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# Exam Trainer



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# Introduction

The *Key 2e Exam Trainer* is a full exam preparation course designed for Bachillerato students. The Exam Trainer guides you through the different university entrance exam task types, and gives you the practical skills and strategies that will help you to succeed in them.

The Exam Trainer can be used with the *Key 2e Student's Book* and *Support and Extend*, or as a stand-alone component.

## About the Exam Trainer

For individual study, a study group or a class

The Exam Trainer is designed to be flexible. It can be used as a self-study book by an individual student working independently, by a group of students working together without a teacher, or by a class and teacher in a classroom context.

You choose the units that you need

The trainer is designed so that you can choose how to use it. Work through the book systematically from the beginning, or select only the sections that you personally will need – the choice is yours.

Engaging, authentic topics in line with the university entrance exams

We believe that you learn best when you are interested and engaged. We have therefore selected topics that are relevant and interesting, and which also reflect the types of subjects covered in the university entrance exams. If you can explore a wide variety of topics in English and express your opinions on them, it will help you when you do the Reading, Listening and Writing sections of the exam.

Empowering the learner

The authors assume that you, the student, have already got a wealth of ideas, skills and strengths. We have therefore given you many opportunities to explore your own ideas about a variety of topics and to evaluate your own progress, helping to build your autonomy as a learner.

## The structure of the Exam Trainer

The book is divided into four sections corresponding to the four skill areas found in the university entrance exams: Reading, Use of English, Listening and Writing. Within each of these sections, there are subsections focusing specifically on the subskills that are commonly tested.

### Reading

The Exam Trainer contains subsections on each of these question types commonly found in the exams:

- Multiple-choice questions
- True / False and justify questions
- Open comprehension questions
- Synonyms and antonyms

In the Synonyms and antonyms section, there are additional optional reading questions to encourage you to read for gist before you focus on the synonyms and antonyms tasks.

The topics are exploited further in the Writing compositions section (see below).

### Use of English

The Exam Trainer contains a section on each of these question types commonly found in the exams:

- Gap-fill questions
- Sentence transformation
- Pronunciation

### Listening

The Exam Trainer contains a section on each of these question types commonly found in the exams:

- Multiple-choice questions
- True / False questions
- Sentence completion

In the Reading, Use of English and Listening sections you will find the following headings.

### Prepare

- Optional prediction tasks on an engaging topic that is explored further in the first two pages. These questions are designed to get you thinking about the topic and to activate your existing knowledge. In a class or study group context, discuss these questions together to practise your speaking skills. If you are working alone, you can discuss the questions with a friend or family member, you can make notes or you can record a voice note or video with your ideas.

## Exam Focus

- **Your exam style:** questions to get you thinking about how you usually approach these question types.
- **Exam Tips:** practical strategies for each question type.

## Let's practise

- Guided activities that implement the Exam Tips.

## Exam Practice Tasks

- Exam tasks based closely on the university entrance exams.
- **Evaluate your progress:** questions to encourage you to see how you have progressed, and to focus you again on the Exam Tips.

## Develop your vocabulary / language

- Tasks that encourage you to make use of the text to extend your vocabulary or grammar.

## Your ideas

- Optional speaking tasks that allow you to explore your own ideas on the topic. Discuss these with a friend, make notes or create a video or voice note.

**Multiple-choice questions**

**Prepare Teen Inventors**

**Exam Focus**

**Exam Practice Task 1**

**Exam Practice Task 2**

**Inventing Tasks**

**Your ideas**

## Writing Focus

- Questions that allow you to investigate what you already know about the particular writing skill, and / or to illustrate why it is important to develop this skill.
- **Writing Tips:** practical information and / or strategies to help you to develop this skill.

## Let's practise

- Guided activities that implement the Writing Tips.

## Exam Practice Task

- Exam tasks based closely on the university entrance exams. A variety of questions and topics are covered throughout the Exam Trainer, based on the questions and topics that are commonly seen in the exams.
- **Writing Checklist:** A checklist that allows you to evaluate your own writing. This checklist can also be used by teachers to give feedback on a student's writing, and by students to give feedback on each other's writing.
- From page 000 you will find example student answers with examiner's notes.

**Answers**

**After you write: Checking**

**Example answer and Examiner's notes**

**Your ideas**

## Writing

The Exam Trainer contains the following sections to help you improve your writing in the university entrance exams:

- Before you write: planning
- After you write: checking
- Punctuation
- Extending your vocabulary
- Expanding your sentences
- Structure and paragraphing
- Referencing
- Summarizing and paraphrasing

In each section you will find the following headings:

### Prepare

- Optional speaking tasks to generate interest in an engaging topic that is explored further in the first two pages. Doing this optional task will help you to generate ideas for the Exam Practice Task later on.

## Writing compositions

In the university entrance exams, the writing task is often linked by topic to the reading task. For this reason, we have included extra writing exam practice tasks for each of the topics in the Reading section, as well as some tasks on generic topics relevant to the exams. Each task includes an example answer and examiners' notes.

## Writing Language Reference

This section contains useful reference material to help you to develop your writing skills.

## Practice Tests

These six practice tests give you an opportunity to have a semi-authentic exam experience with answers. This material contains question types that occur commonly in different regions.

## Study tips and skills

### General

This Exam Trainer focuses on the specific skills that you need for the university entrance exam. While it is important to practise these specific skills, it is also important to improve your level of English in general. How can you do this?

#### Read

Read in English as much as you can. Read a variety of types of texts, on a variety of topics. Read topics that interest you, about topics that you know a lot about and about topics that you do not know much about. Social media, books and new websites are all good sources.

#### Listen

Listen in English as often as you can. English language podcasts, films, TV series, videos and the news are all easy to find online.

#### Speak

Although there is no Speaking component in the exams, there is no doubt that speaking English as often as you can will develop your ability in other areas. Start an English club, where you meet a few friends, face to face or online, to speak English regularly.

## Build your vocabulary

### Vocabulary notebook

Create a vocabulary notebook – either a physical book or one that you create digitally.

### Word and phrase lists

It can be difficult to know which words and phrases to learn, so one useful tool is lists of the words and phrases that are used most often. The Oxford 3000 and Oxford 5000 are lists of the most common words in English. The Oxford 5000 is most appropriate for an EBAU student, but both, and the Oxford Phrase List, can be downloaded at <https://www.oxfordlearnersdictionaries.com>. Refer to the lists when you come across an unknown word in a text. Check whether the word is on the Oxford 5000 list so that you know whether it is a common word, and so that you can then choose to learn it.

### Using a dictionary

A monolingual advanced learner's dictionary or an advanced learner's academic dictionary is usually the most appropriate for the needs of a student working towards the university entrance exams. When using a dictionary, be sure to check the part of speech, to find the most appropriate definition, and to check the pronunciation. Sometimes a dictionary will provide example sentences and / or synonyms. These can be useful for showing meaning.

## Exam preparation

### Analyse your needs

- Download one or two past university entrance exam papers from your region. (Note: Do not download the two most recent exams. The most recent papers are best used shortly before the exam because the question types will be most similar to the questions in the exam you sit.)
- Choose one past paper and do the exam. If possible, ask someone to mark it for you. Then put it aside.
- Evaluate your strengths and weaknesses: draw a table like the one below, and fill in each of the sections of the exam from your region.

Section of the Exam	Date:	Date:
Reading multiple-choice		

### KEY

- 5 = I feel very confident about this.
- 4 = I am fairly confident about this.
- 3 = I can manage this, but would like to do better.
- 2 = I definitely need more work here.
- 1 = I have got no idea how to do this.

### Plan your exam preparation

- Look through the past papers, and through the Exam Trainer book, and select the sections / subsections that will be most useful to you, bearing in mind the region in which you will be writing and your own strengths and weaknesses. You may decide to do the other sections / subsections, too, to develop your general level of English.
- Work out how many weeks there are until your exam, and create a study timetable. Include sections / subsections from the Exam Trainer. You can also add work from other courses and components (such as the *Key 2e Student's Book* and *Support and Extend*), general English practice (see above) and further skills development.

## Exam Trainer

- Work through the sections / subsections of the Exam Trainer that you have selected.

## Practise your skills

If you need extra practice of a particular skill or question type after you have completed all the exam tasks, then you can create your own practice activities, or work with a friend and create practice activities for each other. Here are a few ideas:

### Reading and vocabulary

Choose a short text.

#### Practise predicting from the title

This is a good skill to develop, because it will allow you to get the gist of an exam task more quickly.

- What do you think the text will be about? Write down three possible options. Then read and check. OR
- What words and phrases do you think will be in the text? Make a list. Then read and tick the words and phrases that came up.

#### Practise reading for gist

- Read the text and choose an alternative title. OR
- Read the text and summarize it in one sentence.

#### Use the text to develop your vocabulary

- Developing your vocabulary will help you in all sections of the exam. Reading is an excellent way to work on your vocabulary because you can see the word or phrase used in an appropriate context.
- After reading a text, choose a few words and phrases that you understand, and which you would like to use more often. Write these in your notebook.
- Choose a few words or phrases that are new to you. Check the meaning in a dictionary.
- You may wish to write an English definition, a translation or an example sentence. If possible, draw a picture to help you remember them.
- Try to use the new vocabulary, as this will help you to consolidate and remember it. Challenge yourself to use some of the new words and phrases every time you do a speaking or writing activity.

### Listening and writing

- Choose a short podcast.
- Read the title and predict what it will be about. Write down three different options.
- Listen once and check which option was closest.
- Listen again and make notes. Do not pause the recording. Leave spaces between your notes to fill in more information later.
- Listen again, and add more to your notes.
- Use your notes to write a summary of the podcast.

### Listening, reading and pronunciation

- Choose a short podcast with a transcript, or an online article that is also available in audio.
- Read the title and predict what you think it will be about.
- Listen without reading and check whether you were correct. Write an alternative title.
- Listen and read.
- Read the text aloud with the speaker.

## Two months before the exam

### Practice Tests

- Select Practice Tests from the Exam Trainer, complete them and mark them.
- Download the latest past papers of the EBAU exam for your region. Complete them within the time limit. If possible, ask someone to mark them for you.

### Check your progress

- Look again at the exam papers that you did at the beginning of your exam practice, and at the self-evaluation that you did.
- In which areas have you improved?
- In which areas do you need further practice?

### Test a friend

- Create tests for a friend. You will improve your skills while creating the test, and by doing the test.
- Decide whether you want to practise reading or listening.
- Decide which type(s) of question you want to practise (for example, True / False, multiple-choice, etc.).
- Choose a reading or a listening text.
- Use the examples in the Exam Trainer to create questions.
- Swap and do the tests. Then swap again and mark them.
- If you disagree on the answers, try to discuss the answers until you come to an agreement. If you can't agree, find a more proficient speaker to help you.

## In the week of the exam

### Prepare your body and mind

- Get plenty of sleep and do some exercise.
- Eat well and drink plenty of water.
- Check you know where and when the exam is.
- Check what you need to take with you to the exam.

### On the day of the exam

- Eat a nutritious breakfast.
- Ensure that you have got what you need.
- Get to the exam venue in good time.

# Multiple-choice questions

## Prepare Teen inventors

### Predict

- OPTIONAL** Do your parents ever ask you to help them with digital devices? Why do you think it is that younger people often find it easier to use modern technology than adults?

### Read

- Look at the picture. What is this writing system called? Who uses it? Who invented it?



- Read the text below and check your answers.

## Inventive TEENS!

Teens are natural problem-solvers and creators, and so it is not surprising that history is littered with teenage inventions.

Louis Braille, for example, was 15 when, in 1824, he invented the system of raised dots that blind and partially sighted people use to read and write. Today about one per cent of all books are available in Braille, and there are devices that allow people to read computer screens using Braille. Louis said of the blind community: 'We must be treated as equals – and communication is the way this can be brought about.'

Thanks to Braille, blind people have access to another teen invention: science fiction. Many classic and modern science fiction books are available in Braille, including *Frankenstein*, which is considered by many to be the first science fiction novel. Mary Shelley started writing it when she was 18, and published it (anonymously at first), when she was 20, in 1818.

## Exam Focus


### Your exam style

- Read the Exam Tips box. Which techniques do you usually use? Put two ticks next to things you do.
- OPTIONAL** Compare your answers in small groups. Explain when and why you use each technique.

### EXAM Tips

- Before you read the text, **read the title and guess what it is about**. This will prepare your brain for the topic and make reading easier.
- Before you answer the questions, **skim-read the text in 30–60 seconds** to get a general idea of the content. This will help you to focus when you read the questions.
- Before you read the text more fully, **read the questions and the options**. Try to predict which answer will be correct. This will help you to find the answer more quickly.
- Underline the key words in the questions and answers. This can help you to focus on the meaning of each question.
- After reading, **cross out the answers that you know are incorrect**. Then read again to find the correct answers.
- Watch out for answers that *look* correct. An answer may have words from the text, but it may still be incorrect.

### Let's practise

- Read the questions and answers. Underline the key words. Try to remember or guess the answers. 

- According to the text, teenagers ...
  - often litter.
  - can be surprising.
  - are good at solving problems.
- According to the text, ...
  - blind people are often treated badly.
  - Louis Braille believed in the importance of communication.
  - Frankenstein* is not science fiction.

- Read the text again and answer the questions.

- OPTIONAL** Compare answers with a partner and discuss.

- Which words did you underline in exercise 1? Did you find them in the text? Did they help you find the answer?
- Why do you think the other alternatives are incorrect?

- Cross out the alternatives that you know are incorrect. Then read again and underline the part of the text that shows you the correct answer.

## Exam Practice Task 1

- 1 Read the title of the text below and guess what it will be about. Then skim-read to check.
- 2 Use the other Exam Tips as you complete this task.

### Saving the dolphins

Keiana Cavé was not yet 15 when she began worrying about baby dolphins and deformed sea creatures in New Orleans and decided to find a solution.



In 2010, when she was 12, there was a huge oil spill in New Orleans – the Deepwater Horizon oil spill. After the spill, Keiana read news reports about shrimps with no eyes, and baby dolphins dying at six times the usual rate, and she wanted to know whether this was caused by the oil spill. So she did some research, and found a way to identify nanotoxins: the very tiny harmful particles left by the oil spill. She found that when the UV rays from the Sun combined with the oil on the ocean surface, the oil became toxic and harmful to sea creatures.

When Keiana was 18, she invented an oil dispersant molecule – a molecule that would help to break the oil into small droplets and cause less damage on the surface of the ocean. She received \$1.2 million in funding to further her research.

Oil spills remain a problem. Further research is needed, because oil dispersants may cause more harm to the sea life beneath the surface. But Keiana has played an important role in taking this research further, because she cared enough to look for a solution.

#### Choose the correct answers.

- 1 Keiana Cavé read in the news that ...
  - A nanotoxins can kill baby dolphins.
  - B a lot of baby dolphins were dying.
  - C baby dolphins were born with no eyes.
- 2 Cavé invented a method ...
  - A to stop oil spills in the ocean.
  - B to protect sea life below the ocean surface.
  - C of breaking the oil up to make it less harmful to some sea creatures.

#### Evaluate your progress

- 1 Underline the parts of the text that tell you the correct answers. How did you know that the other answers were incorrect?
- 2 Which tips did you find most helpful?

## Exam Practice Task 2

### No more thirsty crops

When Kiara Nirghin was 16, she saw an competition online and decided to enter. At the time, there was a drought in her home country, South Africa, and she had an idea to save water on farms. She experimented with boiled avocado and orange peels and invented a mixture that could absorb large quantities of water, reducing the amount of water needed for crops.

She won the 2016 Google Science Fair's Community Impact Award for her idea, which was more environmentally friendly and cheaper than synthetic materials in use at the time. She leapt to fame, making it onto lists of influential teens, and was named one of the United Nations Young Champions of the Earth.

Nirghin now sees herself as a role model for young people. She works with organizations to encourage girls to study science, technology, engineering and mathematics (STEM), particularly to help the environment and local communities.

#### Choose the correct answers.

- 1 Kiara Nirghin's invention ...
  - A saves water in the home.
  - B is made of synthetic materials.
  - C can help farmers to use less water.
- 2 According to the text, ...
  - A Nirghin has won many awards for her idea.
  - B the most influential people are usually teenagers.
  - C Nirghin encourages girls to study mathematics and science.

### Develop your vocabulary

- 1 Find words or phrases in the three texts which mean ...
  - 1 able to see partly, but not well. \_\_\_\_\_
  - 2 money for a particular purpose. \_\_\_\_\_
  - 3 a long period of time with little or no rain. \_\_\_\_\_
- 2 Choose three more useful words or phrases from the texts. Write all six words / phrases in your vocabulary notebook, with the meaning.

### Your ideas

#### OPTIONAL Discuss the question.

Which of these teenagers do you find inspiring? Do some research and find another teenage inventor who inspires you. Tell a partner or group.

## Exam Practice Task 3

### James Bond

James Bond is a secret agent working for the British Secret Service. His code name is 007. Bond first appeared in 1953. He features in twelve novels and two short story collections.

Bond's creator, Ian Fleming, said that Bond wasn't based on a particular person.

However, he also said:

'James Bond is a highly-romanticized\* version of a true spy. The real thing is ... William Stephenson.' Stephenson was a spymaster in World War II. His code name was 'Intrepid'. However, James Bond has also got many of Ian Fleming's own characteristics: they went to the same school, they were both in the navy, they both liked fast cars and beautiful women, they were similar in height, hairstyle and eye colour and they liked the same food – scrambled\* eggs and coffee. Fleming, like Bond, was clever and athletic, but he could also be cold and arrogant.

James Bond is a household name\*. All the Bond novels have been made into films. Six actors have played James Bond so far – the first was Sean Connery and the most recent was Daniel Craig. There are also video games, comic strips, models of cars and other gadgets based on the Bond films.



**highly-romanticized** more perfect than in reality  
**scrambled** mixed together roughly  
**a household name** extremely famous

#### Choose the correct answers.

- Ian Fleming ...
  - was James Bond's code name.
  - was a spy in real life.
  - was the author who wrote about James Bond.
- James Bond ...
  - and William Stephenson went to the same school.
  - had similar interests to Ian Fleming.
  - was called 'Intrepid' by his first boss.
- Sean Connery ...
  - was the original James Bond.
  - played James Bond in six films.
  - isn't as well known as Daniel Craig.

## Exam Practice Task 4

### The sport of cricket

Cricket is a summer sport that is around 500 years old. By the eighteenth century, people thought of it as England's national sport. Cricket travelled with the British Empire, and now it is mostly played in countries which were British colonies: Australia, The West Indies, India, Pakistan and South Africa.

In cricket, there are two teams of eleven players. One team bats\*, and the other fields. The batsman hits a small, hard ball with a bat and scores by running between two wickets. The wickets are three sticks of wood, with small wooden bails on the top of them. The other team tries to knock the bails off the wicket with the ball. Cricket matches are generally much longer than football or rugby – they can take a few hours, or continue for up to five days\*!

Traditionally, cricket players wear long white shirts, trousers and jumpers, and look much more formal than football or rugby players. In 1882, Australia beat England for the first time on an English cricket ground. People said that cricket was dead, and someone burned a cricket bail and put its ashes\* into a small cup. Today, England and Australia still play to win 'The Ashes'.

**to bat** hit something with a stick or similar object  
**up to five days** a maximum of five days, but possibly less  
**ashes** what's left after burning / cremating a dead body, often used symbolically

#### Choose the correct answers.

- Cricket ...
  - was invented in the eighteenth century.
  - was first played in British colonies.
  - involves travelling very long distances.
  - is only played at a particular time of year.
- The batsman ...
  - tries to run faster than the team who is fielding.
  - scores wickets by hitting the ball with a stick.
  - runs from one wicket to another.
  - wins when all the bails have been knocked off the wicket.
- A game of cricket ...
  - can vary in length significantly.
  - takes over five days to complete.
  - takes about the same time as a game of football or rugby.
  - is always finished within a few hours.



## Exam Practice Task 5

### Australian-rules and Gaelic football

Each team in Australian-rules football (or 'Aussie rules', as it is called in Australia) has got eighteen players. The ball is oval\*, which is not so unusual, but in this sport, so is the pitch\*. The pitch is also big – 185 m long – with four posts at each end. There are four quarters in a game, each one lasting between fifteen and 25 minutes. Players can kick, punch or carry the ball, but they can't throw it. If a player kicks\* the ball between the two centre posts, they get six points. There are no official positions on the field, and players can start the game wherever they like on the pitch.

Gaelic football looks similar to Australian-rules football. It's popular in the Republic of Ireland. Each team has got fifteen players. The goalposts look like a combination of a football goal (with a net) and rugby posts. The ball is round, but slightly smaller than a football. There are two halves in a game, each lasting between 30 and 35 minutes. Players can run for four steps with the ball in their hands, but must then either bounce\* it on the ground or drop it onto their foot and kick it back into their hands. If a player gets the ball into the goal by punching or kicking it, they score a goal (three points); if they get it over the crossbar (the top of the goal), they score one point.

Although both these sports are rough, players don't wear protective clothing.

**oval** shaped like an egg  
**a pitch** an area of ground specially prepared and marked for playing a sports game  
**to kick** hit somebody / something with your foot  
**to bounce** move a ball against the ground or a wall so that it comes back to you

#### Choose the correct answers.

- In Australian-rules football, ...
  - each game is 185 minutes long.
  - players are not allowed to change places on the pitch.
  - the ball is a similar shape to the pitch.
- In Gaelic football, ...
  - there's a net across the middle of the pitch.
  - players don't score any points if the ball goes over the goal.
  - players can only run for a short distance when carrying the ball.
- Both games ...
  - have got the same number of players.
  - use a points-based scoring system.
  - are divided into the same number of time periods.

## Exam Practice Task 6

### Tuvalu – an island nation in the Pacific

Tuvalu is one of the smallest states in the world. It is a group of islands in the Pacific, north-east of Australia. The total area of the islands is only 26 square kilometres, and the total population is only about 10,000 people. The largest island, Funafuti, is also the capital. European colonists and slave\* traders\* arrived in Tuvalu in the nineteenth century. The islands were a British colony from 1916 to 1978. During World War II, Tuvalu was occupied by the USA and bombed by Japan. Tuvalu has got serious environmental problems. The islands are only about five metres above sea level, so they are in danger from global warming and flooding. There are also no rivers on the islands, so the people have to collect rainwater\* to drink. Tuvalu is also often hit by tornadoes and cyclones, and in March 2015, it was one of the Pacific countries partially devastated by a particularly bad cyclone, Cyclone Pam.

Traditionally, Tuvalu made money from fishing and coconut palm products. But recently, things have changed. Tuvalu has found a new type of industry that makes millions of dollars each year! Every country in the world has got a special internet domain name which appears at the end of all web addresses (like .it for Italy). Tuvalu's domain name is .tv. In 1998, it licensed the name to an American company. Now, every time the company sells a web address that ends in .tv, it has to pay the Tuvalu government.

**a slave** a person who is owned by another person and is forced to work for them  
**a trader** a person who buys and sells things as a job  
**rainwater** water that has fallen as rain

#### Choose the correct answers.

- Funafuti ...
  - is home to about 10,000 people.
  - has got an area of 26 square kilometres.
  - and Tuvalu have got different governments.
  - is the main island in Tuvalu.
- The British ...
  - used to have government offices in Tuvalu.
  - discovered Tuvalu in the nineteenth century.
  - left Tuvalu during World War II.
  - stopped other Europeans from trading slaves.
- Which of the following is *not* true about Tuvalu?
  - There is no high ground on any of the islands.
  - Severe weather events are quite common.
  - The islands haven't got any rivers.
  - All buildings were destroyed in 2015.

# Multiple-choice questions

## Prepare Sport

### Predict

- 1 **OPTIONAL** What kind of person are you? Do you prefer watching or playing sport? Football or yoga? Every day or once a month? Discuss with a partner.



## Exam Focus

### Your exam style

- 1 Read the Exam Tips box. Which techniques do you usually use? Put two ticks next to things you do.
- 2 **OPTIONAL** Compare your answers in small groups. Explain when and why you use each technique.

#### EXAM Tips

- Before you listen, read the title and guess what the text is about. You will be better prepared to understand the text.
- Before you listen, read the introduction and any specific vocabulary. Practise 'saying' the vocabulary silently in your head. This will help you to recognize it in the text.
- Before you listen, read the questions and the alternative answers. Try to predict which answer will be correct.
- Underline the key words in the questions and answers, and pay extra attention when you hear those words.
- After listening, cross out the answers that you know are incorrect. Then listen again to find the correct answers.
- Watch out for answers that *look* correct. An answer may have words from the text, but it may still be incorrect.

## Let's practise

- 1 4.13 In the interview, you heard the following words. Read and listen to them. Make sure you know what they mean.

.....  
 mental health   depression   heart rate   self-confidence  
 .....

- 2 Read the questions. Underline the key words. Try to remember or guess the answers.

- According to Zawadi, ...
  - most people are depressed.
  - everyone feels sad, guilty or angry sometimes.
  - professional help is not necessary for depression.
  - exercise can cure depression.
- In Zawadi's opinion, which of the following is *not* true?
  - Exercise produces 'happy chemicals'.
  - Exercising in nature is good for mental health.
  - Running gets your heart rate up.
  - The more you exercise, the better.

- 3 4.12 Listen again and answer the questions.
- 4 Compare answers with a partner. Cross out any answers that you both know are incorrect. Then listen again.

## Listen

- 2 4.11 You are going to hear an interview with a psychologist on a radio programme. Here is the beginning of the interview.



**Presenter** This is *Being Well*, our weekly programme about health and wellness. My name is Alex Black, and in this episode we're talking about exercise and mental health. Here to help us understand this relationship is psychologist Zawadi Thomson.

**What do you think they will talk about? Make notes.**

- 3 4.12 Listen and check. Did they mention any of your ideas?

## Exam Practice Task 1

### E-games: when is a sport not a sport?

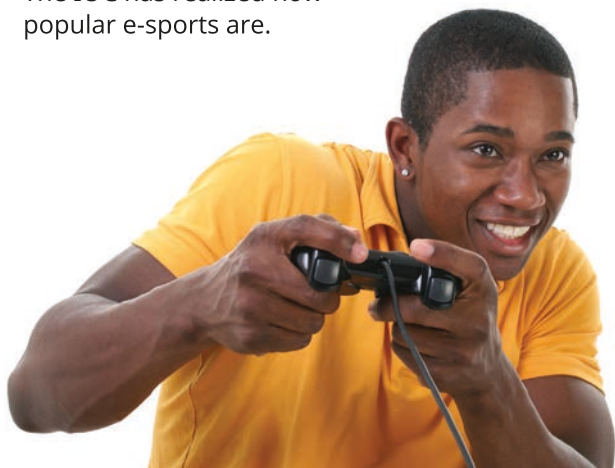
**4.14** You are going to hear a journalist interviewing a professional e-gamer. Here is the beginning of the conversation:

**Presenter** It's not too long ago that video gaming was thought of as a pastime for teenage boys sitting in their bedrooms. But the explosion of online gaming, which became possible with advances in broadband technology, has made gaming one of the most popular sports in the world. The question of whether gaming can be classed as a sport is something we'll be covering in today's show. And with us to discuss this, and other issues to do with gaming, is Carrie Dixon. Welcome, Carrie.

**Now read the questions and alternative answers carefully before listening to the conversation.**

**4.15** Choose the correct answers.

- 1 According to Carrie, video-gaming ...
  - A is becoming less popular.
  - B should not be accepted as a sport.
  - C is considered by most people to be a sport.
- 2 What example does Carrie give of a virtual reality sport?
  - A Card games.
  - B Boxing.
  - C Football.
- 3 In Carrie's opinion, which of the following is *not* true?
  - A Most gamers have difficulty socializing.
  - B It's unhealthy to spend a lot of time in front of a screen.
  - C The IOC has realized how popular e-sports are.



#### Evaluate your progress

- 1 Which techniques did you use? Did they help you?
- 2 Which new techniques would you like to use next time?

## Exam Practice Task 2

### The psychology of sporting success

**4.16** In the following conversation you are going to hear some new words. Read and listen to them. Make sure you know what they mean.

ruthless to take advantage of something  
self-hypnosis distractions

**Now read the questions and alternative answers carefully before listening to the conversation.**

**4.17** Choose the best answers. Only *one* answer is correct.

- 1 Why did the presenter often lose at badminton?
  - A The other team was more talented.
  - B He and his friend were too nice.
  - C The other team used visualization techniques.
  - D He and his friend did not practise enough.
- 2 Who didn't complete their training?
  - A Peter.
  - B The presenter.
  - C The presenter's badminton partner.
  - D The presenter's psychologist friend.
- 3 Which of the following is *not* true, according to Peter?
  - A Top athletes are usually very unfriendly.
  - B Visualization can help you to win.
  - C To take a penalty, you have to see it in your mind first.
  - D Top athletes will do anything to win.

### Develop your vocabulary

**In your vocabulary notebook, write down the words given before the listening text. Write down their meaning in English. Check in a dictionary, and mark the stress on each word.**

### Your ideas

**OPTIONAL** Discuss the questions OR create a video or voice note of yourself answering the questions

- 1 Do you think that video-gaming is a sport? Explain why or why not.
- 2 Do you think that it's possible to apply ideas such as visualization and attention focus to exam training?

## Exam Practice Task 3

### My family

**4.18** You are going to hear someone talking about her family life in her childhood. Here is the beginning of the conversation.

I'm one of six and I had the bad luck to be born in the middle. I've got two much older brothers who were born only a year apart and have always been best friends. And I have two younger brothers and a sister, and they're triplets!

**Now read the questions and alternative answers carefully before listening to the conversation.**

**4.19** Choose the correct answers.

- How many children are there in the speaker's family?
  - Two.
  - Four.
  - Six.
- According to the speaker, how did her mum probably feel about the news of having triplets?
  - Disappointed.
  - Surprised.
  - Sad.
- How old was the speaker when her younger brothers and sister were born?
  - Still a baby.
  - At primary school.
  - A teenager.
- What does the speaker say about her mum and dad?
  - They never had a lot of money.
  - They were usually very tired.
  - They didn't spend much time with any of their children.
- What happened to make things better?
  - The speaker started to do her own thing with friends.
  - The speaker's dad got married again.
  - Another relative came to live with the family.

## Exam Practice Task 4

### An Olympic dream

**4.20** In the following conversation you are going to hear some new words. Read and listen to them. Make sure you know what they mean.

single-minded to excel a bruise tumbling

**Now read the questions and alternative answers carefully before listening to the conversation.**

**4.21** Choose the best answers. Only *one* answer is correct.

- Which statement best describes Tanya?
  - She's quite young to be junior champion.
  - She was born in the south-west of England.
  - It's her birthday today.
  - She had a number one song in the charts fifteen years ago.
- When does Tanya do gymnastics?
  - Three times a week.
  - Every day before school.
  - Every day after school.
  - Most days.
- What does Tanya say about her training?
  - She never makes mistakes.
  - She hurts herself quite often.
  - She has to limit how long she trains for.
  - She tries to learn a new move every time she trains.
- What does Tanya say about 'the floor'?
  - It's her least favourite piece of equipment.
  - Her coach is more help on other pieces of equipment.
  - She prefers it to the other pieces of equipment.
  - She finds jumping and tumbling especially difficult.
- What does Tanya say about the Olympics?
  - She needs to be selected for the national junior squad before she can go.
  - She thinks going to the Olympics would be a thrilling experience.
  - She doesn't think she trains hard enough to go to the Olympics.
  - It's a dream of hers to go to the Olympics.

## Exam Practice Task 9

### Ten questions to...

🎧 4.30 In the following conversation you are going to hear some new words. Read and listen to them. Make sure you know what they mean.

a driverless car   a matter of time   to hire something   fog

Now read the questions and alternative answers carefully before listening to the conversation.

🎧 4.31 Choose the best answers. Only *one* answer is correct.

- Who is Edgar Perry?
  - A government minister.
  - A public transport worker.
  - An employee of the Transport Institute.
  - The designer of a driverless car.
- According to Edgar, driverless cars ...
  - won't appear on the roads anytime soon.
  - will be completely different from normal cars.
  - will run on batteries rather than petrol.
  - won't be able to avoid congestion.
- What does Edgar say about road safety?
  - Surprisingly, not that many road accidents are the fault of the driver.
  - Driverless cars should actually be safer than normal cars.
  - The number of accidents on our roads each year continues to rise.
  - Cyclists cause more road accidents than pedestrians.
- Which statement about flying cars is *not* true?
  - They will be widely available by 2030.
  - There can be problems even on sunny days.
  - You might end up in hospital.
  - It could be difficult to find your way.
- Which statement best describes Amsterdam?
  - It has got a population of 880,000.
  - There are more bicycles than people.
  - There are approximately twice as many bicycles as cars.
  - Cars are banned from most of the city centre.
- What does Edgar say about cycling in Amsterdam?
  - The local geography and climate are helpful.
  - There is a surprising number of hilly areas outside the city centre.
  - The local people can cycle around relatively safely.
  - There are fewer cyclists in the winter.
- How will Edgar most likely get home this evening?
  - By car.
  - By taxi.
  - By bus.
  - By bicycle.
- Why does Edgar mention 'a driving licence'?
  - He's never had one.
  - He hasn't got one at the moment.
  - He hopes to get one in the future.
  - He doesn't think he needs one.



# Expanding your sentences

• Opinion essay

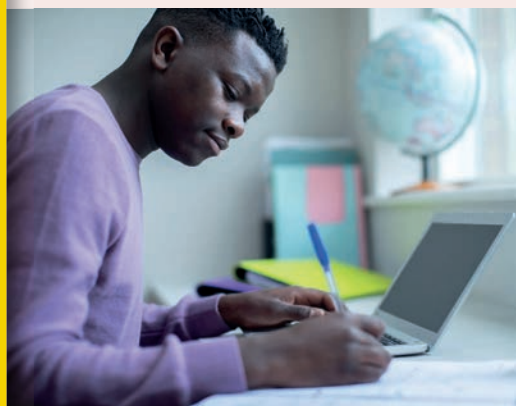
## Prepare School life

- 1 **OPTIONAL** Debate the following statements with a partner.

**Student A:** argue *for* the statement – in what ways do you agree with the statement?

**Student B:** argue *against* the statement – in what ways do you disagree?

- 1 Online learning can never replace face-to-face learning.
- 2 Being able to write well is more important than being good at maths.
- 3 Teenagers should focus on schoolwork, not activism.
- 4 Children under twelve should not have homework.



- 2 **OPTIONAL** Now tell your partner your real opinion about each statement.

## Writing Focus

- 1 **INVESTIGATE** Find an English composition that you have done recently. Count how many words there are in each of the first five sentences. What's the average? Are all the sentences a similar length? Compare with one of the texts in this book.
- 2 Think about the following statements. Which do you agree with?
  - 1 Shorter sentences are always better.
  - 2 Longer sentences are always better.
  - 3 A variety of sentence length is best.
  - 4 Sentence length depends on the type of text.
  - 5 Compositions usually have longer sentences.
- 3 Read the first draft of a student composition below. Which topic in Prepare is the text about?

Maths and writing ability are important. It is a decision for each individual. For some people, maths ability is more important. For others, writing is the priority. For me, writing is more important.

Maths is very important in some professions. We all use maths in our daily lives. Many people need only basic maths.

Some people write very little in their daily lives. Some people write every day. Email and chat apps are used a lot. Social media plays an important role in many people's lives. People use social media to express their ideas. They reach out to their community. Those who can express themselves well become thought leaders.

- 4 The student was asked to extend their sentences. Read the second draft and underline the parts that have been added.

I think that both maths and writing ability are important, and that prioritizing one or the other is a decision for each individual. For some people, maths ability is more important, and for others, writing is the priority. For me, writing is more important. Maths is very important in some professions, such as engineering, accounting and data analysis. In addition, we all use a little maths in our daily lives, for example, when we shop and cook. However, there are many people who need only basic maths, such as those who know that they will never have a maths-focused career.

While there are some people who write very little in their daily lives, there are many more who write every day. In many professions email and chat apps form an important part of daily communication and have replaced face-to-face communication or phone conversations. In addition, social media plays an increasingly important role in many people's lives because people use social media to express their ideas and to reach out to their community, and those who can express themselves well become thought leaders.

5 The student uses the words and phrases below to expand the sentences in the text. Circle the words and phrases in the text.

however for example in addition such as and I think that while who because

6 Write each of the phrases next to its purpose below, as used in the text.

- 1 to give an example \_\_\_\_\_
- 2 to join two sentences \_\_\_\_\_
- 3 to show the connection between two different sentences \_\_\_\_\_
- 4 to give an opinion \_\_\_\_\_
- 5 to add information about a noun \_\_\_\_\_

### Writing Tips

- 1 Vary your sentence length and avoid having too many short sentences.
- 2 Use conjunctions to combine sentences and linking words and phrases to show how sentences are connected.
- 3 Use relative clauses to expand your sentences.
- 4 Ask yourself: when, why, who, what, how? If you know the answer and it is relevant, then use the answer to expand your sentence.

## Let's practise

1 Expand the following sentences, using the words in brackets.

- 1 Homework is important. (because)  
\_\_\_\_\_
- 2 I enjoy maths. (and)  
\_\_\_\_\_
- 3 It is important to be able to speak an additional language. (such as).  
\_\_\_\_\_

2 Read the first draft of another student text. Which topic is it about?

Children under twelve should have some homework. They should not have too much homework. Children need to have enough time to do other important things. Children need enough sleep.

3 Rewrite the text above, expanding the sentences. Use some of the words and phrases from exercise 5 above, or your own ideas.

## Exam Practice Task



1 Choose one of the remaining topics from Prepare and write a composition (140–180 words).

- Online learning can never replace face-to-face learning.
- Teenagers should focus on schoolwork, not activism.

### Think and plan

Spend a couple of minutes thinking about the topic. Use a technique to lay out your ideas, e.g. a mind map, a list, headings.

In your plan, include any useful or important words or expressions you think you need. Can you think of any higher-level synonyms you could use? Think about how you will organize your ideas.

Suggestion:

- Introduction
- One point of view
- Other point of view
- Your opinion and conclusion

2 Ask a partner to check your writing, using the checklist below as a guide. Circle any errors in your partner's writing.

### Writing Checklist

- I have answered the question completely and considered both sides of the issue.
- I have kept within the word limit.
- I have organized my ideas appropriately
- The text is appropriately structured, with paragraphs and topic sentences.
- There is a variety in sentence length, including appropriately complex sentences.
- I have checked for basic words which I could replace with higher level words to express myself more precisely.
- I have used appropriate language for the task type. See Writing language reference section on page 72.
- I have checked the punctuation (e.g. capital letters, full stops, commas).
- I have checked the spelling.
- I have checked for grammatical errors.

3 Now write an improved draft of your writing.

Turn to page 92 to see example answers.

# Structure and paragraphing

• Opinion essay

## Prepare Social media

**OPTIONAL** Make notes about the following questions, then discuss with a partner.

- 1 What are your top-three social media apps? Why?
- 2 What are the advantages of social media? List as many as you can.
- 3 What are the disadvantages? List as many as you can.

## Writing Focus

- 1 **INVESTIGATE** Read the student composition. Did the student have the same ideas as you about the advantages and disadvantages of social media?

### What are the advantages and disadvantages of social media?

There are many advantages and disadvantages of social media. First, I will describe the positive aspects of social media. Social media helps to keep people connected to their friends and family, even those who are far away. You can also learn a lot on social media, and you can follow experts or thought leaders who you want to learn from. Social media is very useful for social activism, and also for marketing. However, there are also many negative sides. Social media can take a lot of time away from other activities, such as exercise or schoolwork. There can sometimes be misunderstandings and arguments on social media, and sometimes this can turn into cyberbullying. If personal information is shared on social media, this can be dangerous. Finally, it is not healthy to sit in front of a screen for a long time. Therefore, while there are many good and bad sides to social media, it is here to stay, so the most important thing is to use social media safely.

- 2 The student has forgotten to use paragraphs. Put two slashes (//) between sentences where you think a new paragraph is needed. Check your answer on page 000.
- 3 What is the purpose of each paragraph?



- 4 Underline the topic sentences in paragraphs 2 and 3. What is the purpose of a topic sentence? Where is it usually placed?
- 5 Circle words that show the reader how the ideas are organized. The first one is done for you.
- 6 How can a plan help you to structure your composition?

### Writing Tips

- 1 **Planning your text** will help you to have a clear structure.
- 2 It is a good idea to have an **introduction and a conclusion**, but keep them short so there is enough space for the main content.
- 3 Each paragraph should have **one main idea or purpose**.
- 4 A **topic sentence** at the beginning of the paragraph can help you to keep to your structure and make your text easy to follow.
- 5 Use **linkers / connectors** to show your reader how the ideas are connected.
- 6 It can be helpful to work out approximately **how many words you need** in each of your main paragraphs.



## Let's practise

### 1 Look at the following exam writing task.

Choose *one* topic. Your answer should be 125–150 words in length. There is no specific penalty for exceeding 150 words in length. Extra points are not given for exceeding 150 words.

- 1 'It is essential for teenagers to have access to social media.' Do you agree? Justify your answer.
- 2 Should teenagers be allowed to use mobile phones at school? Write an opinion essay.

### 2 For each topic, choose a planning template from page 54.

### 3 Use the following template to plan the structure of your composition.

- 1 Write an introduction.
- 2 Decide on the number of paragraphs and write the main idea of each paragraph (key words).
- 3 Write the topic sentence for each paragraph, including linkers / connector.
- 4 Write a conclusion.

<b>Introduction</b>		
---------------------	--	--

	Main idea	Topic sentence
1		
2		
3		

<b>Conclusion</b>		
-------------------	--	--

### 4 Read the question again and then check your plan. Have you answered the question fully? Is there a logical structure?

## Exam Practice Task



### 1 Choose one of the topics from Let's Practise. Write the full composition.

### 2 OPTIONAL Look at your partner's composition and answer the following questions. Then make any necessary changes to your own composition based on your partner's feedback.

- 1 Are there clear paragraphs?
- 2 Is there an introduction and a conclusion?
- 3 What is the topic sentence in each paragraph?
- 4 What is the purpose or main idea in each paragraph?

### 3 Use the Writing Checklist to check your composition.

#### Writing Checklist

- I have answered the question in full.
- I have kept within the word limit.
- I have organized my ideas appropriately.
- The text is appropriately structured, with paragraphs and topic sentences.
- There is a variety in sentence length, including appropriately complex sentences.
- I have checked for basic words which I could replace with higher level words to express myself more precisely.
- I have used appropriate language for the task type. See Writing language reference section on page 72.
- I have checked the punctuation (e.g. capital letters, full stops, commas).
- I have checked the spelling.
- I have checked for grammatical errors.

### 4 Now write an improved draft of your writing, taking into account your partner's feedback and the Writing Checklist.

Turn to page 000 to see example answers.

## Practice Test 1

## Part 1: Reading

## #bodypositivity or #bodyneutrality?

In recent years, the concept of body positivity has been overtaken with the concept of body neutrality. What is the difference, and does it really matter?

Body positivity (or bopo) is a social movement that encourages people to feel positive about their bodies. The movement started in the late 1800s, when women started to reject the idea of wearing corsets that made them appear thinner than they actually were. There was a second bopo wave in the 1990s and a third wave in the 2000s. Body positivity originally focused mainly on weight, promoting the view that you don't have to be slim to be attractive. Body positivity is about accepting all body shapes and sizes, and people are encouraged to love their own bodies, rather than try and change their body to achieve unrealistic standards. Plus-size models became popular, and activists posted pictures of them in swimming costumes and other close-fitting clothing.

However, over the years the body positivity movement has been criticized – some saying it was nothing more than 'fat acceptance' – and in 2015–2016 a new movement emerged, called body neutrality. According to the body neutrality movement, it's not important for us to love the way our bodies look; we just need to accept our bodies exactly as they are. According to this movement, appearance is not what matters – what matters is what your body can do. It is about seeing your body as functional, not beautiful.

Which movement speaks to you: body positivity, body neutrality or something else?

## Questions

Choose the best answer according to the text. Only **one** answer is correct.

- Bopo is a movement that encourages people to ...
  - feel positive about how they look.
  - focus on health, not beauty.
  - lose weight.
  - take selfies to build confidence.
- Women used to wear corsets ...
  - to show that they were body positive.
  - to make them appear thinner than they were.
  - in their hair.
  - around their necks.
- According to the article, the third body positivity wave was ...
  - in the 1990s.
  - focused on body neutrality.
  - in the 2000s.
  - a rejection of bopo.
- The author believes that ...
  - beauty standards are necessary and important.
  - plus-size models are more attractive than most other models.
  - people should not wear close-fitting clothes.
  - it is impossible to meet beauty standards.
- Bopo campaigners ...
  - thought everyone should eat more.
  - created swimwear for larger people.
  - thought larger people were more beautiful.
  - wanted people to see more images of larger models.
- One criticism of bopo was that ...
  - it encouraged unhealthy eating habits.
  - it didn't encourage people to change anything.
  - it was only invented to increase clothing sales.
  - it had a negative effect on the fitness industry.
- The body neutrality movement emerged ...
  - before the body positivity movement.
  - in the third wave of bopo.
  - around 2015.
  - in the 2000s.
- Body neutrality is about ...
  - loving the way your body looks.
  - enjoying good food.
  - functionality, not beauty.
  - loving all body shapes and sizes.

## Part 2: Writing

Which school subject do you think is the most important: physics, biology, history or geography? Give reasons. (130–150 words)

## Part 3: Listening

### Nanotechnology

4.46 In the following conversation you are going to hear some new words. Read and listen to them. Make sure you know what they mean.

microscope applications virtual travel scale

Ready?

Now read the questions. Read them carefully before listening to the conversation.

4.47 Now listen to the interview.

### Questions

Choose the best answer according to the recording. Only *one* answer is correct.

- What is nanotechnology?
  - A specialized type of microscope.
  - The study of small objects.
  - Technology at a very small scale.
  - The use of very small robots in technology.
- Why does Dr Moyo mention nanometres?
  - To explain the scale scientists work at with nanotechnology.
  - To describe how fast your fingernails grow.
  - To describe how big a raindrop is.
  - To explain how powerful the microscopes are.
- Which of the following does Dr Moyo talk about when discussing the application of nanotechnology in electronics?
  - The structure of materials.
  - Accuracy.
  - The laws of physics.
  - Fabrics.
- In which area of medicine can nanotechnology save money, according to Dr Moyo?
  - Cancer research.
  - Vaccinations.
  - Diagnosis.
  - Delivering medication.
- Where does Dr Moyo see potential for nanorobotics?
  - In science fiction.
  - In sports equipment.
  - In electronics.
  - In medicine.
- Dr Moyo says that nanorobots may be inserted into the brain ...
  - for research purposes.
  - to treat cancer.
  - to enable virtual travel.
  - to vaccinate against diseases.
- Where was Wootz steel created?
  - The USA.
  - Tokyo.
  - India.
  - Europe.
- Who first used the term 'nanotechnology'?
  - Richard Feynman.
  - Norio Taniguchi.
  - An Indian physicist.
  - An American professor.

## Part 4: Use of English

Complete the following sentences. Use the appropriate form of the word in brackets when given.

- I would like to apologize \_\_\_\_\_ shouting \_\_\_\_\_ you yesterday.
- \_\_\_\_\_ (you / ever / read) the Hunger Games trilogy? It's \_\_\_\_\_ (write) by Suzanne Collins.
- I'm so excited! I \_\_\_\_\_ (invite) to participate \_\_\_\_\_ the chess tournament!
- This is \_\_\_\_\_ (boring) film I \_\_\_\_\_ (ever / see)!

## Part 5: Pronunciation

Answer the questions.

- How is the 'i' pronounced in 'light', /ɪ/, /i:/ or /aɪ/?
- How is the 's' pronounced in 'physical', /s/, /z/ or /ɪz/?
- How is the 'th' pronounced in 'theory', /ð/ or /θ/?
- Is the -ed pronounced in 'measured', /t/, /d/ or /ɪd/?

## Expanding your sentences

### Task 1 Example answer and Examiner's notes

- The writer has **not answered the question** in any reasonable way.
- The text is **underlength**.

Although there is some structure to the response, there is **little progression or cohesion**.

Paragraphing is inadequate. There is **no clear topic** in each. There is no introduction and the conclusion doesn't follow on from the rest of the text.

#### Online learning can never replace face-to-face learning.

I think talking to people is better than talking to them online. In the corona virus **lock down** we all had to talk to each other on zoom **and** I didn't like it at all, I could not see my friends properly **because** the internet was slow. And sometimes you don't know who can speak first and there are long gaps.

I love talking to people face to face **'cause** you can hug them and you can laugh. **It's more fun. Moreover** you can see when people want to talk and when they don't. That's why you can't learn online. It's not the same for the reasons I said above.

Most sentences are simple with little accuracy in more complex structures. There has been an attempt to use **linking language** but with errors. **Conjunctions** have been used.

There are a few spelling errors (*lock down, viras, properly, moreover*), although this does not cause too much of a problem for the reader. **Punctuation is adequate** with a few omissions or errors.

Vocabulary and grammar are **basic for the level**.

### Task 3 Example answer and Examiner's notes

- The writer has answered the question completely, discussing both points of view.
- The length is appropriate.

The text is **logically structured**, with an **introduction**, one paragraph discussing one point of view, two paragraphs discussing the other point of view and a **conclusion**.

Each paragraph starts with a **topic sentence**.

#### Teenagers should focus on schoolwork, not activism.

I disagree with this statement **because** learning is not only about schoolwork **and** children have a right to have their voices heard.

**I do not deny that schoolwork is important.** Childhood learning is important **because** children learn more easily and quickly than adults. **In addition**, children have the right to a school education

**However, we also learn outside the classroom, and one way to do that is through social activism.**

Many famous teen activists have had opportunities to speak in front of huge audiences and publish books. They have met famous, inspiring people, and learned from them. I believe that these opportunities are as important as school.

**In addition, children have the right to make their voices heard.** Sometimes children can see and express social issues more clearly than adults can, particularly using social media.

**Therefore**, teenagers can and should focus on both activism and schoolwork.

There are both shorter sentences and longer, more complex sentences. The writer uses **conjunctions** (e.g. *because, and*) and **linking words and phrases** to show how sentences are connected (e.g. *In addition, However, Therefore*).

There are no spelling or grammatical errors, although there is a missing full stop at the end of the second paragraph.

There are some **high-level expressions** (e.g. *I do not deny, make their voices heard*).

## Structure and paragraphing

### Task 1 Example answer and Examiner's notes

- This is a **high-level response** to the question.
- The length is appropriate.

There is a good mix of short and longer, more complex sentences. There is a good use of **linking language** and a **variety of conjunctions** is used in the text (*While, In the same way, In conclusion, but, and, because*).

There is a **topic sentence** in each main paragraph and **clear topic** within each paragraph.

**'It is essential for teenagers to have access to social media.' Do you agree? Justify your answer. Your answer should be 125–150 words in length.**

**I don't believe it's essential for teenagers to have access to social media, but I do think it's important.**

**While** teenagers could live their lives without any access to social media, many **generations** of young people have lived their lives without ever connecting to their friends over the internet. It's not like access to food, clean water and good **sanitation, all of which are essential to** people's lives.

Social media is important to teenagers **because** this is a time when friends are a big part of their lives. **In the same way** that previous generations connected through their love of music, TV and film stars, today's teenagers connect through the things they share online. **If you took it away from them, they would lose** an important way of **bonding** with their peers.

**In conclusion, access to social media for teenagers is not essential, but it is an important part of their lives.**

The text is **logically structured**, with an **introduction**, one paragraph discussing one side of the question, one paragraph discussing another part and a **concluding paragraph**.

**Grammar is of a very high standard** throughout with no errors. There are no spelling or punctuation errors.

**Vocabulary is of a very high standard** for the level (*generations, sanitation, previous, bonding, peers, etc.*)

### Task 2 Example answer and Examiner's notes

- The writer has answered the question.
- The length is appropriate.

The text is **logically structured**, discussing **both sides of the argument**. However, the **writer's opinion could be clearer** in the second main paragraph.

There are frequent punctuation errors (**no commas after transitions**). However, meaning is clear throughout the text.

**Should teenagers be allowed to use mobile phones at school? Write an opinion essay. Your answer should be 125–150 words in length.**

**In my opinion** teenagers should be allowed to use mobile phones at school.

**Firstly** mobile phones are important for emergencies. **For example** there might be a fire or someone could be hurt in an accident. **Secondly** they can call their parents. **For example** if there is a problem. **Thirdly** they can research some questions from their teachers. **Finally** they can play games with their friends at break time.

**On the other hand** some students use their phones all the time. **For example** they use it in class when they should study. Sometimes they watch videos in class and some people talk to their friends in class on the phone. When they do that, they disturb the class. **For example** students can't concentrate. **Furthermore** its not polite.

**To conclude**, students should be allowed to use mobile phones at school.

**Most sentences are simple** and there is a lack of complex structures. There is an **overuse of linking language**. Every sentence begins with a linking phrase. There is also an **overuse of for example**.

Although each paragraph has a clear topic sentence, **there is no real progression** in the answer.

Vocabulary is adequate for the task and there are no spelling errors.

**SAMPLE MATERIAL**

**Exam Preparation  
for Catalonia**

## DNA testing brings new light to old cases

### Addressing the problem of wrongful convictions.

We have all heard the phrase 'innocent until proven guilty'. When suspects are accused of a crime, we should treat them as innocent until we know for sure they are guilty of the crime. Theoretically, everyone should have a fair trial and judges and juries are asked to keep an open mind about all the evidence that is presented to them. But what happens when innocent people are convicted by mistake?

In 1992, Barry Scheck and Peter Neufeld set up the Innocence Project at Yeshiva University's School of Law to address this issue. The project's chief aim was, and is, to help prisoners who have been convicted of a crime by mistake to get their sentences changed. DNA testing, which was not widely available in the past, can often now be used to prove a convicted person's innocence.

Apart from taking on the cases of people who claim that they are innocent, the Project also aims to inform the general public about the justice system and its weaknesses. For example, they clearly explain the causes of wrongful convictions. According to the Innocence Project, 75% of prisoners who have had their sentences changed following DNA testing had been convicted due to being misidentified by witnesses. Others were convicted on the grounds of scientific evidence which was later proven to be incorrect. All too often, scientific tests are not carried out properly, or their results are misrepresented in court. Furthermore, 25% of cases where the sentences were changed involved false confessions by the defendant. The reasons why suspects admit to crimes they have not committed can include not fully understanding the charges, or sometimes even pleading guilty thinking that they can later prove their innocence.

So, how successful is the Project? The Innocence Project run at Yeshiva University has so far led to over 300 people proving that they didn't commit the crime they were convicted of. Proving your innocence from the inside of a prison cell can be a long and difficult process, however. The film *Conviction: The Incredible True Story of Betty Anne Waters* shows the tremendous struggle those fighting for freedom face. Betty Anne fought for years to prove that her brother Kenny Waters was not guilty of murdering a neighbour. In her first letter to the Innocence Project, she explains how her family's bad reputation in the town where they lived led to her brother becoming the most likely suspect 'for this horrific crime'. With the help of the Innocence Project, Betty Anne managed to get Kenny's conviction changed – eighteen years after his original sentence.

The work done by the Innocence Project has shown that there are problems in legal and justice systems. Scheck and Neufeld hope not only to free innocent people, but to fix systems that allow wrongful convictions to take place. Consequently, they have also gone to great lengths to propose reforms to the legal system that are necessary to ensure innocent people are not sent to prison in the future.

Read the magazine article. Choose A, B, C or D in each question below. Only *one* choice is correct.

- The Innocence Project was founded in ...
  - a law court.
  - a police station.
  - a university.
  - a prison.
- What had happened in 25% of cases where the sentence was later changed?
  - A confession later proved to be untrue.
  - DNA testing proved the defendant innocent.
  - New witnesses had come forward.
  - Witnesses were proven to have been mistaken.
- Which of the following is *not* mentioned as a problem with scientific evidence?
  - Testing is often not done correctly.
  - The results are presented wrongly in court.
  - Scientific evidence is relied upon in court too often.
  - The evidence is often later proven to be wrong.
- What have 300 people done so far, thanks to the Innocence Project?
  - Successfully proved their innocence after being convicted.
  - Been found innocent at their original trial.
  - Applied to have their case re-examined.
  - Managed to change the conviction of a friend or relative.
- Who was Betty Anne Waters?
  - a woman wrongly convicted of murder
  - a relative of an innocent prisoner
  - a campaigner working with the Innocence Project
  - the neighbour of a murder victim
- Which of the following are Scheck and Neufeld *not* hoping to achieve?
  - free innocent people from prison
  - suggest changes to legal systems
  - stop wrongful convictions
  - reform the prison system

## The science behind **TAKING RISKS**

Astronaut Buzz Aldrin and mountaineer Conrad Anker are big risk-takers. But what does it mean to 'take a risk'? Aldrin said that 'risk means putting your life, your mission ... in jeopardy' and in doing so we risk losing everything. Anker said that 'risk is the price of exploration' – it's something risk-takers do knowing that they 'might not come back'.

While the risks taken by Aldrin and Anker are extreme forms of risk-taking, for most people, taking a risk means participating in activities such as dangerous sports, like sky-diving or deep-sea diving. For adolescents, it can mean staying out past a curfew, not doing your homework or styling your hair in unusual ways. These activities and actions make people feel good in some way.

The question is, though, why does it feel so good to take a risk? Research carried out by psychology Professor David Zald of Vanderbilt University studied the behaviour of 34 people (equal numbers of men and women). Professor Zald and his research team asked participants questions based on characteristics such as decision-making, doing things spontaneously, breaking rules and looking for new experiences. These characteristics are linked with risk-taking. The scientists then used brain scans to examine levels of the chemical dopamine in the brain while the participants carried out an exciting activity.

The research showed that dopamine plays an important role in risk-taking. Risk-takers produced more dopamine during exciting activities than people who don't usually take risks. This release of dopamine gives risk-takers a bigger 'thrill' and leads them to continue doing risky or exciting activities so that they can maintain this feeling. Professor Zald explained that levels of dopamine increase when we receive any kind of reward and this makes us feel good. Rewards can be anything from food to recognition among peers.

This helps to explain why, on average, teenagers are more likely to take part in risky activities than older people. Not only do teenagers produce more dopamine than adults, but they are also more influenced by what their peers think about them. As a result, they are more likely to consider the rewards which come when participating in risky activities than a possible negative outcome – something most worried parents fail to recognize.

Read the magazine article. Choose A, B, C or D in each question below. Only *one* choice is correct.

- What do Buzz Aldrin and Conrad Anker have in common?
  - They both take big risks.
  - They have both been into outer space.
  - They both climb dangerous mountains.
  - They have both come close to losing their lives on an expedition.
- In his research, Professor Zald studied ...
  - 34 men.
  - more men than women.
  - 17 men and 17 women.
  - mainly women.
- The participants in Professor Zald's study had to ...
  - answer questions about risk-taking whilst having a brain scan.
  - do something exciting and then talk about it.
  - take a pill containing the chemical dopamine.
  - have a brain scan whilst doing something exciting.
- How is dopamine linked with risk-taking?
  - It discourages people from taking risks.
  - It makes people feel good when they take a risk.
  - It is produced in the same quantity by everybody when they take a risk.
  - It can be taken to reduce fear of risk-taking.
- Which type of people are most likely to take risks?
  - men
  - adults
  - teenagers
  - everybody equally
- What might cause teenagers to take risks?
  - They don't produce enough dopamine.
  - They want to be different from their parents.
  - They want people to worry about them.
  - They want their friends to be impressed.



**T03** Choose the best answer according to the recording.  
Only *one* answer is correct.

- Andrew Turner expressed his views ...
  - in a book.
  - in a university lecture.
  - on the radio.
  - in a newspaper.
- What was the response to Andrew Turner's views?
  - almost everybody agreed
  - almost nobody agreed
  - some people disagreed
  - people ignored them
- Professor Howarth uses the example of Abbas Ibn Firnas to show that ...
  - it takes time to develop a new technology.
  - space travel has fascinated people for centuries.
  - most space scientists are unknown.
  - all nations are interested in space travel.
- What does Professor Howarth suggest about Abbas Ibn Firnas' experiment?
  - He died as a result.
  - It failed.
  - It was a success.
  - It is a myth.
- Andrew Turner says that ...
  - Abbas Ibn Firnas was years ahead of his time.
  - air travel is not a useful form of transport.
  - air travel damages the environment.
  - air travel is essential for the world's economy.
- What examples does Professor Howarth give of the benefits from space travel?
  - telephones
  - electronic devices
  - aeroplane engines
  - televisions
- Professor Howarth believes that space exploration will ...
  - become reality quicker than people think.
  - give people the opportunity to visit distant planets.
  - become as common as travelling by planes.
  - help to improve life on Earth.
- What did American president Dwight Eisenhower say?
  - America had to lead the space race.
  - Space rockets took money away from the poor.
  - The space race would help to feed and clothe people.
  - Space travel would give America greater military power.

**T04** Choose the best answer according to the recording.  
Only *one* answer is correct.

- Who are called *hikikomori*?
  - Some Japanese families.
  - The rich Japanese.
  - All Japanese teenagers.
  - Some young Japanese men.
- What *won't* you see in Japanese cities as much as you'll see in other cities?
  - property that has been damaged intentionally
  - advertisements in the street
  - people with unnatural hair colour
  - young people in fashionable clothes
- What were the first signs that the *hikikomori* phenomenon had started?
  - Increase in young people buying computers.
  - Hikikomori blogs appeared on the internet.
  - Some young people didn't want to use the new technologies.
  - Some young people stopped attending classes.
- What do Japanese people do when they have a problem at home?
  - keep quiet about it
  - discuss it with their friends
  - talk to their relatives about it
  - look for expert advice
- What have Japanese parents tended to do if a child becomes a *hikikomori*?
  - speak to his teachers
  - try to force him to leave his bedroom
  - accept the situation
  - try and find him a wife
- What are the Japanese doing now?
  - ignoring the situation
  - discussing the situation
  - blaming modern technology
  - blaming their children
- Where do most *hikikomori* come from?
  - families with problems with the police
  - families that expect their children to do well academically
  - families that own businesses
  - families that aren't interested in their children's education
- What is one of the problems with the Japanese system?
  - It doesn't have many rules.
  - There aren't enough university places.
  - It's impossible to do something different.
  - You can't go to university at eighteen.

**🔊 T05** You will hear people talking in eight different situations. Choose the best answer according to the recording. Only *one* answer is correct.

- 1 You hear a coach talking to her team. Why is she talking to them?
  - A to congratulate them on winning the tournament
  - B to ask them to be quiet
  - C to encourage them to carry on training
  - D to criticize them for not working hard enough
- 2 You hear two people talking in a gym. Who are they?
  - A two members
  - B a member and a receptionist
  - C a member and an instructor
  - D a receptionist and an instructor
- 3 You hear a woman talking to her son. Where are they?
  - A at home
  - B at a coach station
  - C in a football stadium
  - D in a restaurant
- 4 You hear a cyclist being interviewed. How does he feel about the race he took part in?
  - A It was a huge achievement for him.
  - B It was a disappointing experience.
  - C It wasn't an important race for him.
  - D He felt lonely training for it.
- 5 You hear a man talking on the radio. What is he doing?
  - A presenting a weather forecast
  - B giving a sports commentary
  - C describing forthcoming programmes
  - D reading a news bulletin
- 6 You hear a doctor speaking to a patient. How does the doctor react to the man's sporting activity?
  - A She's pleased with the improvement he's made.
  - B She's shocked by his choice of activity.
  - C She's surprised that he hasn't lost more weight.
  - D She encourages him to carry on.
- 7 You hear a game show presenter talking to some contestants. What does the final game involve?
  - A racing cars
  - B snakes
  - C jellyfish
  - D an obstacle course
- 8 You hear a man and a woman talking. What do they *agree* about?
  - A The injury is very serious.
  - B The man's wound doesn't need stitches.
  - C The man needs medical treatment.
  - D There isn't a doctor's surgery nearby.

**🔊 T06** Choose the best answer according to the recording. Only *one* answer is correct.

- 1 Rises in the cost of living have resulted in people ...
  - A losing their jobs.
  - B having lower salaries.
  - C having to choose if they'll eat or keep warm.
  - D refusing to pay their energy bills.
- 2 Why was Amy Bridges arrested?
  - A She didn't pay her rent.
  - B She stole food to eat.
  - C She stole from her employer.
  - D She stole from a food bank.
- 3 What is true about Amy?
  - A She hasn't had food for three days.
  - B She didn't get to thank the police officer.
  - C She still gets help from the food bank.
  - D She helps people who can't afford to eat.
- 4 At the moment, there are ... poor people in the UK.
  - A 13,000,000
  - B 30,000,000
  - C 1,000,000 to 5,000,000
  - D 63,000,000
- 5 What target has the Trussell Trust set itself for the future?
  - A to persuade more people to volunteer
  - B to create a network of food banks
  - C to open food banks in all UK towns
  - D to stop the spread of food poverty
- 6 The number of Trussell Trust food banks rose from 80 to 400 between ...
  - A 2010 and 2012.
  - B 2011 and 2012.
  - C 2011 and 2013.
  - D 2012 and 2013.
- 7 Who is able to give vouchers to hungry people?
  - A volunteers at the food banks
  - B doctors and social workers
  - C dietitians and doctors
  - D dietitians, doctors and social workers
- 8 At which stage in the process do people receive food?
  - A step two
  - B step three
  - C step four
  - D step five

## Living in the moment

Many of us dream of winning the lottery. We imagine that if we could buy an expensive house, a yacht, designer clothes and all the latest gadgets, we would surely be happier. However, there have been many surveys into the nature of happiness, and one key conclusion seems to be that spending money on life experiences, instead of material items, makes humans happier. Most of us will not win the lottery, but we can still ask ourselves how many experiences we should try to fit in, and just when we should try to achieve these.

Psychologists sometimes classify people according to which period of their lives they focus on. People who live 'in the moment' focus on the present time and on finding fun and excitement in their lives through new or enjoyable experiences. This type of people is described by psychologists as having a '**hedonistic time perspective**'. This contrasts with people who focus on the past, and those who spend their lives planning for, or worrying about, the future. Hedonistic types seem to be extremely happy. But why is that the case, and should we all try to do it?

On the whole, psychological studies have shown that people who live in the moment feel positive emotions more frequently than those who focus on the past. These emotions, such as joy, love, amusement and **compassion**,

have important physical benefits too. The more you experience a range of positive emotions, the more of a chemical called serotonin you have in your brain cells. Serotonin helps regulate sleep, and assists memory and learning. Serotonin levels can also be boosted by doing aerobic exercise and getting exposure to sunlight – the sort of things you are likely to experience if you take up a new sport or outdoor activity.

Because they often enjoy new experiences, people who try to live in the moment are often better at dealing with changes and new challenges. This is usually a result of not having a fixed way of doing things, and therefore being more flexible when circumstances do not go as planned. Another big benefit is that in choosing to take on new experiences, people will often be more sociable. Having fun with friends and meeting new people are likely to lead to the serotonin-producing positive emotions mentioned above, and recent tests have shown that extroverts (people who are more outgoing) tend to be happier than more introverted people.

There are, however, disadvantages to living in the moment, focusing on pleasure and filling your life with new experiences. It seems that people with a hedonistic time perspective may be very good at planning activities to fill their time, but they are not so

organized when it comes to saving money. Financial security is also one of the biggest contributors to overall happiness. Therefore, while focusing on enjoying the present is useful, it needs to be balanced with planning how much you spend, so that you are not left with little to live on in the future.

Perhaps the best solution would be to combine a present- and future-focused attitude. This would enable you to think carefully about all the things you want to achieve, and then save money to realize these goals. Increasingly, people are writing 'bucket lists' of experiences that they want to have in their lifetime, and then making these happen with careful planning. This way people can compromise by planning adventure and excitement, while working towards raising the funds to cover the costs. And in the event that your dreams do not actually come true, research has shown that just thinking about the things you want to do will make you feel better!

**hedonistic** – hedonista  
**perspective** – perspectiva  
**compassion** – compassió

