

# Test answer key

All tests contain a maximum of 80 marks. For a percentage mark, divide the score by 80 and multiply by 100 = \_\_\_\_\_%

## Test 1 (Units 1 and 2)

### VOCABULARY

1

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

2

11 humanities 12 inspiration 13 miraculous  
14 predicated 15 impediments 16 contentions  
17 convention 18 comprehensively 19 affection  
20 stigmatized

### GRAMMAR

3

21 in 22 no 23 will 24 well 25 be 26 been  
27 since 28 would 29 will/may/might 30 is

4

NB: the marking scheme for the key word transformation exercises is based on two marks per item. The two sections of each answer are separated by a slash (/). You should allocate one mark per correct section.

31 has been running / the new programme for 32 was going / to chair 33 is bound / to be put into 34 until / all the spectators have arrived 35 has completely changed / in the last

### READING

5

36 D 37 B 38 A 39 C 40 D 41 C 42 B 43 D  
44 A 45 C

### LISTENING

6

46 F 47 B 48 H 49 A 50 D 51 D 52 F 53 A  
54 G 55 C

### Transcript 55

#### Speaker 1

*I think the time I was taken most out of my comfort zone was when I had to go to China on business. I don't speak a word of Chinese, and while I really appreciated the friendliness of the people, I really hated not being able to read road signs, or street names, or talk to people. I felt totally helpless and a bit worried about looking stupid. On the plus side though, it gave my self-confidence a real boost! Better than that, though, I made some really good friends who have actually visited me here, and I'm due to go back to China next year to visit them.*

#### Speaker 2

*Public speaking – that's my bête noire! I'm an artist and once I had to give a presentation to a huge firm of architects; I was*

*trying to convince them to commission me to provide paintings for a chain of luxury hotels they were building, and I think there were about 50 people there. The problem is that I've got a slight stammer and I'm terrified that it will become really obvious, as often happens when I'm nervous. Everyone's afraid of making mistakes, but with me it's worse. Anyway, I got the commission and it brought me a lot of money, but more importantly, it did wonders for my self-confidence.*

#### Speaker 3

*Out of my comfort zone? Definitely my driving test last year. I'd been learning with my dad, so I'd never driven with someone else in the car, and the examiner was very stern. I was really nervous – terrified of doing something wrong, and of course there was the possibility of an accident, though that wasn't too much on my mind. Well, what happened was that in my nervous state I misread a road sign, so I failed the test. But what came out of it and has really benefited me is learning that you can move on from failure. I've retaken the test, passed it with flying colours and have just bought my first set of wheels.*

#### Speaker 4

*I've always been very shy, and after I left university I went for a job interview where they required the applicants to perform role plays! Well, I didn't know what to do. It wasn't so much fear of errors, but just that I felt really stupid and embarrassed pretending to be someone I wasn't. I didn't get the job, which turned out fine as the candidate who did kept in touch with me and we became good friends, and I realized that the job wasn't for me anyway. The amazing thing though was that the interview actually encouraged me to rethink my plans and go back to college to study drama, so now I'm an actor!*

#### Speaker 5

*I was given an 'experience' for my 40th birthday, you know, one of those days out you can buy. My wife bought me a day learning to drive a Formula 1 car. Why? I don't know! I was in mortal dread of having a high-speed collision. You're with an experienced driver and they can mitigate your mistakes, but crashing at 200 kilometres an hour would be serious. Well, obviously, I didn't crash, and now I love watching Formula 1 even more than I did, but what's really good is that it's improved me as a driver. I'm much less cautious now and feel I can get out of tricky situations better.*

### SPEAKING

7

**Step 1:** Put students in pairs to discuss the questions. Give them five minutes to ask and answer the questions using appropriate tenses and vocabulary.

**Step 2:** Keep students in their pairs or get them to change pairs and work with a different partner. Ask them to read the scenario and discuss together the advice they would give and which expressions from the Useful language box they can use. Then they 'present' their advice to each other. Allow ten minutes in total.

Use the following table to award ten marks. Give two marks if the student meets each criterion below well, one mark if their performance is satisfactory and no marks if they do not meet the criterion at all.

Did the student ...	Marks
complete the task, i.e. talk about everything they were asked to?	
speak fluently, i.e. without too much hesitation?	
speak accurately, with appropriate grammar and vocabulary and a clear pronunciation?	
ask questions and interact with their partner naturally and appropriately?	
use language presented in the units for talking about past, present and future time / giving advice?	
<b>Total marks out of 10</b>	

### WRITING

8

Use the following table to award ten marks. Give two marks if the student's writing meets each criterion well, one mark if their writing is satisfactory and no marks if they do not meet the criterion at all.

Did the account include ...	Marks
all of the elements in the instructions, i.e. the meeting, the woman's story, the advice given and what happened next?	
a clear and rational sequence of events / narrative?	
accurate and varied grammar, good punctuation, paragraphing, etc.?	
a full range of appropriate vocabulary?	
a few comment adverbs?	
<b>Total marks out of 10</b>	

## Test 2 (Units 3 and 4)

### VOCABULARY

1

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

2

11 posture 12 reassurance(s) 13 energizing  
14 contemptuous 15 irresistible 16 resonance(s)  
17 suppression 18 congenitally 19 compelling  
20 temptation

### GRAMMAR

3

21 used to 22 would 23 thought 24 was going  
25 had gone 26 was 27 was having 28 was thinking  
29 had 30 understands

4

31 As far as / exam results are concerned 32 isn't the cost / that concerns me 33 Not until / the dispute is resolved (has been resolved) 34 the thing / that strikes you most is 35 by surgically removing the obstruction / could we

### READING

5

36 C 37 E 38 A 39 E 40 C 41 D 42 A 43 B  
44 A 45 B

### LISTENING

6

46 (Old) French 47 incomprehensible 48 (Anglophone) Canada 49 estimated 50 total immersion 51 on board 52 exceptional communication 53 deaf culture 54 government agencies 55 legal interpreting

### Transcript 56

**Tutor:** As part of your course in communication methodologies, I'd like to introduce Julie Lopez, an interpreter in ASL, American Sign Language, which she's going to talk to you about today. So, I'll leave you in Julie's capable hands.

**Julie Lopez:** Thank you. Now, I'm going to start by telling you a little about ASL, and then look at what the prospects are for careers using it. American Sign Language developed in the early nineteenth century, mainly from Old French Sign Language, which you may consider quite surprising. The reason for this is that the founder of ASL, Thomas Hopkins Gallaudet, travelled to Europe in the early nineteenth century and examined both the English and French sign languages, eventually deciding that the French was the better of the two. Because of this, despite the common background of British English and North American English, American Sign Language and British Sign Language are mutually incomprehensible. On the other hand, there are great similarities between ASL and the sign languages used in parts of Africa. One reason for this is the presence in West Africa of a deaf American missionary, Andrew Foster, who was also an educator and established the first school for the deaf on the continent of Africa. ASL is the principle sign language used throughout the United States and in Anglophone Canada. We aren't entirely certain of the number of users, but it is estimated to be between 250,000 and 500,000.

How do people become ASL users? Well, a deaf child – or indeed a hearing child – born to deaf parents will pick up the language as easily and naturally as any child learns its parents' language, as, I suppose, anyone learns a language in a total immersion situation. In fact, if the parents aren't totally fluent, the child is likely to become a far more fluent user than them. If a deaf child is born to hearing parents, then they will obviously need to be taught ASL. Of course, for anyone who decides to learn ASL in later life, for example to communicate with someone close to you who is deaf, or to teach it or

become an interpreter, there are plenty of educational establishments that teach it.

That brings me on to careers using ASL. Careers focus mostly on interpreting, and that clearly means taking on board that you have to learn a new language. Nowadays most ASL interpreters have a degree, often in English as a high level of English and exceptional communication skills are necessary for the work. And, of course, you then need to take a course in ASL itself and you need to become fluent, so it isn't a quick and easy option. Many programs, such as the one that I did, cover more than just the language and include topics such as deaf culture, as you have to be highly sensitive to the needs of the people you're working with. Employers range from education establishments to medical facilities and government agencies, the latter being an area of work that I didn't particularly take to. There are also openings in the media, interpreting on TV, but again, that's something I don't particularly like as I prefer to be working directly with the person for whom I'm interpreting. I'm freelance now, though I have worked for different employers in the past, and much of my work is in the world of legal interpreting, working in the courts, which I really enjoy as I feel that I can help vulnerable people.

Well, that's enough from me. Are there any questions you'd like to ask?

SPEAKING

7

Put students in pairs to read the instructions and prepare their own presentations. Remind them to look at the question their partner will be talking about and think of one or two points they might want to make / questions they might want to ask. Allow them about five minutes for preparation. Ask them to follow the instructions. The student presenting should talk only for about two minutes and then they should discuss the question briefly together for another minute or so.

Use the following table to award ten marks. Give two marks if the student meets each criterion below well, one mark if their performance is satisfactory and no marks if they do not meet the criterion at all.

Did the student ...	Marks
complete the task, i.e. present their views on the question for two minutes and respond to their partner?	
speak fluently, i.e. without too much hesitation?	
speak accurately, with appropriate grammar and vocabulary, and a clear pronunciation?	
ask questions and interact with their partner naturally and appropriately?	
use language presented in the units for talking about marketing and communication?	
Total marks out of 10	

WRITING

8

Use the following table to award ten marks. Give two marks if the student's writing meets each criterion well, one mark if their writing is satisfactory, and no marks if they do not meet the criterion at all.

Did the account include ...	Marks
all of the elements in the instructions, i.e. giving the schedule of the adverts and asking questions regarding the cost, the copy and the deadline?	
the correct layout and organisation for a formal letter?	
the correct tone and level of politeness?	
accurate and varied grammar, good punctuation, paragraphing, etc.?	
a full range of appropriate vocabulary?	
Total marks out of 10	

Test 3 (Units 5 and 6)

VOCABULARY

1

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

2

11 environmentally 12 reasonably 13 precisely  
14 greatly / highly 15 scientifically 16 highly  
17 prohibitively 18 shoddily 19 perfectly  
20 radically / highly

GRAMMAR

3

21 by 22 have 23 had/got 24 were 25 go 26 went/  
turned 27 to 28 why 29 been 30 it

4

31 first prize was awarded / to her 32 was widely believed  
to / have been buried 33 us if I/we would call him when we  
were 34 get a tree surgeon / to remove 35 having finally /  
been sacked, the CEO

READING

5

36 C 37 A 38 F 39 D 40 B

6

41 companies 42 the speed at which the ink dried on the  
paper 43 1951 44 the ballpoint pen 45 the birome /  
the ballpoint

## LISTENING

7

46 A 47 C 48 B 49 A 50 C 51 D 52 B 53 B  
54 C 55 D

### Transcript 57

**M:** Ms Pooley, welcome back. As you know, this is the third stage of the interview process, and now we have only three candidates.

**F:** I know. I feel honoured!

**M:** So, now is the time to delve deeper ... in this interview I'm aiming to find out how committed you are to the ideas of green building and how well you would fit into our business. Let's start there – why are you so interested in joining a firm of green architects?

**F:** Well, my first instinct is to say that I believe profoundly in green architecture being the way forward at the expense of all other architecture, but I'll stop there. Obviously, I believe in it, but I don't buy into the idea that one single idea can save the planet. If I'm totally honest, then my interest in green architecture lies more in the challenges it brings and addressing those. The idea of discovering new ways of building a more sustainable environment really excites me.

**M:** What do you believe is the most difficult challenge facing sustainable building?

**F:** Let me think for a moment ... to my mind it's probably the high initial outlay of sustainable building. Obviously, the majority of inexpensive building materials are those which are less adaptable to the environment, such as concrete, but we have to attempt to move away from those as they can be such eyesores, not to mention the damage they can do, for example, concreting or tarmacking areas of land for car parks and the like, adding to potential flooding by reducing the possibility of water being absorbed into the land. I think most people appreciate the reasons for moving away from the type of building practice that has been employed over the last decades, centuries even in the west, and for moving towards a fusion of the natural and the built environment.

**M:** But do people appreciate the reasons enough to accept higher-cost housing?

**F:** That I'm not sure of. Clearly, one has to start by engaging the more affluent parts of society. If, by building sustainable housing and work spaces for the richer end of society, we can start to create a reliable income stream, that opens up possibilities for subsidising the less well-off end of the housing market.

**M:** Yes, I can go along with that. Do you think that people are ready to embrace change though, that there isn't a deeply held resistance to change in society?

**F:** Actually, I believe that's a common misconception. When it comes to accepting new, greener technology, look at cars. No one would have predicted the take-up of hybrid and electric cars in this country. OK, it took a while, but once people had decided that reducing the number of petrol-and diesel-powered vehicles on the road would be beneficial on a number of levels, the sales of these cars began to grow steadily.

**M:** Yes, perhaps an example of public confidence pushing the infrastructure, forcing more electric points for recharging to be supplied. OK, I take your point there, but we're talking about a different scale of cost when it comes to accepting green building. Can you see any ways around that?

**F:** Yes, something I'd be interested in pursuing further is the possibility of adapting existing buildings to make them greener. We've had government initiatives to reduce energy costs by installing more effective insulation and solar panels, but there are greener ways of making a building warmer and helping it to blend in with the environment.

**M:** I can well believe that, in particular when it comes to developing countries, but do you have any examples of how we can apply those principles to highly developed countries such as our own?

**F:** Well, yes. We can look at relatively simple solutions, such as planting vines along the outside walls of buildings, which helps to retain heat, can provide shade and clearly harmonizes with the natural environment.

**M:** That's true and a very interesting point. There are, of course, issues there in terms of the roots of the plants possibly undermining the structure of the building, and certain plants can of course start to work their way through into the fabric of the walls.

**F:** Yes, and it's exactly that kind of problem I'm intrigued by, and would really welcome the opportunity to investigate within the framework of a company such as yours.

**M:** Mmm. On that note, I think it's time for you to meet some of my colleagues and look at some of the projects we're currently working on. I think you might be pleasantly surprised by the directions we're going in ...

## SPEAKING

8

Put students in pairs to read the instructions. Give them a few minutes to prepare their questions / possible answers for Step 1 / job advert 1. After they have prepared their interviews, allow about ten minutes for the actual interview, monitoring all the time. Then they swap roles and prepare their questions / possible answers for Step 2 / job advert 2. Give them a few minutes for this and then about ten minutes for the interview.



Use the following table to award ten marks. Give two marks if the student meets each criterion below well, one mark if their performance is satisfactory and no marks if they do not meet the criterion at all.

Did the student ...	Marks
complete the task, i.e. ask effective questions as the interviewer and answer them well as the interviewee?	
speak fluently, i.e. without too much hesitation?	
speak accurately, with appropriate grammar and vocabulary and a clear pronunciation?	
ask questions and interact with their partner naturally and appropriately?	
use language presented in the units for asking and answering interview questions?	
<b>Total marks out of 10</b>	

WRITING

9 Use the following table to award ten marks. Give two marks if the student’s writing meets each criterion well, one mark if their writing is satisfactory and no marks if they do not meet the criterion at all.

Did the account include ...	Marks
all of the necessary information about the accident, i.e. what, where, when, how and who?	
the correct layout and organization for a newspaper article?	
the correct register?	
accurate and varied grammar, good punctuation, paragraphing, etc.?	
a full range of appropriate vocabulary?	
<b>Total marks out of 10</b>	

Test 4 (Units 7 and 8)

VOCABULARY

- 1  
1 desire 2 straight 3 wisdom 4 laudable  
5 judgement 6 permutations 7 default 8 answers  
9 plunge 10 conscience
- 2  
11 definitive 12 predators 13 unavoidable  
14 unintentional 15 impressionable 16 liquidation  
17 subsistence 18 contaminants 19 resilience  
20 irreparable

GRAMMAR

- 3  
21 less 22 just 23 as 24 well 25 off 26 far/much  
27 so 28 have 29 fewer 30 the
- 4  
31 is less competent / than 32 needn’t have / brought  
33 not nearly / as professional as 34 may/might well /  
have been 35 would rather / you submitted

READING

- 5  
36 B 37 E 38 D 39 A 40 C 41 E 42 E 43 B  
44 D 45 C

LISTENING

- 6  
46 A 47 C 48 B 49 C 50 A 51 B 52 B 53 C  
54 B 55 A

Transcript 58

**Extract 1**

Finally, a few words on gluten-free diets and products. Gluten is a protein found in grains such as wheat and barley, and therefore found in prepared foods such as bread, pasta, cakes and biscuits. Gluten causes severe problems for some people, in particular those suffering from coeliac disease, a condition where the gluten damages the small intestine, but also the growing number of people with an intolerance to gluten, who may experience bloating and other stomach issues or even skin rashes and other problems arising from the gluten. For such people, there are several other cereals that can be used for baking, and a variety of products easily available at supermarkets and other outlets. For those who can tolerate gluten, there is no reason to avoid it, and those who do so mainly for health or weight-loss purposes are likely to be fooling themselves as the gluten-substitutes often contain as much fat and sugar, if not more, than products containing gluten. Now, any questions before we move on ...

- Extract 2**
- A: Have you tried that new restaurant on the river yet?  
B: I have, actually. Suzi and I went there on Friday.  
A: And ... what was it like?  
B: Not all it’s cracked up to be really. We both felt that it was overpriced for what it was. Don’t get me wrong – the food was good, and we enjoyed it, but over £25 for a main course – I expect some wow factor for that!  
A: So, no wow factor at all?  
B: Well, I was a bit underwhelmed, you know, but actually Suzi had a fantastic-looking dessert with chocolate presented in about four different ways, so given the chocaholic she is, she was over the moon about it.  
A: What did you think of it?

**B:** Me? Do you think for a moment that she let me even taste it? I couldn't possibly comment!

### Extract 3

You know, Mrs Andrews, I've been thinking about the fact that you can't really cope with your garden any more. Also, neither of us has a huge amount of money, and I really need to be getting out and doing some exercise as I'm so sedentary during the day. Wouldn't it be a good idea if I came round and grew some vegetables in your garden? I could cultivate a mixture of fruit and vegetables and then we'd share them equally, straight down the middle. Don't you think that would be a good idea? It would mean that you don't have to waste money at the shops on stale produce, and it would save me money, too. We could share the costs of seeds and things, but that would be negligible. I know you might not like someone coming into your garden at all times, but we could try and fix some kind of timetable, though obviously the weather could scupper that. I think it would be worth a go, if only to save a few bob. Are you up for it?

### Extract 4

**A:** Have you seen this article, Josh? It's really interesting.

**B:** No, what is it?

**A:** Addison's Supermarkets are starting to sell imperfect vegetables and fruit, you know, potatoes that aren't round and apples with blemishes, that sort of thing. They're usually just chucked away because their customers don't want to buy less than perfect goods.

**B:** Don't blame them. Neither would I.

**A:** But so much waste ... it's criminal. They're selling the fruit and veg at a lower price and apparently it's been really successful so far. They say that the lower price reflects the fact that more work may be involved in preparing them, and that some may be lost if people have to cut bits out, but with people trying to reduce their food bills, it's going down well. I think I'll look for it when I go to the supermarket next.

**B:** Granted it's good for people who are struggling with food bills, but otherwise why would you deliberately eat less-than-perfect food? Don't expect me to eat any substandard veg!

**A:** You won't even notice. Anyway, just wait until you and your brother move into the flat you're after. You won't be so fastidious then.

### Extract 5

OK. Now I'm going to show you one of my favourite starters, but it really is so simple that anyone can do it. It's beetroot and goat's cheese salad – you can cook the beetroot and prepare the dressing in advance and then just assemble the salad a few minutes before you're ready to serve it. Boil or microwave the beetroot until it's cooked – you can get the exact times and details from the programme site online – and then slice it fairly thickly, allowing about half a medium beetroot per person. Arrange the slices on a few salad leaves on individual plates, with a thick round

of goat's cheese on top, you know from the cylinders that you can get. Keep the cheese out of the fridge for a few hours beforehand so that it's nice and soft – look at that – beautiful. Plonk a handful of rocket leaves on top and drizzle the dressing over it all – ingredients for that are online too – and hey presto, a simple but really impressive starter.

## SPEAKING

### 7

Put students in pairs to look at the photos and read the instructions. For Step 1, they can start talking immediately. Give them three or four minutes for their discussion (or less if you can get round the class to monitor in less time). Then they look at the questions in Step 2. Allow them a few minutes to prepare and then about five minutes to discuss the questions together.

Use the following table to award ten marks. Give two marks if the student meets each criterion below well, one mark if their performance is satisfactory and no marks if they do not meet the criterion at all.

Did the student ...	Marks
complete the task, i.e. discuss what is shown in the photos and then broaden the discussion out?	
speak fluently, i.e. without too much hesitation?	
speak accurately, with appropriate grammar and vocabulary and a clear pronunciation?	
ask questions and interact with their partner naturally and appropriately?	
use language presented in the units, i.e. comparative forms and modal verbs?	
<b>Total marks out of 10</b>	

## WRITING

### 8

Use the following table to award ten marks. Give two marks if the student's writing meets each criterion well, one mark if their writing is satisfactory and no marks if they do not meet the criterion at all.

Did the essay include ...	Marks
all of the points provided in the notes and a couple of the student's own?	
clear and fluent linking and comparison of the points?	
the correct register (i.e. neutral to formal) and organization of an essay, including an introduction and conclusion?	
accurate and varied grammar, good punctuation, paragraphing, etc.?	
a full range of appropriate vocabulary?	
<b>Total marks out of 10</b>	

## Test 5 (Units 9 and 10)

### VOCABULARY

1

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

2

11 out 12 on 13 down 14 out 15 up 16 of  
17 back 18 on 19 in 20 for

### GRAMMAR

3

21 painfully 22 completely/utterly 23 distinctly  
24 desperately 25 radically/completely 26 greatly  
27 utterly/completely 28 rather 29 fully 30 sincerely

4

31 denies that he/she / knew/had known 32 not / to accept  
33 quite a / beautiful performance by/from 34 accused  
my neighbour's child / of scratching 35 to have / been put  
forward

### READING

5

36 C 37 A 38 C 39 C 40 D 41 B 42 C 43 A  
44 D 45 B

### LISTENING

6

46 (their) permission 47 potential audience 48 animal  
babies 49 video meme 50 trending 51 bizarre  
52 instructional/how-to video 53 golden rules  
54 recording contract 55 attention span

#### Transcript 59

Hi, I'm Brad Marques and I'm from DTV Media, where we make videos of all types. Have you ever watched viral videos on YouTube or other sites and wondered just how you could upload something that will go viral? Well, here are a few ideas for you to think about and to help you make your first video that is viewed by millions.

One of the things that will always attract people to videos is humour; we all want to watch something that will make us laugh. So, filming a practical joke or silly prank on a friend is a good start. Or you could do something really simple like glueing a coin to the ground and filming people trying to pick it up. A couple of things here to remember, though – don't attempt anything that could harm other people, and whoever you video, you'll need to get their permission for you to make the video public. You can't just film people and put the results up on the web.

Of course, the less language you have in your video, the better. Your potential audience is at its greatest when there's no language barrier to negotiate.

A very popular type of video, which combines humour with cuteness – and that always goes down well – is the funny animal or funny baby video. Or even better, funny animal babies! Kittens playing and tumbling all over the place will get an audience, as will puppies. Remember with human babies that once they start talking, you're bringing language into it, and while young kids can say the funniest things, they may not always be easy to understand, so people who don't speak your language might switch off.

If you're stuck for original ideas, why not improve an idea already out there? Take a video meme but change it slightly. So, you have a cute cat or dog at a piano keyboard, 'playing' the piano; you get your cute cat or dog at the keyboard, but you add some words to the video in a funny voice. You need to do this while the original is still trending and has an audience – there's no point in embellishing a video that's on the wane.

Do you have a talent that you can show off? I don't mean a wonderful voice or cool dance moves, but something really bizarre. Can you wiggle your ears, for example? Or lick your nose with your tongue? Doing something like that to music could be a winner. Other possibilities might be showing off how fast you can do a physical puzzle, something like a handheld pinball game.

Now for a couple of more serious suggestions. One particular theme in videos, and one that often does really well, is the how-to video, that is, the instructional video, showing others how to do something. This could be something as intricate as guitar-making, or as simple as making your favourite sandwich – as long as it's good and different. Making interesting shapes from paper is another possibility. If you do a how-to video, there are two golden rules – keep it simple and keep it clear. Remember that you know what you're doing, but your audience almost certainly doesn't.

Finally, if you do have a real talent, use it. For example, if you sing really well, if you play an instrument, if you're a great dancer, use your talent – get a film of you doing your thing. One of the main attractions after humour is talent – seeing someone do something really well. In fact, the majority of videos that go viral involve music, so that indicates how appealing it is. Of course, if your video is really good and it goes viral, it may also attract the attention of music agents and you could be on your way to a recording contract. Don't bank on that happening though.

There are two points which you must bear in mind when you're making your videos: first, use the best equipment you can so that it looks professional. There's little point in producing a really funny video or impressive music video if the sound quality is bad. The other point is not to let your own enthusiasm run away with you – keep the video short, and don't overestimate the attention span of your audience. People watching videos on the Internet want short bursts of entertainment; for longer stretches they'll turn to film or TV.

Well, I hope that's been useful. Go sock it to 'em, and good luck!

# SPEAKING

7

Put students in pairs to read the statement. For Step 1, give them about five minutes to make a few notes about their opinions on the issue, and refer them to the Useful language box on page 104 of the Student's Book. Ask each student to present their view on the statement in turns, giving and explaining their opinions and asking and answering questions to elucidate. Then for Step 2 they work together, for up to ten minutes, to come to an agreement on what (not) to include in their social media profiles.

Use the following table to award ten marks. Give two marks if the student meets each criterion below well, one mark if their performance is satisfactory and no marks if they do not meet the criterion at all.

Did the student ...	Marks
complete the tasks, i.e. present their opinions and come to an agreement at the end?	
speak fluently, i.e. without too much hesitation?	
speak accurately, with appropriate grammar and vocabulary and a clear pronunciation?	
ask questions and interact with their partner naturally and appropriately?	
use language presented in the units, i.e. for giving and explaining opinions, and the correct verb patterns?	
<b>Total marks out of 10</b>	

# WRITING

8

Use the following table to award ten marks. Give two marks if the student's writing meets each criterion well, one mark if their writing is satisfactory and no marks if they do not meet the criterion at all.

Did the report include ...	Marks
all of the points mentioned, i.e. the breakdown of ethnic diversity, which jobs the minorities work in and recommendations?	
the correct format for a report, i.e. clear paragraphing and presentation of statistics, etc.?	
the correct register for a report?	
accurate and varied grammar, good punctuation, paragraphing, etc.?	
a full range of appropriate vocabulary?	
<b>Total marks out of 10</b>	

# Test 6 (Units 11 and 12)

## VOCABULARY

1

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

2

11 resourceful 12 topical 13 daily 14 alchemists  
15 necessity 16 adversity 17 improvisations  
18 assimilation 19 educators 20 discerningly

## GRAMMAR

3

21 In 22 was/were 23 be 24 unless 25 would  
26 had 27 with 28 been 29 to 30 for

4

31 on condition (that) / this one is 32 to her / great disappointment 33 should you / like/wish to be considered 34 even / the director was 35 unless / he had broken

## READING

5

36 A 37 F 38 E 39 D 40 C

6

41 remembering more with help from technology  
42 the inability to remember (important) phone numbers  
43 the idea that group memory is superior to that of individuals  
44 the participants (asked to type a series of statements)  
45 the other half of the participants

## LISTENING

7

46 E 47 A 48 D 49 H 50 F 51 C 52 G 53 B  
54 F 55 D

## Transcript 60

### Speaker 1

*For one of my degree courses I had to learn a lot of new terms and remember what they meant. I used index cards for that with the term on one side and the definition on the other, and I found it really useful to look at them whenever I had a spare moment. I tried testing myself too, but I'm not convinced that helped too much. The same technique is useful for giving talks, I mean using the cards, but where it really comes in useful is learning about my students – a quick glimpse now and again really helps me assimilate their details. They find my memory very impressive!*



**Speaker 2**

*I studied philosophy, so I needed both to remember the theories, but also to really understand them. What I found most useful was rehearsing arguments with myself, you know, talking them through in my head – it really helped to clarify concepts and commit them to memory. One of my mentors suggested this. I suppose it was good practice for oral exams too, and it's something I still do when I'm meeting friends who are really politically switched on. These days I probably use the technique most often when I'm preparing for meetings though, especially difficult ones. I find it really helps me to crystallize my thoughts and prepare well.*

**Speaker 3**

*I wasn't great at remembering things until I took my driving test and had to learn the road signs for the theory part. I tried writing everything down and testing myself, but I've never been much good at memorizing in that way. I was despairing until a friend suggested visualizing, making the signs more pictorial in my head, so a no-through sign would contain an actual barrier. It worked a treat! In fact, I use the technique all the time now, for everyday things, so to remember directions, I might visualize the route in my head. I'm not sure, but I think it's also made my mind a bit more agile too, and I think I'm a bit more creative.*

**Speaker 4**

*My degree was in modern languages, and you know what I always dreaded was the oral part. My mind would go blank and I'd really do myself a disservice. So, I started to practise what I thought might come up, I'd say it over and over again, in front of a mirror, until I was word perfect. Rote learning, I know, but it worked for me. I'd also try to visualize myself in the exam situation, talking fluently and being successful. The method was quite useful in interviews after I left uni, but where it has really paid off is in giving talks and presentations in my job – it gives me so much confidence.*

**Speaker 5**

*Most of the studying I've done has been content-based rather than skills-based, so lots of facts and information to learn and remember. For me, the best way of learning these was to use mind-maps, trying to make logical connections between the information. I've used visualization techniques too, but I think my brain works in a very logical way, so using that helps me assimilate the information. It can be quite good in everyday life too, even with things as basic as directions, but where I think it works really well is with problem-solving – mapping a problem and all the advantages and drawbacks of different courses of action helps to clarify the problem in my mind.*

**SPEAKING**

**8**

Put students in pairs to look at the photos and discuss them. For Step 1, they can start talking immediately. Give them three or four minutes to discuss the purpose and advantages of the devices (or less if you can get round the class to monitor in less time). Then they look at the questions in Step 2. Allow them a few minutes to prepare and then about five minutes to discuss the questions together.

Use the following table to award ten marks. Give two marks if the student meets each criterion below well, one mark if their performance is satisfactory and no marks if they do not meet the criterion at all.

Did the student ...	Marks
complete the task, i.e. discuss what is shown in the photos and then broaden the discussion out?	
speak fluently, i.e. without too much hesitation?	
speak accurately, with appropriate grammar and vocabulary and a clear pronunciation?	
ask questions and interact with their partner naturally and appropriately?	
use language presented in the units, i.e. for describing purpose and using conditionals and adverbs?	
<b>Total marks out of 10</b>	

**WRITING**

**9**

Use the following table to award ten marks. Give two marks if the student's writing meets each criterion well, one mark if their writing is satisfactory and no marks if they do not meet the criterion at all.

Did the review include ...	Marks
all of the points mentioned, including good and bad points about the device and a recommendation?	
the correct format for a review, i.e. description first and recommendation last, and clear paragraphing?	
the correct tone for a review, i.e. quite informal?	
accurate and varied grammar, good punctuation, etc.?	
a full range of appropriate vocabulary?	
<b>Total marks out of 10</b>	