

Where we live

1

Speaking

Interview (Part 1) ▶ CB page 6

About the exam:

In Speaking Part 1, the examiner asks you and the other candidate questions about yourself. These are often about your interests, experiences and plans. You may be asked two or three questions, depending on the time.

Strategy:

Don't just give a one-word answer or say *yes/no*. Try to extend your answer into a couple of sentences but be careful you don't go on for too long.

1 **▶ 01 Listen to the questions an examiner asks. Match the examiner's questions (1–6) with the answers (A–E). There is one extra question for which there is no answer.**

- A** That's a difficult one. Probably working in America? I've got to finish my studies first and then I'd like to travel and work my way across the USA.
- B** By using social networking sites. I'm on Facebook a lot and, of course, I text and email my best mates regularly and we meet up a lot too.
- C** Most of the time I tend to stay in my country. We've got some lovely seaside towns and, of course, we have the mountains too.
- D** Let's think... Most probably I'll be doing an assignment. I've got one to finish for my history course and the deadline is Monday.
- E** Yes, I used to play a lot of tennis when I was at secondary school. I belonged to a tennis club then, too. But I gave it up when I left and went to university. Not enough time, I'm afraid.

Use of English

Multiple-choice cloze (Part 1) ▶ CB page 7

1 Match 1–6 with A–F to make collocations.

- | | |
|-------------|-------------------|
| 1 spend | A development |
| 2 social | B success |
| 3 personal | C time together |
| 4 live | D alone |
| 5 promote | E framework |
| 6 a mark of | F economic growth |

About the exam:

In Reading and Use of English Part 1, you read a text with eight gaps and choose the best word from four options to fit each gap. The correct option may be:

- part of a fixed phrase or collocation.
- a phrasal verb.
- a connector.
- the only word that fits grammatically in the gap.

Strategy:

- Read the title and the whole text so that you get an idea of what it is about.
- Go through the text stopping at each gap. Read the four options.
- Check the words before and after the gap.
- Choose the best option.
- When you have finished, read the text again with the words inserted to check that it makes sense.

2 Read the article. For questions 1–8, decide which answer (A, B, C or D) best fits each gap.

SCENE | 16

So who needs people?

P eople have always seen themselves as social animals, with living together as the norm, but increasing numbers are (0) *A. settling* down as singles. Why is this happening?

It's often presented as indicating the undesirable (1) of society but, actually, the reality is more interesting and less worrying. One reason more people (2) for the single life is they can (3) it but since we are able to do many things that we decide not to do, this financial answer is just one part of the explanation. Another is the communications and technological revolution, which allows people to (4) social events when they're living alone. But a key (5) seems to be that today, young people define living alone in a positive way, as a (6) of success. They see it as a way to (7) time in developing themselves personally and professionally. This means that the whole social framework is being transformed, changing not only how we understand ourselves and our relationships but also the way we build places to live and (8) economic growth. ■

- | | | | | |
|---|--------------------|---------------|----------------|-----------------|
| 0 | A settling | B placing | C putting | D sitting |
| 1 | A damage | B breakage | C splinter | D fragmentation |
| 2 | A pick | B opt | C select | D decide |
| 3 | A afford | B pay | C spend | D provide |
| 4 | A get through with | B put up with | C take part in | D keep out of |
| 5 | A contingency | B factor | C enquiry | D question |
| 6 | A mark | B brand | C label | D symptom |
| 7 | A contribute | B make | C invest | D supply |
| 8 | A expose | B outline | C uncover | D promote |

Grammar

perfect and continuous forms ► CB page 8

1 Choose the correct alternative in each sentence.

- We've painted the kitchen and *it's taking such a long time/ we're glad it's over*.
- By this time next Tuesday *I'll have lived/ I've lived* here for a month.
- When it got to six o'clock, *it had been raining/ it had rained* for ten hours.
- I've been spending hours on this research and *I still haven't finished/ it was hard work*.
- Looking back, I've realised why *I made/ I've been making* that one mistake last year.
- We've only studied together for a short time but *I've known/ I've been knowing* him for several years.

2 Put the verbs in the box in the correct category.

agree	believe	belong
care	deny	feel
hear	like	own
smell	taste	understand
		want

- Verbs of feeling
- Verbs of knowing or thinking
- Verbs of possession
- Verbs of communicating
- Verbs of sensing

3 Decide if the verbs in Activity 2 are stative (S), dynamic (D) or can be both (B).

4 Decide if one or both sentences are possible in each item. Tick (✓) the sentences that are correct.

- A I'm not liking living here.
B I don't like living here.
- A She has a baby.
B She's having a baby.
- A I feel quite ill.
B I'm feeling quite ill.
- A My stomach hurts.
B My stomach is hurting.
- A I need a new place to live.
B I'm needing a new place to live.
- A Who does this car belong to?
B Who is this car belonging to?

5 Complete the sentences with the present simple or present continuous form of the verbs in brackets.

- I (*smell*) something burning. Did you leave the oven on?
- He (*prefer*) to sit at the back and waste time to doing some real work.
- I (*see*) Carol at the meeting tomorrow – I could ask her then.
- I'm sorry, I've got to go. My friend (*arrive*) at the airport this afternoon!
- He (*think*) of buying a new flat but he can't really afford it.
- This ice cream (*taste*) salty but I quite like it!

Vocabulary

figurative language ► CB page 9

1 Complete the sentences with the correct form of the words in the box.

bark buzz groan roar screech
stumble swarm thunder tremble whine

- 1 By the time I got into the auditorium, the place with excitement. The award for Best Actor had just been announced.
- 2 The film crew had to drive off quickly as a small herd of elephants across the stretch of grassland.
- 3 A dog ran across the road and the car to a halt just in front of it.
- 4 A group of journalists round the actress as she came out of the airport.
- 5 Our trainer instructions at us continuously for over an hour. I was exhausted.
- 6 My voice as I delivered the speech because I was so nervous.
- 7 As part of the game, six children jumped onto the bed and it under their weight.
- 8 I remember sitting in the dentist's waiting room, absolutely petrified by the of the drill I could hear in the next room.
- 9 My uncle with laughter when I told him about the mistake I'd made at work.
- 10 My presentation wasn't very well prepared but I managed to through it.

Reading

Multiple choice (Part 5) ► CB page 10

About the exam:

In Reading and Use of English Part 5, you read a text and then answer six multiple-choice questions about it. Each question gives you four options to choose from. Only one is correct.

Strategy:

- Read the text and the title quickly to get an idea of what it is about. Then read the questions but do not look at the options yet as this can be confusing.
- Find the section of text that the question relates to and read it carefully. Think of the answer without referring to the options. Find information to support your answer.
- Look at the options and choose the one that is closest to your idea.
- Make sure that there is evidence for your answer in the text and that it is not just a plausible answer you think is right.
- Remember that the correct option will not be phrased in the same way as in the text.

1 Read the article on the right. What is the writer's main purpose?

- 1 to persuade other people to live in Spain
- 2 to explain the difficulties of settling down in another country
- 3 to describe the pleasures of the writer's current life

2 Read the article again. For questions 1–6, choose the answer (A, B, C or D) which you think fits best according to the text.

- 1 What is most unexpected for the writer?
A the early arrival of a plane that is usually late
B something she subconsciously includes in a message
C a difficult question she is asked by her family
D the respect other travellers give her
- 2 Feeling comfortable in another country isn't easy if
A you are not accepted by the local people.
B you are always moving on.
C you are out of touch with your family.
D you have some official problems.
- 3 The writer compares her accommodation in Madrid and Patagonia to focus on
A expenses.
B practicalities.
C health problems.
D ethical issues.
- 4 What does the writer say about feeling at home in Madrid?
A It didn't happen quickly.
B It depended on finding a good place to live.
C It was a result of becoming proficient in Spanish.
D It required an acceptance of a slower lifestyle.
- 5 According to the writer, which aspect of Spanish culture gives both traditional and modern experiences?
A sport
B food
C shopping
D nightlife
- 6 The writer believes that expats are often
A disappointed by their new life.
B insecure in the first few months.
C anxious about their decision to move.
D unlucky in their choice of destination.

Madrid, my home sweet home

It took a long time, but expat Isabel Eva Bohrer is finally ready to call Madrid her home.

'Back home!' Whenever I board and disembark a plane, I make a point of texting my family about the status of my travels. The Iberia flight from Munich, where I grew up, to Madrid, where I had been living for two years, had been on time. 'That's a surprise', I thought – the Spanish airline is notorious for its delays and strikes. Yet when I hit the 'Send' button of my phone, I was caught even more profoundly by surprise. For the first time, I had referred to Madrid as my home.

As expats, we are bound to reflect on the notion of home at one point or another. Where is home? For many expats, the concept isn't black or white. Home involves numerous gray areas, including family and friends, memories, language, religion, lifestyle, culture and more. Having lived abroad in the United States, Argentina, Chile, Brazil, Switzerland and France, among others, I knew what it was like *not* to feel at home. In the United States, not having a Social Security Number made me an outsider, causing numerous inconveniences, such as not being able to get a phone contract with certain providers. In Brazil, not speaking the language perfectly had made me uneasy as I sensed that people talked behind my back.

In Spain, my blonde hair and fair skin clearly marks me as not a native. And yet, over the course of two years, I have managed to feel at home in the Spanish capital. My unpretentious apartment in the barrio de Salamanca – as opposed to the waterproof tent I had lived in while working on an organic farm in the Argentine Patagonia – allowed me to unload my baggage, both physically and mentally. Instead of having to gather wood for the night's fires, as I had done when hiking in the South American mountains, I could settle down and focus on my professional goals as a writer.



But the feeling of home transcends the mere fact of having a somewhat permanent place to live. It is a mental sensation of equilibrium that is achieved over time. For me, feeling at home in Madrid has been a slow progressing relationship. The city initially made my acquaintance as a child: I had attended several summer camps to improve my language skills. At age 16, I completed an internship at an architecture firm in the north of the city. And at age 22, the capital and I hit a home run: I came back for good, moving in to my current piso (apartment). Slowly but surely, I learned to live the Spanish lifestyle. Dealing with *cantamañanas* (literally translated as 'those who sing tomorrow') is the quotidian routine here.

As a natural optimist, I continue to believe in all the positive aspects of living in Madrid. If sports ignite your spirit, Spaniards will welcome you to cheer along – the third-straight crowning of the Spanish football team at Euro 2012 was unprecedented. Unparalleled, too, is the nightlife, which will enthral flamenco lovers and clubbing addicts alike. At 8 a.m. you can watch the sun rise with *chocolate con churros*. In fact, the culinary joys never seem to sleep in Spain. There are tapas bars open at all hours, too many to enumerate. For the best *bacalao* (cod fish) in town, try Casa Labra, and the Bar Los Caracoles near the Rastro flea market for some Spanish *escargot*.

From the azure sky, my glance returned to the SMS on my phone: 'Glad to hear you arrived safely,' my family had texted back. Though they referred to that particular Munich-Madrid flight, I read the message as a more universal interpretation of the expat lifestyle. As expats, we undergo a period of ambiguity, in which we always feel like those who have just arrived. But if you give your new destination a chance, it can eventually become your home.

3 Match the adjectives from the article (1–6) with their meanings (A–F).

- | | |
|-----------------|---------------------------------|
| 1 notorious | A never happened before |
| 2 numerous | B famous for something negative |
| 3 unpretentious | C impossible to match or equal |
| 4 quotidian | D a large number of |
| 5 unprecedented | E down to earth, simple |
| 6 unparalleled | F everyday |

4 Complete the sentences with the correct form of the underlined words in the article.

- Paul is a nice guy but he's got a load of I don't think he's got over losing his second wife yet.
- I was grateful for your help.
- The dancers are superb and they t he audiences every night.
- Coffee has started to give me indigestion problems and I will have to give it up
- You need to phrase the letter carefully so that there's no possibility ofat all.
- The that the film's leading actor was sitting somewhere in the audience was exciting.

Listening

Multiple matching (Part 4) ► CB page 12

About the exam:

In Listening Part 4, you hear five different people talking about the same topic. There are two tasks with eight options each. As you listen, you have to choose which option refers to each speaker. You hear each of the extracts twice.

Strategy:

- Read through all the options for each task.
- Mark any key words in the options.
- Remember you will not hear the same words in the extract, but a synonym or paraphrase.
- Try to do both tasks at the same time and use the second listening to check your answers.

1 Match the phrases (1–6) with their paraphrases (A–F).

- | | |
|------------------------------|--------------------------------------|
| 1 I can chill out. | A It can be boring. |
| 2 I should try. | B ... is a disadvantage. |
| 3 It can be mundane. | C I should make the effort. |
| 4 I'm able to think clearly. | D I'm able to relax. |
| 5 The downside is ... | E it's my responsibility. |
| 6 It's up to me. | F I can get things into perspective. |

2 02 You will hear five short extracts in which people are talking about living alone. While you listen, you must complete both tasks.

Task 1

For questions 1–5, choose from the list (A–H) what each speaker values most about living alone.

- | | | |
|---|-----------|--------------------------------|
| A the chance to relax | Speaker 1 | <input type="text" value="1"/> |
| B the lack of responsibility to others | Speaker 2 | <input type="text" value="2"/> |
| C the absence of noise | Speaker 3 | <input type="text" value="3"/> |
| D the ability to learn new skills | Speaker 4 | <input type="text" value="4"/> |
| E the freedom to speak their mind | Speaker 5 | <input type="text" value="5"/> |
| F the opportunity to think clearly | | |
| G the possibility of developing new interests | | |
| H the wide choice of friends to spend their time with | | |

Grammar

emphasis with inversion ► CB page 13

1 Complete the sentences with the correct form of the verbs in brackets. Add any other words necessary.

- At no time (tell) us where she was planning to live.
- Not only (move into) a new flat last month, he changed his job as well.
- Seldom (know) a better person to share a flat with me.
- Under no circumstances (buy) a new flat without consulting me!
- Scarcely (choose) the new flat than she changed her mind.
- Hardly (finish) painting the flat when my friend spilled coffee over the wall.

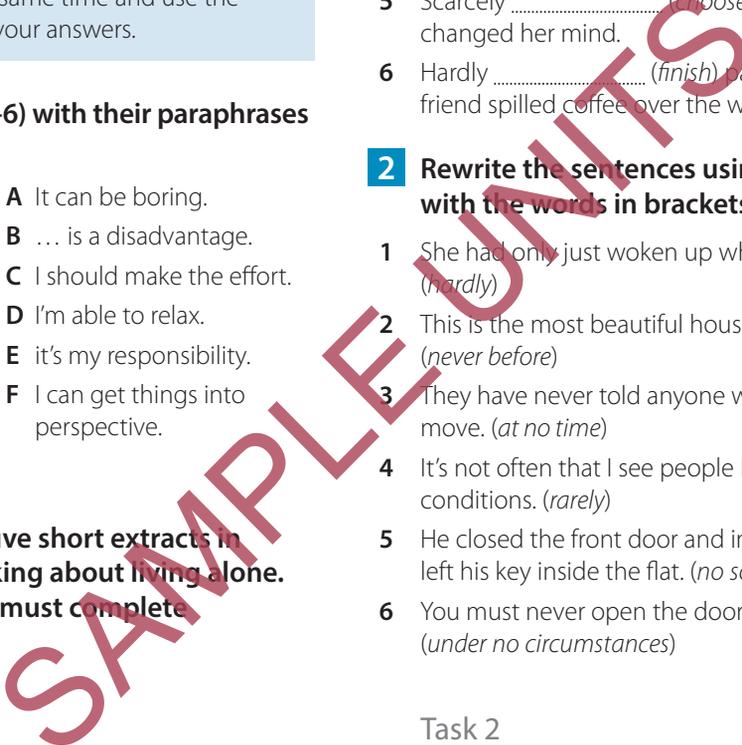
2 Rewrite the sentences using inversion. Start with the words in brackets.

- She had only just woken up when the builders arrived. (hardly)
- This is the most beautiful house I have ever seen. (never before)
- They have never told anyone why they decided to move. (at no time)
- It's not often that I see people living in such poor conditions. (rarely)
- He closed the front door and immediately realised he'd left his key inside the flat. (no sooner)
- You must never open the door to strangers at night! (under no circumstances)

Task 2

For questions 6–10, choose from the list (A–H) what problem each speaker identifies about living alone.

- | | | |
|------------------------------------|-----------|---------------------------------|
| A not having a family | Speaker 1 | <input type="text" value="6"/> |
| B feeling bored | Speaker 2 | <input type="text" value="7"/> |
| C getting practical help | Speaker 3 | <input type="text" value="8"/> |
| D not eating well | Speaker 4 | <input type="text" value="9"/> |
| E having to do housework | Speaker 5 | <input type="text" value="10"/> |
| F needing to meet new people | | |
| G not being able to ask for advice | | |
| H managing financially | | |



Writing

Essay (Part 1) ► CB page 14

About the exam:

In Writing Part 1, you write an essay (220–240 words) using information that you are given, and develop and support an argument on a particular topic. The style should be appropriately formal.

Strategy:

- Read the input information carefully and ensure that you include everything that is required. You will need to discuss two of the three points given, reach a conclusion and give reasons for your opinions.
- Make sure you plan your essay well and balance your arguments by trying to give pros and cons to different suggestions or options.
- Write a first draft and check it for accuracy and organisation. Also check that you have used a good range of vocabulary and structures in your answer.

1 Look at the exam task and the two plans. Then read the sample answer and decide which plan the writer has followed.

Your class has been watching a panel discussion about how the problem of lack of housing in towns and cities can be solved. You have made the notes below.

How housing problems in cities and towns can be solved

- renovate empty properties
- extend the suburbs
- build high-rise blocks

Some opinions expressed in the documentary

'We shouldn't use up any more countryside because we've lost enough green space over the years as it is.'
'There's no point building more new houses when there are so many empty places with no one in them.'
'High-rise buildings are terrible places to live and people can feel really isolated in them.'

Write an essay for your tutor discussing **two** of the solutions in your notes. You should **explain which solution is better, giving reasons** to support your opinion. You may, if you wish, make use of the opinions expressed in the documentary but you should use your own words as far as possible.

Write your **essay** in **220–260** words in an appropriate style.

Plan 1

- **Introduction:** explain the housing problems in your area and summarise the three approaches to solving it
- **Paragraph 1:** say why extending suburbs would not be a good idea
- **Paragraph 2:** say why building high-rise blocks would not be a good idea
- **Conclusion:** say why renovating properties would be the best answer

Plan 2

- **Introduction:** describe problem briefly and say what might happen if nothing is done
- **Paragraph 1:** say why renovation is a good idea but give a drawback, too
- **Paragraph 2:** say why high-rise blocks could be good in spite of previous problems
- **Conclusion:** say why both would be preferable to losing countryside and give final opinion

Most of us are all too well aware that there is a real shortage of affordable housing in towns and cities today. Properties in central locations are extremely expensive and whether you are planning to rent or buy the prices are increasing all the time. The government and local councils need to take steps to address this issue otherwise many people will be forced to commute long distances to work.

One answer might be to renovate the thousands of existing properties that currently stand empty. This would cost far less than building completely new homes and it would improve the appearance of some neighbourhoods that have become relatively run-down. One obstacle to this, however, is the fact that the owners of some of these empty or even derelict properties are often impossible to trace. A possible solution might be the imposition of compulsory purchase orders on properties like these.

Another option could be to use the limited space available to construct modern, high-rise buildings that could house large numbers of families, rather than single dwellings. The original tower blocks that became popular in the last century failed their occupants in many ways. They had many design faults and did not cater well for the large number of people who lived in them. However, modern, well-designed buildings that include a range of facilities on site, surrounded by landscaped gardens and plenty of green space, could prove successful.

In conclusion, I must point out that there is no easy solution to this problem. Much depends on the amount of money available to invest. In my opinion, renovation is the most obvious solution and the less we encroach on the countryside, the better.

2 Read the sample answer again and find words that the writer has used instead of the words below.

- | | |
|------------|--------------|
| 1 going up | 5 now |
| 2 problem | 6 quite |
| 3 if not | 7 difficulty |
| 4 solution | 8 invade |

3 Do the exam task in Activity 1.

Ages and stages

3

Reading

Cross-text multiple matching (Part 6) ► CB page 28

- 1** Read four reviews of a book about child psychology. For questions 1–4, choose from the reviewers (A–D). The reviewers may be chosen more than once.

Which reviewer

- 1 has a different view to Reviewer A regarding Barnes' claims about how well babies interpret the world?
- 2 shares Reviewer D's concern about some rather obvious conclusions drawn by psychologists?
- 3 has a similar opinion to Reviewer B about the way the book compares the baby and adult mind.
- 4 has a different view to the others about whether the book is comprehensive enough.

- 2** Choose the correct meaning (A or B) for each word from the texts.

Text A

- 1 *underrated* A not well explained B not appreciated enough
- 2 *innate* A that you are born with B complicated

Text B

- 3 *conversely* A on the other hand B additionally
- 4 *crammed with* A full of B experimenting on

Text C

- 5 *acute* A unusual B sharp
- 6 *insights* A overview B clear understanding

Text D

- 7 *sympathetic to* A feeling pity for B approving of
- 8 *innovative* A original B logical

About the exam:

In Reading and Use of English Part 6, you read four short texts and then answer four questions. The questions focus on opinions expressed in the texts and you may be asked to identify opinions that are the same or different across the texts.

Strategy:

- Read the instructions and the title to get an idea of the overall topic of the four texts.
- Read the texts quickly to get a clear idea of what they are about. Then read the questions.
- For each question, look through the texts to identify the opinion expressed by the writers.
- Underline the evidence for your idea in the texts, as this will help you to see the different opinions more clearly. Remember that you are looking for opinions, not facts.

Learning how children think

Four reviewers comment on scientist Annie Barnes' book, called *Learning how children think*.

A

In her latest book, Annie Barnes covers all of the theories related to the development of human consciousness and concludes that the minds of babies have been significantly underrated. She suggests that, far from being simple, babies' brains have a special kind of consciousness; they have an innate ability to develop theories about how the world works. She claims a baby's mind can evaluate theories about everyday happenings and not just simply live through them. One of the book's most intriguing suggestions is that, while it's important for adults to be able to imagine unfulfilled or potential outcomes in different situations, it is actually in such so-called 'thought experiments' that babies excel.

B

Barnes' clear and readable style is aimed at the general reader and she makes a useful comparison to help understand the difference between the consciousness of a baby and that of an adult: the lantern and the spotlight. A baby has a 'lantern' consciousness which is wider and more diffuse than an adult's; this is because it is set to absorb as much as possible from new experiences. Conversely, adults learn to 'spot', or focus, in order to function efficiently in the world. Barnes' descriptions of her working life hint at labs crammed with infants pulling levers and pushing buttons while white-coated scientists follow their eye movements and scan their brains. Yet she also thinks of babies as scientists; she describes them as 'learning machines', constantly experimenting on the world and analysing their results with enthusiasm. The basis of child learning seems to be no different from the more conscious and deliberate approach of adults, and this well-informed book provides detailed examples.

C

One fascinating chapter in Barnes' book concerns morality. Children seem to have an acute sense of fairness; they know how others feel and can act on that knowledge. In one experiment concerning food described in the book, babies were left with researchers who indicated clearly that they loved the vegetable broccoli but hated crackers. Whatever their own preferences, the toddlers gave the broccoli lovers their 'preferred' food rather than the crackers. It seems we are born with a sense of otherness, which experience later knocks out of us; this is something most parents of teenagers are well aware of. One issue Barnes could have addressed is the potential downside to the willingness of young minds to imagine and believe. She only sees this as an advantage. If people in authority say fire hurts, the child believes. However, this does not negate Barnes' other findings. Her aim is to describe how infant mentality develops and what we can learn from it; this she does, and in analysing how a child's mind grows, she provides insights into the human mind in general.

D

Barnes clearly enjoys being around small children and is sympathetic to the deeper philosophical implications of their way of thinking. Her book is absorbing and educative, despite sometimes feeling as if she is spending too much time simply confirming what parents and pre-school teachers have long known. There is a well-founded fear that developmental psychologists risk 'reading-in', that is, thinking that small children interpret the world intentionally and consciously, as adults do. The experiments reported by Barnes are generally well-designed and sensitive to the danger of misinterpretation. Nevertheless, she sometimes seems to go too far, as when claiming that babies recognise the actions they copy and reproduce. Barnes helpfully says children are like the research and development department of a company; what she means is that they are creative and innovative, though not always correct. She suggests that adults are more like the production and marketing section, focusing on a project and following it through to its logical conclusion. It's a neat comparison in what is an in-depth volume. ●

Vocabulary

stages of life ► CB page 26

1 Complete the sentences with the correct form of the words in brackets.

- 1 It's the (*innocent*) of children that is so appealing.
- 2 Teenagers develop (*mature*) through experience and guidance.
- 3 Even adults can exhibit (*infant*) behaviour sometimes!
- 4 It's sad when an old person develops (*senile*) and loses their mental faculties.
- 5 Many older people manage to retain their (*youth*) looks nowadays.
- 6 The elderly man had a twinkle in his eye and a (*boy*) charm that was appealing.

2 Complete the sentences with the correct form of verbs formed from the verbs in the box and the prefix *out-*.

grow	live	play
shine	smart	weigh

- 1 The benefits of nursery education the disadvantages.
- 2 He was simply in the chess game by his younger brother.
- 3 My grandmother all her siblings by more than ten years.
- 4 My son the others with his brilliant performance in the school play last night.
- 5 The child tried to the teachers by getting her mother to do her homework!
- 6 She kept her old clothes until she was twenty, when she realised she had them.

Grammar

Countable and uncountable nouns

► CB page 27

1 Complete the sentences with the words in the box. Add an article if necessary.

attraction	confidence	difficulty	excellent Spanish	freedom
great success	good understanding	luck	situation	

- 1 Many teenagers have in getting on with adults, and this causes problems.
- 2 The teacher had of the problems many teenagers face.
- 3 I speak, so I have no fear of travelling to Madrid on my own.
- 4 I am not afraid of taking risks when demands it.
- 5 Young people often lack and that can cause them to be uncertain.
- 6 for teenagers of being rebellious is often misunderstood by adults.
- 7 It was that I decided to join the course, but it turned out to be
- 8 I find having to go where I like is important to me in any relationship.

introductory *it* ► CB page 30

2 Match the first half of the sentences (1–6) with the second (A–F). Add *it* in the correct place.

- 1 I get pretty mad.
 - 2 The politician made it clear
 - 3 Most teenagers think
 - 4 I can't stand
 - 5 I find exciting
 - 6 Don't worry if you don't get on at first;
- A is the older generation that doesn't understand them!
 B that was important to look after older people.
 C will be better later.
 D when I meet new friends.
 E when families have big arguments.
 F when you leave all up to me to make up after a fight!

3 Find and correct the mistakes with the use or omission of *it* in the sentences.

- 1 He made obvious to everyone that he didn't like her.
- 2 I cannot bear it to see children unhappy.
- 3 Children owe to their parents to look after them in their old age.
- 4 Was great to meet his sister last week.
- 5 One day may be you who needs help from other people.
- 6 Is amazing how many relationships break up these days.
- 7 I think is important for all generations to get along with each other.
- 8 To have a good relationship with your grandparents it is important.

4 Rewrite the sentences using the introductory *it*.

Example:

That relationships often break down is sad.

It's sad that relationships often break down.

- To think how different generations could help each other is heartwarming.
- Experiencing good relationships is so important in life.
- To understand another person can be very difficult.
- Getting on with siblings can sometimes be tough.
- Having a role model is important for teenagers.
- Making up with a friend after a quarrel can be emotional.

Speaking

Collaborative task and discussion
(Parts 3 and 4) ► CB page 31

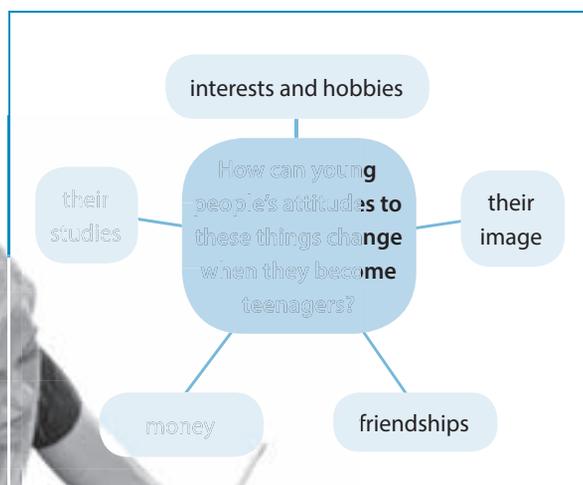
About the exam:

In Speaking Part 3, you discuss a question with your partner for two minutes. You have several points to consider during your discussion, which are related to the question. The question and related points will be given to you as a mind map. After two minutes, the examiner will stop your discussion and ask a question where you need to make some kind of decision. You have another minute to discuss this.

Strategy:

- Spend time discussing each point. Spend more time on those you know more about or are interested in. You do not need to discuss all the points.
- Make sure you share the speaking time and that it is a discussion and not a series of long turns. Involve your partner and react to what he or she says.
- You do not need to agree on your decision.

- 1 Look at the exam task and the extracts from a discussion between two candidates. Which points are they talking about? Do you agree with them?



Extract 1

- A:** Well, if we look at studies, I think this is something where teens' attitudes can be very different to children's, don't you think?
- B:** Oh, yes. When you're younger, learning is often a lot of fun but when you're older, it gets a load more serious.
- A:** That is so true! We're under much more pressure to succeed and I think the enjoyment factor can disappear sometimes.

Extract 2

- A:** It's true that your attitude changes but it's hard to nail down how.
- B:** I agree but I think it's to do with different levels and types of relationships.
- A:** You mean, like, you have a wide social circle but there are people who are important to you for different reasons?
- B:** Exactly. For support, for advice, because they're cool, sometimes simply because you want your social network to be bigger than someone else's!

Extract 3

- A:** That's an interesting one. I don't think kids think about it a lot – unless it's just to buy snacks and stuff.
- B:** You've got a point but I think that's only part of it. Kids are getting much more into clothes, accessories, gadgets and so on, aren't they?
- A:** Yeah, but who usually buys them?
- B:** I see what you mean!

- 2 Read the extracts in Activity 1 again. Underline phrases the candidates use to expand on what the other candidate says.

- 3 05 Read the decision question for this task. Which of the prompts from Part 3 do you think the candidates will choose? Listen and see if you were right.

Now you have about a minute to decide which of these things you think will become the most important to young people when they leave full time education.

- 4 Listen again and complete the phrases.

- 1 I don't like to it but ...
- 2 I think it's to be money.
- 3 Yes, there's but ...
- 4 I think it's money.
- 5 We'll have to here, then.
- 6 say both money *and* friendships.

Use of English

Multiple-choice cloze (Part 1) ► CB page 32

- 1** Read the blog post. For questions 1–8, decide which answer (A, B, C or D) best fits each gap.

I wish I'd known that before!

I've always tried to be a supportive friend, (0) *A. keeping* my own counsel on my true opinions. I've lied to (1) a friend's face and gone to parties with people I couldn't stand (2) upset them. But now I'm older I have realised that being permanently sympathetic is not the way to hold on to your integrity and well-being. Armed with this understanding, I planned to (3) on a policy of being totally honest at all times. I came across research that (4) me up, claiming that often people don't actually want the truth and that being honest reduces the stress that inevitably accompanies (5) so-called white lies. So I decided to (6) ahead. Some people hated me, others were angry, but my real friends valued my honesty. (7), I was aware of the damage bluntness can do but I've learned that true friendship survives on sincerity and a few (8) truths won't ruin it. I wish I'd known that before!

- | | | | | |
|---|--------------|---------------|--------------------|---------------|
| 0 | A keeping | B holding | C clutching | D grabbing |
| 1 | A rescue | B save | C recover | D retain |
| 2 | A instead of | B in place of | C in preference to | D rather than |
| 3 | A begin | B embark | C commence | D engage |
| 4 | A backed | B supported | C held | D took |
| 5 | A saying | B speaking | C recounting | D telling |
| 6 | A go | B move | C get | D push |
| 7 | A Although | B Obviously | C Conversely | D At last |
| 8 | A house | B home | C base | D foundation |

Listening

Multiple choice (Part 3) ► CB page 33

About the exam:

In Listening Part 3, you hear an interview involving two or more people. There are six multiple-choice questions, each with four options. You hear the interview twice.

Strategy:

- Read the questions to get an idea of the topic.
- The first time you listen, underline key words and mark possible answers.
- Make sure the option you choose actually answers the question.

- 1** **06** You will hear an interview with a man called Jon Simmons and a woman called Clare Harries, who both work as life coaches. For questions 1–6, choose the answer (A, B, C or D) which fits best according to what you hear.

- Jon feels that the job of a life coach is
 - similar to being a therapist.
 - focused on future possibilities.
 - based on individual experiences.
 - more complex than people realise.
- Clare says she became a life coach because
 - it involved something she enjoyed doing.
 - it enabled her to re-evaluate her own issues.
 - it was a logical extension of her other interests.
 - it was necessary to replace the lack of family support.
- What surprises Clare about the kind of people who seek her expertise?
 - They are open to informal advice.
 - They are only looking for better jobs.
 - They are upset by rapid changes in society.
 - They are often working within a large organisation.
- What does Jon think is most important to understand about relationships?
 - They should be developed slowly and carefully.
 - They have to reflect an individual's moral attitude.
 - They start with the individual's attitude to him- or herself.
 - They fail if people around an individual are critical of them.
- Jon and Clare both think the most important message to get over to clients is
 - control negative thinking.
 - take positive action at all times.
 - decide what really makes you really happy.
 - make good use of your particular skills.
- What do Jon and Clare both feel is the most rewarding part of their job?
 - understanding more about themselves
 - improving the lives of large numbers of people
 - developing a relationship with another person
 - watching another person develop their confidence

Writing

Report (Part 2) ► CB page 34

About the exam:

In Writing Part 2 you may have the choice of writing a report. The purpose of a report is to give information and make recommendations using an impersonal style.

Strategy:

- Use headings for the different sections of your report. This makes it easier for the target reader and also ensures that you organise and present your information clearly.
- Use an impersonal style. The use of the passive is quite common in report writing.
- Make sure you give both an introduction where you outline the aim of the report and a conclusion where you summarise the main points.

1 Look at the exam task and the two plans. Which plan do you think is best?

Your college wants to give more assistance to new students who are coming here to study. You have agreed to write a report describing the problems that new students at the college often encounter and recommending ways to help them.

Write your **report** in **220–260 words** in an appropriate style.

Plan A

- **Paragraph 1:** Say how the problems new students face can affect how well they do at college and describe these problems.
- **Paragraph 2:** Give examples from your own experience and say how they affected you.
- **Paragraph 3:** Summarise the opinions of a teacher you interviewed.
- **Paragraph 4:** Give a conclusion about what is the best thing to do to avoid the problems.

Plan B

- **Paragraph 1:** Say why you're writing the report.
- **Paragraph 2:** Give examples of some difficulties for new students: finding their way around, who to go to for information, socialising, etc.
- **Paragraph 3:** Make some suggestions to help: an information leaflet, a buddy system, a day visit, etc.
- **Paragraph 4:** Give a short summary of how your ideas might help.

2 Look at another exam task and tick (✓) the things you have to do in the report.

The education authorities in your area want to assess how useful the provisions at schools and colleges are for equipping students with skills for dealing with a working life after they leave full time education. You have agreed to write a report describing and evaluating the current programmes and recommending improvements.

Write your **report** in **220–260 words** in an appropriate style.

- 1 Give clear examples of what you were taught and how you profited from this.
- 2 Give an overview of what schools in your area do to help their students prepare for working life.
- 3 Explain how and why this preparation benefits or does not benefit the students.
- 4 Say whose fault this is and explain your criticisms.
- 5 Make some suggestions about how the preparation could be improved.
- 6 Give a detailed programme of sessions that you think would be good.

3 Read the sentences and put a cross (X) next to the ones that would *not* be appropriate to include in the report.

- 1 In this report I am planning to describe what schools do at the moment to prepare their students for when they leave.
- 2 Having said that, there are disadvantages to allocating a significant amount of time to life skills classes like these. Here are a few of them.
- 3 There is currently little focus on teaching students how to deal with their finances effectively.
- 4 My recommendations would include providing more opportunities for students at school to visit different work places.
- 5 I think you've got to get more trained staff in to give extra classes in finance and cookery and things like that.
- 6 Should these recommendations be implemented, students will be better able to deal with a range of problems they may encounter after leaving school.

4 Do one of the exam tasks on this page. Make notes and write your report. Remember to

- use an impersonal style.
- use clear headings.
- address all the points in the task.

The feel-good factor

5

About the exam:

In Reading and Use of English Part 2, you read a text with eight gaps. The missing words may test grammar words (e.g. verb forms, referents), your use of connectors (e.g. *however*, *although*) or vocabulary (e.g. phrasal verbs, collocations).

Strategy:

- Read the title and the whole text so that you understand what it is about.
- Read the whole sentence in which the gap occurs, to look for clues as to what kind of word you need.
- Check the words before and after each gap and look for grammatical collocations.
- Read the whole text through once you have completed it to make sure you have not missed any connectors, plurals or negatives.

Use of English

Open cloze (Part 2) ► CB page 46

- 1** Read the article. For questions 1–8, think of the word which best fits each gap. Use only one word for each gap.

**HAPPINESS:
it's a state of mind**

Research undertaken into (0) pursuit of happiness has produced some interesting ideas. Apparently, our level of happiness depends on (1) much we invest in it. The hypothesis is that happiness resembles a skill and can therefore be learned – if people are willing to put time and effort (2) perfecting it. Meditation seems to be a key factor and this (3) be scientifically demonstrated. MRI scans performed on people who meditated regularly showed raised levels of positivity in the left-hand side of (4) brains, the part usually connected with happiness. At the same time, they managed to keep the more negative right side (5) check. Does this mean only specialist meditators can be happy? Apparently (6) , as even people who only meditated occasionally demonstrated greater positivity. This could indicate that tweaking the (7) we channel our thoughts, modifying our perception of things around us, can (8) a big difference to our sense of well-being. If true, isn't it worth putting in some effort?

- 2** Look at the gapped words in the article and match them with descriptions A–F.

- | | | | |
|---|------------------------|---|--|
| A | an adjective | D | a verb that is part of a collocation |
| B | a modal verb | E | an adverb used to ask about a quantity |
| C | a possessive adjective | F | a fixed prepositional phrase |

- 3** Read the article again. Which sentence best summarises the writer's main point?

- 1 Meditation is the only way to create a feeling of happiness.
- 2 We can change our level of happiness by altering our mind-set.
- 3 Happiness doesn't just happen – we have to make it happen.

Speaking

Long turn (Part 2) ► CB page 47

- 1** **▶ 09** Look at the exam task and the pictures. Decide which two pictures you would choose to talk about. Then listen to a candidate doing the task. Did she choose the same pictures?

Look at the pictures. They show people experiencing very special moments. Compare two of the pictures and say why these moments might be special for the people and how memorable these moments might be.



- 2** Read the candidate's answer. Ignore the gaps. Does the candidate complete all parts of the task?

I'd like to talk about these two pictures. In my opinion the people in both pictures are experiencing a feel-good moment. It's special for all of them but, obviously, for different reasons. The people are in contrasting locations, too. One looks as if (1) it's inside, perhaps in a school hall, whereas the other is outdoors, in a lovely mountainous area. For the people in the first picture, the place (2) be very noisy but in the second I (3) the girl can hear nothing but the birds. Beautiful! The kids in the first picture are (4) on a stage and from the way they look, I'd (5) it's the end of a show and they've done really well. They certainly look pretty pleased with themselves. And this is just a(n) (6) but this (7) be the first time they've ever done anything on stage, so it would be very special for them. I imagine everyone's applauding them very loudly. In the second picture the girl (8) very content. I (9) she's just climbed up the mountain. I can't be (10) but I imagine this is a special moment for her because she's never seen such a glorious view before.

- 3** Complete the candidate's answer. In some gaps more than one answer may be possible. Then listen again and check your answers.

- 4** Read two follow-up questions for the second candidate. Which one is more likely to come up in the exam?

- Which person or people do you think have been anticipating this moment for the longest time? Why?
- Which picture do you prefer? Why?

Listening

Multiple choice (Part 3) ► CB page 48

- 1** **▶ 10** You will hear an interview with Janet Wilson, a young stand-up comedian. For questions 1–6, choose the answer (A, B, C or D) which fits best according to what you hear.

- Janet's interest in stand-up comedy started because
 - she was dissatisfied with normal acting roles.
 - she enjoyed writing her own jokes and scripts.
 - she knew it would fulfil her desire for a challenge.
 - she feels it linked to her primary acting interest.
- How did Janet's parents react to her career?
 - They hesitated about supporting her.
 - They wished she had been more studious.
 - They were pleased she was doing something she loved.
 - They were concerned about the insecurity.
- How does Janet feel during a performance?
 - frustrated by an unresponsive audience
 - privileged to be able to make people happy
 - tired by the stress involved in entertaining others
 - upset when an audience doesn't like her
- Janet thinks a successful comedian must
 - be a charismatic presence on stage.
 - have the opportunity to win awards.
 - be able to ignore any criticism.
 - feel confident about growing as a performer.
- When talking about her future, Janet is resigned to the fact that she
 - must be prepared for set-backs in her career.
 - might accept other work for financial reasons.
 - has to work on a better stage presence.
 - lacks opportunities to develop in other areas.
- How does Janet feel about stand-up comedy?
 - accepting of the competitive atmosphere
 - encouraged by growing numbers of comedians
 - unsure about changes that are happening
 - irritated when there isn't work for everyone

2 Complete the sentences from the interview. Use the clues in brackets to help you. Then listen again and check your answers.

- I realised it was going to be early on. (something I would like)
- At school I acting in school plays. (had a good time)
- You have to understand that and not let it skin. (upset you)
- What I thought were good jokes ground. (were not appreciated)
- Take the, in other words. (accept good and bad times)
- Though there are more opportunities, you have to because if you don't, there's always someone who will. (seize them)

Grammar

hypothetical meaning ► CB page 49

1 Complete the sentences with the correct form of the verbs in brackets.

- I wish I (own) a pet – I'd probably feel happier.
- If only they (give) me the chance to organise the party next week – I'd be good at it.
- It's high time people (start) appreciating the good things in life.
- I wish I (go) to see that comedian in the theatre last week – the reviews were great.
- If only I (not get) involved with the project!
- I wish I (can improve) my dancing technique but it's hard.
- I'd rather my brother (not play) his music so loudly in the evenings.
- It's high time we (leave), otherwise we'll be late for the party.

2 Find and correct the mistakes in the sentences. There are mistakes in six of the sentences.

- I wish I work in London – there's not much to enjoy here in the evenings.
- If only he would stop talking so much – it really gets to me!
- I wish I wouldn't have to work so hard – I'm getting really tired.
- It's high time someone takes action to improve the broadband service round here!
- I'd rather he doesn't keep talking while I'm watching TV!
- I wish I could lose some weight – it's very hard, though.
- Did you rather we postponed our get-together until tomorrow?
- I wish my sister couldn't keep borrowing my clothes!

Reading

Multiple matching (Part 8)

► CB page 50

About the exam:

In Reading and Use of English Part 8, you match questions or statements to sections of one text or several short texts.

Strategy:

- Read the text(s) quickly to get a general idea of the topic.
- Read through the questions and underline key words and phrases that may help you.
- Scan the text(s) to find parts with a similar meaning to what you have underlined. Remember that the words will not be the same.

1 Read the article. Match the titles (1–4) with the sections (A–D).

- Keep it light.
- It started with the Brits.
- What's the secret?
- Don't take yourself too seriously.

2 Read the article again. For questions 1–10, choose your answers from the sections A–D. You may choose any of the sections more than once.

In which section does the writer

- | | |
|--|---------------------------------|
| praise the quality of some more serious films? | <input type="text" value="1"/> |
| point out the value of feel-good films in difficult economic times? | <input type="text" value="2"/> |
| mention a film character who learns from his experiences? | <input type="text" value="3"/> |
| explain how a director uses a film as a vehicle for his own opinion? | <input type="text" value="4"/> |
| comment on the artistic merit of the cinema? | <input type="text" value="5"/> |
| talk about the importance of escapism in films? | <input type="text" value="6"/> |
| mention a special technique used to create a feel good reaction? | <input type="text" value="7"/> |
| insist that lighter films can also be clever? | <input type="text" value="8"/> |
| talk about films that make us reflect on life? | <input type="text" value="9"/> |
| refer to films where ordinary people triumph over authority? | <input type="text" value="10"/> |

Films that make you feel

good

A

Feel-good films stretch back right into the early days of cinema. The Brits were pioneers of the form. Producer Cecil Hepworth's *Rescued By Rover* (1905), a winsome yarn about a dog retrieving a kidnapped baby, was an early example of feel-good film-making. What distinguished it was the tempo. The film-makers used cross-cutting to crank up the tension, which is only finally released when the baby is found. The film 'marks a key stage in the medium's development from an amusing novelty to the "seventh art," able to hold its own alongside literature, theatre, painting, music and other more traditional forms,' claims the British Film Institute's *Screenonline* website. Film historians today continue to study Hepworth's storytelling abilities but that wasn't what interested the 1905 audiences who flocked to see it. They went because it was a feel-good film.

B

There has long been a tendency to sneer at feel-good films. Serious, self-conscious auteurs are often too busy trying to express their innermost feelings about art and politics to worry about keeping audiences happy. However, as Preston Sturges famously showed in his comedy *Sullivan's Travels* (1941), if you're stuck on a prison chain gang, you don't necessarily want to watch *Battleship Potemkin*. *Sullivan's Travels* is about John L Sullivan, a glib and successful young Hollywood director of comedies, who yearns to be taken seriously. Sullivan dresses up as a hobo and sets off across America to learn more about the plight of the common man. He ends up sentenced to six years in prison. One of the prisoners' few escapes from drudgery is watching cartoons. As he sits among his fellow cons and sees their faces convulsed with laughter at a piece of what he regards as throwaway Disney animation, he rapidly revises his own priorities. 'After I saw a couple of pictures put out by my fellow comedy directors, which seemed to have abandoned the fun in favour of the message, I wrote *Sullivan's Travels* to satisfy an urge to tell them to leave the preaching to the preachers,' Sturges recalled.

C

A few years ago there were a lot of 'deep-dish' movies. We had films about guilt, (*Atonement*) about the all-American dream coming apart at the seams (*Revolutionary Road*) and even a very long account of a very long life lived backwards (the deeply morbid *The Curious Case Of Benjamin Button*). Deep-dish, feel-bad films have plenty to recommend them. If you're not a teenager and you don't just want to see the next summer tent-pole blockbuster, you'll welcome movies that pay attention to characterisation and dialogue and don't just rely on CGI or the posturing of comic book heroes. However, as film-makers from Preston Sturges to Danny Boyle have discovered, there is no reason that a feel-good movie needs to be dumb. You can touch on social deprivation and political injustice: the trick is to do so lightly and, if possible, with a little leavening humour.

D

Historically, the best feel-good movies have often been made at the darkest times. The war years and their immediate aftermath saw the British turning out some invigorating, entertaining fare alongside all the propaganda. The Age of Austerity was also the age of the classic Ealing comedies, perfect examples of feel-good film-making. In the best of these films like *Passport to Pimlico* or *Whisky Galore*, a community of eccentric and mildly anarchic characters would invariably come together to thwart the big, bad, interfering bureaucrats. Stories about hiding away a hoard of whisky or setting up a nation state in central London were lapped up by audiences. To really work, feel-good movies must have energy and spontaneity – a reckless quality that no amount of script tinkering from studio development executives can guarantee. The best take you by surprise. What makes the perfect feel-good movie? That remains as hard to quantify as ever – you only know one when you see one. ■

Vocabulary

working out meaning from context

► CB page 50

1 Find words and phrases in the article that match meanings 1–10.

- 1 marked something out as special (Section A)
- 2 increase (Section A)
- 3 keep its position against others (Section A)
- 4 longs for something (Section B)
- 5 boring hard work (Section B)
- 6 unintelligent (Section C)
- 7 lightening, making less depressing (Section C)
- 8 reactionary (Section D)
- 9 enjoyed very much, couldn't get enough of (Section D)
- 10 making small changes to something (Section D)

Grammar

substitution and ellipsis ► CB page 52

- 1** Replace the underlined words in the blog post with the words in the box.

doing that it one that (×2) them they (×2)

More than just a pet

Two of my friends recently adopted a dog. By **(1)** adopting a dog they have given me an insight into how animals can promote well-being. **(2)** My friends were happy enough before they brought Buster home but rarely have I seen anything bring so much joy into a home as he has.

It's unsurprising that greater health and happiness can come from caring for a pet. One research study tracked people working in stressful jobs who adopted a cat or dog; caring for **(3)** their new cat or dog lowered the person's blood pressure more effectively than medicine. People who own dogs tend to get more exercise than people without **(4)** a dog, and **(5)** exercise is a guaranteed way of boosting your health and happiness.

Having said **(6)** exercise is a guaranteed way to boost health and happiness, I would never suggest that families with young children should get a puppy or any similar pet; not because **(7)** getting a puppy is problematic in itself, but parents nowadays lead such busy lives that looking after a young animal is the last thing **(8)** parents want to worry about. But families can still benefit from the love of animals by adopting lower-maintenance pets such as fish or by helping out with other people's animals.

- 2** There is one word missing in each conversation. Add it in the right place.

- A:** Are you going to buy that car?
B: No, I can't afford at the moment.
- A:** Do you think the trains will be busy this evening?
B: I expect because it's always busy on a Friday.
- A:** People all seem happier these days!
B: Do you think? I hadn't noticed!
- A:** I'm going to Rome in the summer for a short holiday.
B: Really? So !! Maybe we'll be there at the same time.
- A:** Please tell Sue that I'll be late for the meeting.
B: Of course I. What time will you get here?
- A:** It's a difficult decision but I think I'll turn the job down.
B: I suppose means you can stay near your family, so that's good.

Vocabulary

prefix *mis-* and false opposites
► CB page 53

- 1** Replace the underlined words with the correct form of the verbs in the box. Use the prefix *mis-*.

behave fortune interpret
lead trust understand

- That young boy is always behaving badly – he needs to be taught some manners.
- She's had a lot of bad luck recently – she deserves better.
- I didn't understand exactly what she wanted, so I bought the wrong thing.
- I don't trust that salesman – I don't think he always tells the truth.
- Some advertising doesn't tell the whole truth – in fact, it quite often deceives people.
- It's often possible to not understand the correct meaning of a person's body language.

sentence adverbs ► CB page 54

- 2** Complete the sentences with the adverbs in the box.

happily hopefully
oddly enough sadly
understandably unfortunately

-, the couple meet again years later and the love affair continues.
-, no one sees the murder although it happens in a very public place.
-, there will be another series next year but nothing has been announced so far.
-, the victim is scared of walking down that street again.
-, I haven't seen the sequel, so I can't comment on it.
-, the dog has to be put down at the end of the film.

Writing

Review (Part 2) ► CB page 54

About the exam:

In Writing Part 2, you choose between several options. One of these options may be a review. It could be a review of a book, film, new product, theatrical performance or something else that you have experience of. You write between 220 and 260 words.

Strategy:

- Include some information about what you are reviewing but don't go into a lot of detail about one element.
- Give your reactions, whether positive or negative (or both), and include recommendations.
- Use an informal style to engage readers.

1 Look at the exam task and the sample answer. Then decide which paragraph opening sentence (A–E) best fits each gap.

You see this announcement on a website.

What makes you laugh?

When we're feeling a bit low, watching something funny on TV can lift our spirits. We'd like to post some reviews of TV series that give us a good giggle.

Send us a review of a TV series which you think will cheer us all up, giving reasons for your choice.

Write our **review** in **220–260** words in an appropriate style.

- A The script is witty and the characterisations are superb.
- B The series is based on the works of P.G. Wodehouse, of *Jeeves and Wooster* fame.
- C It happens to all of us.
- D It is refreshing to watch a comedy series where the jokes are innocent but extremely funny.
- E *Blandings* is an unlikely source of amusement for me.

2 Read the sample answer again and answer the questions.

- 1 How does the writer engage the reader in the first paragraph?
- 2 How does the writer use a possible negative point to make a positive one?
- 3 What factual information does the writer give?
- 4 List the adjectives used in the review.
- 5 How does the writer persuade us to watch the series?

- (1) One moment you can be feeling really depressed and fed up with life and then something comes on the television which makes you giggle and by the end of the programme you find that you're smiling rather than scowling. That is exactly what I found when I watched the series *Blandings* on television last week.
- (2) I usually shy away from slapstick comedy but *Blandings* manages to use this as well as other different types of humour in a way that seems to work brilliantly. I am glad I switched on.
- (3) It is set in 1929 and it revolves around the lives of an aristocratic but hugely eccentric family who reside at a wonderful minor stately home called Blandings Castle. Timothy Spall plays the forgetful but lovable lord of the manor and the very talented Jennifer Saunders is his sharp-voiced sister who wants him to face up to his duties as a pillar of the local community. Unfortunately, this is a role he detests.
- (4) However, what makes it so amusing is the way it pokes mild fun at a bygone age where money, title and class ruled society. We see the British at their best and at their worst, and it is an excellent example of how the British can laugh at themselves.
- (5) I can thoroughly recommend the series to anyone who is feeling a little gloomy and I can almost guarantee that you won't be able to resist a smile. Channel 2, 7 p.m. on Sundays. You won't regret it.



3 Read the exam task again and plan your own review. Think about the questions below. Then write your review.

- 1 What is the series? Is it old or recent? Why did you start watching it?
- 2 What is the situation? Who are the actors?
- 3 What makes this series special in your opinion?
- 4 Who would you recommend it to?