassed ~~of~~ by bad behaviour in sports events – I feel really bad about it. 6 We're going on holiday next week – I'm so excited ~~with~~ about it!
2 1 embarrassed 2 annoying 3 excited 4 worried 5 interesting 6 frustrated

Grammar

- 1 1 have been 2 've owned 3 started 4 bought 5 used to get 6 haven't had to 7 has been 8 have gone
2 1 have actually started 2 has become 3 have been having 4 have had 5 have learned 6 has got 7 have been reading 8 has given

Use of English

- 1 1 up – phrasal verb 2 sure – collocation 3 through – phrasal verb 4 keep – collocation 5 like – grammatical word 6 as – grammatical word
2 1 at 2 but/though 3 that/which 4 keep/put 5 however 6 has 7 course 8 up

Vocabulary

- 1 1 to 2 away 3 of 4 within 5 to 6 on
2 1 got money to burn 2 be in debt 3 made of money 4 a higher standard of living 5 worth a fortune 6 is (a bit) tight

Listening

- 1 1 farm 2 eggs 3 hiking 4 tough 5 conservation 6 involvement 7 crocodile 8 climate 9 technology 10 rat

Grammar

- 1 1 the biggest 2 the sunniest 3 more polluted 4 the rarest 5 the most intelligent 6 the best
2 A4 Fewest Fewer than two or three crystals of painite, which is said to be the rarest, are found each year. B6 Switzerland, but my country, Australia, is much ~~worse~~ worse than I thought. C2 Yuma in Arizona. The sun shines for more ~~that~~ than 90 percent of the time. D5 In Korea students get by far the ~~high~~ highest scores on maths tests but they're not as ~~better~~ good at some other subjects. E1 France has the ~~more~~ most tourist visitors, but China is getting more and more popular. F3 London, though they are trying to get ~~lesser~~ fewer people to drive their cars in the centre of the city.
3 1 most 2 as important as 3 happier 4 just as happy 5 the best

Speaking

- 1 Yes
2 1 very different 2 whereas 3 like 4 Although 5 more relaxed 6 look 7 look as if 8 while

Writing

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

UNIT 4

Listening

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

Vocabulary

- 1 1 B/C 2 F 3 A/H 4 D 5 G 6 A/H 7 E 8 B/C
2 1 cost an arm and a leg 2 keep a straight face 3 getting cold feet 4 can't face 5 to get my head around 6 keep an eye on 7 putting my foot in it 8 caught my eye

Grammar

- 1 1 I ~~walked~~ **was walking** down the street when I saw my friend Brenda getting out of a sports car. 2 The man who was driving it ~~was looking~~ **looked** slightly

familiar. **3** I was sure I had seen him somewhere before. ✓ **4** As he drove off, I ~~was realising~~ **realised** that I had met him at a party at Brenda's boyfriend's house. **5** He had been talking to my boyfriend just before we left the party. ✓ **6** Later that night my boyfriend ~~had told~~ **told** me that the man had been telling him a story about a friend who had disappeared. **7** Apparently this person was missing for several months before he was found living in France. ✓ **8** He had been working as a waiter in a restaurant and using a false name. ✓ **9** The man who told my boyfriend the story ~~had had~~ **was having** dinner in the restaurant and had recognised the missing man. **10** I still wonder what Brenda ~~did~~ **was doing** getting out of his car that day.

- 2** 1 was jogging 2 noticed 3 was waving 4 didn't stop 5 ran 6 had completed 7 wanted 8 had learned 9 swam 10 had seen 11 got 12 had disappeared 13 looked 14 was 15 felt 16 was/had been 17 had failed 18 was walking 19 saw 20 was talking 21 were laughing 22 turned out 23 had known 24 had lost 25 had been waving 26 was drowning

Speaking

- 1** 1 would be quite useful 2 less hot 3 more sensible than 4 the least important skill 5 less water than 6 last skill

Reading

- 1** crime
2 1 D 2 C 3 B 4 C 5 D 6 C 7 B 8 A 9 A 10 B
3 1 legendary 2 affordable 3 testify 4 livelihood 5 tease 6 diverted 7 adapt 8 witnessed

Vocabulary

- 1** 1 absolutely 2 soaking 3 strong 4 dense 5 strong 6 freezing 7 pitch 8 hard

Grammar

- 1** 1 That's a lovely house over there and it's got ~~the~~ **a** beautiful garden. 2 We had dinner last night in ~~a~~ **the** most expensive restaurant in town. 3 How often do you play ~~the~~ golf every month? 4 I had to go to **the** dentist last week as my tooth was very painful! 5 Where did you have ~~the~~ lunch yesterday? 6 The most important thing we can all do for **the** planet is to recycle more. 7 I'm staying at ~~the~~ home today. 8 I love ~~a~~ snow – it's great for skiing! 9 I could hear ~~a~~ **the** rain beating on the roof of the tent all night. 10 I could see it was raining, so I just grabbed ~~the~~ **an** umbrella from the collection in the cupboard.

- 2** 1 the 2 – 3 a 4 the 5 the 6 – 7 the 8 the 9 the 10 the 11 – 12 the 13 – 14 – 15 – 16 the 17 – 18 the 19 a 20 the

Use of English

- 1** 1 discouraged 2 unhealthy 3 unfortunate 4 immature 5 irresponsible 6 misunderstand 7 disadvantage 8 impatient
2 1 unsuccessful 2 discouraged 3 unfortunate 4 impatient
3 1 successful 2 competitive 3 survival 4 inexperienced 5 unprepared 6 unsatisfying 7 pleasant 8 irresponsible

Writing

- 2** 1 In my view 2 in order to 3 would lead to 4 as a result/because of this 5 In addition to, apart from 6 as well as 7 I believe 8 because of this/as a result
3 c
4 1 However 2 if 3 also 4 in order to 5 Instead of 6 as a result 7 and 8 While

USE OF ENGLISH 2

Part 1

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

Part 2

9 If 10 what 11 who 12 there 13 most 14 a 15 each 16 It

Part 3

17 frightening 18 connection 19 amazing 20 pointless 21 useful 22 commercial 23 locations 24 unadventurous

Part 4

25 more irritating than 26 were so excited by 27 is very interesting for 28 get very worried about/by 29 find it boring 30 I saw a glacier for

UNIT 5

Vocabulary

- 1** 1 vegetarian 2 high-fat 3 well-balanced 4 vitamins 5 salt-free

Grammar

1 1 some 2 much 3 much 4 hardly any, too much 5 few 6 hardly any 7 a lot of 8 lots of 9 some 10 a little 11 no 12 a bit of

2 1 few 2 A few 3 a little 4 a little 5 a few 6 little 7 a few 8 a little

Use of English

1 1 not 2 have 3 than 4 they 5 used 6 to 7 like 8 of

2 1 a comparative – rather than (3) 2 a verb + preposition – agree on (0) 3 a quantifier – a bit of (8) 4 a pronoun – they (4) 5 an auxiliary – have (2) 6 an uncountable noun – pepper (8)

Listening

1 1 D 2 C 3 B 4 A 5 C

2 1 biology 2 research 3 125 4 big 5 paperwork 6 rewarding 7 money 8 big business 9 moderation 10 toast

Reading

1 2

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

3 1 reluctant 2 upmarket 3 intriguing 4 daunting 5 heartened 6 pushy 7 sponsor

Vocabulary

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

2 1 turned up 2 turned down 3 turned on 4 turned away

Grammar

1 1 Rice is always ~~serve~~ **served** with your meal so there's no need to order it separately. 2 Are you ~~been~~ **being** picked up at the station or shall I meet you there? 3 Turkey ~~are is~~ **is** eaten every year at Christmas in the UK. 4 The cookery book was ~~wrote~~ **written** by a famous television chef. 5 In the past, women ~~was~~ **were** expected to do all the cooking. 6 Too much fast food ~~are is~~ **is** eaten nowadays – people should be educated about healthy eating. 7 It is ~~believe~~ **believed** that people should be educated about the health benefits of regular exercise. 8 People are expected **to** throw their litter in the bins, not on the pavement. 9 Orders for our special banquet menu must **be** placed at least two days in advance. 10 She was always being ~~ask~~ **asked** to prepare the food for parties since everyone knew she was such a good cook.

2 1 has happened 2 has been stolen 3 hid 4 didn't notice 5 had been touched 6 had been taken 7 are known 8 was being watched 9 were hidden 10 will be found

3 1 was given the recipe by 2 were brought up in/by 3 was baked by Mary 4 is not permitted 5 washing-up has been done 6 had been opened by

Speaking

1 2

2 1 shows 2 seems 3 looks 4 see 5 obviously 6 of 7 similar 8 if 9 both 10 clear

3 1 like those we see 2 like breakfast 3 when there's a bit more time

Writing

1 B

2 very busy so there can be queues – but worth it rather loud music
some meals expensive, but there are cheap sandwiches and interesting salads

UNIT 6

Speaking

1 1 T 2 T 3 F 4 F 5 T 6 F 7 T 8 F

2 1 ✓ 4 ✓ 6 ✓ 8 ✓ 9 ✓

3 1 I think 2 In my opinion 3 As far as I'm concerned 4 Would you agree? 5 Is that what you think too? 6 Well, I suppose you're right up to a point 7 I see what you mean but ... 8 I'm not sure about that. 9 What you're saying is ... 10 The point you're trying to make is ...

Vocabulary

1

Film	Art	Drama	Musical show
costumes	exhibition	costumes	costumes
production	painting	production	production
premiere	gallery	premiere	premiere
set	director	actors	conductor
actors	critics	performances	scenery
screenplay	review	scenery	stage
performances		stage	director
director		play	critics
location		director	review
critics		critics	
review		review	

2 1 review, critics 2 screenplay, actors 3 location 4 exhibition 5 stage 6 premiere, director 7 conductor 8 play, costumes

Listening

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

Grammar

1 1 am meeting (fixed arrangement) 2 leaves (schedule) am going to get (intention) 3 will check (offer) 4 could be (future possibility) 5 going to be finished (prediction based on fact) 6 will raise (prediction based on opinion) 7 ends (after time expression *as soon as*) 8 arrives (after time expression *when*)

2 **Dialogue 1** 1 are you doing 2 'm studying 3 are going to live 4 I am 5 I'll probably share 6 does 7 is going to be 8 will really enjoy

Dialogue 2 1 will change 2 will disappear 3 We'll download 4 are probably not going to be 5 will still be 6 there'll be 7 will even remember 8 will read

Reading

1 1 T 2 F

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

3 1 script 2 role 3 auditioned 4 set 5 casting director 6 typecast

4 1 mischievous 2 lucky 3 insulting 4 gratitude 5 safety 6 argument 7 perception 8 success 9 ignore 10 temptation

5 1 successful 2 luck 3 grateful 4 mischief 5 argument

Grammar

1 1 Directors will **have** started to make most of their films in places other than Hollywood. 2 All video clubs **will** have closed down. Everyone will be able to watch whatever they want via the internet. 3 People won't have stopped going to big music festivals like Glastonbury and Benicassim every summer. They'll still be very popular. ✓ 4 Many people will have stopped using mobile phones as a result of all the health warnings. ✓ 5 People will have **been** using smartphone applications for so long that they'll have got bored with them. 6 Webcams will have become 3D so that it will really feel as if the person you are talking to is in the room with you. ✓ 7 A lot of record companies will have gone out of business because most people **will** have started to make their own music and upload it to the internet. 8 People will **have** got used to paying for music and will accept this as only right and fair since the money will go directly to the performer.

Use of English

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

2 1 over 2 through 3 down 4 round to 5 away with 6 into 7 down 8 away

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

Writing

1 1 X 2 ✓ 3 X 4 X 5 ✓ 6 ✓ 7 ✓ 8 ✓ 9 X 10 ✓

3 Report on performing arts proposal

This report is to **suggest** ways in **which** we could establish a performing arts club in our school. I **interviewed** a number of students about this issue and the following were **their opinions**.

Different options

Most students were in favour of forming a choir. It was felt that almost everyone would enjoy this. Although it was acknowledged that singing ability varies, it was generally **agreed** that in a large group individual talent was not a problem.

Another opinion that was shared among the students was that the music chosen should be mostly rock or pop music rather than **classical**. Beatles songs were often mentioned in the survey as were Abba and Take That.

Improving facilities

Finally, a number of students raised the issue of **rehearsal space** and equipment. Although the common room is the obvious place to rehearse, it was pointed out that the piano needs to be **repaired**.

Recommendation

In my opinion a choir offers students an excellent way of taking part in performing arts, and the piano should be **repaired**.

USE OF ENGLISH 3

Part 1

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

Part 2

9 up 10 find 11 how 12 with 13 give 14 more 15 out 16 is

Part 3

17 ridiculous 18 allegedly 19 ecological 20 actually 21 customer 22 Surely 23 immoral 24 drinking/drinkable

Part 4

25 was looking forward to seeing 26 has not seen Joe since 27 reminded Tom to do/reminded Tom about doing 28 get round to reading 29 more irritating than 30 are very frightened by

UNIT 7

Vocabulary

- 1 1 home town 2 feel at home 3 holiday home
4 stay at home 5 at home 6 home from home

Reading

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

Vocabulary

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

Grammar

- 1 1 could have been 2 could/might be 3 can't have/might not have 4 must be 5 must have been 6 may/might have
2 1 I don't know why I can't contact her – her mobile phone could be switched off. 2 He must have his own webpage. 3 They can't be eating outside because it's raining! 4 John might be arriving tonight. 5 We can't leave because it's too early. 6 The new student could be from Germany.

Speaking

- 1 1
2 1 P 2 P 3 C 4 P 5 D 6 P 7 C 8 P 9 P
10 C
3 1 I imagine 2 must have 3 They seem to be 4 look as if 5 They can't 6 I'm absolutely certain 7 are definitely 8 They must 9 could have 10 I suppose 11 might 12 As far as I can see 13 I'm fairly certain 14 It might even have

Listening

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

Vocabulary

- 1 1 sightseeing tour 2 return ticket 3 camping trip 4 season ticket 5 Domestic flights 6 business trip 7 guided tour 8 package holiday

Grammar

- 1 and
2 1 that (D) 2 which (ND) 3 whose (ND) 4 who (D) 5 when (D) 6 where (D) 7 which (ND) 8 who (ND) 9 that (D) 10 who's (D)
3 The island of Saint Brendon, which is situated in the northwest, is the largest in the area. To the east is La Esperanza, which is slightly smaller and from which there are breathtaking views of all the surrounding islands. Saint Brendon has a population which exceeds six million people, who all speak English. The island, whose climate is mild but changeable, has lush green vegetation which may be a result of the frequent showers of rain! However, this is what makes it so beautiful, and a place where tourists love to spend some time.

Use of English

- 1 1 I am patient enough 2 so much (that) 3 too technical for me 4 never (before) seen such an 5 could have met him 6 cannot/can't be lying

Writing

- 2 Para 2 personal experience
Para 3 languages
Para 4 own idea (information and cost)
3 Para 2 having a real experience, not being able to see everything
Para 3 being able to learn, having fun
Para 4 finding facts, cost
4 Para 2: a d
Para 3: c e
Para 4: b f
5 a to introduce the general topic
b to give the writer's own opinion
6 1 a 2 c 3 b 4 b 5 a 6 c 7 c 8 c

UNIT 8

Listening

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

Vocabulary

- 1** Across 2 occupation 4 exercise 6 agency
7 practise 9 career
- Down 1 emotional 3 calculate 5 security
8 problem

Speaking

- 1** 1 colleagues 2 distraction 3 concentrate
4 desktop 5 self-disciplined 6 deadlines 7 desk
8 landline
- 3** Agreeing 1 I suppose so. 2 That's just what I was going to say. 3 Yes, that's true. 4 I agree up to a point.
- Asking for an opinion 5 So would you agree that ...? 6 What about communication?
- Expressing opinions 7 I think... 8 you certainly need an internet connection 9 actually I'm not sure that it's necessary 10 that's why it would be important

Grammar

- 1** 1 Carlos told **us** that he would meet us at the cinema.
2 Harry offered **giving** **to give** me a lift to the station.
3 Joe reminded me to call the hotel to cancel the reservation. ✓ 4 The boss accused me **of** using the internet at work. 5 We warned him to avoid the traffic jam in the Port Street. ✓ 6 Sue suggested **us to take taking** the bus because the trains were running late. 7 Juan explained that the computer system had crashed so emails weren't getting through. ✓ 8 Peter refused **apologising** **to apologise** to Mary.
- 2** 1 advised me not to 2 denied writing/having written 3 reminded me to send Bob 4 warned us to lock up 5 recommended taking/that I take/should take 6 offered to help me

Reading

- 1** A
- 2** 1 A 2 B 3 A 4 B 5 B 6 A 7 B
- 3** 1 C 2 A 3 A 4 D 5 B 6 C 7 A 8 B 9 D
10 B
- 4** 1 though 2 Another thing is that 3 as well 4 so
5 but 6 Despite

Grammar

- 1** 1 had studied 2 had taken 3 was working
4 worked/had worked 5 has worked/has been working 6 was 7 would commute 8 preferred
9 is/was 10 are/were 11 was not being
12 needed 13 didn't have/hadn't got 14 would
15 was

Use of English

- 1** 1 tourism 2 applicant 3 representative
4 improvement 5 employer 6 behaviour
- 2** 1 impression 2 employer 3 applicants
4 appropriately 5 communication 6 naturally
7 inconvenient 8 personally

Writing

- 1** 6, 5, 4, 1, 3, 2.
- 2** 1 ✓ 2 ✓ 3 ✓ 4 ✗ 5 ✓
- 3** Suggested answer

Dear Mr Ellington,

I am writing in reply to your advertisement in last Tuesday's *Global News*. I would like to apply for the position of trainee journalist on *Actualise it!* magazine.

I have a good knowledge of student life having just completed a university degree and am in an excellent position to write about young people's interests.

I would like to ask some questions about the position. Firstly, I would like to know whether it would be possible to work from home. In addition, I am very interested in the on-the-job training opportunities you mention in the advertisement, especially the language courses. Also, would it be possible to do both the languages you mention in your advertisement? I have a good knowledge of English but can certainly improve and I have always wanted to study Chinese.

I can be contacted by telephone on 01094893214 or by email at SamRuffolo@gmail.com.

Yours sincerely,

Samuel Ruffolo

USE OF ENGLISH 4

Part 1

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

Part 2

- 9 a 10 despite 11 In 12 up 13 although 14 so
15 and 16 However

Part 3

- 17 successful 18 Professional 19 believable 20 scary
21 emotional 22 resolution 23 different 24 amazing

Part 4

- 25 not to open her present 26 apologised for being
27 get very worked up 28 are you getting on 29 should not have told 30 rains such a lot

UNIT 9

Vocabulary

- 1** 1 gymnast 2 championships 3 athlete 4 track
5 medallist 6 coach 7 competitive 8 rivals
9 training 10 laid-back 11 scuba diving
12 mascot

Reading

- 1** 2
2 1 G 2 B 3 D 4 A 5 E 6 C
3 1 threatened 2 exhaustion 3 decision 4 losses
5 harmless 6 prevention

Vocabulary

- 1** 1 an enormous effort 2 a good deed 3 a strong demand
4 a good try 5 a difficult past
2 1 with 2 up 3 on 4 on 5 for 6 in

Speaking

- 1** a) give you time to think
2 1 OK. Let me see. 2 Do you mean 3 Well, it's difficult to say
4 I mean 5 What I meant was 6 Well, as far as I know,
7 What I'm trying to say is 8 I'm sorry, did you say
9 Right. 10 So what you're saying is
3 1 those things that you use to climb up to paint the house
2 how well you can do things 3 not exactly afraid but kind of a bit worried and uncomfortable
4 harm or damage to you physically 5 a little thing that is supposed to be lucky
6 the long thing that divides the court into two halves

Grammar

- 1** 1 I 2 C 3 F 4 A 5 G 6 B
2 1 smoke in restaurants you will 2 would do my homework if
3 it rains you will 4 I were (any) good 5 they are in noisy places
6 would not go

Listening

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

Use of English

- 1** 1 competitor 2 competition 3 competitive
4 competitively
2 1 intelligence 2 improvement 3 unfortunate
4 solutions 5 differently 6 unhappiness
7 behaviour 8 annoying

Grammar

- 1** 1 would have won 2 had known 3 would have given
4 wouldn't have gone out 5 wouldn't have met
6 had made 7 might/could have seen 8 might have bought
2 1 had been given/had had more time 2 had not invited him
3 if his alarm had gone 4 would not have lost
5 had not got 6 would not have had to

Writing

- 1** Plan A
2 1 Many people claim that 2 as an illustration of this point
3 We can easily see 4 nevertheless 5 This can be said of
6 In conclusion 7 it is my view that
3 D, E, B, C, A

UNIT 10

Vocabulary

- 1** 1 friendship 2 affection 3 loyalty 4 connection
5 sensitive 6 supportive 7 emotional
8 companionship

Listening

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

Grammar

- 1** 1 as long as 2 unless 3 even if 4 otherwise
5 even if 6 otherwise 7 even if 8 provided that
9 as long as 10 unless 11 whether 12 unless
2 1 learn to 2 had bought 3 cook 4 stand/are standing
5 would argue
3 1 unless I use 2 help you as long as 3 otherwise they will
4 provided that they give me/I am given
5 even if the job 6 whether (or not) to invite

Use of English

- 1** 1 unique 2 usual 3 individual 4 affect
5 special 6 actual
2 1 B 2 A 3 D 4 B 5 C 6 A 7 B 8 C

Reading

- 1** 2 and 3
2 1 D 2 C 3 D 4 B 5 C 6 A
3 1 dilute 2 dumped 3 tread 4 cools 5 reverse
6 drift
4 1 drifted 2 diluted 3 dumping 4 reverse
5 trading 6 cools

Vocabulary

- 1** 1 cross 2 heavy 3 demanding 4 hot
2 1 even-tempered 2 level-headed 3 self-absorbed
 4 cold-hearted
3 1 self-conscious 2 quick-tempered 3 self-centred
 4 empty-headed 5 kind-hearted

Grammar

- 1** 1 There was a steel box in the cupboard which contained lots of old photographs. 2 That new shop which is opening/which will be opening in the High Street on Saturday looks like it'll be really good. 3 There is a path which leads down to the sea from our hotel. 4 She found the camera which belongs to my sister. 5 All those who wish to buy a ticket should queue up near the Box Office. 6 My best friend is a lively person who is bursting with energy. 7 I'd love to get a job in film which involves set design. 8 My friend gave me a beautiful photograph which was taken/which had been taken by her brother.
2 1 I remember ~~meet~~ **meeting** my friend for the first time – I didn't like him at first! 2 He introduced himself by ~~say~~ **saying** 'Howdie!' 3 Once we became friends we didn't stop ~~to talk~~ **talking**. 4 We were both ~~interesting~~ **interested** in playing football. 5 People said we would end up ~~play~~ **playing** professionally together, though sadly that didn't happen. 6 When he moved to another town I missed ~~to speak~~ **speaking** to him every day. 7 After ~~have~~ **having** been so close, it was hard at first. 8 Now we share our experiences on Facebook and that's ~~fascinated~~ **fascinating**. 9 He's good at ~~take~~ **taking** photographs, so I like looking at them on the computer. 10 I hope that we'll carry on ~~be~~ **being** friends for the rest of our lives.

Speaking

- 1** F
3 1 D 2 B 3 E 4 C 5 F 6 A
4 1 matters 2 influence 3 matters 4 vital 5 vital
 6 factors

Writing

- 1** 2, 7 and 8 aren't relevant.
2 B
3 1 exciting 2 live 3 challenging 4 interesting
 5 quiet 6 convenient
4 B

USE OF ENGLISH 5

Part 1

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

Part 2

9 of 10 how 11 from 12 which 13 what 14 other
 15 not 16 so

Part 3

17 listeners 18 sympathetic 19 assistance
 20 supportive 21 impression 22 unpleasant
 23 unhappy 24 instantly

Part 4

25 it snows heavily 26 unless you do some 27 as/so long
 as there is 28 you would have caught 29 had enough
 money, I would 20 who lives next door

UNIT 11

Vocabulary

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

Reading

1 1 T 2 F 3 F

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

3 1 barefoot 2 support vehicle 3 agility
 4 Endurance 5 overcome 6 challenged

Vocabulary

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

2 1 overweight 2 international 3 reread
 4 pre-set 5 disorganised 6 tri-athlete
 7 hyperactive 8 misunderstood

Grammar

1 1 A, B 2 C 3 A, C 4 A, C

2 1 won't be 2 wouldn't be 3 spoke/could speak
 4 had met 5 would be 6 hadn't come, wouldn't
 be helping 7 plan/are planning, need/will need
 8 want, is always/will always be

3 1 If I didn't spend **hadn't spent** so much money
 last Saturday, I would have more in my bank account
 now. 2 If I had been able to find a job in London, I

wouldn't have lived **live/be living** in Paris now. **3** If I hadn't studied German for six years at school ~~I'm not~~ **I wouldn't be** so good at it now. **4** If I had worked harder I ~~was~~ **would be** in a higher position in the company now. **5** If I ~~could choose~~ **could have chosen** my name when I was born I would be called Chloe now. **6** If I ~~would win~~ **won** the lottery, I would give all the money away.

Vocabulary

- 1** 1 intend intentional 2 separate separate
3 threaten threatening 4 experience experienced
5 support supportive 6 weigh weighty
7 strengthen strong 8 terrify terrified/terrifying
- 2** 1 decisive 2 terrifying 3 threatening
4 supportive 5 strength 6 weigh

Use of English

- 1** 1 unspoiled/unspoilt 2 argument 3 Critics
4 rescuers 5 safety 6 choice 7 entertainment
8 preferable

Listening

- 1** 1 finance 2 patience 3 date 4 dreams
5 special 6 invitations 7 boredom 8 scenery
9 blog 10 journalist

Vocabulary

- 1** 1 called 2 cut 3 told 4 see 5 putting
6 wears
- 2** 1 about 2 about 3 to 4 for 5 on 6 of
7 on 8 to 9 to 10 on 11 with 12 in 13 by
14 in

Grammar

- 1** 1 could run 2 hadn't bet 3 would take up
4 were 5 had never started 6 could improve
7 didn't live 8 could have
- 2** 1 The film was so well made I felt as if I ~~have~~ **had** actually climbed Mount Everest myself. **2** I'd rather you ~~don't~~ **didn't** invite Jamie to the party. He doesn't get on very well with Max. **3** It's high time we ~~had~~ **left** for the station. We'll be lucky to catch the 9.30 train. **4** It was very silly of you to go out on your bike without a helmet. Suppose you ~~fell off~~ **had fallen off** and hit your head?

Speaking

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

Writing

- 2** 1 give an opinion 2 explain 3 describe 4 give an opinion
5 describe 6 give an opinion
7 recommend 8 recommend
- 3** 1 give an opinion, describe 2 given an opinion, describe, explain
3 give an opinion, recommend
- 4** 1 awesome 2 progress 3 thrilling 4 irritated
5 designed 6 element

UNIT 12

Listening

- 1** 1 solving 2 do 3 passed on 4 going through
5 strike 6 grab
- 2** 1 skill 2 nightmare 3 motivation 4 departments
5 special 6 mystery 7 rules 8 editor 9 short
10 marketing

Vocabulary

- 1** 1 police 2 facts 3 evidence 4 court 5 trial
6 defendants 7 innocent 8 sentences
- 2** 1 sentenced 2 fined 3 punishment 4 had
5 decide 6 got

Grammar

- 1** 1 shouldn't 2 needn't 3 must 4 supposed to
5 need 6 don't have to
- 2** 1 She had **to** leave home early to make sure she didn't miss the meeting. **2** The teacher told me I needn't do the test again because my marks were good enough. ✓ **3** You are not allowed ~~driving~~ **to drive** at over 100mph on the motorway. **4** You must ~~to~~ try not to get depressed – we know you're innocent. **5** Witnesses may think they don't have to ~~telling~~ **tell** the truth to the judge, but they do. **6** You are not allowed to drink and drive – it's illegal. ✓ **7** You ~~mustn't~~ **don't have to/needn't** do the washing-up – it's not necessary because I can do it later. **8** You ~~shouldn't~~ **mustn't** smoke anywhere in public buildings.
- 3** 1 are allowed to bring 2 had to pay 3 didn't need to
4 I really have to 5 I am supposed to
6 I mustn't smoke

Speaking

- 1** 1 For example, if they're shopping online ... particularly after what happened to my mother. I get a lot of unwanted messages on mine. Something really horrible happened to a friend of mine, for instance.
2 Would you agree? Has anything like that ever happened to you? ... don't you think?
3 I certainly would ... No, they're not. Yes and no.

Reading

- 1 True
 2 1 C 2 C 3 A 4 B 5 A 6 D
 3 1 pristine 2 wobbly 3 be long gone 4 gutted
 5 shameful 6 be straight over 7 scary-looking
 8 buckled 9 in one piece 10 catch up with

Vocabulary

- 1 1 turned up 2 get away 3 looking for 4 go along with 5 catch up with 6 go ahead

Grammar

- 1 1 had her bicycle stolen 2 has had it returned
 3 had got/had it repainted 4 going to have/get it painted 5 have/get it repaired 6 had/got it fixed

Use of English

- 1 1 ✓ 2 broken 3 being 4 ✓ 5 got 6 out
 7 ✓ 8 ✓ 9 got/was 10 in
 2 1 how 2 if 3 an 4 what 5 at 6 where
 7 into 8 like

Writing

- 1 1, 3 and 7
 2 1 spending 2 fill in 3 to consult 4 asks
 5 to lock up 6 talking
 3 **Introduction**
 The purpose of this report is to **assess** the value of improving security by either **putting** security cameras into the college or providing devices to allow students to lock up their bicycles. I consulted many students, and this report is based **on** their responses.

Security cameras

Students felt there would be an overall benefit in **installing** security cameras, but it could **turn out** to be expensive. The cameras in the new shopping centre cost a fortune! In addition, someone must watch the screens, which seems a waste of time and money.

Locking devices for bicycles

It is a big problem for everyone when bicycles are stolen, as many students come to college **on their bike**. At the moment they leave them at the entrance, but several have been stolen. Last week a red one was taken. It would not **be** very expensive to install bicycle racks in the front of the college, and students **liked** this idea.

Recommendations

Based on the views expressed by students, and on the fact that cameras would be expensive, I recommend **installing** devices for students to lock up their bicycles. This would encourage even more students **to cycle**, which is good for the environment and also for the health and fitness of students.

Headings B and D are not needed.

USE OF ENGLISH 6

Part 1

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

Part 2

- 9 in 10 itself 11 who 12 used 13 own 14 the
 15 a 16 not

Part 3

- 17 direction 18 unable 19 decision 20 incapable
 21 frantically 22 icy 23 emotional 24 adventurous

Part 4

- 25 would rather play football than 26 it is necessary for me
 27 as/so long as no one 28 unless it is 29 too crowded for me to
 30 to lock up before leaving

UNIT 13

Vocabulary

- 1 1 mistook 2 crossed 3 went 4 follow
 5 trigger 6 misled

Reading

- 1 B
 2 1 A 2 D 3 C 4 B 5 C 6 D 7 B 8 A 9 C
 10 A
 3 1 update 2 prosperity 3 warn 4 storage
 5 rare 6 slippery 7 overwhelmed 8 erased

Vocabulary

- 1 1 I came across 2 I came up with 3 I came into
 4 I'm coming down with 5 she'll come round to
 6 we've all come through 7 He's really come on
 8 I come across as

Grammar

- 1 1 can't/am not able to go 2 could stay up/was able to stay up 3 be able to speak 4 can't/am not able to hear 5 could have bought 6 be able to finish 7 were able to get 8 couldn't sleep 9 be able to play 10 could have accepted 11 couldn't live 12 be able to contact

Speaking

- 1 1 F 2 T 3 F 4 T
- 2 1 The two photographs are similar in many ~~of~~ ways. 2 One thing they have in ~~the~~ common is that the people are performing in front of live audiences. 3 The first ~~one~~ photograph was probably taken in a theatre. 4 It shows ~~of~~ actors performing on stage in a play of some kind. 5 In the second picture, we ~~are~~ see a contestant in a quiz show. 6 There is ~~too~~ a quiz master who is asking a question of some kind and the contestant is trying hard to remember the answer. 7 For the people in ~~the~~ both photographs, having a good memory is very important. 8 To win a quiz show like ~~to~~ this you have to remember a lot of facts and figures and answer the questions correctly under enormous pressure. 9 Despite ~~of~~ having to learn and remember their lines, they usually have someone standing at the side of the stage with a copy of the script to remind them if they forget.
- 3 Yes.
- 4 1

Vocabulary

- 1 1 blank 2 bear 3 in 4 losing 5 slipped 6 take 7 cross 8 put 9 make 10 changing
- 2 1 losing her mind 2 crossed my mind 3 it slipped my mind 4 take my mind off 5 make up her mind 6 have changed my mind
- 3 1 preserve 2 remind 3 remember 4 consider 5 recording 6 reflect 7 believe 8 judge

Use of English

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

Listening

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

Vocabulary

- 1 1 time flies 2 time is money 3 ahead of their time 4 not before time

Grammar

- 1 1 myself 2 me 3 – 4 himself 5 – 6 –
- 2 1 I knew that I couldn't rely on my friend to post the letter, so I did it **myself**. 2 We often forget to buy milk, so we have to remind **ourselves** by putting a note by the front door. 3 I had to remind **him** to paint the front door, otherwise he would never have done it. 4 He really enjoyed **himself** at the party last night. 5 Stop pulling my arm – you're hurting **me**. 6 The thieves caught sight of **themselves** on the CCTV screen as they left the shop.

Writing

- 1 Hi Sara
- I felt terrible** when I got your email! **I can't begin to tell you how sorry I am.** It's all my fault as **I completely forgot** when your birthday was. My only excuse is that **I've been worrying about my exams lately** and I've been doing nothing else but study. I suppose that was the reason **I didn't realise it was your birthday until it was too late.**
- I really hope I can make it up to you somehow.** I've got a very special present for you that I know you'll just love. **Do you fancy meeting up for dinner at Chez Maurice next Tuesday?** I could give you your present then, which would make me feel a whole lot better! **Please reply soon and let me know if you can come.**
- I'm so sorry.**
- Love Anya

UNIT 14

Vocabulary

- 1 1 communication 2 words 3 body 4 accent 5 messages 6 tell 7 talking 8 actions

Listening

- 1 1 raise 2 shrug 3 shake 4 cross 5 roll 6 nod
- 2 1 B 2 D 3 C 4 G 5 E

Vocabulary

- 1 1 tell, telling 2 speak, talk 3 tell 4 tells 5 told, say 6 say 7 talk, speak 8 say, told 9 speaking 10 say, saying
- 2 1 it goes without saying 2 Generally speaking 3 He hasn't got much to say for himself 4 who speak their mind 5 actions speak louder than words 6 Just say the word

- 3** 1 You have to ~~yell~~ **whisper** in a library so you don't disturb other people. **2** Don't ~~scream~~ **mumble** – I can't hear you properly. **3** He always ~~cries~~ **mutters** to himself angrily if he doesn't like what politicians say. **4** The girl ~~mumbled~~ **screamed** as she fell off the cliff, but luckily her boyfriend heard and caught her! **5** The boy ~~muttered~~ **yelled** at his friend as she was going to get on the wrong bus. **6** A baby ~~whispers~~ **cries** when it is hungry.

Grammar

- 1** 1 there was **2** it was **3** there wasn't **4** It was **5** it is **6** it is **7** there was **8** there was, it wasn't **9** there is, is it **10** it was
- 2** 1 Last week it was quite miserable and ~~it~~ **there** was a lot of rain every day. **2** After the presentation ~~it~~ **there** will be a chance for you to ask questions. **3** I enjoyed the trip and ~~there~~ **it** was wonderful seeing old friends. **4** This is such a dangerous road I think ~~it~~ **there** should be a lower speed limit. **5** I was told there would be a taxi for me at ten, but it didn't turn up. ✓ **6** Everyone says it's certain to be a close match between the two players. ✓ **7** ~~There's~~ **It's** a long way from my flat to the nearest tube station. **8** It's too far for me to walk to the station every morning, but luckily there's a regular bus. ✓

Speaking

- 1** 1 J **2** A **3** B **4** I **5** H **6** F **7** E **8** D **9** G **10** C
- 2** Photograph 1
1 R **2** I **3** I **4** R **5** R **6** R **7** R **8** R **9** I **10** I
- Photograph 2
1 R **2** R **3** I **4** R **5** R **6** I **7** I **8** R **9** I **10** I

Reading

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

Vocabulary

- 1** 1 duck **2** birds **3** cat **4** kittens **5** fish **6** cat

Grammar

- 1** 1 is **2** have **3** has **4** has **5** was **6** is **7** are **8** has
- 2** 1 The police ~~is~~ **are** looking for a man with a tattoo of a tiger on his chest. **2** The advice they gave me on places to stay in London ~~were~~ **was** really useful. **3** A hundred pounds ~~do~~ **does** not sound like a big reward for someone who finds a much-loved pet

you have lost. **4** Both my cats ~~knows~~ **know** how to communicate with us, though they do it in quite different ways. **5** Everyone was very surprised when I told them I was going to learn Tibetan. ✓ **6** Neither of the researchers was very kind to Nim. ✓ **7** There ~~is~~ **are** a few dog biscuits left in the packet. **8** The furniture in our flat is getting very old. ✓

Use of English

- 1** 1 themselves **2** there **3** Although **4** as **5** order **6** on **7** while **8** it

Writing

- 1** 1 C **2** B **3** G **4** A **5** E **6** H **7** F **8** D
- 2** 1 M **2** B **3** M **4** M **5** E **6** M **7** E **8** B
- 3** A6 **B**1 **C**8 **D**2 **E**7 **F**3

USE OF ENGLISH 7

Part 1

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

Part 2

- 9** has **10** than **11** but **12** their **13** It **14** there **15** few **16** be

Part 3

- 17** limitation **18** concentration **19** repetition **20** healthy **21** effectiveness **22** circulation **23** devastating **24** consolidation

Part 4

- 25** it was wonderful **26** there are enormous benefits **27** is thought (that) **28** I'm coming down with **29** came into **30** could have tried

COMMON ERRORS AT CAMBRIDGE ENGLISH: FIRST

Use of English

- 1** 1 A **2** C **3** B
- 2** Forgot advice **3** B. The correct answers are **1** C **2** C.
- 3** 1 B **2** C **3** A
- 4** Forgot advice **2** C. The correct answers are: **(1)** either is possible but student should not write both. **(2)** *in* – student should not write two words.
- 5** 1 B **2** A **3** C

6 Forgot advice 3 C. The correct answer is *unadventurous*.

7 1 B 2 C 3 A

8 1 Forgot advice 2 C. The correct answer is *saw a glacier for*.

Reading

1 1 C 2 A 3 B

2 Forgot advice 2 A. The correct answer is C.

3 1 A 2 B 3 C

4 Forgot advice 3 C. The correct answer C.

5 1 B 2 C 3 A

6 Forgot advice 3 A. The correct answer is 3 (paraphrase of 'not having to get up at some ungodly hour to go out to work').

Writing

1 1 B 2 C 3 A 4 D

2 4 A

3 1 B 2 C 3 A 4 D

4 Forgot advice 4 D.

Listening

1 1 B 2 A 3 C

2 Forgot advice 3 C. The correct answer is C. The speaker complains about waiting and explains her point of view, but the reason she has called ('why') – is to put forward a suggestion.

3 1 A 2 C 3 B

4 Forgot advice 3 B. The correct answer is *hiking*.

5 1 B 2 A 3 C

6 Forgot advice 2 A. The correct answer is C.

7 1 B 2 A 3 C

8 Forgot advice 2 A. The correct answer is B.

Speaking

1 1 B 2 A 3 C

2 Forgot advice 1 B.

3 1 A 2 C 3 B

4 3 B

5 1 C 2 B 3 A

6 Forgot advice 3 A.

7 1 C 2 B 3 A

8 Forgot advice 2 B.

Common language errors

Writing

1 Part 1

Some people think it's a good idea for young people to travel to other countries, but are there really advantages for them in doing this?

In **the** first place, it gives young people the opportunity to experience different cultures. This means that they can **learn** about different ways of life, which helps them to be more open-minded. As **a** bonus, they can also learn to **speak** other languages.

Secondly, it helps young people to become more independent, and this is **a** good thing. When they are older and are working they have to think **for/by** themselves, and if they travel to other **countries** when they are young, they might have a more independent spirit.

Lastly, going travelling gives young people the chance to **make** friends from other cultures, and in ~~the~~ today's world it is **possible** to keep in touch with people all over **the** world through social networking sites. This will help to **increase** understanding between **different** nations in future.

To sum up, for the reasons given above I agree that it is a good thing for young people to travel to other countries.

2 Part 2 (formal letter)

Dear Sir/Madam,

I am writing because I am very interested ~~for in~~ the advertisement you put ~~on in the~~ *Daily Mail* last Monday for a course to become **a** watersports instructor. I have been very keen ~~in on the~~ waterskiing since I was a child and I also enjoy scuba diving.

Although you gave ~~a~~ very complete information in your ad, I would like to ask some other questions. First of all, how much **does** your course cost? I would also like to know **if it is** possible to study part-time and **if I will** have to do an exam at **the** end of the course. Finally, could you tell me ~~is if the~~ certificate you mention **is** for one sport or for more than one?

I look forward to receiving your reply.

Yours faithfully,

Anya Braun

3 Part 2 (article)

Have you had a job you loved but for which you got very ~~few little~~ money? I have, in my mother's bookshop, and I'm still working there. Choosing between money or job satisfaction has not been difficult for me but I'm unusual I think.

Most people, of course, would rather have a job with a good salary that is interesting at the same time. Unfortunately, a few of us have such job prospects. Everybody looks for the best job ~~which~~ they can find. This usually means a well-paid job. Some people, such as scientists or young people, will be interested in getting as exciting and interesting a job as possible. ~~On the contrary~~ **At the same time/However/On the other hand**, there are other people who are content with a badly-paid, undemanding job if they have enough money to get by. They are not concerned about getting a better standard of living. ~~Moreover~~ **On the other hand/However**, there are some people who do dangerous or dirty jobs with very high wages in order to do what they like in their spare time.

In my opinion, enjoying your work is the priority. If you are unhappy at work you probably won't be happy in your spare time either. No amount of money can change that.

4 Part 2 (report)

Introduction

I ~~have~~ interviewed students in the canteen during the last week of term to find out their sports preferences. Here are **the** results of my survey and my recommendations.

Results

There are basically two kinds of sports that students participate **in**: indoor and outdoor sports. Indoor sports: Many students say they **often enjoy to play playing** table tennis (fifty percent) and even more say that they **would swim at least once a week** if there was an indoor swimming pool available. Other indoor sports that students mentioned **frequently** were fencing, badminton, basketball and aerobics.

Outdoor sports: These were not so popular ~~as than~~ indoor sports because of the cold winter. Nevertheless, the following sports were mentioned **several times**: ice-hockey, football and golf.

Conclusions

Obviously it would be too ~~much~~ expensive to have a golf ~~field~~ **course** or an ice hockey stadium **built**. **There is** a swimming complex in our city already, though students say it should **be** renovated. Around the city **there are** also many places to play football.

Therefore, I recommend ~~to build~~ **building** an indoor sports centre that can **be used** for table tennis, basketball, badminton and aerobics. In this way we would provide **for** the needs of **the** majority of students.

Speaking

Part 1

1 I like all kinds of music but I **mainly** listen **to** rock and pop ~~most~~. 2 Well, when I ~~will~~ finish university, I want to work in **an** advertising agency. 3 I ~~make~~ **play** a lot of sports like tennis and football but I also like reading and **going** to the cinema.

Part 2

4 I'm not sure how **to** say this in English but it's something you use for opening bottles. Anyway, the man ~~on~~ **in** the first photo is giving one to his friend. 5 We all like joining our friends and family for meals **such as/like** those we see here. 6 I'm not sure what they're doing – it looks **like/as if** they might be going on holiday.

Part 3

7 ~~Are~~ **Do** you agree with me? I ~~am~~ agree. 8 Yes, that's **a** good point. 9 I think dogs make great pets. Sorry I/~~to~~ **have** interrupted you. What **were** you saying?

Part 4

10 Well, ~~is~~ **it's** difficult to say. There are lots of advantages but **there** are also disadvantages. 11 So what **you are** saying is **that** university education should be free. 12 I'm sorry, did you say 'sportspeople'?

PRACTICE TEST

(Reading and Use of English)

Part 1

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

Part 2

9 who 10 whether/if 11 them 12 than 13 it
14 other 15 far 16 because

Part 3

17 enjoyable 18 stressful 19 curiosity 20 unchanged
21 understanding 22 boring 23 actually
24 fascination

Part 4

25 as soon as I got 26 was called off due to/owing to/
because of 27 was the first time 28 wish (that) we had
longer 29 I look it up in 30 advised Joe to hurry or/
otherwise

Part 5

31 B 32 C 33 A 34 B 35 C 36 D

Part 6

37 E 38 D 39 G 40 B 41 C 42 A

Part 7

43 D 44 C 45 B 46 E 47 C 48 E 49 E 50 B
51 C 52 A

Listening

Part 1

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

Part 2

9 producer 10 general tasks 11 photocopying
12 equipment 13 technical crew 14 ideas
15 communication 16 newspapers 17 contacts
18 teamwork

Part 3

19 E 20 A 21 C 22 G 23 B

Part 4

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

Audio scripts

Unit 1, Speaking Activity 1

Track 1.2

- 1 What kind of music do you enjoy listening to?
- 2 Do you have any brothers or sisters?
- 3 What do you like about the place where you were brought up?
- 4 What subject did you like most at school?
- 5 What do you think you'll be doing in five years' time?
- 6 Where do you think you'll go on holiday this year?
- 7 Who is your closest friend?

Unit 1, Listening Activity 1

Track 1.3

Speaker 1: I hadn't really got any particular expectations before I went, even though it was my first time – obviously my friends had told me about the last gig they went to, but nothing really prepared me for the sheer size of the venue. The stage was well lit but we were so far away from it that it might as well have been somewhere else. I did quite like the music, though I could have been listening on an MP3 player. And the cost of getting in seemed rather unfair – it wasn't very good value for money, given how little I could see.

Speaker 2: It was the band that attracted me to go in the first place – I love their music, and I've bought all their albums – and the cost of the gig seemed pretty reasonable. I went with three mates, and we had a good time watching the rest of the people and eating the food and drink that you could buy from loads of stalls around the site. The stage wasn't that great, and the view was pretty rubbish – but what really got me was what I'd actually gone for – the music was distorted and I couldn't hear it properly. My mates said the same thing.

Speaker 3: I've always liked the band, and have been to some of their concerts before so I thought I knew what to expect. I knew that the cost would be ridiculously high, the food would be expensive and poor and that the only way to see them properly would be to watch the big screens on either side of the stage – though one of my mates was really put out about that! It was what they chose to perform that I was less keen on – instead of doing their hits they tried this new experimental stuff. Not my thing at all, and I nearly left early.

Speaker 4: I really love listening to any live music, whatever it is – for me the whole experience is really improved by actually being there and sharing it with all the others. That's why I found this concert such a let-down – there was no atmosphere and instead of getting up and dancing everyone just sat watching the band on stage. Maybe they didn't like the music – I agree that it wasn't up to their normal standards – but if you make the effort to go to these things then at least join in! The place itself was impressive, though.

Speaker 5: I know that most people think that the only important thing is the music – and of course that's pretty important! But when I go out for the evening, I expect to have a good all-round experience, especially when the tickets are pretty pricey! This concert was let down not by the music, which I thought was cool, but the venue. OK, I could see the stage and there was a good atmosphere generally, but trying to get anything to eat was ridiculous – the queues were so long that you missed loads of music. And don't even get me started on the wait for the toilets.

Unit 2, Listening Activity 1

Track 1.4

Interviewer: Danny – you're only 18 and you've spent half your life making films. What was your family like?

Danny: I'm the youngest of four brothers, and we all got on very well – though it might have been easier if we hadn't all had ambitious plans for our futures! We were very competitive. My folks didn't really know much about the entertainment world, but they were incredibly supportive – it was probably the last thing they wanted me to do! But they were always there for me, and I'm very aware of how important they were in keeping a young person stable and on track.

Interviewer: How was life at school?

Danny: I had to go to school the whole time I was making films, and the other kids were pretty jealous of me. I'd miss a bit of school and then return with bright blond hair, or something that had been necessary for the film – needless to say, there was bullying. It wasn't physical, but there was name-calling and jealousy. But in some ways I'm grateful because I'd rather have had that than be sheltered my whole life and not realise people like that were out there. I feel like it made me stronger. I do still have a few close friends from school, but not many.

Interviewer: How do you feel now about being rich and famous?

Danny: Fame isn't a positive thing. The idea of it is a lot better than the reality. It's fantastic when you go to premieres and people cheer you, but it's not real. OK – I earned a lot but I bought a lot of rubbish things – skateboards and clothes and typical teenage stuff, and, as soon as I could, I wasted a lot of money on cars for myself and my family. Then I got into trouble because I couldn't manage it well. I actually envied my schoolfriends who didn't have to think about money!

Interviewer: What effect have relationships with people you work with had on you?

Danny: The film crew especially are the first people to whip us into shape and tell us we're no one special – they've kept my feet firmly on the ground. There are loads of jokes on set and that has been crucial in keeping us down-to-earth. I've been so lucky to work with the best – and what I've learned is not just acting, but how to act with the crew.

Interviewer: Who is your best friend and why are they important to you?

Danny: I'm incredibly close to another actor who's my age. Professionally, she's a phenomenal actor and she doesn't take anything as a given. In between films she takes acting classes trying to improve herself. She's very polite, terrifically good with names and hates people who are rude. But more than anything else she's exceptionally passionate about acting – she loves it. That's what I try to copy.

Interviewer: Do you regret anything about your life?

Danny: Well, it's been good and bad. I've been to places and done things that others my age can only dream of – but I've come in for a lot of negative reviews and I would say that I lost my childhood – and people think that money makes up for it. That's ridiculous – you can't put a price on childhood – you never get those years back. They're priceless, and they make you what you are. I sometimes wonder how I would've been different if my life had taken a different course.

Interviewer: But you've won awards, so it can't have been that bad.

Danny: I feel very embarrassed about anything like that. I won an award last year for the best screen baddie and I found it hard to accept it – making a speech was terrifying – I didn't enjoy one minute of it. I don't buy into all the razzmatazz. There was a big party afterwards and I stayed for about fifteen minutes before going back to my hotel for a cup of tea and a chocolate biscuit.

Interviewer: Danny – thank you for sharing your life with us ...

Unit 2, Speaking Activity 1

Track 1.5

1

Woman: I think it's so important to get on well with your parents.

Man: So do I. I have a great relationship with my folks. I think it's more important than getting on with your brothers and sisters.

Woman: Hmm. I'm not sure about that. I mean, I think it's important to have a good relationship with them too.

Man: It's much more difficult if you come from a very large family.

Woman: I hadn't thought of that. I guess it's almost inevitable that there will be someone you don't get along so well with if there are a lot of you.

Man: Exactly! There are five of us and though I get on fine with my older brother and with my two sisters, my younger brother and I just don't have anything in common. What about you?

Woman: Well, I've only got one sister and I really enjoy doing things with her.

2

Woman 1: I saw a programme about relationships last night that said that friends were more important than family.

Woman 2: I saw it too – but I'm not convinced. Certainly friends are pretty crucial – it'd be a poor social life without them! But family must always come first.

Woman 1: I see what you mean but some things the programme said are certainly true for me. They said your friends have a lot more influence on you when you're young than your parents do. What's your view on that?

Woman 2: Well, actually in my case it was the other way round. I learnt my values from my parents. I think it's their responsibility to teach you how to behave.

Woman 1: Good point. Parents do need to teach their children how to behave but I think you can also learn from your friends.

3

Man: They say that people are having fewer and fewer children.

Woman: That's very true. I don't plan to have a large family myself.

Man: Neither do I. But in some ways, it's a pity. It must be fun to grow up with lots of brothers and sisters. I mean you always have someone to play with.

Woman: I suppose so. I'm an only child so I don't really know what it would be like. My friends who come from large families seem much more sociable than me. Being part of a big family might help you to get on better with other people. What do you think?

Man: I'm not sure about that. It depends a lot on the family.

Unit 3, Listening Activity 1

Track 1.6

Hi, everyone – it's great to be here and have the chance to share with you what I do and why I feel it's so important. I've been passionate about animals and the environment all my life – to me it's what matters most. Although it was quite near a town, I actually grew up on a small farm, so I was always surrounded by animals – all sorts of different things – ducks, chickens, horses – I used to milk the goats before I went to school every morning and collect the eggs when I got home – I loved that. But as I got older, I realised how other people aren't lucky enough to have this closeness to nature – particularly children brought up in cities who don't really see animals in their natural state.

I also love adventure – my favourite leisure activities include going rock-climbing and hiking – and once I started travelling round the world to remote places like rainforests and deserts I got completely hooked on the plight of endangered animals and ways of trying to save them. When I got the chance to audition as the presenter on a new children's television programme about dangerous animals, I jumped at it. Although I think the best word for me to describe it is tough, I love to be out there in the natural world, so it was the perfect job for me.

What makes it so perfect? What's crucial for me is that although we show lots of dangerous animals which engages the children's interest, the strong message that runs through every programme is conservation.

A large proportion of the animals we film are on the endangered list and we've done 'endangered animal special' programmes as well. It's my responsibility to present the wider picture that goes beyond just showing off a dangerous animal for the thrill of it.

The most important thing for me is that the programme speaks to young people – they're the future, and if we can save species under threat, then it's the children who'll do it. What I want is to give them a sense of involvement with my programme in ways they'll remember and that will affect their future thinking. Children want to know what it's really like to be with me in the Arctic or in the jungle.

When we're filming, we never know what's around the corner. It isn't scripted, so if I suddenly come across a giant snake, the film crew can capture my shock. Over the years I've been charged by an elephant, followed by a tiger – and the cameras were there last year when I tripped over a crocodile in swampland and needed hospital treatment! The children loved that!

How important is my work? I can't emphasise enough that TV does a remarkable job of bringing the major issues to light. It's made children more aware of things like climate change and how that affects wildlife. It's great watching them when they come across an animal they've never seen before. They're inspired and totally in awe.

I do know not everyone agrees with me – sociologists have argued that children's lives are becoming even more disconnected from the natural world because they're increasingly immersed in media and technology. I've even heard some say nature films lead children to believe that wildlife is exotic and inaccessible and that they actually dislocate children from the everyday nature in their own gardens.

If the success of my own programme is anything to go by, sociologists have got it wrong. Expeditions to the world's most remote places are still the most exciting thing for me – I've been inside a volcano, and found new species in jungles, such as the world's largest rat! But, I don't just show what's there – what's so important to me is to search for a way to save the places I explore. I can't bear the thought of being in this world without trying to do something to look after it – that's what matters to me. So does anyone have any questions ...?

Unit 3, Speaking Activity I

Track 1.7

Examiner: I'm going to give each of you two photographs to talk about. Carla, here are your two photographs. I'd like you to compare and contrast the photographs and say what the people are doing in the photographs and how they are feeling. You have about a minute to do this.

Carla: These photographs are similar because they both show groups of people but they are very different in other ways. The first photograph shows people on a beach, whereas the people in the second photograph are probably in a city or town. In the first photograph, the people look like environmental activists protesting

about some kind of problem. Although the people have signs, they look more relaxed than the people in the other picture. In the second photograph, the people seem to be watching something happening in front of them. Most of them look excited so I think they might be watching a football match. Most of the people look as if they are really upset about whatever has just happened, while one man is clapping. Perhaps the other team has just scored a goal.

Unit 4, Listening Activity I

Track 1.8

Interviewer: Today in our series of incredible exploits we're talking to Alan Preston, a young man who sailed round the world alone at the age of sixteen. Alan, what were you like as a child?

Alan: My parents say I was born adventurous, and I love outdoor life. We spent our family holidays going camping, hiking, things like that – I was always ready to have a go at anything I hadn't done before. Once we went out in a small boat exploring. I loved it, and although my sister wasn't keen, that experience was the defining moment for me. I started reading about sailors and, although I was still fascinated by all kinds of adventure sports, it was sailing that had the edge. Dad encouraged me – he'd been in the navy and I think he hoped I'd follow him in that.

Interviewer: How did you start taking sailing seriously?

Alan: Dad had always wanted to sail across the Atlantic single-handed, but Mum discouraged him because she was worried. But he and I talked about it, and as I got better at sailing it kind of took on its own momentum. I was fourteen when I did it – but Dad followed me in a back-up boat to make sure I was all right. After that the sailing bug really took hold – I felt like I had a purpose in life. Although I still did teenage things, I had a kind of inner strength. I knew what I wanted to do.

Interviewer: What made you decide to sail round the world?

Alan: I was sixteen when I started planning and I had to get money somehow – Dad and I had to raise sponsorship. Some people criticised my parents for being pushy but they were just supportive. I'd never have left port unless I was committed to the challenge and knew I was capable. But I was lucky to be allowed to do it, given the dangers! I actually left the final decision to Mum who said making it was almost impossible, but in the end she went along with Dad and me.

Interviewer: How did it feel when you started out on such a long trip?

Alan: There's a gap between imagining something and doing it! Those first days were the hardest, 'cos there were loads of technical problems which got me down – I even thought I might have to give up! That would've been disappointing, but I carried on, sleeping in periods of 20–40 minutes, eating rehydrated meals – some people said I'd be lonely, but my mates had put loads of music on my iPod which was great. I'd stuck photos everywhere and packed loads of clothes so I didn't need to worry about doing any washing!

Interviewer: What was the worst moment?

Alan: I love the roller-coaster ride of huge seas – I was in tune with the boat, surfing down fifty-foot waves. I felt confident I could cope. But there was this one storm that I knew was forecast – it had massive waves and the boat turned over on its side. The damage meant I had to climb to the top of the seventy-foot mast to repair it in terrible winds – the only time I wore body armour and a helmet for protection! That was pretty scary – I was glad to get back to the cabin!

Interviewer: Why do you keep sailing?

Alan: It's the feeling of being completely in control and in tune with natural forces. I've had dolphins swimming alongside, seen stunning, vivid sunsets. It's those kinds of moments when it feels like the world stops and you believe anything is possible. It's not the racing against other people, though I'm proud to be doing it so young – I don't bother much about records and stuff.

Interviewer: What advice would you give young people about taking on this kind of challenge?

Alan: One thing is to be ready mentally for anything – sometimes during the voyage, I'd think, why am I here, this is awful. Then I'd remember Mum and Dad and what it would be like at the finish. That got me through. Listen to any advice you're given but decide for yourself, though probably the most crucial thing is, don't lose sight of what's real – I still have sailing ambitions but for now, it's back to ordinary life – I've got to go back to college to finish my exams.

Unit 4, Speaking Activity 1

Track 1.9

A: OK. Let's talk about what'd be useful on our trip. We have to eat so I reckon cooking would be quite useful.

B: I agree. The problem is, how would we do it? It'll be so hot we won't want a fire.

A: True, but we can cook at night when it's less hot – that'd be more sensible than in the daytime.

B: OK. I accept that. But what about fishing? That's the least important skill for anyone in the desert!

A: You mean because there's less water than anywhere else! I agree, that'd be pointless.

B: It's the last skill we'd need! Let's keep talking about other skills – there must be something more useful.

Unit 5, Listening Activity 2

Track 1.10

Hi, everyone – I'm Terri and I'm here to talk about my job, which is one that many of you may never have heard of! I'm sure you've had experiences of diets of different kinds – well, I'm a nutritionist – but not for people, for horses. How did that come about? My childhood loves were animals and science, and my parents always imagined I'd be a vet – I did think about it, and also about studying medicine, but in the end I did a biology degree at university which was when I got interested in food and health in general. I then discovered that there was a module in animal nutrition – and everything took off from there. I now work

in a department involved in research into the physical state of horses and what makes them fat, so I can advise horse breeders and owners on the best diet for the animals to follow. I've recently been involved in a study on how much grass horses eat compared with other food. During this trial, it was found that some horses ate up to five to seven percent of their own bodyweight in grass daily – which amounts to an extra weight gain of approximately three kilograms a day on average.

We used to think that horses ate around sixty-two kilos of the stuff in a day – however we now know that it's double this and is actually around a hundred and twenty-five kilograms every single day – incredible!

My work is pretty varied on a day-to-day basis – yesterday I spent the day out with a vet weighing and measuring a selection of horses. They were all pretty big so I spent most of my day standing on my toes and I ache all over now!

I'm not always out with the animals – I also spend a lot of time in the office having meetings and also doing paperwork – not my favourite occupation! We have a telephone helpline where people can call with questions or problems, and although some might find it challenging as you get put on the spot by callers, for me it's very rewarding.

As with any job there are highs and lows. I'm trying to get a message across – what makes horses fat – and work out how to educate people – it's a bit like dealing with human diets really. Once people understand, they are desperate to change things, but I have to work out ways of raising that awareness. I also get irritated that I have to rely on others for the money that enables me to do my work – we're not funded.

I'm actually still very interested in human nutrition – and now there is a massive demand for it – it's big business. I have to stay up to date with all the latest developments. My approach to any kind of diet though is the same – people often try to cut down on everything, but for me moderation is the key. I don't think anyone has to avoid eating bad things, but if you eat them you have to make compromises elsewhere – for example, if you have a chocolate bar, cut down on the toast! The main reason why both humans and horses put on weight is lack of exercise but you can't treat them the same. You have to treat horses like horses not people – and they need proper exercise.

The industry as a whole needs a bit of a shake-up. We seem to be at two ends of extremes – on the one hand we have ground-breaking science in the form of veterinary research such as stem cell treatments, but on the other people are still not open-minded to new approaches and tend to stick to what they know. But the great thing is that everyone who works with horses is passionate about them.

Unit 5, Speaking Activity 1

Track 1.11

Your pictures show people eating in different places. I'd like you to compare the pictures and say what the people are enjoying about eating in these different places.

Unit 5, Speaking Activity 3

Track 1.12

I think we all like joining our friends and family for meals like those we see in the photos. It's particularly enjoyable to eat in the open air but even an ordinary meal like breakfast in the kitchen is a good time for the family to get together and talk before the beginning of a busy working day or at the weekends when there's a bit more time.

Unit 6, Speaking Activity 1

Track 1.13

1

Examiner: Ana, what do you think would be hardest about being a famous actor or musician – the lack of privacy or the need to constantly compete with others?

Ana: Definitely the lack of privacy. I think it must be very difficult to be constantly surrounded by paparazzi and journalists watching everything you do. And often it's not just the actor or musician; it's their whole family. Competition is healthy in some ways because it makes us perform at our best, but never having a moment to yourself must be almost unbearable. Would you agree with that, Mario?

Mario: No. I think it would be good to be famous.

Ana: Well, I suppose you're right up to a point. The money would obviously be very useful and it would be great to feel that you had achieved something important but I still think that often the media are just waiting for the star to make some kind of mistake and then it's all over the front page of the newspapers.

2

Examiner: Celina, what do you think of international competitions like the *Eurovision Song Contest*?

Celina: I think they're great. It's like a huge party with young people from literally all over Europe taking part. We get to hear great pop music in all the European languages and see Europe's best young artists performing live.

Examiner: What do you think, Gabriel?

Gabriel: Like you, Celina, I'm a big fan of the *Eurovision Song Contest*. I never miss it. What you're saying is that it offers us the very best of European pop music. I'm not sure about that. I mean not all the acts are of equally high quality and sometimes the artists themselves are not really representative of the best their countries have to offer.

Unit 6, Listening Activity 1

Track 1.14

Extract 1

M: I just loved it – the music was brilliant!

F: I'm gutted that it was their last performance together. Did you read in the programme that they've filmed it and are going to put it out on DVD – ah, it'll be great to see it again, though it probably won't be the same as it was tonight. No atmosphere.

M: It'll be interesting when the lead singer goes into musicals on stage – he's talented enough on the singing front, but what about the acting?

F: Well, we'll have to give him a chance. I'll certainly go and see him, especially after tonight!

Extract 2

How did I start? Well, I'd never imagined that I'd actually be a teacher – that's what both my parents did and my grandparents as well, though they never pressured me into doing it. I was around sixteen when I really became interested in science and mechanical engineering, and so the idea of working in a college rather than a school seemed on the cards. It wasn't a particularly cool thing to do according to my mates, of course! I suppose I could say that I kind of stumbled into it, but I've been doing it for three years now and I can't say I've ever regretted the decision.

Extract 3

F: I'd really like to go home and see if it's OK.

M: But you always turn it off – it's just an automatic reaction. Don't be silly!

F: It's just that I can't remember doing it – I know you always laugh if I say that but you don't understand how it feels!

M: Well, I haven't got time to go back with you now – I've got a meeting in half an hour – and the bus is coming. If you want to then I'll have to go ahead and catch up with you at lunchtime.

F: Maybe that's the best thing to do.

Extract 4

Thanks for finally having me on – I've been waiting ages! At least I can have my say now. I've been listening for the last hour and I can't believe what your callers are saying. They must know whatever anyone does on the recycling front – big or small – makes a difference. We're all responsible for the world we live in – how can they moan about being asked to put rubbish in different bins? But I accept that not everyone sees it like that, so I think we should be given incentives to do it – that would get people on side, and be pretty easy to put into operation I'd have thought.

Extract 5

OK – let me just check that I've understood you. It's OK for me to come along next Tuesday afternoon and give it a go – if I'm interested in taking it further I pay a registration fee and fifty pounds for the orientation course which I can start immediately. After that I just pay a small fee every time I want to use the facilities, and I can also use your centres in other cities on the same basis when I'm travelling. Could you just repeat what you said about the rooms for classes, please? I didn't quite get that.

Extract 6

F: Well – that was pretty much a waste of time – after those fantastic reviews I'd had high hopes!

M: I'd been told that it was disappointing, so I was kind of prepared. But I hadn't thought that the actors would be so off – she's usually brilliant.

F: And he doesn't often put in a bad performance – pity it was this film! At least the technology didn't let anyone down – the flying scenes were spectacular.

M: But they didn't do anything really cutting edge, did they? I mean I've seen it all before.

F: They had me on the edge of my seat!

Extract 7

M: Did the meeting go OK?

F: I guess. When I presented the policy plan it seemed to go down well. Even the technology worked, which I had nightmares about because I knew the big bosses would be there! The question and answer session afterwards went well – the time I spent preparing paid off.

M: You said the kids got fed up with you working in the evenings so at least now you can spend some time with them.

F: Well, I've still got to write up the report – it'll be circulated next week. I haven't told my husband yet but next weekend will be busy!

M: I'll see it soon then.

Extract 8

We've been friends for a long time and it'd be a pity if we can't disagree on some things and still stay friends. You know that I don't think that what you're saying is right and it's difficult to go along with you when you say things like that – but we need to move on from the whole incident. OK, I may be wrong and you may be proved right in the end – but just now I think we must change the subject before we actually come to blows over it. That would be a big mistake!

Unit 7, Speaking Activity 1

Track 1.15

Here are your two photographs. They show people celebrating unusual weddings. Now talk to each other about why people choose to celebrate their weddings in situations like these.

Unit 7, Speaking Activity 3

Track 1.16

Well, the first couple have chosen to have a cycling wedding. I imagine they are on their way to the reception in the photograph and that the wedding ceremony itself must have already taken place. They seem to be very happy about it, and the other members of the wedding party look as if they are enjoying it too. The other couple have decided to have one of their wedding photos taken under water. They can't have had the actual wedding there. I'm absolutely certain of that.

The first couple are definitely cycling fanatics. They must really love the sport if they have chosen to cycle to the reception. The other couple could have just wanted an unusual wedding photograph for their wedding album. I suppose an underwater photograph would be rather difficult to organise but it might be fun. As far as I can see there's nobody else in the photo, so I'm fairly certain it was also taken after the wedding itself. It might even have been taken the day after. It wouldn't be much fun sitting through the reception in a wet wedding dress!

Unit 7, Listening Activity 2

Track 1.17

Interviewer: Today we're talking to Karen Wilson, a talented musician and photographer who produces unusual, thought-provoking travel books. Karen, how did you start?

Karen: My home town was very traditional and I wasn't outstanding at school. I was persuaded to take up the classical guitar and learn music theory, but then I studied piano and drums – it was those classes that I found most engaging, and I thought it would be my only career. But I was always good at drawing – visual stuff appealed to me, though teachers didn't push me. Photography wasn't on the syllabus, and it was never suggested as a realistic career option.

Interviewer: How did you get started as a photographer?

Karen: I'd been taking photographs for years as a hobby, though I didn't really show them to many other people at the time. I loved photographing unusual things – empty places like airport buildings, theatres – stuff like that. I was travelling a lot for my music, and putting photographs I took during tours on a website. By chance a publisher saw them and asked me to write a book combining photographs with a travel diary. I couldn't turn down that opportunity to express myself and it all took off after that.

Interviewer: How do you approach your books?

Karen: I heard something in an interview that was a great influence on me – a photo-journalist said that photographers were privileged people who should record things other people don't get the chance to see – that it's our responsibility to open people's eyes to things they wouldn't otherwise be aware of. Most people think travel is always exciting and positive. I want to show the strangeness of it – make people realise it's not always glamorous, especially when you're doing it for work as I do.

Interviewer: What do you find fascinating about different places?

Karen: You think every big city is beautiful – and of course they are. But when I'm touring I have to go to parts of cities that aren't – like backstage in large venues outside the main tourist areas. It's weird – I read travel guides or look down at a city from a plane as it's coming in to land and it looks wonderful – but then I go to a characterless hotel room or desolate rehearsal space and it's not the same at all. I've talked to people about this contradiction, but they don't feel it like I do.

Interviewer: Tell us about a trip that you really enjoyed.

Karen: That would be when I went to the south of Argentina. Its beauty comes from a kind of stillness, a grandeur that's based on its landscape and wildlife. I did a few gigs at the start of the trip, which all went really well, then took time off and rented a car to drive along parts of the coastline. I hardly saw anyone – just birds and miles of remote countryside. It was so different from New York – you can't get away from people there.

Interviewer: What have you learned from your travel experiences?

Karen: Ah, before I became a touring musician I did loads of travelling with the family, but we only scratched the surface of places we visited. It was ticking boxes – been there, done that. Of course I still enjoy that part of it – some places are so remarkable you can't not enjoy them. But now I try to get beneath the surface, listen to the sounds and soak in the atmosphere. That's where

photography comes in for me – it makes me concentrate on a single image which helps me comprehend much more about a place.

Interviewer: What do you think has made you so successful?

Karen: Well, I've been so fortunate to combine music and photography – clearly if you love what you do it helps! I've also had lots of support both personally and professionally, though that's just a bonus really. For me it's about not accepting the obvious but searching for things that lie deeper. If you push boundaries you enrich yourself personally – and that's really what I think has been the key!

Interviewer: Thank you, Karen – and good luck with the next tour!

Unit 8, Listening Activity 2

Track 1.18

Speaker 1: I got interested in the whole area of sport when I started school, though I'd loved playing with a ball from a very early age. My parents always encouraged me, though I think they regarded it as a hobby rather than an actual career – we didn't know what the opportunities were then. I went on adventure holidays where sporting activities were top of my list, but it wasn't until I talked to a careers adviser that I realised how many possibilities sport offered apart from playing and, more importantly, how much money I could earn! That's when I decided I wanted to become a personal trainer.

Speaker 2: I come from a family of teachers – in that kind of environment there's always an expectation you'll automatically do the same thing. I've always known it wasn't for me, but I also knew they'd be disappointed – that was hard. But since I was young I've had this ambition to become a dancer, though I know it's a very difficult life. I've taken the first steps towards achieving my ambition in that I'm at a vocational school, but whether I'll ever be good enough to earn big money like the stars, travelling all over the world, I don't know. But if I don't try I'll never know.

Speaker 3: I'd always intended to do something related to my main interest, which is music – my parents have always encouraged me to play various instruments since I was very young – we used to play music together as a family – and I can't imagine my life without it. Once I started looking into it, though, I found that unless you are really good there's just no money in it. So I've decided to leave music as a hobby and go into something with more of a future – so I'm going to study medicine, which gives me loads of opportunities for getting to the top.

Speaker 4: I was pretty rebellious when I was young – I hated school and never wanted to conform to anything. I had these grand ideas of travelling round the world. I was positive I'd never settle down to an office job – I was going to make my fortune, though I wasn't sure how – I just knew it'd be something I'd enjoy. Then I began to see sense, and started taking an interest in lessons – my parents ran their own business and they talked to me about what they did. It seemed pretty interesting so it wasn't long before I realised I wanted to do the same.

Speaker 5: Funnily enough, I've always been a home person – I love hanging out with the family and chilling with friends. I've got loads of hobbies, and we never went on exotic holidays as a family. Then I got interested in languages at school and found I was pretty good at them – but it's not much good understanding different languages if you don't use them, is it? So what I'm thinking of doing is going into the travel business – and I'm realising just how much of the world I want to see! It's very exciting.

Unit 9, Speaking Activity 2

Track 1.19

Examiner: Do you think luck is important in life?

David: OK. Let me see. Well, I always wish my friends good luck before an exam or job interview so I suppose that does mean I believe in it to some extent. What about you?

Sara: Me too – and I really believe it makes a difference. I always carry a – I'm not sure how to say this in English – it's a little thing that is supposed to be lucky. It's a silver bead that my grandmother gave me. If I did an exam without it, I know I would fail.

David: Do you mean that you actually think it affects your success in the exam?

Sara: Well, yes. I do.

David: Well, I suppose I do too now I come to think of it. I have things I always do like wearing the same socks and walking on the same side of the street on the way to the exam.

Examiner: How much does luck contribute to success in sporting events?

David: Well, it's difficult to say but not so much, in my opinion. I mean other things are more important like – I can't remember the word – how well you can do things like hit the ball or passing in football.

Sara: But in tennis for example you often see that for one player the ball hits the top of the – what's it called? – you know, the long thing that divides the court into two halves – and the ball doesn't go over. That's to do with luck if you ask me.

David: So you think luck is more important?

Sara: No, not always. What I meant was that in some sports it can play quite an important role. I'm very superstitious. There are a lot of things that I avoid doing, like stepping on the lines on the pavement or walking under those things that you use to climb up to paint the house – and if I do my English friends tell me to say 'bread and butter'!

David: Why?

Sara: Well, as far as I know, it's supposed to stop anything terrible happening to you.

David: But perhaps some superstitions are logical.

Sara: What do you mean?

David: What I'm trying to say is that sometimes there really is a danger. For example, the painter could drop something and it could fall on you and cause some kind of harm or damage to you physically.

Examiner: Do superstitions ever stop people doing things they might enjoy or benefit from?

David: I'm sorry, did you say enjoy?

Examiner: Yes.

David: Right. I suppose they do but I would never decide not to go on a trip or something because it was on the thirteenth of the month.

Sara: So what you're saying is that if you go to the airport and the airline gave you seat 13D on the plane you would still go?

David: Well, I might feel a bit ... not exactly afraid but kind of a bit worried and uncomfortable but it wouldn't stop me flying.

Unit 9, Listening Activity 1

Track 1.20

Interviewer: We're talking to Carol Johnson, a successful young cyclist with big ambitions. Carol, tell us how it all started.

Carol: Mum's a nurse, Dad's a solicitor, my sister's into music – no sport at all at home! I remember going round to a friend's house when I was six. I couldn't ride a bike but she could – and her four-year-old brother! I hated that! My friend's dad helped me and eventually I managed to ride it. I pestered my parents to buy me a second-hand bike for five pounds and from that moment I was completely hooked – I rode it everywhere. It wasn't until I went to university to study sports science that I took up cycling competitively.

Interviewer: What kind of person are you?

Carol: I'm very competitive – my sister got irritated when I turned everything into a contest. But I don't understand athletes who boast about what they're going to achieve. You're better off keeping your mouth shut, training as hard as possible and when it comes to the day, doing all your talking on the track. I try to unleash my drive in training and my competitive spirit in races. When I'm racing I'm a different person.

Interviewer: How do you feel about training?

Carol: It hurts a lot but I wouldn't dream of missing a session. It may be the worst pain imaginable but you either do it a hundred percent or you don't do it at all – that's what makes the difference between you and others. You can give ninety-nine percent and the coach wouldn't know – only you would. It's being able to give everything, day in, day out, so if you get beaten you accept it because you've done your best. You get out what you put in. If you really work hard at something, you can achieve anything.

Interviewer: Are sportspeople arrogant or just confident?

Carol: It's a misconception that athletes are supremely confident – they're full of self doubt. That's what drives them because if you believed you were going to win all the time, that it was easy, why bother? Every day you have doubts about your fitness, your injury status. It's how you deal with those doubts, particularly on race day – that's the key. You have to be quite selfish as an athlete and I suppose that comes across as arrogance sometimes. But I don't race for second place.

Interviewer: What part does luck play?

Carol: People think athletes are superhuman but they're not – they can be lucky with their bodies and injuries but it's about drive, ambition and determination, not luck. My success is in my head as much as my body. If I think about the consequences of failure, I perform badly – it's not exactly fear of failure but fear of having sacrificed everything for nothing. When negative thoughts pop into my head I keep them out by visualising the race, what I want to happen. Lots of athletes go over a race in their heads before the start. The more you rehearse, the more it seems natural it will happen that way – is that luck?

Interviewer: What about the publicity?

Carol: I try to deal with journalists and photographers as I want to be treated myself. They're doing their job just like me. It's hard when you've just lost and you want to go and hide but you still have to do interviews and show up for sponsor events. I know that without financial backup I couldn't do it, so I try to focus on what's important and not let other things bother me. And it's nice when I win and everyone wants to interview me!

Interviewer: What advice would you give other young cyclists?

Carol: Being too goal-centred can be destructive. When I won my first big medal, I realised nothing changes. It's just a part of your life. It's not everything. It's about balance, and I'm aware of the dangers of being successful – sometimes achieving your goals can bring elation, then depression and a loss of focus. But it's exciting – and you have to feel that, to love it. That's probably the key piece of advice – all the money and success in the world won't be worth it if you hate what you're doing.

Interviewer: Thanks for talking to us, Carol ...

Unit 10, Listening Activity 1

Track 1.21

Speaker 1: I think I have lots of friends, though in a way they're more acquaintances I suppose – I don't feel I can share my real innermost thoughts with them. It's not that I don't trust them, because on the whole I do – and I see them every day at school – it's more that I love sport and they don't, which makes it difficult for us to do things together. I regret that a lot and I feel quite jealous when I see groups of friends out together doing stuff. Maybe things will change as we get older.

Speaker 2: My closest friend doesn't live near me any more, so we have to keep in touch by phone and email. That's fine – we've known each other since school and our friendship is very deep. I don't think we're really alike – and that's what makes our friendship so interesting – we can tell each other about our doings which stops us getting bored! We love pulling one another's legs – she's the only one who really gets my jokes.

Speaker 3: We don't see each other very often now even though we both still live in the same town and grew up together. I think we've just grown apart and developed different interests – what's missing for me now is the feeling that I can go to him if I need help – I'm not sure

that he'd be there for me. I think that's such a key thing in a friendship. Of course, I miss the fun we used to have, but I've got other friends now, and after all – life moves on.

Speaker 4: I often read those quizzes in magazines – you know, 'Are You a Good Friend' – that type of thing – I usually come out of them quite well. But what I know about myself is I need to have my friends around me – I'm a people person – and even though there's always Twitter and Facebook they're no real substitute for being together in person. It's not that important to be the same kind of person, nor to like the same kind of things – but you do need to be there all the time!

Speaker 5: Most of my friends like loads of different things – and it's great that we can give ourselves space and not worry about being together all the time. We have a good laugh together – though not all my mates get my idea of a joke! But we all have the same values, we're the same kind of people really. That's what supports a good friendship, not the other stuff – and if we don't meet up for a few days that's not a problem. We just pick up exactly where we left off!

Unit 10, Speaking Activity 1

Track 1.22

Here are some things that friends often think are important and a question for you to discuss. Talk to each other about how important they are in a good friendship.

Unit 11, Listening Activity 1

Track 2.1

Hi everyone – I'm Pete, and I'm here because you're all planning to go on your very first cycling expedition across Europe. I've been there, and I'd like to share some of my experiences with you and give you some tips for making the most of such a trip. It's incredibly exciting, but it can all go horribly wrong if you don't follow some simple guidelines. I'll answer any questions at the end, so don't worry if anything occurs to you while I'm speaking. So, what will guarantee you a successful expedition? It may seem obvious, but in my opinion it's preparation! Read as much as you can about everywhere you're going, so you can anticipate any problems that might come up. On a practical level, the first thing you need to do is arrange all the finance for the trip, which may mean looking for people to back you. I hope you've already got some sponsors in place but you can never have too many – I emailed potential sponsors, then called, then sent letters. You'll need a great deal of patience but finding the right person to talk to is crucial, and don't get downhearted if it takes time. One thing I was told that really helped me was not to get bogged down in detail – to set the leaving date and stick to it. And that moment of departure is a great feeling! Once you're out there on the road, there are loads of things to think about. I had this big idea of covering a pre-determined distance every day but people kept stopping me to talk about interesting things and opening up to me about their own dreams and ambitions. I got a glimpse into the day-to-day lives of people living in the different

countries and cultures on the way. I felt it was important not to let the concept of cycling round Europe get in the way of the 'experience' which I describe as special and not something that many people get the chance to have. One family I stayed with cooked me a very traditional meal and invited the whole village to eat with us – I found that quite emotional!

So don't turn down any invitations you may get, but if you have the chance to stay with families on the way, be a good guest – which is a lot to do with trying to make conversation, even if you don't speak the language, and being tidy. I describe it as not acting like I was staying in a hotel and it taught me a lot.

A bike tour is full of ups and downs: you have to deal with tiredness, boredom – that was the worst for me! – and not having any personal space. On top of that you're exposed to the elements but remember – the lower the lows the better the highs! There are new challenges every day and there's also the constantly-changing scenery which I found kept things interesting.

But you have to think about why you're doing the trip at all – is it enough to do it for personal reasons? Having a goal in any challenge is important because it keeps you motivated and gives you a reason to keep going when things get tough. My motivation was raising awareness about a small, relatively unknown charity, which protects wilderness areas. What I had to do during the trip was observe climate change and write about my findings on a blog that I updated every evening – I loved doing that. I also sent back photos and videos, which had an extra benefit for me personally because it meant I developed certain skills in media and communication – not to mention photography! That should stand me in good stead in the future – I'm hoping to develop my career as a journalist once I've stopped going on expeditions!

So, now – is there anything you'd like to ask me?

Unit 11, Speaking Activity 1

Track 2.2

Examiner: 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 short question about your partner's photographs.

It's your turn first. Here are your two photographs. They show people travelling in remote regions. I'd like you to compare the photographs and say what people learn from going on trips like these.

Candidate: Both these photographs show people on expeditions. In the first photograph there is a group of people. I'm not sure exactly where they are but it could be the North Pole or somewhere like that because they are all wearing very warm outdoor clothing and there is a lot of snow on the ground. There is a light plane to their right, so they must be somewhere quite difficult to get to by road. I think the plane might have come to pick them up at the end of their journey. The people are all carrying heavy backpacks and are dragging big bags that might have

tents or some other kind of equipment in them. It's hard to see their faces but I imagine they are looking forward to going home. They must have achieved what they set out to do.

In some ways the second photograph is similar because again we see someone in a very remote part of the world. Like the people in the first photograph, this person seems to be very warmly dressed and we can see some snow on the mountains in the background, so presumably it's very cold. The main difference is that this person is alone, or at least we don't see anyone else in the photograph. Also he is travelling by bicycle, whereas the people in the other photograph were probably using dog sleds or travelling on foot. It could be somewhere like the Himalayas or the Andes but I'm not really sure.

I think the people in both photographs must have learnt a lot about the environments they have travelled through but also about themselves. The people in the first photograph will have learnt about how to get on with each other and how to work in a team, while the person on the bicycle will have learnt to cope with loneliness and fear.

Unit 12, Listening Activity 2

Track 2.3

Hello, I'm Carrie, and it's great to be here and share my experiences of writing crime novels with you. I've been writing novels for ten years now. What do you imagine a writer's life is like? Do I sit for hours in my own world waiting for inspiration to strike and then dash off words at a furious rate? Definitely not! Writing isn't a random activity but a skill, which in theory anyone can master, but the reality is it's hard work, especially those times when your mind is completely empty – just like your computer screen! That's what's generally known as writer's block but I like to call it a nightmare!

So, now I'd like to pass on a few tips that helped me along the way. Before deciding to write a book, think about why you want to do it. Some people expect huge financial rewards but there are no guarantees of success and there are safer ways to make your fortune. Others want to be famous so you must identify your own motivation first. I believed that people wanted to read what I had to say and I could tell a good story. That sounds like the best reason, but it may not be enough to keep everyone going in difficult times.

Simply wanting to do it is not enough. You have to know how to write for the market. Crime is the number one best-selling genre in the world and you must do your research. I spent ages finding out about the way various police departments work, their systems and so on.

Identify what readers want. What I did was get hold of books by best-selling authors and analyse them chapter by chapter, line by line. That told me the main reason for their high sales figures and what makes them special.

If you're planning to write crime fiction you really need to understand what people enjoy about it. That helped me, but it's pretty complex. We're all competitive – we want to

be better than everyone else, and one of the ways we can do this is being the first to solve a mystery. Take a crossword for instance – finishing one gives a feeling of satisfaction and pride. People love quizzes and problems and that's why crime fiction is popular. Readers want to go through the clues and guess the identity of the murderer before the last page.

What about the practicalities of writing? The best piece of advice I was given was to remember that crime writing has rules and conventions, and to follow them. On a personal level I also learned very early that I shouldn't try to improve things while I'm writing – that slows me down. I have to finish the whole story before I go back and concentrate on details, though I know everyone's different. But you do have to work closely with your editor and listen to their advice rather than just your friends or family.

I find it hard to know when to stop but if you keep adding too many details they can interfere with the narrative, and make the plot difficult to follow.

Don't imagine you can relax when you've written the book – you still have to make sure it sells. There's the back cover of your book with the synopsis of your novel to do. It needs to be short but it must grab the reader's attention. So show your summary to friends – would it make them want to read the book? You also have to be quite good at marketing as you may need to do a lot of promotional work, making personal appearances, signing copies and so on.

I think I've been so lucky – I can't imagine wanting to do anything else, even though it is more difficult than you might think!

So now – have I covered everything?

Unit 13, Speaking Activity 1

Track 2.4

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 short question about your partner's photographs.

It's your turn first. Here are your two photographs. They show people performing. I'd like you to compare the photographs and say what part memory plays in doing things like this.

Unit 13, Speaking Activity 4

Track 2.5

I think I would enjoy being in the play more. I've been in a couple of plays at school and although I was quite nervous it was really good fun.

Unit 13, Listening Activity 1

Track 2.6

Extract 1

M: That article was pretty funny – the one about the dog that skateboards!

F: I know it seems like that – but when you actually think about it, a dog whizzing round the street on a skateboard – ridiculous! It could get in people's way. I'm sure it makes children laugh, though! And it's certainly not something you see every day.

M: Some people reckon it's not worth writing about – it's irrelevant. I suppose they could be right.

F: There are more useful stories to put in the paper – though it's not exactly bad to have it, just out of touch with what's important.

M: Well, it made me smile anyway.

Extract 2

Oh, hi – I'm calling from Q3 Telephone Services. Do you know about some of our new special rates for international calls? Whatever you're currently paying on your existing deal, we guarantee you'll find our rates competitive and that you'll make substantial savings on your monthly bills. This opportunity will only run for a short time, so why not take us up on the trial period? Either call us on 0294 68500 or go on to our website, which sets out all the details. As you have been a customer of ours in the past you can take full advantage of this opportunity. Thanks for your time.

Extract 3

F: Did you see that group of young people hanging round when we came in?

M: Yes – they seemed a bit threatening to me – even though they weren't doing anything and I'm sure they're perfectly harmless really.

F: It's not that – it's just that there must be so many other things they could be doing – much more interesting for them.

M: I agree, and bus stations can be quite depressing enough without having to keep an eye on other people just in case! I hope the bus comes soon – it's late.

F: It infuriates me that there's not enough done for young people nowadays – and it's the same everywhere.

Extract 4

During my research for this programme – which was originally going to be concentrating on finding new and different forms of heating and so on – it became clear that we're just not doing enough to look after the planet in general terms – recycling, that sort of thing. I realise it's not easy, but I was taken aback by how little the average man in the street seemed to know or think about – so that caused a shift of emphasis. I now see it as a wake-up call, bringing the kinds of things we can all do out into the open.

Extract 5

F: Well, everyone thought it'd be a good game, but it turned out to be better than that.

M: It was certainly closer than anyone anticipated! And at least it was played in good spirit – none of those stupid arguments or refereeing decisions that spoil a game – they're so annoying!

F: But in the end it wasn't a good result, was it?

M: We've been playing so badly recently the coach wasn't too displeased with us! And personally I've missed so many matches with my knee I was relieved to finally be involved in a game. But a bad result like that is hard to deal with, especially after such a good game.

Extract 6

M: That lesson was more interesting than usual – I normally

hate history!

F: I could actually see what the teacher was on about this time – what she meant and how it kind of fitted in with other things we've been studying. That was a first!

M: It was hard to get some of it – though there was stuff I hadn't realised before, like how past things still affect us – political decisions, I mean.

F: It put things into perspective for me – that's very positive, though what's gone is gone.

M: It still didn't really grab me, though – far too much detail. History's not really my scene.

Extract 7

F: Loads of shops sell copies of designer-branded clothes now. But if they're reasonable quality, does it matter if they're not real?

M: Personally I wouldn't go for them 'cos you can tell fake gear a mile off. I'd rather buy fewer clothes even though I know they're over-priced.

F: Ridiculously so – it's not for me. And I wouldn't get the fakes anyway. I don't want to stand out in something that's out of date. My friends would laugh at me!

M: If you can get hold of clothes with a slight fault – like a small hole – then they're much cheaper.

F: Not sure about that – and I hate mending, anyway!

M: Then what can you do?

Extract 8

Hi, I don't think I'm going to get away before five after all, so there's no chance of being able to eat with you before the film – a good thing we hadn't booked in anywhere! I'll probably stop off and get a sandwich on the way and just catch up with you at the box office, but you go ahead and get yourself something – there's that café opposite the cinema, though I don't know what it's like. According to the radio there's a lot of traffic building up on the motorway so I might get held up – if that happens I'll call you on the mobile and you'll just have to go on your own.

Unit 14, Listening Activity 2

Track 2.7

Speaker 1: I often have problems getting my message across. Some people seem to be natural communicators while others struggle. I find it hard to get to the point and not beat around the bush – which can be pretty confusing for the listeners, though my slides are good. People have very short attention spans, so you can't include too much redundant stuff and it's crucial to be direct about what you're trying to say. Of course things like good eye contact are useful, and some people say body language is the thing to concentrate on but I know it's all in the writing of the presentation.

Speaker 2: This may seem obvious to you but it's amazing how many people wear a kind of mask to impress others. I was guilty of this myself when I started out because I felt huge pressure to make a good impression on everyone else. But in the long run it didn't work – people see through you. It doesn't matter how good your speaking voice is, or how much of an actor you are, you have to

speaking from your heart. But nowadays, without being able to use slides effectively you may not be as good as you could be, though you have to retain your integrity.

Speaker 3: Some people are very animated when they're talking to others – they use lots of hand movements and different facial expressions. If this is your style, that's great! If not, don't worry about it. You have to find a way of expressing yourself that you're comfortable with and stick with it. As long as you're getting your views across, which means articulating your words well and not mumbling, that's the key – and if you can make sure everyone in the audience thinks that you are looking at them and talking directly to them then that's a bonus.

Speaker 4: When I'm passionate about something I tend to speak really fast, wave my arms around and try and get all of the words out at once. When you speak fast and have a lot to say, it's hard for all the information to be processed by the listeners at the end of it. But you need to support what you're saying, so mastering the computer is something I think should come first. The slides can actually slow your speaking down, which is no bad thing – and you can always use your body if you want to!

Speaker 5: People used to say I smiled too much – though I don't really get that! But seriously smiling did and still does have a very positive effect on others. When you smile your eyes light up and you can hear it in your voice. Good communication is always made better if people enjoy listening to you. But there's something I learned very early that for me is the number one tip – if you look away from your audience and have a miserable face, you may find that people don't warm to you, or worse still don't trust you. Slick computer skills can't make up for that!

Unit 14, Speaking Activity 1

Track 2.8

- 1 Where are you from?
- 2 Which town do you live in now?
- 3 Can you tell us something about your family?
- 4 What do you enjoy doing at the weekend?
- 5 Can you speak any other languages apart from English?
- 6 Do you enjoy learning English?
- 7 What kinds of films or television programmes do you enjoy watching?
- 8 Do you play any sports?
- 9 What kinds of magazines do you enjoy reading?
- 10 What kind of transport do you prefer to use when you travel?

Practice test, Listening Part 1

Track 2.9

Extract 1

Oh, hello, it's Sara Jones here. I've got two tickets for this evening's show, but unfortunately I'm not very well and won't be able to make it. I know you don't give a refund unless you can re-sell them, but would it be possible for me to come next Saturday instead? I'm quite prepared to pay

any admin fee and I don't mind which part of the theatre the seats are in – even the restricted view would be OK. The problem is I can't get the tickets back to you today. Could you call me on 786533 when you get this message, so I can give you the details? Many thanks.

Extract 2

M: Well, that was a load of hype! I really thought it'd be brilliant after all the trailers.

F: Bits of it were! The technical side for instance – I've never seen anything like it – it all looked so realistic to me.

M: Hm, I found it all a bit of a bore really. The only thing for me was the performance of the stars – they made it something to remember.

F: Hm, I was particularly moved by the young girl's scenes – it was her first film, wasn't it? She's so talented – we'll be seeing a lot of her in the future.

M: Hopefully not in films like this one!

Extract 3

M: I can't believe I'm still hanging round – I checked in ages ago! I don't normally have problems with this carrier – that's why I fly with them on business.

F: I've been waiting since ten! A friend's meeting me at the other end – she'll be really fed up!

M: It could be a problem with the incoming flight – bad weather conditions or something – but they're not exactly keeping us informed, are they? It'd make it easier if we knew what was happening.

F: I tried asking at the information desk but that didn't get me very far.

M: Well, if it takes much longer I'm going to see if I can change my ticket for another flight.

Extract 4

Hi, Jo – well, I got through the first semester but I'm not sure how! I knew it would be demanding – after all, I've never done anything like it before. I'm enjoying the challenge of the coursework and keeping up with the lectures, though some of it isn't exactly fascinating – I think it's the way the tutors deliver it rather than the subject itself, though. It's not the way I thought it would be, and it takes ages to get everything right – I don't mind putting in the hours but I know you're all a bit annoyed I can't go out as much as before! Next term should be better.

Extract 5

M: Do you like those game shows where people have to do extreme sports to win prizes? They're getting a bit silly, I think.

F: Some of the things they do are totally stupid – whoever dreams up the ideas must have a great sense of humour.

M: There was that one in the swimming pool with enormous red balls they had to run across – it wasn't people falling into the water that made me laugh but the fact that they bounced!

F: What must it cost to put on a game show? I can't imagine how television companies afford it.

M: I guess it's the adverts that pay for it – it probably doesn't cost the TV company much.

Extract 6

It was always my first love – my mother talks about how

I'd sing endlessly even when I was very young. At school I hated music lessons, not 'cos of the subject but 'cos it was done in such a boring way! My teachers were pretty annoyed with me, because they realised I was wasting my talent. I went in for a music competition when I was sixteen, which I didn't win, but it got me in touch with like-minded musicians. Now I've joined the band I have to go along with their choice of music, though, which has to be what works commercially, not what I'd choose myself. Once I've really made it things will be very different!

Extract 7

People have enjoyed chewing natural products like bark and tree resin for thousands of years, and such products were often believed to have medicinal properties. Now it is produced commercially in a vast industry with worldwide sales measured in billions of pounds. Although it is so widely used and there are a huge range of different forms of the product, including sugar-free and medicated gum, we're increasingly concerned about the environmental impact of the way people dispose of their gum. The cost of removing it from the streets is enormous, and some wildlife can be seriously harmed by eating it.

Extract 8

I'm pretty fed up with everything I've been hearing over the last few minutes. The people you are talking to seem to be just ringing in to moan and OK, they're taking the chance to say what they think – but they're all so critical. I know giving the opportunity to hear different opinions is the focus of a phone-in programme so if you changed the format it would become pretty pointless, but there seems to be little balance in what you're doing at the moment. I want to make the point that this kind of show should present a range of opinions, not just the negative views as it does now.

Practice test, Listening Part 2

Track 2.10

Hello, everybody – I'm Anne. I'm here to tell you about the work I do in the film industry, and give you some tips on how to get into it yourselves. I followed a popular route into working behind the scenes by becoming a runner – it's a very junior job but it can lead into any area of film making, from camera work to research to directing. My ultimate aim is to be a producer.

It's a rather strange name for a job, and in fact it's a difficult job to define, but you may have noticed it on the credits that come up on the cinema screen at the end of a film. Being a runner involves helping out on the production of a film with what's often referred to as 'odd jobs' but I prefer to call general tasks. I suppose it comes from the idea of running from one job to another! What I actually do varies depending on the film and the location, but I often help members of the production team with things like unpacking the gear, setting up for the shoot and getting food and drinks for the crew – though strangely what I seemed to spend most of my time doing on my very first

assignment was photocopying! A runner is really useful when things go wrong, because they can spend time away from the shoot sorting out problems while the film crew and the actors get on with their work. That's the part of the job I like best and no two days are the same. One day I was amused to be asked to go to another town to pick up some equipment that had actually been left behind! No matter how much planning has been done by the production team things can always change at the last minute.

What I've found most useful apart from following the director was working closely with the technical crew. From the practical point of view that was brilliant. I learned loads of really useful stuff, and lots of runners I know have gone on to become camera assistants.

There are certain qualities that make a good runner.

Determination is quite important because it is so hard to break into the industry, and it's good if you are energetic, enthusiastic and patient – but it's most important to be what I call a good 'ideas' person. I also learned never to be late on the first day of a film shoot – it's the worst thing you can do, so you soon learn to be organised. You also meet people from many different backgrounds, so it's vital to have good communication skills.

When you're looking for work, one strategy is to send your details to loads of companies, in the hope of getting a job interview. The biggest problem is that most vacancies aren't advertised in the newspapers – you find out about them through word of mouth, and most of them are only short contracts with small salaries. I've put my CV on several media websites so companies can contact me when they are looking for runners.

People ask me if working as a runner is better than doing a course at college if you want to work in films. At the end of the day, the experience is fantastic but you do also need to have done the groundwork. I think many people who work as runners are attracted by the idea of making contacts that might lead to further opportunities but of course that's not guaranteed.

I have to say that working on any production is exciting because everyone is focused and dedicated to making it work. There is a really strong sense of teamwork which for me is something that is the best part of working in the industry. I love it!

So now – are there any questions?

Practice test, Listening Part 3

Track 2.11

Speaker 1: When we first arrived I thought we'd made a mistake and it was too quiet – not enough for us all to do – but when we found the wonderful strip of beach just along the coast I was thrilled. The number of places to eat and shop there was incredible, and prices were reasonable. It was important that we could all find things we liked – sport for some of us, walking for others. I always want to find out about the history of places I visit, so for me it's the museum that I'll actually remember. I think my

understanding of the language improved too – a bonus!

Speaker 2: The resort was fantastic – though I'd expected that from the reviews – but it was the food that just blew everyone else away! There was so much choice and it was all good. What made it for me, though, was the chance to just hang out with my mates – chat, catch up on things – you're usually too busy for that. The shops were good too – lots of bargains! There were loads of beaches to walk along and other resorts to explore – really quiet areas for when I wanted to get away from things and relax – which wasn't often! I would definitely go there again.

Speaker 3: We stayed in a small resort but it was pretty easy to rent a car or take a bus to nearby larger places, though they were too far to walk to, which was a shame. My main aim in going there was to get away from the stresses of student life, and that was certainly what happened. In fact, it couldn't have been better. There was a lovely old town which had a great sense of history, and we all enjoyed wandering round in the evenings. I was even able to try out my primitive language skills which I'd hoped to do and I definitely got more confident!

Speaker 4: I love travelling, and I think it's important to be able to communicate with people in other countries. I often choose a place to go just so that I can practise the language, and this holiday was perfect for that as I was on my own. That had the double bonus of meaning I could do whatever I wanted without asking anyone else – go to galleries, relax, go swimming, cycling – I certainly got fitter! – but most importantly I had to talk to people in restaurants, shops and so on. Of course I learned a lot about their way of life as well and I didn't miss my friends at all!

Speaker 5: My last holiday was a cruise. I'd expected to hate being stuck with other people – I only went because my friend wanted to try it. We visited lots of different ports, and when we got off the boat we sampled loads of exotic dishes in all the different restaurants. I think that's what I look back on now with the greatest pleasure. The pace of life on the boat was slow and leisurely, which I found frustrating, but at least there was a gym on board so I was able to go running and swimming every day. Everyone on the boat spoke English, so my language skills didn't improve much!

Practice test, Listening Part 4

Track 2.12

Interviewer: Kris, you started tennis very young – how did that happen?

Kris: My parents worked at a leisure complex – Dad was a tennis coach. I began playing with him when I was four. At my first school I tried rugby which I actually liked better because I could play with my friends, so keeping on going with tennis was really tough. After one rugby match I went home with a cut on my forehead and my parents told me to give it up. Up until then I played tennis twice a week, but after that I played more often and improved rapidly.

That got me hooked and by the time I was twelve I was pretty good.

Interviewer: Were you a good student at school?

Kris: I enjoyed school on the whole and I wasn't bad academically, though I couldn't really see the point of it – I already knew what I was going to do. I still keep in touch occasionally with a few old classmates, though my life is very different from most of theirs – but I am grateful for the teachers who taught me that if you dedicate yourself to something, there's nothing that can't be achieved. I started competing seriously when I was fifteen.

Interviewer: You were successful in national tournaments very quickly. How were those early years?

Kris: I fell in love with the buzz of competition. Now the trend is for junior players to go to college first, take a few more years to grow up before trying to make it as a professional but I'm glad I didn't take that route. I just wanted to play, and I was lucky I was tall and strong enough to compete with older players quite easily, though some of them resented me. It taught me a lot about people, and I needed to mature faster – that's given me an edge.

Interviewer: Tell us about your exercise routine and diet on a normal day.

Kris: I try to follow a healthy lifestyle. It's important to avoid stuff like fast food, though I admit I really missed it at first! I train hard – my coach pushes me to build up my strength and stamina. I run first thing every day, then spend four hours working with him on my technique on the court. That's the bit I enjoy, though I know the rest of it is probably even more important. He's introduced me to yoga which is good for my flexibility – it's hard, though, and I try to avoid it. I don't enjoy the fact that it isn't competitive – I need that to spur me on, though I don't really mind being told what to do.

Interviewer: What do you like most about being a professional?

Kris: Of course it's great seeing places I wouldn't otherwise have the chance to visit – some tournaments take place in fascinating cities, and I always try to look round if I can. Spending so much time away from my family and friends isn't great, though, and hotel rooms are very lonely even when you're earning enough to do what you like. I find it a privilege to talk to loads of interesting people – it's something I never imagined I'd enjoy, but in fact that's what makes it really special.

Interviewer: Do you have any advice for young players who'd like to follow in your footsteps?

Kris: I believe setting goals and working as hard as you can for them is a big thing, though that's not something you can rush. Don't totally ignore those who want to help you – I was rather stubborn at times, and that didn't always make my life easy – though you know yourself best and sometimes you do have to stand up for yourself. Top of the list is how you feel – never underestimate how having a good time builds the real foundation for success.

Interviewer: Finally, is there anything you'd like to achieve?

Kris: Apart from winning that really big tournament?!

Many players want to coach, though I don't have the patience or selflessness for that. I'm attracted to the idea of taking up something completely different – say cycling – and getting to the top in that. The idea of becoming a television commentator has crossed my mind – it's glamorous, though probably harder than it looks!

Interviewer: Thanks for your time, Kris ...

Practice test, Speaking Part 1

Track 2.13

Where are you from?

Do you use a computer much in your free time?

Tell us about a television programme you've enjoyed recently.

What's your favourite month of the year?

What do you enjoy most about learning English?

What sort of job would you like to do in the future?

Practice test, Speaking Part 2

Track 2.14

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.

Candidate A, it's your turn first. Here are your photographs. They show people learning different things.

I'd like you to compare the photographs, and say what you think the people are enjoying about learning these different things.

All right?

Thank you.

Candidate B, who do you think is finding learning the easiest?

Thank you.

Now, Candidate B, here are your photographs. They show people sharing an important moment together.

I'd like you to compare the photographs and say why you think this moment is important to the people.

All right?

Thank you.

Candidate A, who do you think is enjoying the moment the most?

Thank you.

Practice test, Speaking Part 3

Track 2.15

Now, I'd like you to talk about something together for about two minutes.

I'd like you to imagine that a school is doing a project on how people use technology in their everyday lives. Here are some of the things they are going to include in the project and a question for you to discuss. First you have some time

to look at the task.

Now talk to each other about the advantages and disadvantages of using technology in these ways.

All right?

Thank you.

Now you have about a minute to decide which use of technology has had the greatest effect on people's everyday lives.

Thank you.

Practice test, Speaking Part 4

Track 2.16

Which aspect of technology do you think has been the least useful?

Some people dislike using technology. Why do you think this is?

What do you think is the future for newspapers and magazines?

Why do you think some people always want to have the newest gadgets?

Do you think using a computer saves time, or wastes time?

Some people say we were better off without technology. What do you think?