

Answer Key

Unit 1

Improve your listening skills

C

Get started

Students' own answers

Develop your vocabulary

1

- | | |
|-------------|---------------|
| 1 tabloid | 5 allegations |
| 2 exposé | 6 exuded |
| 3 anchor | 7 stumbled |
| 4 scribbled | 8 columnist |

Develop your listening skills

1

- 1 b 2 a 3 b 4 b 5 b

2

- 1 c 2 e 3 d 4 b 5 a

3

- 1 a 2 b 3 b 4 b 5 b 6 a

4

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

5

- 1 a 2 e 3 c 4 b 5 d

6

- 1 e 2 a 3 d 4 c 5 b

Exam focus

1

- | | |
|-------------|------------|
| 1 three | 4 only one |
| 2 two | 5 allowed |
| 3 dialogues | 6 Some |

2

- 1 T 2 F 3 T 4 F 5 T 6 T

Skills tip

a Yes, b No

Exam practice

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

Improve your speaking skills

A

Get started

Students' own answers

Develop your vocabulary

1

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

Develop your speaking skills

1

Sentences to be ticked: 1, 2 and 4

2

Sentences to be ticked: 1, 3 and 5

3

Suggested answers

- 1 Do you prefer getting your news online or from newspapers?
- 2 What sections of newspapers do you enjoy reading the most?
- 3 Who do you discuss the news with more – family or friends?
- 4 How often do you visit an online news site?
- 5 Do you think people should get the news from more than one source?
- 6 Would you like to see your name in print?

4

Suggested answers

- 1 ... because it's more convenient reading the news online than it is going to the local newsagent's and picking up a newspaper.
- 2 ... as I like to know what's happening in the world of film, music and literature.
- 3 ... because my family enjoy talking about these things, whereas my friends and I prefer talking about day-to-day life such as weekend plans and things like that.
- 4 ... but I'm not terribly keen on reading the news, as it's usually so depressing!
- 5 The news seems to be very much the same wherever you get it from. I know there are a few differences, but I don't think they matter much.
- 6 If they wrote something unflattering, then I'd be quite upset to see my name in print. Otherwise, I think it would be quite exciting!

5

- 1 b 2 b 3 b 4 a

6

Suggested answers

- 1 Answer a is wrong, because the second part of the answer isn't relevant.
- 2 Answer a is wrong, because the second part of the answer isn't a type of news story.
- 3 Answer a is wrong, because the answer is short and rather vague.
- 4 Answer b is wrong, because the answer refers to the personal rather than the general.

Pronunciation

1

- 1 b 2 a

2

Students' own answers

Exam focus

1

- 1 F 2 F 3 F 4 F 5 T 6 T

Skills tip

a No, b Yes

Exam practice

Suggested answers

- I'm from a small town called Dahn. It's about 15 kilometres from here.
- I'm a student. I'm doing a course in business studies and marketing.
- I've been studying English for a little over ten years now. I started studying it when I was about nine years old and now I'm almost 20.
- I enjoy learning new words and phrases and I especially enjoy reading books in English and watching English-language films.
- I enjoy reading magazines and internet articles about sports and music, as I'm interested in these sorts of things. Occasionally, I read novels if I have time to spare.
- I guess I usually read the news a few times every week. Sometimes, if I'm really busy, I won't read the news for a while, but I always come back to it.

■ I prefer getting the news from the internet rather than newspapers and television, because I can select whatever articles and sections I want to read, whereas with television you have to watch the whole programme and with newspapers, you have to go out and get them and pay money for them.

■ I like to read sections about sports and music because I often go to sporting events with friends and I'm very interested in sport, and as for music, I really enjoy listening to it and learning about the different bands I like and what they've been up to.

■ I suppose I watch TV for about an hour a day, usually when I'm having dinner or just before going to bed.

■ There isn't a particular programme that I like watching. I usually just watch whatever's on TV, but sometimes I watch films if I find them interesting.

■ I don't really think so, because radio programmes don't seem to be very relevant these days. I listen to the radio to listen to music, and if the news happens to come on, I might listen to it, but otherwise, I get the news from other sources.

■ I think I'm more influenced by what I read, simply because I spend more time reading than watching TV.

Unit 2

Improve your listening skills

C

Get started

Students' own answers

Develop your vocabulary

1

- | | |
|-------------|--------------|
| 1 skills | 5 streamline |
| 2 goals | 6 nose |
| 3 expertise | 7 consultant |
| 4 sealing | 8 make |

Develop your listening skills

1

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

2

- operations manager
- €40,000 / 40,000 euro(s)
- Master's degree
- software program
- Kathy/Cathy Ray
- children's ward

3

- raise revenues
- took a hit
- in debt
- splash out
- haggle
- paid on commission

4

- | | |
|---------------|----------------------|
| 1 advertising | 4 make changes |
| 2 sharp | 5 is paying less for |
| 3 before | 6 because |

5

- 1 a 2 b 3 b 4 b 5 a 6 b

6

- assistant manager
- Latin America
- marketing
- tax liability
- 4.25%
- manage her money

Exam focus

1

- | | |
|---------------------|----------------|
| 1 opened | 4 expenses |
| 2 monologue | 5 an expert |
| 3 quite significant | 6 in the order |

2

- 1 F 2 T 3 F 4 T 5 F 6 F

Skills tip

a No, b Yes

Exam practice

- financial means
- (making a) profit
- (interior) furnishings
- renovations
- multi-tasking
- consultant
- grand opening
- computerised system

Improve your speaking skills

A

Get started

Students' own answers

Develop your vocabulary

1

- | | |
|----------------|----------------|
| 1 redundant | 4 inefficient |
| 2 compensation | 5 profitable |
| 3 prospects | 6 productivity |

Develop your speaking skills

1

Sentences to be ticked: 2, 4 and 6

2

- | | |
|--------------|--------------|
| 1 similarity | 4 difference |
| 2 difference | 5 similarity |
| 3 similarity | 6 similarity |

3

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

4

Suggested answers

1 An efficient employee is better at getting a job done, whereas an inefficient employee wastes a lot of time.

2 Both a low-paid worker and a worker who has no benefits will probably feel unhappy and dissatisfied in their work.

3 One thing a rocket scientist and a nuclear physicist have in common is that they must acquire a lot of qualifications in order to obtain their jobs.

4 In contrast to a shop with everything at full price, a shop offering discounts will have a lot of business.

5 Having years of experience and having high qualifications are equally useful in finding a job.

6 A major difference between a shop on a busy high street and a shop in a dark alley is the number of customers they attract.

5

Sentences to be ticked: 4 and 5

Sentences to be crossed: 1, 2, 3 and 6

Pronunciation

1

Students' own answers

2

Students' own answers

Exam focus

1

1 making a profit

2 four minutes

3 three

4 two

5 different workplaces

6 why these companies might be profitable and how difficult it might be for the employees to get ahead

2

Sentences to be ticked: 1, 3, 5 and 6

Skills tip

a No, b Yes

Exam practice

Suggested answers

Interlocutor: In this part of the test, I'm going to give each of you three pictures. I'd like you to talk about two of them on your own for about a minute, and also to answer a question briefly about

your partner's pictures. (Candidate A), it's your turn first. Here are your pictures. They show people in different workplaces. I'd like you to compare two of the pictures, and say why these companies might be profitable and how difficult it might be for the employees to get ahead. All right?

Candidate A: In the first picture, I can see a large group of employees working in a factory, and in the second picture, I can see a high-tech employee sitting at his workstation, working on a piece of computer hardware. I imagine that the factory is moderately profitable because there is a high rate of productivity and wages for the workers are probably low, although I don't think the product they're making would sell for a lot of money. In contrast, the high-tech company is more likely to be profitable because its products sell for higher prices, although it might have much higher expenses for paying employees. And ... how difficult is it for the workers to get ahead? That's ... well, I think this is a major difference between the two workplaces. I mean, ... the workers in the factory are not likely to be successful at getting ahead in their company, as there are probably few management positions and they probably lack the qualifications. And they might also be at risk of being made redundant because they're easily replaceable. In the high-tech company, there are most likely better prospects for getting ahead, as the employees have a high level of qualifications and they probably enjoy a better sense of job security because they're not as easy to replace.

Interlocutor: Thank you. (Candidate B), which type of employment do you think requires the most concentration? Why?

Candidate B: I think all of these types of employment require a lot of concentration. I would say that the type of employment that would require the most concentration is the factory job because if you're not paying attention and you make a mistake, you could injure yourself on the machine and possibly miss out on work. Furthermore, it's not likely that the compensation for such an accident would be very high. So I would say due to safety reasons and lack of good benefits, you need to concentrate more on what you're doing in a factory.

Unit 3

Improve your listening skills

B

Get started

Students' own answers

Develop your vocabulary

1

- | | |
|---------------|--------------|
| 1 interactive | 5 training |
| 2 deputy | 6 e-learning |
| 3 vocation | 7 assessment |
| 4 compulsory | 8 room |

Develop your listening skills

1

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

2

- 1 a 2 a 3 b 4 b 5 a 6 b

3

- | | |
|-------------|---------|
| 1 sarcastic | 4 angry |
| 2 insistent | 5 sad |
| 3 humorous | |

4

- 1 c 2 a 3 c 4 a 5 b

5

Suggested answers

- They must have a good grasp of technology.
- They are wrong.
- It is not sufficient to make a good teacher.
- Teaching is a vocation.
- They must change with the times.

Exam focus

1

Sentences to be ticked: 1, 2, 4 and 5

2

- | | |
|------------|--------------|
| 1 teaching | 4 training |
| 2 changes | 5 technology |
| 3 decline | 6 choice |

Skills tip

a Yes, b No

Exam practice

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

Improve your speaking skills

C

Get started

Students' own answers

Develop your vocabulary

1

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

Develop your speaking skills

1

- | | |
|------|-------|
| 1 SD | 6 – |
| 2 – | 7 SA |
| 3 SD | 8 – |
| 4 SA | 9 SD |
| 5 SA | 10 SD |

2

Sentences to be ticked: 1, 2, 5, 6, 8 and 9

3

- | | |
|----------------------|------------|
| 1 sure | 4 good |
| 2 utterly/absolutely | 5 complete |
| 3 absolutely | |

4

Suggested answers

- I completely agree. It must be nerve-racking.
- I agree up to a point. Lessons are lessons, after all.
- Don't be so sure about that. Young teachers have more energy.
- You're absolutely right. You don't even have to leave the house.
- I do see your point, but you can have online friends, you know.
- I'm not at all convinced of that. Half of what you read online is untrue.

5

Suggested answers

- I couldn't agree more. Teaching is an activity, after all.
- I see what you mean, but in the end, it's a job.
- I completely disagree. Teaching has remained basically the same since ancient times.
- That's true. You can't learn to teach from a book.
- You couldn't be more mistaken. Robots have no empathy.

Pronunciation

1

Students' own answers

2

Students' own answers

Exam focus

1

- | | |
|----------|-------|
| 1 Part 3 | 4 is |
| 2 Part 4 | 5 may |
| 3 must | |

2

- positive: h; negative: g
- positive: f; negative: e
- positive: c; negative: d
- positive: a; negative: b

Skills tip

a No, b Yes

Exam practice

Suggested answers: Parts 3 & 4

Part 3

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

Here are some of the things a young English teacher might need in order to begin work at a school and a question for you to discuss. First you have some time to look at the task. Now, talk to each other about how useful these skills and qualifications might be in teaching these days.

Candidate A: Shall I start? In my opinion, a doctorate is not the most important qualification for an English teacher. After all, they're rarely going to use that level of knowledge in a classroom.

Candidate B: I completely agree. An ordinary degree should be quite sufficient. Similarly, I don't see how a knowledge of ancient languages such as Latin and Greek would be of much use. The important thing is to be able to teach the contemporary English language.

Candidate A: I agree up to a point, although I have to say that in order to understand a language, you have to know where it comes from. But it's not so important, no. Now, as for computer competence, I believe that this is extremely important nowadays. Not only is it useful in the classroom, but you can also guide students to useful online resources. What do you think?

Candidate B: I couldn't agree more. We have an interactive whiteboard in my classroom, and if the teacher couldn't use it properly, it would be a real problem in our lessons. But the most important thing for me is communication skills. It doesn't matter how much a teacher knows; if they can't communicate it, what's the use?

Candidate A: Well, I'm not so sure that's true. Every teacher has a different style of teaching, and some don't give lessons that are so teacher-centred. For me, passion is the most important quality for a teacher. You have to have that if you want to inspire your students.

Candidate B: I see what you mean. There's nothing worse than a teacher who is obviously bored.

Interlocutor: Thank you. Now you have about a minute to decide which two would be of greatest benefit to a teacher today.

Candidate A: Well, I think we both agree that computer competence is essential in this day and age – right?

Candidate B: Yes, absolutely. There's no way that a teacher today could manage without that. Now, although I believe communication skills are vital, you weren't so sure?

Candidate A: No. I just don't see why a teacher needs extraordinary communication skills. For me it's more important that they should create enthusiasm for the subject.

Candidate B: And I'm in complete agreement with you on that. So, we agree on computer competence and a real enthusiasm for the subject.

Interlocutor: Thank you.

Part 4

Interlocutor: Is it harder to be a teacher today than it was 50 years ago?

Candidate A: I think it is, yes. Teachers used to be much more respected, and their students just listened and never questioned them.

Candidate B: On the other hand, there are many more resources for today's teacher, which I feel can help them a lot.

Interlocutor: What new skills does a contemporary teacher need to have?

Candidate B: Well, computer competence, as we were saying before. They need to know what they can use to make lessons more effective and more interesting for their students.

Candidate A: They also need to have a much wider knowledge of the world. Everything is global nowadays, including the classroom.

Interlocutor: With the advent of the internet, do students need teachers so much?

Candidate A: I think that they can find out a lot of stuff online, and in this respect they don't need to go to the teacher for every single question.

Candidate B: I'm not so sure that's true. Before the internet, there were books they could go to, but they still needed a teacher to give them perspective on what they read.

Interlocutor: Do you believe that robots could ever replace teachers completely in the classroom?

Candidate B: No, I find this idea to be a ridiculous one. Nobody is going to take a robot very seriously.

Candidate A: I do see your point, but I read about robots being used in classes for small children with some success. But to replace them completely – probably not.

Interlocutor: Do you think good teachers are born or made?

Candidate A: Made. At the end of the day, a teacher must have knowledge, and that's not something you're ever born with.

Candidate B: I agree with that, but I also think that we're all born with an instinct to teach. Even young children try to teach their baby brothers and sisters.

Interlocutor: What kind of qualities does a successful teacher need nowadays?

Candidate B: He or she must be flexible. The one certain thing these days is change, or otherwise, teachers can easily find themselves left behind after just a few years in the job.

Candidate A: You're absolutely right. In ten years' time, we could have virtual schools and classrooms, online seminars, all sorts of things. School books might be a thing of the past. If a teacher can't keep up with that, they're in trouble.

Interlocutor: Thank you. That is the end of the test.

Unit 4

Improve your listening skills

A

Get started

Students' own answers

Develop your vocabulary

1

1 bundle	5 passion
2 source	6 unique
3 addiction	7 vintage
4 antiquarian	8 memorabilia

Develop your listening skills

1

1 P 2 I 3 C 4 P 5 C 6 I

2

- 1 a centre of excellence
- 2 Tuesday, 19th June
- 3 twice / two times
- 4 our / the woodland
- 5 a full refund
- 6 signal failure

3

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

4

- 1 b 2 b 3 a 4 b

5

- 1 ✓
- 2 ✗
- 3 ✓
- 4 ✗

6

- 1 Yes
- 2 No

7

Students' own answers

Exam focus

1

Sentences to be ticked: 1, 3 and 6

2

- 1 D 2 C 3 F 4 G 5 A

Skills tip

a Yes, b Yes

Exam practice

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

Improve your speaking skills

C

Get started

Students' own answers

Develop your vocabulary

1

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

Develop your speaking skills

1

- 1 R 2 P 3 P 4 R 5 P 6 P

2

Students' own answers

3

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

4

- 1 rather
- 2 would
- 3 interested
- 4 prefer
- 5 like
- 6 preference

5

Students' own answers

Pronunciation

1

- 1 Comics in their wrappers are worth more unopened than they are after they're opened.
- 2 There may be a ban on exporting rare works of art, but not usually on importing them.
- 3 An unsigned book may be even more collectable than a signed one, if it's a first edition.

2

Students' own answers

Exam focus

1

- 1 F 2 T 3 F 4 T 5 T 6 T

2

Students' own answers

Skills tip

a No, b Yes

Exam practice

Suggested answers

- I'm from a village in India called Bir. It's in the north of India.
- I'm starting college in a few months. I'm going to study hotel management.
- Well, I was learning English at school in Bir when I was very young. But I didn't really start learning it, ... let's see ... until I was about 14. So I've been studying it regularly for six years now.
- At the moment I'm living with my parents and my brother and sisters. I have one brother and two sisters. But next month I'm leaving to go to England. There I'll live with my aunt and uncle and my cousin, Rishika. They live in Manchester. That's where I'm going to study.
- Not much, unfortunately. I work most days to help my father and I study most evenings to improve my English. I get a little free time at the weekend. You know, I might have some free hours on Saturday afternoon or evening.
- I'd rather spend a few hours each week out somewhere with my friends. I enjoy their company. I find it easier to talk to my friends about things. Sometimes it's difficult to talk to my parents because they always worry about me too much.

- I like to do some exercise if I can. I used to play in a football team at school and I still play quite often with friends; not for a team, though, just for fun. If I'm at home, I read a lot – English books and also some Indian books that I enjoy. And I love to listen to music. I listen to a lot of Indian music but I like English pop music too.
- I know some of my friends used to be avid collectors but they stopped when they got older. Um ... to be honest, it isn't something I think I'd like to do. I can't really understand why people do it. People who collect stamps or money, for example. I don't know if they look at the things they have collected and it makes them happy. Or perhaps they can make money out of their collectables.
- Well ... umm ... actually, I'm a big sports enthusiast so maybe I would collect something connected with that. I could collect football scarves or T-shirts. Although, they're expensive so I'd have to save a lot of money.
- Yes, I do. I think it's important that we all have balance in our lives – work *and* leisure. We have to work but I think we should have fun as well. So if people have a hobby or something they like doing, something that gives them pleasure, I believe that's a good thing. I think too much work isn't good for anyone.
- I think I understand why it's important to keep things from the past. Everything old is part of our heritage so it is part of what made our lives the way they are now. So antique collectors are doing a good job because they save these things. But I think they save old things because they want to make money from them and I don't think that's so nice. And you know, the things you see in antique shops are often just junk – with no monetary value and with no aesthetic value either.
- Although, as I said, it's important to have balance in our lives, and to enjoy our hobbies and interests as a way of relaxing, it *is* true that some people get so focused on their hobbies that they ... well, ... they can get a bit boring! You know, always talking about their hobbies and spending all their money and time on that hobby. Maybe that's going too far the other way!

Unit 5

Improve your listening skills

A

Get started

Students' own answers

Develop your vocabulary

- 1
1 methane 5 turn out
2 polar ice caps 6 temporary
3 random 7 Climate sceptics
4 Meteorology 8 monsoon

Develop your listening skills

- 1
1 O 2 F 3 O 4 O 5 O 6 F 7 O
8 O

2

- 1 If you ask me, – OV
2 As far as I'm concerned, – OV
3 I'm sure [that] – OV
4 It's obvious [that] – OF
5 I believe [that] – OV
6 Everyone knows [that] – OF

3

- 1 According to experts,
2 It seems to me
3 Anyone can see
4 Statistics show
5 I reckon
6 Nobody can deny

4

Students' own answers

5

- 1 M 2 O 3 O 4 F 5 M

6

- 1 According to this website, It seems to me
2 In my opinion, As I see it
3 In my view, As far as I'm concerned
4 Climate scientists say, Records show
5 To my way of thinking, According to research

7

- 1 T 2 F 3 F 4 F 5 T 6 T

Exam focus

1

Sentences to be ticked: 2, 3

2

- 1 is not 4 information
2 won't 5 sometimes
3 sometimes 6 incorrect

Skills tip

a Yes, b No

Exam practice

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

Improve your speaking skills

B

Get started

Students' own answers

Develop your vocabulary

- 1
1 prediction 5 biomass fuel
2 landslide 6 avalanche
3 aftermath 7 drought
4 extreme weather 8 disrupt

Develop your speaking skills

1

- 1 a C b U
2 a C b U
3 a U b C
4 a C b U

2

Suggested answers

- 1 I'm not convinced that what he said was completely true.
2 Perhaps your suggestion isn't entirely realistic.
3 I doubt that they've thought enough about the problem.
4 It's possible that she should think more about other people.

3

Possible answers

- 2 Perhaps it is the result of a tsunami, as it isn't raining.
3 The fact that there are people on top of the buildings makes me think it was a sudden flood.
4 Since there are so many cows, I'm fairly sure that it's in a rural area.
5 It seems to me that people are coping well in the circumstances. The reason I say this is that it seems quite calm and nobody's panicking.

4

Students' own answers

5

Possible answer

This photo shows the aftermath of a landslide. Perhaps this was caused by heavy rain or maybe an earthquake. A large number of trees have been carried down the mountain and many of the buildings and vehicles at the foot of the mountain have been destroyed.

It doesn't seem to be a highly populated area so hopefully there weren't any casualties. I'm fairly sure it will have a bad impact on industry though. The fact that there is so much damage means this will take a long time to clear up. It seems to me that it's difficult to prevent events like this but perhaps the only thing to do is to consider whether or not this is a good place to build houses or businesses.

Pronunciation

1

In the aftermath of such a devastating event, it is imperative that we get aid to the people who have been affected by this tragedy. The government will do all it can to provide help in the form of both financial compensation and practical help. It is at times like these that the values of our communities become clear.

2

Students' own answers

Exam focus

1

- 1 F 2 F 3 T 4 T 5 T

Skills tip

a Yes, b Yes

Exam practice

Suggested answers

Interlocutor: In this part of the test, I'm going to give each of you three pictures. I'd like you to talk about two of them on your own for about a minute, and also to answer a question briefly about your partner's pictures. (Candidate A), it's your turn first. Here are your pictures. They show extreme weather or climate conditions in places where people live. I'd like you to compare two of the pictures, and say what effect these weather or climate conditions might have on people's lives, and how people might reduce or avoid these effects. All right?

Candidate A: OK ... Well, this picture is obviously a town or a city after a severe snowstorm. I think the main way this might affect people's lives is that they can't get around, because the roads are blocked and cars and buses can't move. It might close airports and disrupt train services too. In my experience, storms like this can also cause power cuts.

This picture shows something similar – it must be a flood, probably following several days of heavy rain. I'm sure it causes many of the same sorts of problems as in the first picture, but as far as I know the effects often last longer, as floods might actually destroy bridges and so on. Of course there's also the danger that people will drown or buildings will collapse.

I don't believe there's anything we can do to prevent weather events like this from happening at all, but I'm not sure that the authorities do enough to prepare for them. To my mind, it would be better to spend money in advance on snow-clearing equipment or building up river banks, for example, rather than on emergency services or disaster relief after something like this happens.

There probably isn't much that individuals can do about avoiding the effects of events like this, although I suppose they could make sure they have emergency supplies, or leave the area if they're given enough warning.

Interlocutor: Thank you. (Candidate B), which weather or climate condition do you think is the most serious?

Candidate B: In my opinion, the third picture shows a far more serious situation. As Marek Sylvia suggested, the other two weather events can cause a lot of inconvenience for a few days – and yes, I agree that a few people might even die – but the drought in the third picture could lead to the death of thousands of people from famine. Perhaps I'm wrong, but it seems to me that that's a lot worse. The pictures Sylvia discussed both show a situation that's quite dramatic, but it's only temporary. That makes for great photography in the media, but I'm not sure that either of them is a disaster on the same scale as a long drought.

Unit 6

Improve your listening skills

C

Get started

Students' own answers

Develop your vocabulary

1

- | | |
|-------------------|----------------|
| 1 famine | 4 shortages |
| 2 Desertification | 5 consumption |
| 3 surplus | 6 Malnutrition |

Develop your listening skills

1

- | | |
|-----------|-----------|
| 1 concept | 4 object |
| 2 number | 5 concept |
| 3 name | 6 object |

2

- 1 population growth
- 2 one billion
- 3 Thomas Malthus
- 4 motorised tractor
- 5 a huge increase
- 6 genetically-modified foods

3

- 1 (fully) self-sufficient
- 2 eggs, wheat and sugar
- 3 growing their own food
- 4 (had) reversed
- 5 (highly) unprofitable
- 6 subsidies

7 100

8 78

9 58

4

- | | |
|------------------|----------------------|
| ■ national | natural |
| ■ a few years | decades |
| ■ Norton | Norman |
| ■ million | billion |
| ■ – | |
| ■ Indian farmers | government officials |
| ■ IRA | IR8 |

■ –

■ –

5

- 1 better manage their farms
- 2 temperature readings
- 3 genetically-modified foods
- 4 small plots of land
- 5 (over) 200 employees

6

- 1 equatorial regions
- 2 Greenland
- 3 (a) university lab
- 4 metropolitan areas / a metropolitan area
- 5 a farm / a farming enterprise

Exam focus

1

- 1 a lecture
- 2 one
- 3 changes in food production in Ethiopia
- 4 2, 3 and 7
- 5 2 – population; 3 – of Ethiopia's citizens; 7 – the total amount of
- 6 2 – involved in agriculture; 3 – previous year, dependent on foreign food aid; 7 – farmland provided to foreign farming companies so far

2

Sentences to be ticked: 1, 2, 5 and 6

Skills tip

a No, b Yes

Exam practice

- 1 (food) self-sufficiency
- 2 eighty-five per cent / 85 %
- 3 5.2 million
- 4 inaccessible
- 5 infrastructure
- 6 food exports
- 7 300,000 hectares
- 8 climate change

Improve your speaking skills

A

Get started

Students' own answers

Develop your vocabulary

1

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

Develop your speaking skills

1

- 1 S 2 E 3 E 4 S 5 E 6 S

2

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

3

- 1 b 2 a 3 b 4 a 5 b

4

Suggested answers

- 1 One suggestion for planning community gardens would be to enlist help from the local city council.
- 2 If you're looking for courses on organic farming, you might want to phone up a local nursery.
- 3 The best way to find a supermarket with the largest variety of food is to ask around the neighbourhood.
- 4 To get our country to reduce its reliance on foreign food, we must demand that the government take action.
- 5 In coming up with ideas to reduce food costs at home, you should brainstorm ideas with the whole family.

5

- 1 c 2 d 3 a 4 b

Pronunciation

1

average, chocolate, comfortable, evening, factory, general, interest, interesting, international, national, preference, restaurant, secondary, traveller, travelling, vegetable

2

Students' own answers

Exam focus

1

1 household expenses
2 nine
3 evaluating
4 suggesting
5 saving on food costs only
6 local and international issues

2

Students' own answers

Skills tip

a Yes, b No

Exam practice

Suggested answers: Parts 3 & 4

Part 3

Interlocutor: Now, I'd like you to talk about something together for about two minutes. Here are some ways that people can help save on food costs and a question for you to discuss. First you have some time to look at the task. Now, talk to each other about how useful these ways are in helping people save on food costs.

Candidate A: Do you mind if I begin?

Candidate B: Sure, go ahead.

Candidate A: So, we have a number of ways that may be useful in helping people save on food costs. One way that stands out is preparing meals at home. It's much less expensive to purchase ingredients from the supermarket and cook a fresh meal at home than it is to eat out, wouldn't you agree?

Candidate B: Yes, absolutely, and furthermore, I think it's an excellent way to teach yourself how to cook, if you're not so good at it. Another effective way to save on food costs is buying in bulk. Bulk food is always less expensive than smaller packets, as you don't have to pay for so much packaging, even though the food is basically the same. What do you think about that suggestion?

Candidate A: I agree that buying food in bulk is useful in saving on food costs. You could buy things in an economy size, if the supermarket doesn't offer bulk foods, as these sizes of items are less expensive per kilo or litre than the same thing in smaller packets. Using coupons is another useful way to save on food costs, as that reduces the amount of money you pay for that particular item.

Candidate B: I agree, that's a popular and easy way to save money, although I think there are limits to what they're available for. For example, I don't think you can use coupons to buy vegetables or fresh meat. You have to use them for certain products, so it depends on whether you want to buy that particular product or not. I think planting your own garden and cultivating your own food is a great idea, if you have the space.

Candidate A: Yes, I believe that's a very good way to save money on food. However, it might be a bit difficult to make it a success and, as you say, you'd need an adequate amount of space and it might not be suitable for some people if they don't have time or aren't very good at gardening. But if you do have the space, it could be an interesting project and an interesting learning experience, too.

Candidate B: I agree with that, although another problem might be with the fact that you would have to wait a long time for the vegetables to grow and be ready to eat. In the meantime, you would still have to buy food!

Candidate A: I see what you mean. Lastly then, we have purchasing tinned foods. I think this might be a good way to save on food costs, if it's much cheaper than fresh produce, but I'm not keen on the idea of eating a lot of canned foods.

Candidate B: Yes, it might not be as healthy as eating fresh food, but I think some things from cans like beans and some fruits are perfectly fine, and it's cheaper than buying fresh.

Interlocutor: Thank you. Now you have about a minute to decide which two ideas would be the least appropriate in helping people save on food costs.

Candidate A: OK. Well, I think during our discussion we talked about the problems with planting your own garden, didn't we?

Candidate B: Yes, it seems that it might be rather inconvenient for some people to create a vegetable garden, and it doesn't solve the problem of spending too much on food, at least not immediately.

Candidate A: I agree. It might be a good idea in the long run, but the other ways are more appropriate for saving on food costs straight away. I'm not keen on the idea of buying canned food. It might be useful for emergencies, but the idea of food from a can isn't very appealing, as I said before.

Candidate B: No, I don't think it's a good solution, and I'm not sure you would save as much money on it as you would with the other options. So shall we agree that planting your own garden and purchasing canned foods are the least appropriate ways to help people save on food costs?

Candidate A: Yes, those two ways are not as useful as the other three.

Interlocutor: Thank you.

Part 4

Interlocutor: Do you yourselves use any of the methods you talked about to save on food costs?

Candidate B: May I answer?

Candidate A: Of course.

Candidate B: Well, I often buy food in bulk, as my local supermarket has a huge selection of dried foods such as rice, beans, nuts and coffee. They're considerably cheaper than smaller packets. In fact, the reason I go to that supermarket is because they offer so many larger sizes at discount prices.

Candidate A: Yes, some supermarkets are cheaper than others, so that's another way you can cut down on food costs. For me, I do a lot of cooking at home. I eat out on occasion, which I enjoy, but it's definitely more expensive. It's also more expensive to order in, and I might do that when I'm tired and I don't feel like cooking, but I try to make an effort to cook more often at home. I've even taught myself how to make gourmet meals, so it's also a great hobby, and it's healthier than eating out and ordering in as well.

Interlocutor: Are community gardens useful for saving on food costs?

Candidate B: Yes, and in fact, that can solve the problem that we mentioned before, of not having enough space to make a garden of your own, if you live

in a block of flats, for example. It might take a bit of organising, but once you get started, it could be a cost-effective way to have organic produce.

Candidate A: I agree, and actually, there's a community garden in my neighbourhood and it seems to be doing quite well. In addition to saving money on food costs, you can learn how to grow food, and a community garden adds a bit of green space to neighbourhoods as well.

Interlocutor: What are some ways we can cut down on food waste?

Candidate A: That's a good question. I think there are a few ways we can do this. One thing that comes to mind is not to throw away food that could be saved and eaten as leftovers. I'm not sure you can do that with every kind of food, but you could try to do it as often as possible. What do you think?

Candidate B: I agree with you. You can always put uneaten food in the fridge, for example, if you make a meal that's too big to eat all at once. Another good idea is to practise making meals that are the right size, if you don't like eating leftovers, that is. A third idea is if you're dining out and you can't finish your meal, you can ask the waiter to wrap it up for you and take it home.

Interlocutor: Should countries do more to grow their own food?

Candidate A: Yes, I think it's a good suggestion, because food that's grown in the country where you live will be fresher and I think it would also help local economies by providing work for farmers.

Candidate B: I agree, and I think it might be more expensive to import food than to grow it within the country, so that's one way that a country can help its citizens save on food costs.

Interlocutor: Is it a good idea to ban imported food altogether?

Candidate B: No, because there are many types of food that can't be grown locally, such as certain types of fruit and vegetables, or even rice, and it's good to have a wide variety of food in your diet.

Candidate A: I agree. It can be difficult to find certain seasonal foods at different times of the year, like strawberries for example. I think it would be a good idea to reduce the amount of food we import, but having the option of choosing foods from

other countries is a good opportunity for learning about different kinds of food, as well as being delicious!

Interlocutor: Should cooking be a required course in secondary schools?

Candidate B: That's an interesting idea, and in many ways, I think it would be very useful. In my case, I learned how to cook from my mum while I was growing up, but for other people, they may not have had that opportunity, so a basic course in cooking is definitely a good start.

Candidate A: I agree, and to be honest, there were a lot of things about cooking that I had to learn by myself, through trial and error, and some other people might not even want to get started with cooking on their own. However, a basic course, like you just mentioned, could encourage more people to take up cooking.

Interlocutor: Thank you. That is the end of the test.

Unit 7

Improve your listening skills

B

Get started

Students' own answers

Develop your vocabulary

1

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

Develop your listening skills

1

1 doubtful	5 impressed
2 sarcastic	6 surprised
3 eager	7 disappointed
4 outraged	8 nostalgic

2

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

3

1 c 2 c 3 b 4 b 5 a

4

1 a 2 b 3 a 4 a 5 b

5

1 a 2 c 3 b 4 c 5 a

Exam focus

1

1 worried
2 taken aback
3 thrilling

4 reluctant
5 outraged
6 eager
7 irritated

2

1 Question 4
2 Question 2
3 Question 6
4 Question 1
5 Question 3
6 Question 5

Skills tip

a No, b Yes

Exam practice

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

Improve your speaking skills

B

Get started

Students' own answers

Develop your vocabulary

1

1 internet
2 Technological
3 social
4 sound
5 viral
6 electric
7 MP3
8 illegal

Develop your speaking skills

1

1 past
2 present
3 future
4 past
5 future
6 present

2

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

3

Students' own answers

4

Sentences to be ticked: 1 and 4

Pronunciation

1

1 Students should put a rising arrow on 'is' and a falling arrow on 'place'.
2 Students should put a rising arrow on 'was' and a falling arrow on 'following'.
3 Students should put a rising arrow on 'dad' and a falling arrow on 'music'.

4 Students should put a rising arrow on 'image' and a falling arrow on 'industry'.

2

Students' own answers

Exam focus

1

1 Questions 1 and 7 (What music will you be listening to in 20 years? / How likely is it that your future job will have something to do with music?)

2 Questions 3 and 6 (Is there any musical instrument you wish you had learned to play? / In your opinion, would music be better or worse if computers hadn't come along? (Why?))

3 Questions 2 and 8 (Would you pay to download music if it were cheaper? / If you knew a song was written by a computer, would you listen to it?)

4 Question 5 (What would your life be like without music?)

5 Question 4 (Which would you prefer: to listen to a song on an MP3 player or at a concert? (Why?))

2

Sentences to be ticked: 2, 4, 7 and 8

Skills tip

a No, b No

Exam practice

Suggested answers

■ I'm from Seoul, the capital city of South Korea.

■ I'm still at school – in my final year.

■ For eight years. We start learning English early in Korea.

■ I can understand the words to all my favourite pop songs!

■ I'm not sure, because it's hard to know what kind of music will be in. But it will probably be quieter, slower music, since I won't be so young any more.

■ Yes, I would and I believe it's beginning to become affordable. The music industry has no choice – the big companies are struggling.

■ I'd love to be able to play the electric guitar. I started guitar lessons, but I didn't keep them up. I wish I had now.

■ I'd prefer to be at a concert. Firstly because the atmosphere makes a difference and secondly because you're hearing the songs played in a different way each time.

■ It would be very odd. Very empty. I think music was one of the first arts, so it's deeply and fundamentally part of what it means to be human.

■ I don't think it would be better or worse; just different. Music comes from inspiration, talent and creativity.

They created symphonies before the computer came along, after all. Computers make it a little easier to create and listen to music, that's all.

■ It's not very likely, unfortunately!

Although I love music, I have no real talent for it and my singing is always out of tune!

■ I might listen to it out of curiosity, but I wouldn't expect it to be any good. All a computer could do would be copy parts of other songs and put them together into so-called new ones. The pop music industry wouldn't mind too much, though!

Unit 8

Improve your listening skills

B

Get started

Students' own answers

Develop your vocabulary

1

1 agony

2 prognosis

3 adverse reaction

4 antidote

5 diagnosis

6 medical intern

Develop your listening skills

1

1 T 2 F 3 F 4 F 5 T

2

1 a 2 c 3 a 4 c 5 b

3

1 d 2 e 3 c 4 a 5 b

4

1 positive

2 have similar work experience

3 sympathetic

4 fullness

5 unexpected

5

1 c 2 e 3 b 4 d 5 a

6

1 b 2 a 3 e 4 c 5 d

Exam focus

1

1 medical school

2 the speakers' experiences as medical students

3 what each speaker appreciates most about medical school

4 what particular difficulty each speaker encountered at medical school

5 three

2

1 Task Two, G

4 Task Two, F

2 Task One, E

5 Task Two, D

3 Task One, A

6 Task One, C

Skills tip

a Yes, b No

Exam practice

1 H 2 E 3 G 4 C 5 A

6 D 7 G 8 C 9 B 10 F

Improve your speaking skills

A

Get started

Students' own answers

Develop your vocabulary

1

1 inoculate

5 vaccine

2 paralysis

6 ward off

3 administer

7 nursing home

4 syringe

8 inactivity

Develop your speaking skills

1

1 SA 4 SF

2 SF 5 SF

3 SA 6 SF

2

1 M 2 W 3 W 4 M 5 M

3

1 c 2 a 3 e 4 b 5 d

4

Students' own answers

5

Students' own answers

Pronunciation

1

Students' own answers

2

Students' own answers

Exam focus

1

Sentences to be ticked: 2, 3 and 5

2

Suggested answers

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

Skills tip

a No, b Yes

Exam practice

Suggested answers

Interlocutor: In this part of the test, I'm going to give each of you three pictures. I'd like you to talk about two of them on your own for about a minute, and also to answer a question briefly about your partner's pictures. (Candidate A), it's your turn first. Here are your pictures. They show medical students working in different situations. I'd like you to compare two of the pictures, and say how the medical students are helping the people, and how the people in the photos might feel about the care they are receiving. All right?

Candidate A: OK. In the first picture, I can see a medical professional assisting an elderly person in a nursing home. They're probably helping to keep the person physically active in order to ward off any problems associated with inactivity, such as getting weak muscles and having poor circulation. In the second picture, I can see a nurse or doctor with a syringe who is probably going to administer a vaccine to the child. I imagine this is to inoculate the child against various diseases. The person in the first photo probably feels grateful for the care and attention. One possibility is that they might feel lonely from time to time, so it must feel good to have interaction with someone else. The child in the second photo could be frightened of needles and might not be happy in this particular situation. It's not totally clear if the medical student will be able to administer the vaccine, at least not before they try to calm the child down.

Interlocutor: Thank you. (Candidate B), which activity requires the most skill to perform?

Candidate B: I think the picture with the medical student helping the person to walk again might take the most skill because you have to be highly trained in physical therapy in order to deal with situations such as paralysis. You

would need to know a lot of difficult techniques to assist the person with physical activity as well as know a great deal about bones, muscles, joints and the specific problems these patients suffer from.

Unit 9

Improve your listening skills

B

Get started

Students' own answers

Develop your vocabulary

1

- | | |
|---------------------|------------------|
| 1 social divisions | 5 status symbols |
| 2 inner-city | 6 disastrous |
| 3 vicious circle | 7 burglar alarms |
| 4 sense of security | |

Develop your listening skills

1

1 P 2 D 3 A 4 A 5 P 6 D

2

Suggested answers

- 1 Well, yes and no.
- 2 I don't agree. / I beg to differ.
- 3 Definitely.
- 4 Definitely. / Tell me about it!
- 5 You might be right.
- 6 I don't agree. / I beg to differ.

3

- 1 Well, yes and no.
- 2 I beg to differ.
- 3 Definitely.
- 4 Tell me about it!
- 5 You might be right.
- 6 I don't agree.

4

- 1a I partially agree.
- 1b I think you're right.
- 2a That's a good point.
- 2b I'm not convinced.
- 3a I doubt it.
- 3b It seems quite possible.
- 4a That makes sense.
- 4b It's very unlikely.
- 5a I don't agree at all.
- 5b I don't entirely agree.

6

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

Exam focus

1

- 1 may
- 2 sometimes
- 3 tone of voice
- 4 might

2

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

Skills tip

a Yes, b Yes

Exam practice

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

Improve your speaking skills

C

Get started

Students' own answers

Develop your vocabulary

1

- | | |
|----------------|----------------|
| 1 facilities | 5 negotiate |
| 2 prestige | 6 eco-villages |
| 3 CCTV cameras | 7 suburbs |
| 4 settle | |

Develop your speaking skills

1

- 1 state your opinion, with justification
- 2 invite your partner's opinion
- 3 suggest a compromise
- 4 confirm that you both agree

2

- 1 I say we should ... , because ...; It seems to me that ... , because ...; To me, it's best to ... , because ...
- 2 Do(n't) you agree?; How do you feel about that?; What do you think?
- 3 How about compromising on ...?; Let's compromise by saying ...; What if we say that ... ?
- 4 Are we agreed that ...?; Are you OK with that choice?; Is that our final choice, then?

3

1 a 2 b 3 a 4 b

4

Suggested answers

- 2 Perhaps you'd agree that hobbies and interests aren't the most important thing in life.
- 3 I feel that an interesting job is possibly the most important. How about you?
- 4 I'm not sure that there's any difference between them. What are your thoughts?

Pronunciation

1

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

2

Students' own answers

Exam focus

1

1 T 2 T 3 F 4 F

2

Suggested answers

1 facilities and services = community pool, gym, spa, rubbish collection, etc; security = guarded gates, CCTV cameras, security patrols; belonging to a group = everyone there has similar income/social background; peace and quiet = less traffic, rules about noise

2 security, social prestige, facilities and services, belonging to a group, peace and quiet; it asks about the priorities of people who live in gated communities.

3 Do(n't) you agree?, How do you feel about that?, What do you think?, etc.

4 Suggest another feature which we both partially agree about.

5 Are we agreed that ...?, Are you OK with that choice?, Is that our final choice, then?, etc.

6 Students' own answers

Skills tip

a No, b No

Exam practice

Suggested answers: Parts 3 & 4

Part 3

Interlocutor: Now, I'd like you to talk about something together for about two minutes. Here are some benefits that different people hope to find by living in gated communities and a question for you to discuss. First you have some time to look at the task. Now, talk to each other about how important these features might be to someone living in a gated community.

Candidate A: Is it OK if I begin?

Candidate B: Yes, of course. Go ahead.

Candidate A: Well, I think the importance of each feature will depend on the person and the kind of community – they aren't all the same.

Candidate B: That's more or less true, but we can look at the majority of cases. For instance, it seems to me that social prestige plays a large part in most people's choice to join a gated community, don't you think?

Candidate A: Oh, I agree. All over the world, gated communities are usually quite exclusive because it's expensive to live there. For less money, people could get most of these other features outside a gated community, but that wouldn't show off their status in the same way. What do you think about the other features?

Candidate B: Well, facilities and services in gated communities vary a lot – some are like mini cities, with spas and schools and so on, while some have nothing except gates and walls. This suggests it's not such an important feature to most people, doesn't it?

Candidate A: Absolutely – otherwise every community would have more facilities. Security ... that's probably important to nearly everyone, because it's the basic idea behind the community having gates, wouldn't you say?

Candidate B: I'm not so sure. Of course there are communities with private security and cameras everywhere, but statistics show that it doesn't make a lot of difference to crime rates.

Candidate A: Ye-es ... but if people *think* it works, that makes it important to them, don't you agree?

Candidate B: I suppose so. OK – belonging to a group ... what are your thoughts on that?

Candidate A: Hmm ... it's probably important in a religious community, or an eco-village, or something like that ... but in a normal gated community, I'd guess that people don't really have much to do with each other. What's your opinion?

Candidate B: I think you're right, especially if there aren't many facilities that community members all use together. So the final point is peace and quiet. My feeling is that it's quite important. After all, gated communities don't have much traffic on the roads, and many have rules about noisy neighbours.

Candidate A: I'm afraid I can't agree with you there. Living in the countryside or even a quiet suburb gives you just as much peace and quiet as a gated community.

Candidate B: Let's agree to disagree on that point, shall we?

Candidate A: Fair enough.

Interlocutor: Thank you. Now you have about a minute to decide which feature would be most likely to make someone join a gated community in your country.

Candidate B: In my country ... well, things are a bit different in my country, and perhaps many other parts of the world, because here a lot of gated communities are in the city. So I'll change my mind about your final point – peace and quiet obviously isn't that important. What else can we rule out?

Candidate A: Let's see ... we're agreed that belonging to a group isn't an important factor, right?

Candidate B: Sure. Would you also agree that facilities and services aren't a big part of gated communities in this country?

Candidate A: Yes, I'd agree with that. So that leaves security and social prestige. You weren't completely convinced about security, were you?

Candidate B: Not really. I take your point that what matters is what people believe ... but a lot of gated communities here are right next to high-crime areas, and in any case, wherever you go in this country there are CCTV cameras.

Candidate A: That's a good point. Let's leave security, then, because we could probably discuss it for hours without reaching a decision. Now,

we were both in agreement about social prestige, and I think it's just as important here as in other parts of the world, if not more so. Shall we settle for that as our final choice?

Candidate B: Yes, that's fine by me.

Interlocutor: Thank you.

Part 4

Interlocutor: Do you think a gated community differs significantly from a city suburb with very high property prices?

Candidate B: Yes, I do. By definition, a gated community has gates, and it's designed to keep the public out. Even in the wealthiest suburb, ordinary people can at least drive around and look at the beautiful houses, or use the parks and things like that.

Interlocutor: Do you agree?

Candidate A: For the most part, yes. But if the stories are true, wealthy suburbs here seem to be becoming more like gated communities, with private security patrols that stop strangers and ask them what they want ... so perhaps the gates are just symbolic.

Interlocutor: The number of gated communities is increasing rapidly around the world. Why do you think this is?

Candidate A: I'm not sure ... but it seems to me that the division between rich and poor has increased worldwide over the last decade or more, so perhaps the rise in popularity of gated communities is just a natural reflection of this.

Interlocutor: What do you think?

Candidate B: I think that's a good point, but it isn't the only reason. In my view, property developers have spotted a trend – or perhaps *created* a trend – and so they're selling the idea as strongly as they can. It's a matter of fashion rather than social necessity.

Candidate A: I see what you mean. And since people who want social prestige are very conscious of the latest trends, it's easy to convince them.

Candidate B: Exactly.

Interlocutor: What disadvantages do you think someone living in a gated community might encounter?

Candidate B: Quite a few, in my opinion. We discussed belonging to a group, and we both felt that most people in a gated community don't interact much. So to me, the feelings of *not* belonging, and the loneliness this must bring, are a major disadvantage.

Candidate A: I agree entirely. People in these communities have cut themselves off from everyone outside the gates, and they're also cut off from each other. Privacy might be fine for a while, but after some time that kind of isolation must get depressing.

Interlocutor: What is your opinion of communities that are established for a social purpose, such as eco-villages, or neighbourhoods for the disabled?

Candidate B: As far as I'm concerned, they're in a very different category to gated communities that are developed for commercial reasons. They're trying to establish a model that can improve society, not just cater to what a few rich people want.

Candidate A: That's true – and their design is based on practical issues, such as making cars unnecessary, or being easy for blind people or people in wheelchairs to get around. These are things you can't really do across a whole city, but you *can* do in one community.

Interlocutor: Some people say that gated communities have a negative effect on society as a whole. What do you think?

Candidate A: Well, I've never heard anyone say they're *good* for society. As I said earlier, they're a reflection of the division between rich and poor, so they're an obvious focus for social unrest on the part of the poor – don't you agree?

Candidate B: Absolutely. There are lots of other arguments, too. For instance, rich people usually have power and influence, so if you're a rich person in an ordinary community, you'll use your power and influence to improve roads and other facilities, which everyone else can use. But if you're in a gated community, you don't need to care about the world outside.

Interlocutor: Do you think the authorities should try to restrict the growth of gated communities?

Candidate B: That's difficult. ... I don't think they're a good thing, but at the same time I accept that people have a right to choose for themselves. ... What's your feeling about this?

Candidate A: I think you're right. If the authorities do anything, it should be to sort out the social problems that make people think it's a good idea to get behind a gate.

Interlocutor: Thank you. That is the end of the test.

Unit 10

Improve your listening skills

B

Get started

Students' own answers

Develop your vocabulary

1

1 A 2 S 3 S 4 A 5 S 6 A 7 S
8 A

Develop your listening skills

1

Students' own answers

2

1 26
2 Miami, Florida
3 Mexican
4 bank manager
5 travel
6 running, swimming
7 easygoing, introvert

3

Sentences to be ticked: 1 a, b; 2 b, c; 3 a, b; 4 a, b; 5 a, c

4

1 New York
2 June 25th
3 personal reasons
4 school
5 they became neighbours ten years ago

5

1 4a	7 5b	13 3a	19 2b
2 2a	8 4b	14 1a	20 2a
3 2b	9 6b	15 3b	21 4b
4 3a	10 1b	16 2a	22 6b
5 5b	11 5a	17 5a	23 1b
6 1a	12 6a	18 6a	24 4a

Suggested answer

Not all the words are likely to be heard on the recording. (Your predictions are helpful even if they turn out to be incorrect.)

6

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

Exam focus

1

1 Question 8	5 Question 5
2 Question 7	6 Question 1
3 Question 2	7 Question 4
4 Question 3	8 Question 6

2

Suggested answers
1 adjective(s) denoting nationality
2 a strong feeling like love
3 that it was difficult
4 jazz or pop
5 warmth, friendliness
6 New York

Skills tip

a No, b No

Exam practice

- four/4 decades
- Polish and Italian
- encouraged
- passion
- Great Depression
- popular (tunes)
- charm and warmth
- Las Vegas

Improve your speaking skills

A

Get started

Students' own answers

Develop your vocabulary

- distant
 - strong-minded
 - courageous
 - genuine
 - insecure
 - conscientious
 - fierce
 - self-centred

Develop your speaking skills

- on the other hand
 - most of all
 - Of course
 - To begin with
 - For this reason
 - As I said before

- c
 - a
 - b
 - f
 - e
 - d

3 Suggested answers

- talks far too quickly and in short sentences
- doesn't say much and leaves huge pauses
- gives a short reply with no reasons and in a flat tone
- speaks in a very disjointed, disorganised way

- me
 - However/Still/Anyway
 - To
 - For
 - also
 - At
 - because/since
 - So
 - all
 - in

- I value his friendship.
 - they're not very approachable if you have a problem.
 - it's a good quality in a father.
 - you're never going to make them get on with each other.

Pronunciation

- Students' own answers
- Students' own answers

Exam focus

- c
 - a
 - d
 - b
- Suggested answersw

Parent	Teacher	Actor
caring	firm	charming
firm	hardworking	outgoing
gentle	passionate	passionate
loving	strong-	self-centred
protective	minded	talented
supportive	supportive	talkative
	talented	witty
	talkative	

Skills tip

a Yes, b Yes

Exam practice

Suggested answers

Interlocutor: In this part of the test, I'm going to give you three pictures. I'd like you to talk about two of them on your own for about a minute, and also to answer a question briefly about your partner's pictures. (Candidate A), it's your turn first. Here are your pictures. They show people in challenging situations. I'd like you to compare two of the pictures, and say why you think the situations are challenging, and what kind of personality you need to do these things successfully. All right?

Candidate A: Well, let me see... I'd like to talk about the teacher and the actor. We can see a female teacher in the first photograph, standing in front of a class teaching. In the other picture there's a male actor on stage in front of an audience. So both of these pictures show us people who have to perform, if you like, in front of an audience. What I mean to say is that teaching is a kind of performing, just like acting. Of course, when the actor is on stage, he has a much larger audience in front of him, and most of them are strangers. For this reason, he must be under a lot of pressure. The teacher, in contrast, gets to know her students. Therefore, the

relationship is more personal. However, it is still challenging because she has the responsibility of teaching these children. That's why the teacher has to have a very special personality: caring and warm, on the one hand, but strong-minded and firm too, to keep control over the class. She also needs to be a bit of a performer, as I said before. The actor needs to be sensitive, certainly, to interpret the play, but most of all needs to be self-centred, and must always want to be the centre of attention.

Interlocutor: Thank you. (Candidate B), which of these roles requires the most strength of character? Why?

Candidate B: As far as I'm concerned, being a parent – a father, to be more specific – requires the most strength of character by far. As Pierre mentioned, teachers have a great deal of responsibility. Given that, how much more do fathers have? The man in the picture must be a good role model for his children; he must be gentle and loving, while at the same time showing firmness and offering guidance. He's got to be hardworking, in order to support his children. And finally, he doesn't get to leave the stage – the role of father is for life!

Unit 11

Improve your listening skills

C

Get started

Students' own answers

Develop your vocabulary

- air
 - round-the-world
 - long-haul
 - connecting
 - time
 - jet
 - in-flight
 - stopover

Develop your listening skills

- e
 - h
 - g
 - c
 - b
 - f
 - d
 - a
- Suggested answers
 - First, you have to learn to travel light. And secondly you have to stop worrying about things like washing your hair every day.

- 2 There are now tourists everywhere, even in countries that used to be 'undiscovered'. Yes, and as a consequence it's harder and harder to get off the beaten track.
- 3 I read somewhere that the word 'travel' comes from an old French word which means 'torture'. That's probably because in the past journeys were a lot less comfortable.
- 4 I personally don't see what's wrong with turning up at the airport half an hour before take-off. There isn't, unless you're one of the other 200 passengers waiting on board.
- 5 Why do people travel 500 miles to see a castle when they've never visited the one just outside their town? I guess for some people air miles equals magic.
- 6 What happened when the plane finally landed at Bangkok Airport? Everyone burst into a completely spontaneous round of applause.
- 7 How he ended up lost in the middle of the Burmese jungle is beyond me. I don't know either, but I know it was the reason that he gave up travelling.
- 8 Not only did the crossing take hours – I was throwing up during the whole voyage as well. You're like me – I get seasick just sitting in the bath.
- 3**
1 a 2 b 3 a 4 a 5 a 6 b
- 4**
1 also
2 since
3 For example
4 So
5 however
6 As a consequence
7 Take
8 Having said that
9 but
10 Nonetheless
11 as well as
12 Finally
- 5**
1 consequence 4 explanation
2 next 5 shows a contrast
3 gives a reason
- 6**
1 F 2 T 3 T 4 F 5 F

Exam focus

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

- 2**
1 Sean 4 Question 4
2 Jerry 5 Fiona
3 Question 6 6 Sean

Skills tip

a Yes, b Yes

Exam practice

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

Improve your speaking skills

A

Get started

Students' own answers

Develop your vocabulary

- 1**
1 region 5 coach
2 pass 6 rail
3 broadens 7 tedious
4 scenic 8 armchair

Develop your speaking skills

- 1**
1 g 2 d 3 e 4 f 5 a 6 f 7 c 8 g
9 b 10 e 11 b 12 c 13 a 14 d

2

- Speaker A Sentence 6
Speaker B Sentence 7
Speaker C Sentence 14
Speaker D Sentence 3
Speaker E Sentence 8
Speaker F Sentence 1
Speaker G Sentence 5, Sentence 13
Speaker H Sentence 9, Sentence 11

3

- Suggested answers
1 The woman is rather rude.
2 She speaks too abruptly/briefly.
3 The answer is irrelevant. / She has not understood the question.
4 She repeats herself.
5 She is very vague and doesn't give examples or justify her opinion.

4

- Suggested answers
1 I'm not sure I agree. It's just the picture that makes it seem that way.
2 Yes, I do, frankly. After all, it's comfortable and he's going to be there long before the woman.
3 It generally takes far too long, and if there's just a little bit of wind, it's pretty uncomfortable.
4 Flying is just so convenient, and the further you have to go, the less sense sailing makes.

- 5 Well, after 20 hours in the middle of an unchanging ocean, your assessment of quality might change.

Pronunciation

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

2

Students' own answers

Exam focus

- 1**
1 Part 4 4 Part 4
2 Part 3 5 Part 3
3 Part 3

2

1 e 2 b 3 d 4 a 5 c

Skills tip

a No, b Yes

Exam practice

Part 3

Interlocutor: Now, I'd like you to talk about something together for about two minutes. Here are some of the things a traveller might do on a long journey to a foreign country and a question for you to discuss. First you have some time to look at the task. Now, talk to each other about how useful these items might be to pass the time on a long journey to a foreign country.

Candidate A: Shall I start? In my opinion, a hand-held video game is quite a good way to kill time, since it keeps you entertained.

Candidate B: I completely disagree. First of all, you might get bored with it after the first hour or two, and secondly, you're not doing anything to find out about the place you're going to. For me, a history book about the region would be far better, because it would give you a better understanding of where you're going.

Candidate A: And, in addition, it takes a long time to read a book. Yes, I see your point. Now, how about a guidebook? That also gives you information about the place.

Candidate B: It does, yes. However, for me a guidebook is more useful when you've actually arrived there. It's something you open to check, for example, where to go each day, or where to eat in the evening.

Candidate A: Yes, you have a point. Well, a phrasebook of the local language is something you'd certainly have to study for some time if you want to remember any of the language.

Candidate B: That's true. I'm not sure how much you'd use it, though. In my experience, you never get to use more than a phrase or two. What about the 4G mobile phone? You could use it to write emails, access the internet and find out anything about the history, the language ...

Candidate A: And the geography, too. It would be the most useful, I think, except for one thing: if you're on a plane, don't you have to turn it off?

Interlocutor: Thank you. Now you have about a minute to decide which two items would be of greatest benefit to a traveller.

Candidate A: Well, I think we both agree that the 4G mobile phone would be the most useful of all, am I right?

Candidate B: Yes, absolutely. Though, as you said, that's only if the journey was by rail or ship. And, now that I think about it, what's the guarantee there'll be wi-fi on a train or ship?

Candidate A: You're right. I think, therefore, that we should take that option off the table. A 4G mobile phone with no signal is pretty pointless.

Candidate B: So what would you choose instead?

Candidate A: How about the guidebook?

Candidate B: The guidebook? Yes ... I know I said it was most useful on arrival, but perhaps I was wrong.

Candidate A: Well, you could certainly plan what you were going to do during your visit. And it would give you a good picture of the country now, in contrast to the history book.

Candidate B: I agree. And I think we also agree that the other thing that would benefit the traveller most is the history book. As you said, it complements the guidebook and gives some depth to your knowledge.

Candidate A: I think so too. Nothing beats historical knowledge, after all, and it could also give you some great ideas for what to do once you arrive.

Interlocutor: Thank you.

Part 4

Interlocutor: What is more important, the journey or the destination?

Candidate B: The destination has to be the most important. After all, if we weren't going somewhere, we'd never travel.

Candidate A: On the other hand, I think in some ways we've lost the love of movement, and we need to learn to appreciate that more.

Interlocutor: Is there a difference between a traveller and a tourist?

Candidate A: There's an enormous difference, yes. A tourist only cares about the beach or the clubs or ... the skiing, for example, whereas the traveller wants to learn about the country.

Candidate B: Although I sometimes think tourists get a bad press. They often do a lot of sightseeing, which is about learning, after all.

Interlocutor: Are there any places that are undiscovered and untouched by travellers?

Candidate B: I don't think so, not any more. Even tribes in Papua New Guinea have tours for visitors on offer.

Candidate A: I don't agree. If you're willing to search hard enough, you'll find somewhere fresh and new.

Interlocutor: Do we need to travel to broaden our minds, or can we do it through television and the internet?

Candidate A: I find the idea of the armchair traveller a bit sad. It's so passive, in a way.

Candidate B: I completely agree. Also, there are things that TV and the internet can't convey; smells, for instance.

Interlocutor: Would poorer countries be better off without travellers from richer countries visiting them?

Candidate B: Maybe they would. They certainly wouldn't have felt they were poor until rich tourists started walking around among them.

Candidate A: I don't think, however, that tourists brought them knowledge of the outside world. They have TV for that, after all. And tourists do spend money ...

Interlocutor: What kind of qualities does a traveller need to have?

Candidate A: A traveller needs to be curious. They should be like a child, wanting to find out everything about this new place they've found.

Candidate B: You're absolutely right. They should be pretty tough too, since travelling can be hard and lonely. If you're travelling alone, that is.

Interlocutor: Thank you. That is the end of the test.

Unit 12

Improve your listening skills B

Get started

Students' own answers

Develop your vocabulary

1

- | | |
|----------------|-------------|
| 1 exotic | 5 anthology |
| 2 nostalgia | 6 daydream |
| 3 bloodthirsty | 7 optimism |
| 4 worship | 8 enduring |

Develop your listening skills

1

- 1a Part 2, 1b Part 1, 1c Part 4, 1d Part 3
2a Parts 2 and 3, 2b Parts 1 and 4
3a Parts 2 and 3; 3b Parts 1 and 4
4a Part 2, 4b Part 3, 4c Part 4, 4d Part 1

2

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

2

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

3

Students' own answers

4

- 1a Speaker 1
1b Speaker 2
2a Speaker 2
2b Speaker 1

5

- 1
a Speaker 2
b Speaker 1
c –
d Speaker 3

2

- a Speaker 1
b –
c Speaker 3
d Speaker 2

6

Suggested answers

- 1 most people don't think about them very much – tell us about the values of the culture that produced them
- 2 a strong grip on our imaginations for thousands of years – touch a basic human chord in everyone
- 3 the only reason they're seen as so important is that they've been around for so long – not very good stories – plots are always so predictable – characters are all one-dimensional

Exam focus

1

- 1 by the end of the second listening
- 2 five, one speaker
- 3 the same
- 4 a different
- 5 formal

2

- 1 F 2 F 3 T 4 T

Skills tip

a Yes, b Yes

Exam practice

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

Improve your speaking skills

A

Get started

Students' own answers

Develop your vocabulary

1

- | | |
|--------------|---------------|
| 1 cutting | 5 monopolise |
| 2 versions | 6 upbringing |
| 3 exposed | 7 undesirable |
| 4 worthwhile | 8 bonding |

Develop your speaking skills

1

- 1 P 2 N 3 P 4 P 5 N 6 N 7 P
8 P

2

- 1 Perhaps, but if I could finish ... , Yes, but I was trying to say ...
- 2 Do(n't) you agree?, Wouldn't you say ... ?
- 3 Let's hear your opinion., What do you think?
- 4 I see what you mean., Mm-hmm. / True. / etc
- 5 If I could cut in there ... , If I may, I'd like to say ...

3

1

- dealing with interruption W
interrupting impolitely M
inviting (dis)agreement W
inviting partner to speak N
showing understanding W
showing wish to speak W
- 2
- inviting (dis)agreement M
inviting partner to speak M
not contributing enough W
not responding to partner W
showing understanding M
showing wish to speak N

3

- interrupting impolitely N
inviting (dis)agreement B
inviting partner to speak B
not contributing enough N
showing understanding B
showing wish to speak N

4

Students' own answers

Pronunciation

1

Students' own answers

2

Students' own answers

Exam focus

1

- 1 F 2 F 3 F 4 T 5 F

2

Students' own answers

Skills tip

a No, b Yes

Exam practice

Suggested answers: Parts 3 & 4

Part 3

Interlocutor: Now, I'd like you to talk about something together for about two minutes. Here are some types of stories which may be part of a child's cultural upbringing and a question for you to discuss. First you have some time to look at the task. Now, talk to each other about how important these types of stories might be in forming someone's cultural background.

Candidate B: I'll start, shall I?

Candidate A: Sure – go ahead.

Candidate B: Well, it seems to me that they're almost all important. Basically these kinds of stories show us particular cultural values and beliefs, and so they teach these to each new generation. Obviously, myths and legends from one's own culture are the most important, together with tales about the history of one's family or group, because that's what our cultural background is about – where we come from and where we belong. Next ...

Candidate B: Sorry, if I could cut in there ... I don't really disagree with what you say about cultural values and beliefs, but perhaps we should discuss each point in turn, don't you think?

Candidate A: Oh, OK, sure.

Candidate B: First, myths from our own culture don't always pass on values directly – I mean, we aren't expected to behave like the gods and heroes in the stories – but they give us something we all share, right?

Candidate A: Yes – if you mention a particular myth, everyone already knows all the details, so it bonds everyone in our culture together.

Candidate B: Exactly. Now, I'm not sure I go along with your idea about our family history. These stories might be important to us *personally*, but wouldn't you say that 'cultural background' is about something wider than that?

Candidate A: I take your point. So what about myths from other cultures – do you reckon they're relevant to our own cultural background? After all, they don't really bond people from our culture together, do they?

Candidate B: That's true ... but perhaps we can only really understand our own culture by seeing how it compares to other cultures.

Candidate A: I'd agree that that's important, especially nowadays, when different cultures have so much contact with each other. Anyway, let's discuss the last two. Spoken folk tales ... well, I suppose in the past these were an important way of passing on local cultural traditions, but maybe now they're less important. What's your view?

Candidate B: They're probably still important in some isolated cultures, but basically I agree. OK, modern cartoon versions ... I guess you could say they pass on the same myths, the same cultural message, just in a different medium.

Candidate A: Yes and no. Alright, they may be more relevant to children today, but I think they often aim for cheap entertainment and throw away the more important cultural message.

Candidate B: Mm, I know what you mean.

Interlocutor: Thank you. Now you have about a minute to decide which type of stories would give someone the most worthwhile cultural background.

Candidate B: Ah, well, 'worthwhile' raises the issue we were just talking about, doesn't it? Cheap cartoon versions of myths and legends may be a large part of the cultural background of children today, but it isn't necessarily the sort of background we'd like them to have, right?

Candidate A: Right. To me, a worthwhile cultural background means something that enriches your life, and your understanding of your culture.

Candidate B: True. We can probably cross out tales about family history as well, can't we?

Candidate A: Yes, I think so. As you said, they're more personal than cultural. We also agreed that spoken folk tales and local legends weren't very important, so that leaves us with a choice between myths from one's own culture against myths from a variety of cultures. I guess you'd say a variety of cultures is more worthwhile ...

Candidate B: Not entirely. I think you were right about our own culture's myths helping to bond people from that culture together ...

Candidate A: And I think *you* were right about understanding how our own culture compares to others. I'd say that's probably more worthwhile in a world where, whether we like it or not, all sorts of different cultures have to get along with one another. How do you feel about that choice?

Candidate B: Yes, OK, I'm happy with that.

Interlocutor: Thank you.

Part 4

Interlocutor: How important is it nowadays to have some knowledge of the past and of our roots?

Candidate A: I'd say it's more important than ever, because nowadays things change so quickly, so knowing about the past and our roots gives us something permanent and stable. Otherwise it's just like living in a kaleidoscope. You can't judge the value of anything unless you can see it in some sort of context. What do you think?

Candidate B: Yes, I'd say that's true. As they say, to understand where you're going, you need to know where you come from. And living in a world of virtual reality can't give you the feeling that you're solid and real because you're a part of history.

Interlocutor: Myths, folk tales and fairy tales continue to have a wide appeal to each new generation. Why do you think this is?

Candidate A: Partly because, as we've just said, these stories offer something permanent and stable, but partly because, as I see it, many of these stories are about ideas that are basic to our psychology – love and hate and fear and success ... things like that.

Candidate B: That's probably true. They do something else, too – they help to bond generations together, when children grow up with the same stories their parents and grandparents know. Modern children's stories may interest children more, but they don't give the same sense of family, of belonging to a tradition.

Interlocutor: Do you think that myths should be taught in schools?

Candidate A: Hmm, that's a difficult one ... I feel that myths are an important part of someone's culture and education, but the problem is that teaching them in schools might go against the beliefs and type of cultural upbringing that some parents choose for their children. Do you know what I mean?

Candidate B: Absolutely. For example, in a class of children from different cultural backgrounds, teaching myths from other cultures is probably going to offend some of the children's beliefs. On the other hand, we agreed

that understanding other cultures is important. As you say, it's a difficult one.

Interlocutor: Apart from stories, what else makes an important contribution nowadays to our cultural background?

Candidate B: To my mind, our cultural background is made up of all sorts of things – stories, sure, although nowadays these are often in the form of movies and TV shows – but also art and music, even sports and fashion and social networking. Don't you agree?

Candidate A: Yes, I do. All these things are part of the world and culture we live in, and they can help us to understand and communicate with the people around us. We said that knowing about the past is important, but I think it's equally important to know about the present.

Interlocutor: Certain groups of people criticise myths and fairy tales for communicating an undesirable set of values. How do you feel about this?

Candidate A: Oh, feminists who say that fairy tales present women as helpless princesses waiting for a knight in shining armour, and people who say we shouldn't teach children it's OK to burn witches? I don't know about you, but I think they take the whole thing too seriously.

Candidate B: I agree in a way. I can see their point, but as you suggest, these *are* just stories, and I reckon most children can see the difference between reality and the storybook world of make-believe.

Interlocutor: What place do you think myths and fairy tales will have in the culture of societies 500 years from now?

Candidate B: I'm sure they'll still be around, and have the same kind of place as they do now. As you said, these sorts of stories seem to touch on something deep in our psychological makeup, and I can't see that changing.

Candidate A: You're probably right – although of course the stories themselves won't be the ones we have today. In fact, 500 years from now there might even be legends about you and me!

Interlocutor: Thank you. That is the end of the test.