

LRN

PRACTICE TESTS

C1

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Student's Book



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PREPARATION TASKS

LISTENING SECTION 1

In Section 1 of the Listening exam, candidates must listen to 10 short conversations twice and answer 1 multiple choice question with 3 options for each conversation. Questions focus on specific information and true/false statements. Total Marks: 10

Preparing for the task: listening for specific information.

STUDY SKILLS

You have 2 minutes to read through the titles and questions to prepare for what you will be listening for. It is important to take this time to identify what each question is asking for and underline the keywords. Some questions will ask you to listen for specific information. Remember, you may hear information which hints at each of the options. You should, therefore, think of words/phrases related to the keywords you have underlined in order to help you focus while you listen. You must listen carefully as only one answer is correct. In addition, the information may be paraphrased, so it is also important to listen for the meaning of what the speaker is saying and not just the words.

- 1 a) Read the title, the question stem and the answer options. Underline the keywords.**

A noisy neighbour

From what you hear, you understand that

- A** the dog is often barking.
- B** the television is always loud.
- C** Mrs Williamson shouts a lot.

- b) Read the conversation below, paying attention to the underlined sections. Which is the correct answer for the question in Ex. 1a? Why are the other options incorrect?**

M: What's going on next door? The dog is barking non-stop. And I hear people shouting; is that the television? It's loud.

F: Oh, yes, it's Mrs Williamson's TV. It's like that all the time. I don't even notice it anymore. She's a bit hard of hearing, you see. I'm not sure what's up with her dog though, he's usually quiet as a mouse.

EXAM TASK

Listen to 7 short conversations. For questions 1-7, choose the best answer (A, B or C). You will hear each conversation **TWICE**. You now have 2 minutes to read the questions.

The hidden café

- 1** What is **TRUE** about the café?
- A** It is not a pleasant place.
 - B** It has an attractive entrance.
 - C** It has got striking windows.

At the theatre

- 2** Gina tells Tom that the music
- A** made her feel uncomfortable.
 - B** did not suit the play.
 - C** had a good effect on her.

Going home

- 3** Irene sounds surprised because
- A** the weather is not good for walking.
 - B** walking will take so much time.
 - C** Paul doesn't want a ride home.

Change of plans

- 4** Andrew decides to
- A** go to the beach by himself.
 - B** help Beth and her mum.
 - C** do a different activity instead.

A surprise

- 5** From what you hear, you understand that the woman
- A** lives in London.
 - B** has tickets for a concert.
 - C** didn't plan to see the concert.

A long journey

- 6** What is **FALSE** according to what you hear?
- A** The cars aren't moving.
 - B** The woman wasn't being serious.
 - C** The man misunderstood the woman.

Calling the salon

- 7** Ben suggests that Laura should
- A** try a different salon.
 - B** not bother getting her hair done.
 - C** get her hair done next Wednesday.

PREPARATION TASKS

LISTENING | SECTION 2

In section 2 of the Listening exam, candidates must listen to 3 longer conversations twice and answer sets of multiple choice questions with 3 options for each conversation. The questions focus on specific information and true/false statements. Total marks: 10

Preparing for the task: determining true/false statements

STUDY SKILLS

Sometimes you will be asked to determine whether options are **true** or **false**. In true/false questions, each of the options will be mentioned but only one is the correct answer. Before you listen, underline the keywords in the options. When you listen, pay attention to modifiers such as *some, no, few, mainly, surely, likely*, etc. as they can change the meaning of what is actually said. Remember the correct answer may be paraphrased and said by either speaker.

2 a) Look at the following statements and decide if statement B means the same as statement A.

- 1 A** Bill has misplaced his phone.
B Bill doesn't have his phone on him.
- 2 A** Bill thinks it's most likely that it's on the train.
B Bill is convinced that it's on the train.
- 3 A** Denise's sister has Bill's phone.
B Denise's sister could provide some information.

b) Read the question below and the extract from a dialogue and underline the keywords. Which sentence (1A, 2A or 3A) from Ex. 2a answers the question? Which sentence (1B, 2B, or 3B) is FALSE according to the extract?

What is **TRUE** about Bill's phone?

M: Denise, can you call my mobile? I can't find it. It's not in my pocket. I think I might have left it at your house.

F: Sure, no problem, Bill. ...Well, it's not here; I don't hear anything. But I thought you used it while we were on the train. Could you have left it there?

M: Oh, I hope not. I'll never find it, then. I'm sure it's at your house. Can you call your sister at home to see if she heard it ringing?

F: That's a good idea. That way we'd know for certain.

EXAM TASK

Listen to 3 longer conversations. For questions 1-9, choose the best answer (A, B or C). You will hear each conversation **TWICE**. You now have 2 minutes to read the questions.

Chocolate on sale

- 1 What is **TRUE** about the sale?
A The chocolate was almost half price.
B The chocolate was more than half price.
C The sale will go on for months.
- 2 Louise sounds happy because
A she ate a lot of chocolate that day.
B Mark likes the chocolate with orange.
C she is pleased with her purchase.
- 3 Mark advises Louise not to
A leave the chocolate somewhere visible.
B eat too much chocolate all at once.
C show other people her chocolate.

Preparing a talk

- 4 From what Dan says, we understand that
A he finds giving talks stressful.
B he is having trouble editing his talk.
C he needs more information for his talk.
- 5 Dan says that a lot of clothing
A is not used for very long.
B wears out after just one year.
C is produced sustainably.
- 6 What is **FALSE** according to what you hear?
A Sea creatures end up eating microfibers.
B Microfibers come from synthetic fabrics.
C Microfibers are released when fabrics are made.
- 7 Pat seems surprised because
A people are exposed to plastic pollution.
B clothes are produced from petrochemicals.
C marine life is consuming fibres from clothing.

An argument

- 8 What is **NOT** something Beth is annoyed about?
A Tony is using all the milk.
B A lot of milk is being wasted.
C Tony is being careless.
- 9 From what you hear, you understand that
A Tony is doing it on purpose.
B Beth is feeling frustrated.
C Beth never forgets anything.

PREPARATION TASKS

LISTENING SECTION 3

In Section 3 of the Listening exam, candidates must listen twice to a monologue in the form of a talk and answer 5 multiple choice questions with 3 options. The questions in this part also focus on specific information and true/false statements. Total marks: 5

Preparing for the task: Identifying distractors in a recording

STUDY SKILLS

Before you listen, use the time allowed to read the questions and the possible answers and underline the keywords. While you listen, be aware that the speakers will mention each of the options (or paraphrases of the options) in order to distract you. For example, for the question:

Who has recommended changes to the programme?

- A teachers
- B students
- C the department head

You might hear the following: *'Due to low enrolment numbers, **the head of the department** is considering implementing **teachers'** suggestions to add more physical education classes because they are popular with **students.**'*

You must, therefore, listen carefully as only one of the options that you hear is correct.

3 Read the sentences 1-3. Which sentence, a or b, means the same?

- 1 Brain isn't a fan of extreme sports.
 - a Brian prefers gentle exercise.
 - b Brian hasn't tried dangerous activities.
- 2 The thought of standing at the top of the tower sent a shiver down Carly's spine.
 - a Carly was frightened about the height of the tower.
 - b Carly was cold standing at the top of the tower.
- 3 Amy could picture herself lying on the beach.
 - a Amy took a photograph on holiday.
 - b Amy was dreaming about going on holiday.

4 a) Read the question stem and the options (A-C) and underline the keywords.

According to what you hear, community gardens may reduce crime by

- A insuring people don't go hungry.
- B putting empty space to good use.
- C making residents feel more positive.

b) Read the extract from a radio talk and match the sections in bold (1-3) to the options (A-C) in Ex. 4a. Which is the correct answer? Why are the others wrong?

Community gardens lead to positive changes in economically disadvantaged neighbourhoods. Working together in a garden helps residents build a sense of community spirit, which can **1) reduce stress and improve mental well-being** which in turn has a significant effect on people's quality of life. Growing vegetables in community gardens also benefits health by **2) increasing access to fresh foods** and providing exercise at the same time. Growing food can also cut residents' grocery bills. Finally, these gardens have even been found to reduce crime, perhaps by **3) using vacant land in a positive way**. This encourages troublemakers to go elsewhere.

EXAM TASK

Listen to an extract from a radio talk about creativity. For questions 1-5, choose the best answer (A, B or C). You will hear the passage TWICE. You now have 1 minute to look at the questions.

- 1 What is **TRUE** according to what you hear?
 - A Most jobs are now in the arts.
 - B Few people can become more creative.
 - C Most people need to be creative.
- 2 Aiming for perfection can cause someone to
 - A try things that are exceptionally difficult.
 - B stop if there is any kind of problem.
 - C start many new projects.
- 3 What is **FALSE** according to what you hear?
 - A Inspiration is essential.
 - B Planning is not always helpful.
 - C It is important to produce a lot.
- 4 According to what you hear, going for walks
 - A helps to focus the mind.
 - B is a new trend among artists.
 - C is popular with creative people.
- 5 Rearranging your desk can help you because
 - A you will look at things differently.
 - B you will feel relaxed and refreshed.
 - C you will gain new knowledge.

WRITING | SECTION 1

TASK 1

Essay based on a radio talk

In section 1 of the writing exam, candidates must write an essay (150-200 words) based on the notes they have taken from section 3 of the listening part of the exam which is on a similar topic. Total marks: 12.5

Preparing for the task: *taking notes*

STUDY SKILLS

Before you listen, read the prompts and think about what you will be listening for. While you listen, you should concentrate on specific information and take notes of the key points. Do not try to write full sentences.

- 1 a) Read the bullet points, and the extract from the radio talk. Underline where the bullet points appear in the extract.**

Causes of air pollution

- burning fossil fuels
- manufacturing
- agriculture
- cooking and heating homes

While some sources of air pollution are obvious, others are more surprising. Everybody knows that burning fossil fuels is linked to poor air quality, and automobiles are the greatest contributor. We have all seen and smelled the exhaust fumes on a busy road. What most of us are less aware of is the role of the factories that manufacture the products we use in our daily lives. For example, factories that produce plastics release many toxic chemicals into the air. Plastics are not the only problem, however. Factories that produce chemical and building supplies like metal and concrete also create a lot of pollution. Many people would be surprised to hear that agriculture also causes air pollution. This takes place primarily when cows release CO₂ and other gases. Many farms also use toxic pesticides, and sometimes forests are burned to create more farmland. Finally, the use of stoves that burn wood, coal or other materials for cooking or heating homes also contributes to pollution, mainly in developing countries.

- b) Look at the notes (A-D) below and match them to the bullet points in Ex. 1a.**

- A automobile exhausts
- B stoves using wood or coal
- C producing plastics, metal, concrete
- D cows release gases

- c) Read the next part of the radio talk and write notes for the bullet points below.**

Although it may not be easy, there are some ways that the effects of pollution can be reduced. As long as people keep buying products, factories will keep producing them, so it follows that education is essential. For example if consumers understand the level of pollution caused by producing plastic products, they can choose not to buy them and break the cycle. A step more obvious to everyone is to make better transportation choices. If more people left their cars at home and took buses or trains, the air would be far cleaner. In order to limit the effects of agriculture on air pollution, the consumption of beef and, to a lesser extent, dairy needs to be reduced. Finally, if poverty was alleviated in parts of the world where people rely on wood burning stoves, they could make safer choices about how to cook and heat their homes.

Ways to reduce air pollution's effects

- education
- transport choices
- change diet
- reduce poverty

Note

The prompts are provided to help you write your essay. You can use the exact information in your notes in your essay, but it is better to come up with your own ideas, if possible. Try to use your notes as an example of one thing you could say, and come up with another similar idea to use in your essay.

PREPARATION TASKS

WRITING SECTION 2

TASK 2-4

In section 2 of the writing exam, candidates must choose one task from a choice of three. All three tasks will be essays with prompts, and should be written in formal style. For this task, candidates should write 250-300 words. Total marks: 12.5

For and Against Essays

In a *for and against* essay you should discuss the advantages and disadvantages of an issue. You will be given a topic and a list of advantages and disadvantages in the form of bullet points to help you. Other phrases may also be used, for example positive and negative effects. You should write a balanced essay and only include your own opinion in the final paragraph.

Outline - For and Against Essay

- Para 1 - introduce the topic
- Para 2 - present arguments for with explanations/ examples
- Para 3 - present arguments against with explanations/ examples
- Para 4 - summarise and give personal opinion

Discussion Essays

In a *discussion* essay you must develop two similar ideas about a topic. You will be asked about the two ideas in the prompt and you will be provided with bullet points supporting each one to help you. A wide range of ideas could appear and it is important to pay attention to what exactly you are asked to discuss in the prompt.

Outline - Discussion Essay

- Para 1 - introduce the topic
- Para 2 - discussion of first idea
- Para 3 - discussion of second idea
- Para 4 - summarise and give opinion

Reasons Essays

In a *reasons* essay you will be asked to develop an essay about the reasons why something is true. You will be given two reasons in the prompt, in the form of headings followed by bullet points supporting them.

Outline - Reasons Essay

- Para 1 - introduce the topic
- Para 2 - 1st reason with examples/explanations
- Para 3 - 2nd reason with examples/explanations
- Para 4 - summarise and give opinion

Problem and Solution or Effect Essays

In a *problem and solution/effect* essay you will be asked to describe a problem and either suggest solutions to the problem or explain its effects. You will be given two sets of bullet points to help you. Other phrases may be used in the prompts for this essay type, for example *problem* may be replaced with *reason* or *cause*, and *solution* may be replaced with *what to do to...* etc.

Outline - Problem and Solution/Effect Essay

- Para 1 - introduce the topic
- Para 2 - describe problem with examples/explanations
- Para 3 - suggest solutions with examples/results or describe effects with examples/explanations
- Para 4 - summarise and give personal opinion

Opinion Essays

In an *opinion* essay you must choose what you think about an issue. You will be asked clearly what your opinion is, or if you agree or disagree. You will be given two points of view, with bullet points to help you, but in this kind of essay you must choose one or the other to write about. It can be a helpful technique, however, to include an opposing viewpoint and explain why it is incorrect.

Outline - Opinion Essay

- Para 1 - introduce the topic and give opinion
- Para 2 - 1st supporting argument with justification
- Para 3 - 2nd supporting argument with justification
- Para 4 - 3rd supporting argument with justification or opposing viewpoint and why it is incorrect
- Para 5 - summarise and restate opinion

PREPARATION TASKS

Preparing for the task: *Understanding essay types*

STUDY SKILLS

Always read the rubric and bullet points carefully and underline the keywords/phrases. This will help you to decide what type of essay you are going to write and what exactly you should include. After you have read the rubric take a few minutes to plan your text before writing.

- 3** Read tasks A-E below and underline the keywords. Then, answer questions 1-3 that follow them.

Task A

Relaxation is essential. Write an essay discussing the value of taking time to relax and things people can do to promote relaxation. Support your opinions.

The value of relaxing

- better health
- improvements in mood
- increased efficiency

Promoting relaxation

- exercise
- engage in a hobby
- make time for friends

- 1 What kind of essay is it?
- 2 How many paragraphs will you write? What topic sentences will you use for the main body paragraphs?
- 3 What points will you include in each paragraph?

Task B

Social media has become incredibly popular in the last decade. In your opinion, what are the reasons for such popularity? Support your views.

Financial

- advertising for businesses
- income for influencers
- free to use

Social

- easy to keep up with friends
- meet people who share interests
- share photos and videos

- 1 What kind of essay is it?
- 2 How many paragraphs will you write? What topic sentences will you use for the main body paragraphs?
- 3 What points will you include in each paragraph?

Task C

Many large cities are known for their high levels of crime. Write an essay about the reasons for high crime rates in cities and what can be done to reduce them. Support your views.

Reasons for high crime rates

- inadequate law enforcement
- lack of opportunities
- weak social relationships

Solutions to crime in cities

- improve law enforcement
- increase economic equality
- community programmes

- 1 What kind of essay is it?
- 2 How many paragraphs will you write? What topic sentences will you use for the main body paragraphs?
- 3 What points will you include in each paragraph?

Task D

It is common for parents to send their children to music lessons, whether the child has expressed an interest in learning an instrument or not, because they believe that it will benefit them. Write an essay discussing the positive and negative effects that these music lessons may have. Give examples to support your views.

Positive effects

- gain important skills
- learn appreciation for music
- learn more easily when young

Negative effects

- less free time
- child may dislike instrument
- costly

- 1 What kind of essay is it?
- 2 How many paragraphs will you write? What topic sentences will you use for the main body paragraphs?
- 3 What points will you include in each paragraph?

PREPARATION TASKS

Task E

There is disagreement about whether teenagers should receive spending money on a weekly basis. In your opinion, should teenagers be given spending money or not? Support your opinion.

Why teens should receive spending money

- don't have to ask for every purchase
- learn to make spending choices
- learn about saving for bigger purchases

Why teens should not receive spending money

- expect money for doing nothing
- less motivation to find part time work
- less parental control

- 1 What kind of essay is it?
- 2 How many paragraphs will you write? What topic sentences will you use for the main body paragraphs?
- 3 What points will you include in each paragraph?

Preparing for the task: *Solutions vs effects*

STUDY SKILLS

When writing an essay about a problem you will be expected to discuss the solutions or the effects. It is important to pay attention to which you are being asked to do, because there are many different ways these prompts can be worded. Remember to look at the headings above the bullet points also, because they are there to help you organise your essay.

- 4** Read the sentences below. What problem is each sentence about? Are they asking for the solutions or the effects of the problem? What words helped you decide?

- 1 What are the effects of lack of sleep on students?
- 2 Arguments are common between friends; what can we do to resolve them in a positive way?
- 3 Teens waste a lot of time using social media; what are the results of this?
- 4 What can be done to reduce the effects of stress?
- 5 How can governments help dogs and cats that live on the streets?

Preparing for the task: *understanding the task*

STUDY SKILLS

Remember that in Section 2 you will be asked to write one of a variety of different essays. The bullet points will guide you regarding how to structure your essay, but you must be careful to show that you understand the task when writing your introduction and conclusion. If you are asked to discuss two ideas in the prompt, the introduction should mention both ideas without saying that one is good and the other is bad.

- 5** a) Read the task below. Which introduction (A, B or C) would be most appropriate for the essay?

People frequently dream about winning millions of pounds in a lottery. Why do so many people wish for this and what effect does it have on the lives of those who do?

Reasons

- greater opportunities
- material possessions
- freed from worries

Effects

- fulfil ambitions
- social complications
- disappointment

- A** You will not find many people who would hate to win the lottery. This is not surprising because there are numerous reasons why almost everyone dreams of becoming an instant millionaire.
- B** It seems like everyone dreams of winning the lottery and becoming a millionaire. But why is this such a popular wish, and how are those who actually win impacted by the experience?
- C** Lots of people dream of winning a million pounds in a lottery, but should they? There are clearly benefits to becoming suddenly wealthy, but it can also cause great difficulty.

- b)** What types of essays are the other two introductions appropriate for? What words helped you decide?

PREPARATION TASKS

Style - Formal Essays

- Use of formal expressions, advanced vocabulary and longer sentences (e.g. *Cycling is one of the most beneficial means of transport when considering the environmental impact.*)
- No short forms (e.g. *it is, cannot, they would NOT it's, can't, they'd*)
- Use impersonal tone (e.g. use the passive and avoid personal expressions of feelings: *Concerns have been raised about increasing levels of homelessness.* NOT *I am concerned about increasing levels of homelessness.*)
- Formal linking words/phrases (e.g. *however, nevertheless, in addition, consequently* etc.)

Preparing for the task: using formal style

STUDY SKILLS

Remember to use formal style when writing essays. After you have written your essay, proofread it specifically for a appropriate style. Read through your writing checking for inappropriate short forms and personal expressions and looking for places where you can add formal expressions, linking words and advanced vocabulary.

6 a) Which of the sentences are written in the appropriate style for a formal essay? Underline the words/phrases that helped you decide.

- a I believe that exercising vigorously every day will help me to achieve my academic goals.
- b It has been found that daily vigorous exercise can contribute to teens' academic success.

b) Read the paragraph and underline the words/phrases that are not in formal style. Correct them. Add more advanced vocabulary. Add formal linking words where necessary.

There are lots of disadvantages to spending too much time on sports in high school. If you play sports all the time, for example, then you aren't doing academic subjects. It could also stress you out. This is because if you're competing, your mind will be on that and you'll feel pressure not to let down your teammates.

Preparing for the task: presenting the information logically in paragraphs

STUDY SKILLS

Remember that the information in an essay must be arranged logically into paragraphs. Each main body paragraph should begin with a topic sentence to tell the reader what the paragraph is about. In the prompt, the points will be grouped in order to help you organise your essay. It is important to include all the points in the prompt, and expand the points by giving examples, details or explanations. You can add your own ideas too, as long as they are relevant to the topic. Try to stay within the word limit as much as possible.

7 a) Read the task and underline the keywords, then answer the questions (1 & 2).

Many young people see motorbikes as an attractive option for getting around. In your opinion, what are the advantages and disadvantages of having a motorbike. Give examples to support your ideas.

The advantages of motorbikes

.....
.....

The disadvantages of motorbikes

.....
.....

- 1 What type of essay should you write?
- 2 Should you use short sentences, colloquial expressions and idioms? If not, why?

b) Read the list of points (1-6) below. Which are advantages and which are disadvantages? Write the items in the correct categories as they would appear in the task in Ex. 7a above.

- 1 convenient in crowded cities
- 2 risky to use
- 3 more affordable than a car
- 4 not dependent on public transport
- 5 less economical than public transport
- 6 little environmental benefit

PREPARATION TASKS

c) Read the model essay below and put the sentences (A-D) in the correct gap in the essay.

- A On the one hand, motorbikes offer certain benefits.
- B I believe that they are not the best option.
- C The truth is, there are both advantages and disadvantages to owning a motorbike.
- D On the other hand, there are also drawbacks.

These days, motorbikes are a popular means of transport. But are they a wise choice? The truth is, there are both advantages and disadvantages to having a motorbike. 1)

2) First of all, they are excellent for passing through traffic jams and it's easy to park. What is more, riding a motorbike allows someone to avoid the inconvenience of waiting for public transport. They are more affordable to purchase than a car, and petrol costs less, too.

3) The most serious consideration is safety; if there were an accident, the rider could be hurt very badly and helmets are essential although they are not very popular. Motorbikes can be very unpleasant in cold or wet weather, too. In addition, even though they are less expensive than cars, there are more expenses than using public transport, especially if the motorbike breaks down. Last but not least, they are little better than cars when it comes to the environment because they also run on fossil fuel.

All in all, while motorbikes are clearly not all bad, they have some serious disadvantages. 4)

8 a) Read the essay again. Are all the points from the prompt included? What extra point is added that is not in the prompt? Is it relevant?

b) Match the paragraphs with the information that each contain: *arguments against, summary and opinion, presentation of topic, arguments for.*

- Paragraph 1
- Paragraph 2
- Paragraph 3
- Paragraph 4

c) Replace the linking words in bold with the following alternatives: *It seems to me that, Lastly, To sum up, However, To begin with, Furthermore.*

Preparing for the task: Paraphrasing

STUDY SKILLS

When using bullet points to write an essay, you should not copy them word for word when expanding them into sentences but instead paraphrase them. When paraphrasing, you can exchange words for synonyms and also change the structure of the language (for example by changing the grammatical form of a word). Be careful not to change the meaning, however.

9 a) Read the task below. Which of the sentences (A or B) best paraphrase the bullet points under the heading *Agree*? Why didn't you choose the others?

- 1 A Athletes are often exceptionally talented.
- B Talented athletes are remarkable.
- 2 A Athletes must retire when they are still young.
- B Athletes always finish their duties early in the day.
- 3 A Fans pay money to see them willingly.
- B Fans are perfectly contented to buy tickets to games.

b) Write sentences expanding and paraphrasing the bullet points under the heading *Disagree*.

Successful athletes frequently earn much higher salaries than the average person does. Do you agree or disagree with these athletes earning so much money?

Agree

- have exceptional talent
- careers end early
- fans pay to see them willingly

Disagree

- less important than other professions
- little education required
- sometimes behave irresponsibly

PREPARATION TASKS

READING & USE | SECTION 1

In section 1 of the Reading and Use part of the exam, candidates read a text and answer 9 multiple choice questions with three answer options. Questions may focus on specific information, synonyms, true/false statements, reference words in the text, and gap fill items. Total Marks: 4.5

Preparing for the task: reading for specific information

STUDY SKILLS

Read the text quickly and then read the questions, underlining the keywords. Read the text again carefully and underline the part which answers the question. Now read the three options and choose the one that best matches the underlined information from the text. Remember the correct answer will be phrased differently than in the text.

- 1 a) Read the question and underline the keywords. Then read the paragraph and underline the part that best answers the question.**

The sewing technique got its start because

The Sashiko sewing technique first developed in the Edo era in Japan as a result of the practical need to make garments and textiles last longer. People were poor and most of their fabrics were homemade and so worn-out clothing were sewn together to make new clothes in order to save time and resources. As an added benefit, the sewing also made the clothing stronger and layers of fabric increased their warmth. Over time, many geometric patterns were developed to make these repairs as beautiful as they were necessary.

- b) Read the three options and underline the keywords. Which is the correct answer to the question in Ex. 1a?**

- A old clothes needed to be re-used.
- B people wanted warm clothes for the winter.
- C it made the clothing more attractive.

- c) Read the extract from a text and choose the best answer (A, B or C). Justify your answers with material from the text. Why were the other options wrong?**

Opinions are polarised and emotions often run high regarding wolves beginning to make a comeback in areas where they have been absent for some time. Ecologists have pointed out the important role wolves play in ecosystems; keeping numbers of deer and other large animals in check and preventing them from eating too many plants and trees. Some people view wolves as symbols of the wilderness and nature and in this context their return may be viewed either with joy or fear. Finally, for farmers that raise livestock, the presence of wolves is a potential threat to their livelihoods.

There are well documented ways to reduce conflict in areas where humans and wolves coexist. One important consideration is to avoid wolves losing their fear of humans and becoming bold. To this end, wild wolves should never be fed, and should be prevented from accessing scraps and garbage. In this way, they will not learn to associate people with food. Education can also help. Wolves are usually shy and avoid conflict. If people understand that they are more likely to be injured by lightning than by a wolf, they will have less fear and be able to appreciate and tolerate the animal.

- 1 Wolves benefit the environment by
 - A decreasing the vegetation.
 - B increasing the number of deer.
 - C increasing the vegetation.
- 2 Farmers believe that wolves
 - A might endanger their lives.
 - B represent the power of nature.
 - C could make them poor.
- 3 Wolves should not be given food because
 - A it causes them to fear humans.
 - B it can make them too brave.
 - C they will steal people's rubbish.
- 4 Education can help people realise
 - A why wolves can become aggressive.
 - B how unusual wolf attacks are.
 - C that they feel terrified of wolves.

PREPARATION TASKS

Preparing for the task: gap fill

STUDY SKILLS

Questions may have gap fill items. Read the whole paragraph first before attempting to complete the gap. Pay particular attention to what is directly before and after the gap, but remember that there might also be essential information in a different sentence. The gap will usually be filled by a linker, but it may sometimes be filled by a full sentence. Be sure to pay attention to punctuation and how it might affect what fits in the gap. Finally, read through the whole paragraph again to check that it makes sense.

2 a) Read the sentences below. Choose the correct option. Why is the other option wrong?

- 1 **Although/Due to** melting ice in the polar regions, sea levels are expected to rise.
- 2 **Unlikely/Unlike** most of the people on the course, Jill had a degree in biology.
- 3 **Despite/Though** they read extensively before travelling, they still experienced culture shock.

b) Fill in: *in fact, since, nevertheless.*

- 1 Tom doesn't usually like science fiction but he found the film enjoyable
- 2 I thought this novel would be about Ireland but it was set in London.
- 3 starting the course this autumn, Marina has spent most of her evenings at the library.

c) Read the paragraph and choose the sentence that can logically fill the gap. What words helped you decide?

We need not avoid online transactions altogether as long as we are aware of what can go wrong. Then, we can safely take advantage of the conveniences this technology offers.

- A We should embrace change without fear.
- B It is not worth the effort that is required.
- C It is simply a matter of taking precautions.

Preparing for the task: reference words

STUDY SKILLS

Questions may test reference words: What a pronoun or other word in the text is referring to. For such questions, read the sentence the pronoun is in as well as the sentence before and after to see how the pronoun is used in context. The pronoun may refer to a noun that appears before or after it.

3 Read the extract below, paying attention to the pronoun in bold. Find and underline all of the nouns. Which noun does the pronoun refer to? Why?

The profit that his company earned allowed him to hire more employees; **it** also made it possible for him to purchase more advertising.

Preparing for the task: identifying the meaning of sentences or sentence fragments

STUDY SKILLS

Sometimes you may be asked to identify what is closest in meaning to a sentence fragment. In this case, it is important to check that all parts of the sentence or fragment match what is expressed in the answer option. Also be sure to check for positive or negative meaning.

4 a) Read the first paragraph of a text about *Restoring Coral Reefs* and look at the part of the sentence in bold. Is there a negative meaning?

Climate change is putting corals at risk. In both 2016 and 2017 warm water temperature caused severe coral bleaching events, **and corals cannot recover quickly enough when they suffer such frequent damage.** Action must be taken to save what is left.

b) Read the options below and underline the key words. Which is closest in meaning to the words in bold in Ex. 4a? Which words helped you decide?

- A Corals grow more rapidly after they are harmed by bleaching events.
- B Bleaching events are more destructive to corals when they happen often.
- C Corals are able to bounce back regardless of what happens to them.

EXAM TASK

Read the rest of the text below about *Restoring Coral Reefs* and then answer the questions that follow. For questions 1-6, choose the best answer (A, B or C).

Restoring Coral Reefs

Early reef restoration projects were not always successful. In the 1980s, in Florida, two million old tyres were dumped in the ocean in order to build an artificial reef, but 30 years later **it** was found to be a failure as almost no marine life could be found in the area. What's more, the tyres were releasing toxic chemicals into the salt water and creating damage when they were tossed around by the waves during storms. The same thing happened in many parts of the world in the 1980s, unfortunately. In some places, PVC and other plastics are still used for reef restoration, but they are little better than tyres as they also release toxic chemicals and have smooth surfaces that don't encourage coral growth. Small concrete blocks are another reef restoration material that has been frequently used in the past as they are cheap and easy to install. And while they make a good material for corals to grow on, they also tend to move around during storms which destroys any corals that have been established.

Luckily, over the years, researchers have developed a better idea of how to create a successful artificial reef. Important **considerations** are that the material should be long-lasting and not toxic, strong enough to withstand large storms and have a complicated structure and surface texture to encourage corals and fish to move in. Steel shipwrecks make excellent supports for reefs; in fact, sunken warships from WW1 and 2 have become examples of the oldest artificial reefs in existence. Old oil platforms can serve the same purpose. Concrete structures are probably the most popular material for constructing artificial reefs because they are cheap and resemble natural limestone made by corals and **as long as they are large and heavy enough to stay in place, they are very effective**. An exciting new material for building artificial reefs is called biorock. It is an open metal structure that has low voltage electricity passing through it. This causes minerals from the salt water to build up on the structure, providing an ideal habitat for corals. The corals on these structures grow up to five times faster and seem to survive bleaching events better. The only drawback of biorock is its expense; but innovations will soon bring the cost down and _____ more reef reconstruction programmes will be able to utilise it.

Hopefully, these innovations will help the world's coral reefs survive climate change. And since we depend on the oceans, it might help us survive, too.

- 1 What does 'it' refer to in the 1st paragraph?
 - A dumping the tyres
 - B building a reef
 - C finding marine life

- 2 What is **FALSE** about small concrete blocks according to the 1st paragraph?
 - A They are economical.
 - B Corals don't grow well on them.
 - C They don't stay where they are placed.

- 3 Which of the following can best replace the word 'considerations' in the 2nd paragraph?
 - A thoughts
 - B possibilities
 - C preferences

- 4 Which of the following is closest in meaning to '**as long as they are large and heavy enough to stay in place, they are very effective**'?
 - A Bulky concrete structures are the most useful.
 - B Structures are only effective if they are not too heavy.
 - C Concrete structures should be large and light.

- 5 From what you read in the 2nd paragraph, you can infer that biorock
 - A is not used by many reconstruction programmes.
 - B Makes bleaching events less likely.
 - C doesn't always require electricity to function.

- 6 Which of the following can logically fill the gap in the last paragraph?

A although	C nevertheless
B consequently	

PREPARATION TASKS

READING & USE SECTION 2

In section 2 of the Reading and Use part of the exam, candidates read two shorter texts on a similar topic and answer 11 multiple choice questions with three answer options. The last three of these questions will be based on information in both texts. The questions will focus on specific information, synonyms and true/false statements. Total Marks: 5.5

Preparing for the task: finding synonyms

STUDY SKILLS

For questions asking for synonyms for a word/phrase in the text, read the sentence with the original word and try to understand its meaning from the context. Try replacing the original word with each answer option to see which has the closest meaning to it.

Try also to decide if the word in the text has a positive or negative meaning. If, for example, it is negative, you can then eliminate any words from the three options that have positive meanings.

5 a) Read the sentence below. Is the item in bold a positive or a negative word?

By the time the students had sat through the **tedious** lecture, any interest they might have had in the topic was gone.

b) Look at options A-C. Which is a positive/negative word? Which is the correct synonym for 'tedious' in Ex. 5a?

- A stimulating B endless
C imaginative

6 Read the items taken from the texts about two museums on p. 21-22. Choose the correct option.

- 1 What does the word 'modest' in the 1st paragraph of Passage A mean?
A valuable B stylish C small
- 2 Which of the following can replace the word 'authentic' in the 3rd paragraph of Passage B?
A imitation
B implausible
C accurate

Preparing for the task: true/false statements

STUDY SKILLS

For questions testing true or false statements, check that all the information in the statement matches the information in the text before you decide that the statement is true. Some information in the statement will differ from the information in the text if the statement is false. Options will also be paraphrased so be careful to read the entire option carefully. Pay attention to statements that contain adverbs such as *nearly*, *seldom*, *basically*, *commonly*, *little*, *since*, *only*, *not* etc. as these words can alter the meaning of what is actually said in the text, making the sentence false.

7 a) Read the sentence from a text and then the statements (A & B). Pay attention to the underlined words/phrases. Which statement is true and which is false according to the sentence? Why?

In spite of spending nearly the whole day, in the Natural History Museum, we saw barely half of the exhibits.

- A We were in the museum all day long.
B We would need to spend another day to see everything.

b) Read the sentence and underline the keywords. Then decide which statement (A or B) is true and which is false.

- 1 Since the discovery of the archeological site, not one rock has been moved without precisely mapping its location first.
A Nothing has been removed from the archaeological site.
B The position of everything is being carefully recorded.
- 2 Due to the serious consequences, fines for speeding have already been introduced on some roads.
A Speed limits are enforced everywhere.
B Speeding is causing some problems.
- 3 The second book was not as moving as the first and there was little reason to expect it to be.
A The second book was anticipated to be better than it was.
B It was no surprise that the second book was inferior.

PREPARATION TASKS

- 8** Fill in the gaps with: *not only, seldom, not nearly, little*, so that the second sentence means the same as the first.
- 1 **A** Staying up late to study the night before an exam is generally not wise.
B It is advantageous to study late on the night before an exam.
- 2 **A** Travelling to the airport by bus will take too long because we are late.
B There is enough time left to get to the airport by bus now.
- 3 **A** Inequality is a problem they have been more or less ignoring.
B They have done to address the issue of inequality.
- 4 **A** There must be enough water for both homes and agriculture.
B Adequate water is essential for household use but also for crop production.

Preparing for the task: questions that refer to both passages

STUDY SKILLS

In this section, the last three questions will refer to both passages A and B. The information in the question may be present in one of the passages, in both of the passages or in neither passage.

You can often locate information quickly by reading the topic sentences of the paragraphs to remind yourself what each of them contain. It also helps to scan the texts for synonyms of the key words in the questions and read the sentences that contain them. If you cannot find the information in one or both texts after these steps, it is a good idea to read the texts in question carefully in their entirety before you decide for certain that the information is not there.

- 9 a)** Read the question and then read the topic sentences of the paragraphs. Answer question 1 based on what you learned in the topic sentences.
- 1 A reason why frogs are in danger is described in which paragraph?
A paragraph A only **B** paragraph B only
C neither paragraph

A

Ecuador is a special place when it comes to frogs. In terms of biodiversity per square kilometre, it is one of the highest in the world. This is due to the Andes mountains splitting the land up into many diverse environments. There are around 580 known species of frogs in Ecuador and there may be more that are still unknown. Half of them live nowhere else in the world. Unfortunately, many of them are declining and threatened with extinction.

B

The Frog Conservation Center is doing what it can to help Columbia's frogs overcome the threats to their survival. Habitat destruction, pollution and a deadly fungal disease are the leading threats causing the frog populations to plummet, and while these are challenging problems to solve, captive breeding programs offer more time to find solutions. Fifty different species of frogs are raised here, in an effort to save them until there are protected habitats where they can be set free in the future.

b) Underline the key words in the question below. Scan the paragraphs in Ex. 9a and underline any synonyms. Then answer question 2.

2 Which paragraph refers to the number of different kinds of frog in a country?

- A** paragraph A only **B** paragraph B only
C both paragraphs A and B

c) Read the question below. Can you answer the question by looking at the topic sentences of the two paragraphs in Ex. 9a? Underline the key words in the question and any synonyms in the paragraphs and answer the question (**A, B or C**).

- 3 Frogs are now being released into the wild in
A Ecuador. **B** Columbia.
C neither country.

Note

When you have chosen *neither one* for your answer, make sure that you have read everything carefully and have not just relied on keywords.

PREPARATION TASKS

EXAM TASK

Read the following extracts from two passages about *Two Museums*. For questions 1-6, choose the best answer (A, B or C).

Passage A

Shakespeare's Birthplace

Shakespeare's Birthplace is a small museum in the 16th century house where Shakespeare was born and spent his childhood, in the town of Stratford-upon-Avon in England. It is a primitive two-storey wooden frame house, built with oak from the nearby Forest of Arden. Despite its simplicity, in Shakespeare's time it would have been considered a very good quality house. Shakespeare's father was a glove maker, and he ran his business in part of the house while the family lived in another part.

It is believed that Shakespeare's father initially rented the house and eventually bought it. When he died, the house was passed down to Shakespeare, who rented it out to be used as an Inn since he already owned another house in which he was living with his family. When Shakespeare died it was inherited by his daughter, and then later by her daughter. Eventually it was sold and fell into a state of neglect until the 18th century when a group of writers and other admirers of Shakespeare became interested in it. As a result, the Shakespeare's Birthplace Trust was established to purchase it and make it into a museum.

Today, the house has been restored to its 16th century state with the help of historical accounts and old engravings. The indoor furnishings are also as they would have been during Shakespeare's life and a garden behind the house has been planted using only herbs and flowers that would have been **commonly** grown and used in the 16th century.

- 1 What is **FALSE** according to the 1st paragraph?
A The family did not occupy the whole house.
B More than one family lived in the house.
C Shakespeare's father worked at home.
- 2 What does the word '**commonly**' in the 3rd paragraph mean?
A easily
B often
C exclusively

Passage B

Louis Armstrong House Museum

The Louis Armstrong House Museum is the house Louis and his wife Lucille moved into in 1943 and lived in for the rest of their lives. When the Armstrongs bought the house, Louis was already a jazz legend, famous around the world, and could have lived anywhere, but he chose this modest house in the neighbourhood of Queens, New York in the USA. The brick house was designed by the architect Robert Johnson and built in 1910, but the Armstrongs made some changes to suit their lifestyle, expanding the living room, adding a garage and creating a **spacious** and beautiful garden inspired by Japanese design.

- 3 What is **TRUE** about the Armstrongs, according to the 1st paragraph?
A They had houses all around the world.
B They wanted an especially luxurious home.
C They altered the house to make it their own.
- 4 Which of the following can replace the word '**spacious**' in the 1st paragraph?
A roomy
B bare
C vacant

Questions 5-6 refer to **BOTH** Passages A and B

- 5 A garden planted by the original residents is mentioned in
A passage A only.
B passage B only.
C both passage A and B.
- 6 Which famous person lived in the house their whole life?
A William Shakespeare
B Louis Armstrong
C neither one

PREPARATION TASKS

READING & USE SECTION 3

In section 3 of the Reading and Use part of the exam, candidates must complete 20 sentences by choosing from 3 multiple choice answer options. The questions test a variety of grammar structures at this level.

Total Marks: 10

Preparing for the task: understanding the grammar structure being tested

STUDY SKILLS

Read the sentence without looking at the answer options and try to guess the kind of grammar structure being tested. Pay attention to keywords in the sentence such as subjects, verbs and time words that indicate the correct answer.

10 a) Read sentences 1-5. Pay attention to the underlined words. What grammar structure is being tested: relative pronoun, passive voice, conditional, perfect verb form, conjunction, adverb.

- 1 He the problem himself by the time the teacher finally came to help him.
- 2 Veronika is going to medical school, that she gets accepted.
- 3 If you call me when you board the train, I you at the station.
- 4 The garden they grow vegetables is near the community centre.
- 5 This is the most challenging project they have undertaken.
- 6 Had they of the roadworks they could have taken another route.

b) Read the answer options (A-C) for sentences 1-5 in Ex. 10a. Which are the correct answers? Why?

- 1 A had solved B is solving C solved
- 2 A unless B provided C whereas
- 3 A am meeting B meet C will meet
- 4 A which B that C where
- 5 A at all B much C by far
- 6 A informing
B were informed
C been informed

EXAM TASK

For questions 1-14, choose the best answer (A, B, or C).

- 1 Adam eat mushrooms, so I'm surprised he ordered this dish.
A didn't use to B isn't used to
C hasn't got used to
- 2 This is the restaurant I recommended
A her to try B that she try C that she tries
- 3 Were they actually seen the premises?
A they left B leave C leaving
- 4 This isn't obstacle as we had thought.
A as serious an B so serious
C as serious as
- 5 They about the rough sea before they boarded the boat.
A had been warned B were warning
C warned
- 6 They drove for an hour and then stopped lunch.
A to have B to have had C having
- 7 Doctors must keep speed with all the latest medical research.
A at B in for C up to
- 8 We hope there will soon be a solution to global warming.
A satisfied B satisfactory C satisfactorily
- 9 motivated him the most was trying to outdo his brother.
A What B Which C This
- 10 a house several years ago, he would be much better off now.
A Had he bought B If he bought
C Having bought
- 11 The concert is almost sold out; they buy tickets today.
A would better B should best C had better
- 12 Tim had a very successful day in the shop; he sold pieces of jewelry.
A few B a few C quite a few
- 13 in a National Park after university, she is reluctant to get a job in an office.
A Working B Having worked
C To have been working
- 14 I needn't about the driving test. It was easy.
A be worried B worry C have worried

PREPARATION TASKS

READING & USE SECTION 4

In section 4 of the Reading and Use part of the exam, candidates must read a text with 10 gaps and fill in one word which best fits in the gap. Total Marks: 5

Preparing for the task: determining the missing word in a text

STUDY SKILLS

First read the title and the whole text to get an idea of what the text is about before attempting to complete the gaps. The missing words could be any of the following: *pronouns, determiners, linkers, conjunctions, prepositions or parts of prepositional phrases, parts of phrasal verbs or verb phrases, articles, comparatives or adverbs*. Pay attention to the words before and after the gaps because the missing word might be part of an expression, and remember to check for structures that might require an opposing viewpoint. Finally, choose the word that best fits the gap. When you have finished, read the completed text again and check that your answers make sense.

11 a) Read the sentences. What part of speech is the missing word: an article? an adverb? part of a verb phrase, a pronoun, part of a prepositional phrase?

- 1 It was so much genius it was hard work that led to his success.
- 2 The new income tax rules apply only those who are self employed.
- 3 The jeweler, work is instantly recognisable, is in great demand.
- 4 It was Anna who encouraged sharing of ideas between departments.
- 5 It is essential to read more than one source when researching online in order to avoid mislead.

b) Choose the correct word to fill in the gaps in the sentences in Ex. 11a. Can any choices be eliminated because they are the wrong part of speech?

- | | | |
|-----------|---------|--------|
| 1 A that | B only | C as |
| 2 A to | B for | C and |
| 3 A who | B whose | C the |
| 4 A a | B the | C us |
| 5 A being | B to be | C that |

c) Identify the part of speech of the missing words and then use only one word to fill in the gaps.

- 1 This article says that has already invented a robot that can understand emotions.
- 2 There was a lightning storm; needless say, we didn't go swimming.
- 3 experienced bullying as a child, Steve was eager to get involved in the prevention programme.
- 4 The economic situation is gradually looking and people are spending more.

EXAM TASK

For questions 1-10, read the text below and use ONLY ONE word to fill in the gaps.

Teff

In Ethiopia, one plant is very important **1)** culturally and for nutrition. Most meals are served on a traditional flatbread called injera, which is used to scoop up other foods **2)** as lentils or stews. So, injera are not only bread, but also plate and utensils, too. They resemble pancakes and are prepared in the same way, however they are not made using wheat flour. **3)**, they are made of flour from the seeds of a plant called teff. Teff has been cultivated in Ethiopia for thousands of years and today 6.5 million farmers earn their living growing **4)** Teff is a strong plant **5)** can grow in wet or dry conditions, from sea level to high in the mountains. It provides the Ethiopian people **6)** two thirds of the protein in their diet and also has high levels of minerals like calcium and iron. It **7)** said that the world famous Ethiopian runners owe some of their success to this food. Recently, teff has captured the interest of people in other countries **8)** of its unique nutritional properties. Fearing that the popularity of teff would make it too expensive for Ethiopians to afford, the Ethiopian government took steps to prevent it **9)** being exported. As a result, small amounts are now being grown around the world so that more people can enjoy teff **10)** threatening the culture and health of the people who first cultivated it.

PREPARATION TASKS

SPEAKING SECTION 1

In Section 1 of the speaking exam, candidates are asked some personal questions on topics such as hobbies, free time activities, school, hometown, future plans or jobs. They must communicate personal information about themselves, including details and explanations. Section 1 lasts 4 minutes.

Note

No questions about the candidates' families are allowed.

Preparing for the task: *giving personal information*

STUDY SKILLS

When answering questions about yourself, remember to give detailed information in your answers. Practise answering common questions about yourself and expanding your answers as much as possible, but do not memorise answers as it will sound unnatural.

Possible topic questions:

hobbies	Why is it important to have a hobby? <i>(To expand, think about: What hobby do you have? How does it benefit you? Do you learn from your hobby? Why do people enjoy their hobbies?)</i>
free-time activities	What do you like to do to relax? <i>(To expand, think about: What do you do when you're tired/stressed? Where do you go? Do you spend time with friends/alone? Why does that relax you?)</i>
school	Can you tell me something about your school? <i>(To expand, think about: What are the classrooms/teachers/facilities like? What do you like about it? What could be improved?)</i>
hometown or neighbourhood	If you had the choice, where would you like to live? Why? <i>(To expand, think about: City or countryside? What kind of house/apartment? What makes a place good to live in?)</i>
future plans	What would you like to do after you finish school? <i>(To expand, think about: Do you want to: attend college/university, find a job, travel? Have you decided? If not, how will you decide?)</i>

Jobs

What would be the most satisfying job for you? *(To expand, think about: What's your ideal job? How would doing this job make you feel? What do you consider most important when choosing a job?)*

1 a) Read the following responses. Which topic from the table do they refer to?

- When I'm feeling stressed, my favourite thing to do is disappear into my room with a good novel.
- I would like to be a nurse, because I think it's important work and it would be rewarding to help others.
- First of all I want to travel, then hopefully I will go to university to study chemistry.
- I suppose I would choose a place in the countryside, with a clean, peaceful environment, that was only a short train or bus ride from a big city.
- I think they're essential because we can get involved in a personal interest, just for the joy of it, without any pressure.
- We have small classes and excellent teachers but the computers are rather out-of-date.

b) Expand each of the sentences in Ex. 1a. Use the questions from the table to help you.

c) Read the question below and the two responses (A & B). Which response expands the answer with the most specific details? Underline them.

Why is it important to have a hobby?

- A "I would say hobbies are important because they teach us a lot of new skills."
- B "I think hobbies are so important. For example, playing the guitar makes me happy and I also learn to be disciplined. Also, they're calming because they're not connected to our studies or careers so there's no pressure."

d) Which questions from the table does the detailed response from Ex. 1c answer? What other information does the response include?

PREPARATION TASKS

SPEAKING SECTION 2

In section 2 of the speaking exam, candidates are given a list of topics 5 days before the exam. They must choose one of the 5 topics from the list and prepare a 2-minute talk on it. After the talk, the examiner asks the candidate a question and then asks the candidate's partner to comment on what has been said and the two candidates may engage in a brief conversation. Section 2 lasts 6-8 minutes.

Preparing for the task: *planning a talk*

STUDY SKILLS

Choose the topic that interests you most. Brainstorm some ideas related to the topic and prepare to present these ideas in a logical sequence. Include facts and explanations where appropriate, but make sure you stay relevant to the topic. It is a good idea to write your talk and rehearse it. You can practise in front of the mirror and record yourself in order to check your delivery. Make sure to speak clearly and use the correct intonation.

Useful Language

Giving opinions

- As I see it,... • In my opinion,... • I think/believe ...
- As far as I'm concerned,... • To my mind,...

Stating preferences

- I would(n't) like (to) ... • I (would) prefer ...
- I look forward to ... • I hope to ...
- I'd rather (not) ...

Advantages

- One positive of ... is ... • A benefit of ... is ...
- An argument in favour of ... is ...

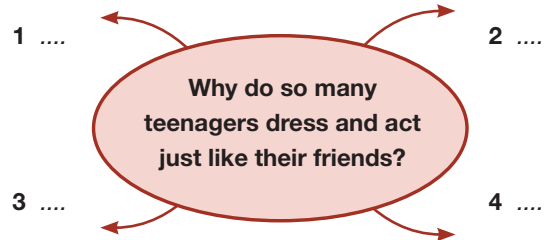
Disadvantages

- A drawback of ... is ...
- ... has the negative effect of ...
- An argument against ... is ...

Providing reasons

- This is because ... • This is due to the fact that ...
- As a result (of this),...

- 2 a) Read the topic and ideas (A-F) below. Which ideas can be used to complete the mind map? Why didn't you choose the other ideas?



- A being part of a group increases confidence
- B exposed to the same advertisements/influencers
- C insecurity regarding opinions and tastes
- D keeping up with the latest fashions can be expensive
- E individuality can have benefits
- F those who are different may be bullied

- b) Expand the ideas from the mind map into complete sentences. Use the Useful Language box.

Note

The interlocutor will ask you to comment on your partner's talk so you must pay attention to the points they make and the reasons behind them. Think about whether or not you agree with what they are saying and why.

- c) Read the talk based on the question in Ex. 2a. Do you agree or disagree with the talk? Why? What points would you add or change?

There are plenty of reasons why teenagers dress and act just like their friends. As I see it, it has mostly to do with insecurity. In general, teens are just developing their own opinions and tastes, so they might lack confidence about their sense of style or even their identity. When friends dress alike, they form a group, and fitting into this group gives all of them more confidence. Another benefit teens get from blending in is that those who are different can become targets for bullies. Being bullied is a terrible experience with lasting negative effects, so it is no surprise that teens would try to avoid it. Finally, teens all see the same adverts and admire the same celebrities, so it makes sense that they would all want to dress and act like these influencers do.

PREPARATION TASKS

SPEAKING SECTION 3

In section 3 of the speaking exam, candidates must respond to a question related to the topic of their talk in Section 2. Candidates are given a set of prompts which they may or may not use in addition to their own ideas to answer the question. The interlocutor also asks the other candidate to express their point of view. Section 3 lasts 6 minutes.

Preparing for the task: expressing opinions based on set questions

STUDY SKILLS

Read the question and the prompts. They will give you an idea about what aspects of the topic you could talk about. You can discuss each point as well as add your own, some of which may come from your talk in Section 2. Be sure to justify your responses by giving reasons or examples to back up your opinions.

- 3 a) Read the question and prompts (A-C) below. Match the sentences expressing opinions (1-3) to the prompts.**

What are the benefits of standing out from the crowd?

- A attract attention
- B demonstrate of self-confidence
- C more positive emotions

- 1 "Knowing that they're being true to themselves rather than following others tends to make people feel happier."
- 2 "I think that people who stand out tend to get noticed by others and are also more likely to be remembered."
- 3 "People who aren't afraid to stand out from the crowd have to be sure of themselves."

- b) Read the justifications (a-c) and match them to the sentences expressing opinions (1-3) in Ex. 3a.**

- a This is because they are freed from the pressure of pleasing others and instead can please themselves.
- b This means that others will view them as someone who has the ability to lead or to excel at what they do.
- c As a result, they are on people's minds and are more likely to be offered opportunities.

Note

The interlocutor will ask you to comment on what has been said and to express your own point of view as well.

Useful Language

Agreeing

- I couldn't agree with you more.
- I feel the same way. • You've got a point (there).
- I'm of the same opinion.

Disagreeing

- I'm not sure I agree (with you on that).
- I think you're wrong (there). • That's not right.

Offering an alternative opinion

- I see what you mean, but ...
- I take your point, but ... • You may be right, but ...

- 4 a) Read the reply to the opinions in Ex. 3a and the justifications in Ex. 3b. Which of the opinions does it disagree with? Which does it agree with?**

I'm of the same opinion, for the most part. I couldn't agree more that those who stand out from the crowd get more opportunities because they're memorable. For example, I've heard this works in job interviews; if you look different, or do something surprising, you're more likely to get the job because they remember you instead of the many other people they've met. It can go the other way too, though. If you stand out too much, or for the wrong reasons, it can make quite a bad impression. I would also agree that standing out can make someone appear to be self-confident and, in a way, special. It follows that other people would assume they have the potential to be a leader. I don't think it's right to say that people who stand out have more positive emotions, though. Some people stand out by accident, not because they're trying to, and it could be stressful for them. Other people do it on purpose to get reactions because they're insecure and want to be the centre of attention. That's not a very positive behaviour. I'm sure some people feel happy standing out, but I think it really depends.

- b) What is your point of view on the three points in Ex. 3a? Do you agree or disagree with them?**

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