

## UNIT 1

1

- |         |              |          |
|---------|--------------|----------|
| 1 tend  | 4 constantly | 7 used   |
| 2 often | 5 will       | 8 hardly |
| 3 would | 6 rarely     |          |

2

- |            |                   |             |
|------------|-------------------|-------------|
| 1 much as  | 4 very rarely     | 7 and again |
| 2 the time | 5 would regularly | 8 a rule    |
| 3 not to   | 6 the whole       |             |

3

- The man in the photograph is smiling directly at the photographer.
- It's a fairly well-known portrait of the Queen.
- Anna seems to be slightly upset in the painting.
- Unfortunately, the painter didn't make any money during his lifetime. / The painter didn't make any money during his lifetime, unfortunately.
- We'll look at the paintings in the long gallery later.
- Art has gradually become more and more popular.
- I have never been to an art gallery.
- He produced hundreds of painting, but sadly, he didn't sell any in his lifetime / but he didn't sell any in his lifetime, sadly.
- Harry left home soon after the argument.

4

- |             |               |         |
|-------------|---------------|---------|
| 1 hilarious | 4 uplifting   | 7 awful |
| 2 weird     | 5 distressing |         |
| 3 dull      | 6 gripping    |         |

5

- |             |                |      |
|-------------|----------------|------|
| 1 bold      | 3 create       | 5 be |
| 2 ambiguous | 4 conventional |      |

6

- |        |         |        |
|--------|---------|--------|
| 1 open | 3 get   | 5 like |
| 2 as   | 4 could |        |

7

- |            |             |               |
|------------|-------------|---------------|
| 1 living   | 4 disguises | 7 get         |
| 2 revealed | 5 seeking   | 8 encountered |
| 3 asserted | 6 gained    |               |

## UNIT 2

1

- |            |            |            |
|------------|------------|------------|
| 1 that / – | 4 who      | 7 who      |
| 2 where    | 5 that / – | 8 – / when |
| 3 which    | 6 which    |            |

2

- A leading architect, who works in the United States, has just designed a new type of eco-house.
- We visited the housing estate where my parents were both born.
- John Robson designed a lot of buildings, some of which are still standing.
- Simon met one of the architects, whose designs have won a prize.
- The designer spent some time in Africa, during which time he started using bright colours.

3

- |                    |                   |
|--------------------|-------------------|
| 1 will finish      | 5 'll give        |
| 2 leaves           | 6 'm going to put |
| 3 am going to work | 7 'll see         |
| 4 'm meeting       | 8 will build      |

4

- |                 |               |            |
|-----------------|---------------|------------|
| 1 run-down      | 4 hideous     | 7 rough    |
| 2 up-and-coming | 5 deprived    | 8 historic |
| 3 affluent      | 6 residential |            |

5

- |            |                |           |
|------------|----------------|-----------|
| 1 mask     | 5 sound system | 9 display |
| 2 parade   | 6 costume      | 10 float  |
| 3 bonfire  | 7 fireworks    |           |
| 4 confetti | 8 band         |           |

6

- |         |              |              |
|---------|--------------|--------------|
| 1 due   | 3 bound      | 5 due        |
| 2 bound | 4 not likely | 6 not likely |

## UNIT 3

1

- |      |      |      |      |       |
|------|------|------|------|-------|
| 1 to | 3 if | 5 if | 7 so | 9 if  |
| 2 so | 4 to | 6 to | 8 to | 10 to |

2

- |                   |               |
|-------------------|---------------|
| 1 be              | 5 have sent   |
| 2 have won        | 6 be standing |
| 3 be sitting      | 7 believe     |
| 4 have been given | 8 have said   |

3

- You shouldn't ~~to~~ walk out of the concert before the interval.
- We shouldn't **be** sitting here when there is so much to do.
- I should **have** told Mary about the show. She's angry with me because she missed it.
- The students should ~~to~~ have listened to their teacher when they were at school.
- You should **be** helping, not sitting around doing nothing.
- You shouldn't have **been** mean to Dan. He was only trying to help.

4

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

5

- |            |              |             |
|------------|--------------|-------------|
| 1 optimism | 4 intentions | 7 fear      |
| 2 eviction | 5 pessimism  | 8 obsession |
| 3 meanness | 6 caution    |             |

6

- |        |        |             |          |
|--------|--------|-------------|----------|
| 1 leak | 3 give | 5 missing   | 7 ripped |
| 2 came | 4 fell | 6 scratched | 8 fit    |

## UNIT 4

1

- |        |        |      |        |
|--------|--------|------|--------|
| 1 so   | 3 so   | 5 so | 7 such |
| 2 such | 4 such | 6 so | 8 so   |

2

- The sooner the better.
- The better educated people are, the more money they earn.
- The more junk food people eat, the fatter they get.
- The more I think about it, the more appealing it becomes.
- The more time I spend in the garden, the better it looks.

3

- |              |              |               |
|--------------|--------------|---------------|
| 1 is booming | 3 undermined | 5 has boosted |
| 2 went       | 4 has made   | 6 struggle    |

4

- |               |             |              |
|---------------|-------------|--------------|
| 1 shortage    | 3 soft      | 5 living     |
| 2 bureaucracy | 4 recession | 6 bankruptcy |

5

- |       |         |       |         |
|-------|---------|-------|---------|
| 1 on  | 3 on    | 5 in  | 7 among |
| 2 for | 4 about | 6 for | 8 with  |

6

- |            |              |            |
|------------|--------------|------------|
| 1 become   | 5 denied     | 9 meet     |
| 2 launched | 6 won        | 10 reverse |
| 3 suffered | 7 conducting | 11 claimed |
| 4 upheld   | 8 compare    | 12 see     |

## UNIT 5

1

- |                                   |                       |
|-----------------------------------|-----------------------|
| 1 shouldn't have lost             | 6 shouldn't have left |
| 2 wouldn't have gone              | 7 could have been     |
| 3 could have chosen               | 8 shouldn't have said |
| 4 shouldn't have decided          | 9 would you have done |
| 5 could have / should have phoned |                       |

2

- |                         |                        |
|-------------------------|------------------------|
| 1 have always been      | 6 have you known       |
| 2 has been trying       | 7 has not been helping |
| 3 have visited          | 8 have broken          |
| 4 have not been feeling | 9 has been showing     |
| 5 have been attending   | 10 has won             |

3

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

4

- |         |                 |             |
|---------|-----------------|-------------|
| 1 junk  | 3 shape         | 5 demanding |
| 2 sweat | 4 uncoordinated | 6 breath    |

5

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

6

- |          |            |          |
|----------|------------|----------|
| 1 card   | 3 division | 5 tackle |
| 2 sacked | 4 hit      |          |

7

- |          |           |           |           |
|----------|-----------|-----------|-----------|
| 1 banged | 3 knocked | 5 cuts    | 7 lost    |
| 2 tore   | 4 broken  | 6 drowned | 8 bruised |

## UNIT 6

1

- |          |         |              |          |
|----------|---------|--------------|----------|
| 1 a bit  | 3 a bit | 5 quite      | 7 hardly |
| 2 really | 4 very  | 6 absolutely | 8 really |

2

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

3

- 1 I haven't had my hair cut for months.
- 2 You should get those trees cut down.
- 3 I've just had my driving licence cancelled.
- 4 I need to get my bike fixed.
- 5 We're going to have the fence repainted.
- 6 Have you ever had your ears pierced?
- 7 Terry has had his car stolen again.
- 8 Did you get the old armchairs taken away?

4

- |            |                |              |
|------------|----------------|--------------|
| 1 muddy    | 5 deserted     | 9 filthy     |
| 2 dump     | 6 efficient    | 10 overlooks |
| 3 isolated | 7 unbearably   |              |
| 4 stunning | 8 overwhelming |              |

5

- |          |               |          |            |
|----------|---------------|----------|------------|
| 1 mickey | 3 ends        | 5 feet   | 7 rose     |
| 2 small  | 4 ball, court | 6 pocket | 8 arm, leg |

6

- |      |       |        |
|------|-------|--------|
| 1 up | 3 out | 5 away |
| 2 in | 4 out | 6 over |

## UNIT 7

1

- |                   |              |                  |
|-------------------|--------------|------------------|
| 1 were walking    | 5 had blown  | 9 was working    |
| 2 came            | 6 was living | 10 was           |
| 3 had experienced | 7 met        | 11 had ever seen |
| 4 decided         | 8 walked     | 12 fell          |

2

- |           |            |           |
|-----------|------------|-----------|
| 1 invited | 4 arrested | 7 thrown  |
| 2 injured | 5 waiting  | 8 leaving |
| 3 playing | 6 moving   |           |

3

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

4

- |                                |            |
|--------------------------------|------------|
| 1 has been pouring, has turned | 4 flooding |
| 2 blew, have eased             | 5 hit      |
| 3 pull, stuck                  |            |

5

- |        |        |      |      |
|--------|--------|------|------|
| 1 like | 3 like | 5 so | 7 so |
| 2 as   | 4 so   | 6 as |      |

6

- |             |           |             |          |
|-------------|-----------|-------------|----------|
| 1 a settled | b settle  | 5 a gather  | b gather |
| 2 a roots   | b root    | 6 a stormy  | b stormy |
| 3 a water   | b water   | 7 a stems   | b stems  |
| 4 a blossom | b blossom | 8 a planted | b plants |

## UNIT 8

1

- |                   |                     |
|-------------------|---------------------|
| 1 can't have left | 5 might have found  |
| 2 must have       | 6 can't be          |
| 3 might be        | 7 must have escaped |
| 4 must have lost  | 8 might have won    |

2

- |       |      |        |      |        |
|-------|------|--------|------|--------|
| 1 for | 3 of | 5 for  | 7 of | 9 to   |
| 2 of  | 4 in | 6 with | 8 on | 10 for |

3

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

4

- |      |        |       |       |
|------|--------|-------|-------|
| 1 on | 3 back | 5 up  | 7 to  |
| 2 of | 4 into | 6 off | 8 off |

5

- |                 |                     |
|-----------------|---------------------|
| 1 locked in     | 6 served, in        |
| 2 convicted of  | 7 launched, against |
| 3 released, for | 8 let, out          |
| 4 place, on     | 9 released, after   |
| 5 treated with  | 10 served, of       |

6

- |           |               |        |            |
|-----------|---------------|--------|------------|
| 1 plunged | 3 correlation | 5 drop | 7 accounts |
| 2 led     | 4 peak        | 6 stem | 8 factor   |

## UNIT 9

1

- |               |          |
|---------------|----------|
| 1 get         | 5 won't  |
| 2 should talk | 6 should |
| 3 keep        | 7 I'm    |
| 4 might get   | 8 won't  |

2

- 1 I would leave now      4 it hadn't rained.  
 2 I wouldn't have gone.    5 I would never have remembered.  
 3 I would feel great.      6 I wouldn't be here now.

3

- 1 get      3 get      5 got      7 find  
 2 handed    4 finding    6 struggle    8 feel

4

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

5

- 1 Sandra is bound to get a new job in March.  
 2 We doubt we will get much money for doing all this work.  
 3 All the employees are bound to have completed their schedules.  
 4 I probably won't pass the exam.  
 5 We doubt we will get a pay rise this morning.

6

- 1 set      2 providing      3 had      4 wore      5 put

7

- 1 conclude      3 Hands      5 shows  
 2 moving      4 sum      6 short

## UNIT 10

1

- 1 Sue will have written her essay by now.  
 2 Darren probably won't have caught the last train.  
 3 When will you have finished cleaning all this up?  
 4 Will Graham have had enough time to get dressed?  
 5 My parents will have been married for 20 years in September.  
 6 By next Wednesday all the decorations will have been taken down.

2

- 1 will have finished      4 will have made  
 2 won't have had      5 will not have been paid  
 3 will they have spent      6 will have got

3

- 1 do you      3 would she      5 haven't we  
 2 doesn't he      4 wasn't it      6 didn't they

4

- 1 took      3 rent      5 have      7 take      9 go  
 2 threw      4 went      6 go      8 had      10 have

5

- 1 due      3 burst      5 turn      7 see  
 2 meant      4 realised      6 copy      8 clue

6

- 1 on      3 up      5 out      7 into  
 2 up      4 up      6 out      8 up

## UNIT 11

1

- 1 We don't have as **much** informations as we need.  
 2 **The** news **is** very disturbing.  
 3 We made a slow progress through **the** lunch-time traffic.  
 4 We haven't got very **much** times to do the work.  
 5 All ~~of~~ knowledges was contained in those ancient libraries.  
 6 I've got hardly **any** luggages with me.  
 7 We haven't done **much** researches into the subject yet.

2

- 1 What was surprising was the fact that the petrol station closed early today.

- 2 What has upset everybody is the fact that speeding fines have been raised.  
 3 What drives me mad is the fact that people break the speed limit in city centres.  
 4 What concerns me very much is the fact that the government make so much money from parking fines.  
 5 What I find disturbing is the fact that so many children are killed on our roads.

3

- 1 insurance      4 small print      7 brakes  
 2 gears      5 tyres      8 engine  
 3 leak      6 dent

4

- 1 restored      5 formed      9 desolate  
 2 word      6 heart      10 common  
 3 put      7 fallen  
 4 herd      8 undermined

5

- 1 swerve      3 overtake      5 ran      7 flash  
 2 doing      4 cut      6 get      8 gone

## UNIT 12

1

- 1 are we supposed to arrive      4 shouldn't take  
 2 should call      5 are we supposed to get  
 3 should make

2

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

3

- 1 runny, sore      4 bit, swells  
 2 suffered, bruises      5 itchy, scratching  
 3 trouble, panic      6 rough, throwing

4

- 1 elbow      3 ankle      5 skull  
 2 wrist      4 spine      6 brain

5

- 1 tore      3 remove      5 put  
 2 have      4 had      6 causing

6

- 1 among      3 evidence      5 group  
 2 questioned      4 turn      6 due

## UNIT 13

1

- 1 I had never known such awful weather before.  
 2 Simon hadn't been living there for long.  
 3 I never knew why he had come.  
 4 What on earth had they been doing in there?  
 5 The children had already eaten all the apples.  
 6 We had been waiting for an hour when he finally got there.

2

- 1 had won      6 hadn't taken  
 2 had been looking      7 had left  
 3 hadn't been sleeping      8 had been living  
 4 had taken up      9 had eaten  
 5 had been stealing      10 had been doing

3

- 1 I wish she'd be quiet.  
 2 He is constantly compaining about something.  
 3 They are always laughing at me.

- 4 I wish you would do some housework.  
 5 He is always buying me things.  
 6 I wish he was more mature.  
 7 I often wish he wouldn't make up stories.

4

- |           |           |        |
|-----------|-----------|--------|
| 1 taking  | 4 retrain | 7 call |
| 2 offered | 5 was     | 8 ask  |
| 3 knocked | 6 take    |        |

5

- |                  |           |               |
|------------------|-----------|---------------|
| 1 integrity      | 5 dignity | 9 liberty     |
| 2 responsibility | 6 justice | 10 success    |
| 3 courage        | 7 hatred  | 11 compromise |
| 4 curiosity      | 8 faith   | 12 ambition   |

## UNIT 14

1

- 1 has just been cancelled
- 2 will be refunded
- 3 is being held
- 4 have lost
- 5 was being repaired / was repaired
- 6 took
- 7 were told
- 8 will be being updated
- 9 resigned
- 10 have been informed / were informed
- 11 are given
- 12 has been damaged

2

- |                  |               |
|------------------|---------------|
| 1 had invited    | 6 could see   |
| 2 wasn't         | 7 hadn't gone |
| 3 didn't have to | 8 was / were  |
| 4 had worked     | 9 had bought  |
| 5 hadn't left    | 10 had played |

3

- |         |          |         |
|---------|----------|---------|
| 1 wiped | 3 extend | 5 claim |
| 2 go    | 4 run    | 6 take  |

4

- |           |           |           |
|-----------|-----------|-----------|
| 1 limit   | 3 pension | 5 card    |
| 2 charges | 4 market  | 6 bailout |

5

- |             |              |            |
|-------------|--------------|------------|
| 1 vanished  | 4 came, halt | 7 peered   |
| 2 descended | 5 crammed    | 8 chuckled |
| 3 conceal   | 6 ushered    |            |

6

- |           |           |         |            |
|-----------|-----------|---------|------------|
| 1 odds    | 3 earned  | 5 stake | 7 bet      |
| 2 lottery | 4 jackpot | 6 waste | 8 gambling |

## UNIT 15

1

- |         |        |            |          |             |
|---------|--------|------------|----------|-------------|
| 1 While | 3 as   | 5 Provided | 7 to     | 9 Otherwise |
| 2 Then  | 4 Once | 6 so       | 8 unless | 10 Although |

2

- |              |             |
|--------------|-------------|
| 1 to look    | 6 getting   |
| 2 trying     | 7 to go     |
| 3 driving    | 8 doing     |
| 4 preventing | 9 to bring  |
| 5 to take    | 10 stealing |

3

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

4

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

5

- |                  |             |         |
|------------------|-------------|---------|
| 1 flicking, came | 3 so-called | 5 fancy |
| 2 slight         | 4 chucked   |         |

6

- |         |       |        |      |
|---------|-------|--------|------|
| 1 semi  | 3 out | 5 pro  | 7 re |
| 2 multi | 4 mis | 6 over | 8 ex |

7

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

## UNIT 16

1

- |                     |                         |
|---------------------|-------------------------|
| 1 will you arrive   | 6 'll / will be working |
| 2 will happen       | 7 'll / will help       |
| 3 will be launching | 8 'll / will be driving |
| 4 won't be joining  | 9 will they be staying  |
| 5 won't be          | 10 'll / will be coming |

2

- 1 David must ~~to~~ leave home early tomorrow.
- 2 It got dark so we weren't able **to** finish the match.
- 3 We were happy to get the money because it enabled **us** to buy a new car.
- 4 You can't ~~to~~ leave your bike there.
- 5 One day, we'll **be** able to open our own shop.
- 6 Wendy allowed us **to** use her garden for the party.
- 7 Please don't make me ~~to~~ stay behind.
- 8 The police wouldn't let us ~~to~~ stay open all night.
- 9 I don't want to force you **to** do something you're not comfortable with.
- 10 We weren't able **to** send everybody an invitation.

3

- |        |             |          |           |
|--------|-------------|----------|-----------|
| 1 let  | 3 apologise | 5 see    | 7 chase   |
| 2 pass | 4 arrange   | 6 remind | 8 enquire |

4

- 1 Would Monday be a good day to meet up?
- 2 Would you happen to know the time?
- 3 Would you mind opening the window?
- 4 Would you rather sit at the front?

5

- |        |            |           |               |
|--------|------------|-----------|---------------|
| 1 even | 3 up       | 5 loss    | 7 into        |
| 2 over | 4 turnover | 6 floated | 8 competition |

6

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

## REVIEW TEST 1 UNITS 1–6

1

- |         |         |          |        |
|---------|---------|----------|--------|
| 1 tend  | 4 which | 7 should | 10 for |
| 2 used  | 5 due   | 8 such   | 11 any |
| 3 whose | 6 to    | 9 the    | 12 get |

2

- |            |                      |
|------------|----------------------|
| 1 takes    | 5 are making         |
| 2 has been | 6 have been building |
| 3 began    | 7 designing          |
| 4 will be  | 8 will be            |

3

- |        |        |       |       |
|--------|--------|-------|-------|
| 1 like | 3 back | 5 off | 7 up  |
| 2 away | 4 part | 6 on  | 8 out |

4

- |     |     |     |     |      |      |
|-----|-----|-----|-----|------|------|
| 1 c | 3 c | 5 c | 7 a | 9 b  | 11 d |
| 2 a | 4 d | 6 d | 8 b | 10 a | 12 b |

**5**  
1 b                      2 a                      3 c                      4 c                      5 a

**7a**  
1 T                      3 F                      5 T  
2 F                      4 F                      6 T

**7b Possible answers**

- Because the cost of studying is getting higher and higher, so students feel that it might be cheaper to go to university immediately rather than waiting a year.
- Doing something meaningful in a gap year is a way of showing potential employers that you have ambition and initiative. It can also be an opportunity to learn a useful skill.
- If they learn a skill, they can work and earn money while they travel on their gap year.

## REVIEW TEST 2 UNITS 7–12

**1**  
1 must                      5 had                      9 so  
2 in                      6 have                      10 What  
3 with                      7 did  
4 should                      8 hasn't

**2**  
1 blew                      6 hadn't caught  
2 were turning                      7 were fishing  
3 hadn't been                      8 was going / had gone  
4 wouldn't have felt                      9 gathering  
5 had been                      10 was beginning

**3**  
1 off                      3 set                      5 no                      7 due  
2 into                      4 with                      6 made                      8 cut

**4**  
1 b                      3 a                      5 c                      7 c                      9 b                      11 a  
2 c                      4 b                      6 b                      8 a                      10 c                      12 c

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

- 5b**
- Liz thinks a good reporter sounds confident and authoritative and has a good voice. They also need to be able to get the people they interview to talk and say interesting things.
  - The long hours and low pay are similar, and the type of stories are too, but reporters on the radio can't use pictures so they have to bring the stories to life using words.
  - She learnt to find and write her own news stories and to operate technical equipment.

**7**  
1 c                      2 a                      3 b                      4 c                      5 b

## REVIEW TEST 3 UNITS 13–16

**1**  
1 been                      5 to                      9 made  
2 would                      6 you                      10 be  
3 case                      7 on  
4 unless                      8 for

**2**  
1 was opened                      5 had sold  
2 was filled                      6 had tried  
3 had been told                      7 have been opening  
4 turned                      8 will be trying

**3**  
1 day                      5 dis                      9 up  
2 own                      6 super                      10 off  
3 off                      7 to  
4 semi                      8 for

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

**5**  
1 a                      2 c                      3 b                      4 c                      5 b

**7a**  
1 T                      3 F                      5 T  
2 F                      4 T                      6 F

- 7b**
- They can score highly in an IQ test, solve difficult puzzles, or produce research into areas of science the rest of us don't understand.
  - They use conventional methods, and techniques that they have been taught.
  - They rethink the problem and want to find lots of different solutions and approaches rather than just one. They also look at a problem in a different way.

## MID-YEAR TEST UNITS 1–9

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

**2**  
1 leaves                      10 'll have repainted  
2 have you been waiting                      11 had  
3 shouldn't have lost                      12 have visited  
4 had my bag stolen                      13 tidying  
5 hadn't brought                      14 hadn't told  
6 were walking                      15 spending  
7 must have felt                      16 to visit  
8 are coming                      17 will be manufactured  
9 'll help                      18 paying

**3**  
1 interpretation                      6 obsession  
2 dramatic                      7 eviction  
3 atmospheric                      8 meanness  
4 cautious                      9 behaviour  
5 historic                      10 responsibility

**4**  
1 mask                      7 storm  
2 mop                      8 stem  
3 saw                      9 grab  
4 leak                      10 fall  
5 tackle                      11 promotion  
6 bruise                      12 outline

**5**  
1 b                      2 b                      3 c                      4 a                      5 c

**7a**  
1 F                      2 T                      3 F                      4 T                      5 F                      6 F

**7b Possible answers**

- In Europe the rooms are smaller but more elegant.
- In restaurants he found very small restaurants serving strange, but good, food. They were more individual. American restaurants are usually big and modern and usually part of a chain.
- In Europe people still tend to shop more in the city centre, although there are also shopping centres on the outskirts of town, as in the US.

**END-OF-YEAR TEST 1 UNITS 1–16****1**

1 a	3 d	5 a	7 a	9 b	11 a
2 c	4 c	6 c	8 c	10 b	12 b

**2**

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

**3**

1 didn't see	6 should have visited
2 to fasten	7 must have felt
3 would be	8 is being served
4 won't have eaten	9 wouldn't have recognised
5 finding	10 stealing

**4**

1 like	4 going	7 hold	10 to
2 run	5 up	8 in	11 through
3 part	6 double	9 to	12 up

**5**

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

**6**

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

**7**

1 c	2 c	3 b	4 a	5 b
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**9**

1 T	3 F	5 T	7 NG	9 T
2 T	4 NG	6 T	8 F	10 NG

**END-OF-YEAR TEST 2 UNITS 1–16****1**

1 b	4 b	7 c	10 a
2 d	5 c	8 c	11 c
3 c	6 a	9 c	12 a

**2**

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

**3**

1 had	6 shouldn't have eaten
2 'll have left	7 will be manufactured
3 tidying	8 to vote
4 won't tell	9 had forgotten
5 to send	10 see

**4**

1 as	4 on	7 off	10 go
2 up	5 out	8 of	11 up
3 up	6 out	9 in	12 even

**5**

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

**6**

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

**7**

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

**9**

1 F	3 NG	5 F	7 T	9 T
2 T	4 T	6 NG	8 F	10 NG

# TESTS AUDIO SCRIPTS

## REVIEW TEST 1

**P = presenter, D = Dan**

- P: On today's show, I'm chatting to Dan Clark, who, as many of you will know, used to present *Travel Today* on TV. He's here to talk about his new series, which starts on Saturday. In the series, he's going to look at how the environment of remote parts of the world has been affected by travel.  
Welcome to the show, Dan.
- D: Hello. It's good to be here.
- P: As we all know, the world is getting smaller. Would you say that this has made travelling easier?
- D: Well, yes, absolutely. I'd say it is much easier than it was back in the 1980s when I started travelling. Being able to use a laptop or mobile phone allows me to book tickets and hotels with few problems. Twenty years ago, it was an absolute nightmare when you had to sort out everything by phone or in person. Being able to use the internet really saves time.
- P: In the opinion of many, the more tourists there are, the more pollution there is in places which were once unspoilt. Do you share that view?
- D: Yes, I do. And in my new TV series I go back to places I used to visit when I was a young travel journalist, and find out to what extent they have changed. Back in 1986, when I first visited one of the Caribbean islands that feature in the series, I wouldn't have believed you if you'd told me how much more developed the place was to become. Even back then, it was an up-and-coming tourist destination, and quite built-up, but, remarkably, the number of hotels has doubled since my first visit.
- P: I suppose there is an even greater problem with remote parts of the world that were, until recently, isolated, even deserted places.
- D: Absolutely. There is a modern trend to offer tours to places that were once hard to get to, and a few adventurous tourists are going further and further from home. The problem is that these regions have such delicate eco-systems that tourists, even well-intentioned tourists who care about the environment, can quickly have a dramatic and negative effect. Tourists eat food that has to be imported into the area, they produce waste that can harm the delicate eco-system, and they use water for drinking and bathing. Often, this results in shortages.
- P: I see. It appears to be a real problem. I look forward to finding out more about it when your TV series begins.

## REVIEW TEST 2

**P = presenter, L = Liz**

- P: Hello. If you've ever wondered what it would be like to work as a radio reporter, then today's programme is for you. I'm going to interview Liz Jones who has been a reporter for Digital 1 and on the long-running science programme *Innovations*. Nowadays, she works as a freelance reporter in the north of England.  
Welcome to the show, Liz.
- L: Hello. It's good to be here.

- P: So, I'm going to start with an obvious question, I suppose. What makes a good reporter, especially on the radio?
- L: Well, I suppose, in many ways, it comes down to what you sound like, as well as what you say, of course. Technically, radio reporters need to learn how to sound clear, confident and authoritative, cutting out all the pauses, and the 'ums' and 'aahs'. Much of my job, now and in the past, has been about interviewing people, ordinary people usually, and getting them to say interesting things on air. As you gain experience, you learn what sort of questions work, and how to encourage people to open up, or, in some cases, shut up.
- P: Would you say that being a radio reporter is very different to being a TV reporter?
- L: Well, not completely. The long hours and the low pay are certainly comparable! And the stories we cover are often very similar. The main difference is that TV reporting is all about the pictures – you're trying to get great visual images when reporting on a news story, and what you say is often actually trying to explain to the viewer what they are looking at. On radio, of course you need sound to bring stories to life, so the challenge is to describe things so that people can visualise them.
- P: Some of our listeners would love to be a radio journalist. Do you have any advice for them?
- L: Well, it's a competitive industry. Lots of young people are keen to get into radio journalism because it seems so glamorous. And, at the bottom, you aren't going to earn much, if anything. I started out by volunteering to work for the radio station at my university for free. I had to come up with my own news stories and work out how to operate all the technological equipment by myself. It was hard work but great fun. So, that's my advice. Be prepared to offer your services for free, have a go at anything, keep trying new things, and learn on the job.
- P: OK. Thanks Liz. After the break, Liz is going to take some calls, so please ring us now.

## REVIEW TEST 3

**I = interviewer, P = Paola**

- I: On today's show, I'm chatting with internationally famous cookbook author, Paola Chiellini. Welcome to the show, Paola.
- P: Thank you for inviting me.
- I: You have just written a new cookbook, called *Italian Secrets*. It's a wonderful book, with fabulous recipes, if I may so. I was wondering why you decided to write this book.
- P: Well, to be honest, it wasn't my decision. I was asked to write it by my students. I have written three cookbooks – this is my third – and I never set out to write any of them. I have been teaching cooking for twenty years, and all my recipes have been inspired by the young cooks I have taught.
- I: As you say, you've had a long teaching career, teaching home cooking to two generations of cooks. In your

opinion, what is the most important skill that the home cook should have?

- P: Oh, taste, I think. Yes, taste. That is very important. You don't need any complicated techniques, or anything like that, but you do need to be able to tell whether a dish needs more salt, or pepper, or whatever. Oh, and good ingredients are essential, of course.
- I: How can people identify the best ingredients?
- P: I don't think that is very difficult. Take salad, for example. If all the leaves are very tired and don't stay up, then you know they aren't very good. Meat is more difficult to choose but if you can talk with the butcher, I think you will find what is good and what you have to buy for that particular dish. Fish is very easy because if you have a nose, you can smell it. If it doesn't smell good, then don't buy it.
- I: Let's go back to your teaching. What were things like when you began teaching cooking? Did your students know a lot about the subject?
- P: It was very challenging. I found out that people simply didn't know very much about food – they didn't know the names of any vegetables other than the most obvious ones, and they didn't know how to cut meat, or, indeed, what parts of the animal different cuts of meat came from.
- I: And has a lot changed since you started teaching cooking?
- P: It is much, much better now than it was when I started – the knowledge of ingredients, the understanding of different ways of cooking food. To be honest, sometimes I think people undercook food these days. They don't leave vegetables in water long enough. But, in general, it is much better.
- I: OK. Let's take a commercial break. After the break, I'll be asking Paola about the early part of her career. So join us again to hear what she says.

## MID-YEAR TEST

**P = presenter, C = Clive**

- P: Have you ever wondered why some dogs can learn how to catch drug smugglers at an airport, or rescue mountain climbers, while others can't even be taught to sit still or stop barking, no matter how much time you spend teaching them to perform such basic skills? Well, today I'm talking to dog training expert Clive Barker, and I'm hoping to find out exactly how bright our canine friends are, and how we can test their intelligence.
- Welcome to the show, Clive.
- C: Hello. Thanks for inviting me.
- P: So, are some dogs brighter than others?
- C: Well, yes, I suppose they are. But you have to remember, with dogs, as with humans, there are different kinds of intelligence, and different ways of testing that intelligence. It's easy to train a sheepdog to herd sheep, for example, because they have a natural ability to do that. But if you try teaching a small toy dog to do the same thing, well, 'good luck!' is all I can say. There's no point in expecting it to be able to manage such a task.
- P: OK. But are there ways of testing the IQ of our own dogs?

- C: Yes, of course. Numerous problem-solving tests have been devised by animal psychologists that will give you a good idea as to whether your family pet is clever or not.
- P: OK. Great. So, are these tests difficult to set up?
- C: No, not at all. One of them involves using an everyday household object – a towel. Gently place a large towel over your dog's head and stand well back. No dog enjoys having its head covered, so it'll try to escape. If your dog gets out from under the towel in fewer than fifteen seconds, then give it a treat. That means it's pretty bright. If it's still stuck under the towel after thirty seconds, well, that isn't a good sign. But give it a treat anyway – it's tried its best.
- P: Mmm. I can see my dog failing to find its way out.
- C: Well, don't worry if that happens. Remember that there are lots of factors that may affect your dog's ability to do these tests. Some breeds, for example, are good at finding things because they have a great sense of smell, not because they're bright. And practice makes perfect. Encourage your dog to keep working at these tests. You can really develop their learning ability. Dogs, just like humans, can get better at solving problems.
- P: OK. I'll remember that. Right. Time for a commercial break. When we come back, we'll...

## END-OF-YEAR TEST 1

**P = presenter, A = Andy**

- P: Dr Andy Garcia is no ordinary vet. He works in one of the largest zoos in North America, and lions, giraffes and golden eagles are just a few of the many species that he is responsible for.
- I'm pleased to say that Andy is here in the studio today to talk about his career. Welcome to the show, Andy.
- A: It's good to be here.
- P: So, what's a typical day for you like? I guess it's not your average nine to five job.
- A: Well, you could say that. To be honest, I tend to get to the zoo at the same time each morning – and pretty early, too, at seven on the dot, in fact. But then, my day can take me anywhere. Yesterday morning, for example, I started out operating on a camel which had torn some ligaments, then I had to go check on a lion with a sprained ankle which should have got better but hadn't. Then it was off to see about some of the birds. We have a vulture with a sore throat, which is no fun if you have the throat of a vulture, I can tell you. Basically, I'm on the go all day, and how long my day lasts depends on how healthy the animals are. It's not unusual for me to head home at midnight, but then again, some days, I get to go home in the middle of the afternoon.
- P: What's the most challenging part of your job?
- A: The most challenging part? I suppose performing an operation on huge animals like elephants and rhinos is pretty demanding, but I guess what I find most challenging is working with species that are really unique. There are animals in the zoo which are both rare and weird. Sometimes, we don't even know what they should be eating or whether their behaviour



is normal or not. It means that when they get ill, or show signs of stress, it becomes a really difficult job to find out exactly what's wrong.

- P: I guess it must be next to impossible to diagnose an animal if you have no idea how they are supposed to look when they are fit and well.
- A: Exactly. We have to do tests, take samples, compare data with lots of other zoos, and, in the end, trust our own judgment and experience, and learn from how the animal responds. It's incredibly rewarding when we get it right.
- P: It must be.
- A: One thing I love about this job is that we all learn on a daily basis something new about the biology, the anatomy and the physiology of animals that haven't been studied much.
- P: Fascinating. One last question, if they wanted to become a zoo vet, how would our listeners go about getting qualified? Are there degrees in your line of work?
- A: Well, different people take different career paths to get where I am today. It actually takes a lot of work and it takes some time. When you finish your veterinary degree, you're qualified to treat pets and farm animals, but you're not trained to work with wild or zoo animals. So, after you're done with veterinary school, you have to do a specialised training. It's called residency. I worked at a zoo for five years, learning on the job, and getting a Masters in wild animal health. It's really tough and very competitive. Lots of young people want to work in this area.
- P: I guess. Anyway, thanks for coming in, Andy. After the break, we'll be talking to...

## END-OF-YEAR TEST 2

**P = presenter, A = Amy**

- P: Welcome to *Jobs On The Line*. Today's guest, Amy Bell, has followed a career path which I suspect is not that unusual in the industry she works in. Her first career in insurance left her feeling largely unfulfilled, so she decided to retrain as a driving instructor. Welcome to the programme, Amy. So, what made you switch to being a driving instructor?
- A: Hello. OK. Well, actually, I can't say it's something I've always wanted to do. When I left school, I just went into the first steady office job I found. But, after taking my advanced driving test ten years ago, I became more and more interested in driving as a career. I realised that I found the job I had repetitive and dull, so, at the age of 38, I took a chance, and did ADI training.
- P: ADI? That stands for approved driving instructor.
- A: That's right. You have to complete the training to become a driving instructor. There's a theory test, a practical driving test that tests your driving skills, and then a further test on instructional ability. They are incredibly demanding tests. I found the practical driving particularly difficult. You can only take it three times, and if you fail, you have to wait two years before you can take it again, so it was such a relief to pass it at my first attempt.

P: So, once you're qualified, how do you go about doing the job? How do you get clients?

A: Well, that depends on you, to some extent. Lots of people join one of the big driving schools, which means that you get regular work and steady pay, but I wanted to set up my own business. Amy's Driving School, I've called it. Not very imaginative, I know, but it's exciting to see your name on the top of a car, and on lots of business cards. I advertised on the local radio, but mostly I got work through word of mouth. You know, friends of my daughter at school, then, after they found out I was good, their friends and relatives came along, and soon I became quite well-known.

P: So, what do you tend to do on a typical day?

A: I avoid booking any lessons before ten in the morning if I can help it. I'm not a morning person, you see, and that's one of the great things about being my own boss. I can choose my hours, and I'd rather work later in the evening than first thing in the morning. I always drive over to pick up my learners. So, I'll meet the learner, go over what we did in the last lesson and set off. It's like a new adventure every time a different learner gets in the car. If I have time in between lessons, I'll grab 'lunch', whatever time that may be. Once each lesson comes to an end I have a chat with the learner and we agree on how things went and plan the next lesson.

P: And what do you enjoy about your job?

A: What I like most is the sense of achievement that I get and my learners get when they pass. Watching people gain confidence in such a difficult skill that could really make a huge difference to their lives is really rewarding. Nothing beats that feeling.

P: OK. Thanks for sharing your experiences with us, Amy. After the break, we'll...