

**Language  
Cert**

**LanguageCert  
Test of English  
(LTE)  
Listening, Reading**

**Practice Book**

for B2 level





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## About LanguageCert

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LanguageCert is a business name of PeopleCert Qualifications Ltd, UK company number 0962026, subsidiary of PeopleCert Group (PeopleCert).

LanguageCert is an awarding organisation regulated by Ofqual and offers language qualifications that are globally recognised and aligned to the Common European Framework of Reference (CEFR) at levels A1 to C2. LanguageCert delivers language qualifications through a network of approved test centres worldwide.

LanguageCert combines language qualification heritage with unparalleled exam administration systems and processes, and excellent customer service. For the dissemination and delivery of high-quality language qualifications, LanguageCert relies on the capabilities and systems developed and deployed by its sister companies within PeopleCert.

## About PeopleCert

Established in 2000, PeopleCert is one of the leading players in the global certification industry, partnering with educational institutions, multinational organisations and governmental bodies for the development and management of globally recognised qualifications and the delivery of their related exams.

## Equal opportunities

PeopleCert fully supports the principle of equal opportunities and is committed to satisfying this principle in all its activities and published material.

The aim of LanguageCert is to produce assessments that are based solely on the requirements of the qualification, and that do not discriminate against any group of learners. No group of learners should be put at a disadvantage by encountering questions or tests which are biased or might cause offence. Assessment material should not discriminate against any group on the grounds of culture, gender, age, disability, ethnic background, nationality, religion and belief, marital status, gender identification, social class or employment status.

Please refer to LanguageCert's Equality and Diversity Policy on LanguageCert's official website, [languagecert.org](https://www.languagecert.org).



## About LanguageCert Test of English (LTE)

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LanguageCert Test of English (LTE) is a suite of English 'for work' examinations that assess test takers' Listening, Reading, Writing and Speaking skills. LTE examinations are designed to assess a test taker's language proficiency across six levels (A1-C2) that are aligned to the descriptions and levels of language proficiency as set out in the Common European Framework of Reference (CEFR).

The LTE suite of examinations is regulated by the UK's Office of Qualifications and Examinations Regulation (Ofqual) and is therefore regarded as a high-stakes testing product. LTE exams are taken under secure exam conditions and test security and integrity is a high priority.

### Who is LTE for?

LTE suite of examinations is intended for adults (18+) who are in work, looking for work or in higher or further education and about to enter the world of work. The LTE qualifications can be used internationally for employment opportunities, career advancement, or as a requirement for university/college graduation.

## LTE Listening & Reading

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### Exam formats

The LTE Listening & Reading examination comprises three different tests and is available in two different formats:

- the **LTE A1-B1 paper-based test** for test takers who need proof of a lower competency in English or for absolute beginners who need to monitor their progress.
- the **LTE A1-C2 paper-based test** for test takers who aim for B2 level and above.
- the **LTE A1-C2 computer-adaptive test**, which is identical in terms of content (i.e., task types, language functions, topics, etc.) to the paper-based tests. The difference is that the computer-adaptive test adjusts in real time to the language level the test taker demonstrates as the test progresses.

The LTE paper-based and computer-adaptive formats lead to the same certificate; thus, test takers may choose the format that best suits their needs.

The LTE Listening & Reading examination is intended for use either independently or in conjunction with other elements of the LTE 'for work' suite of examinations.

### Skills tested

The LTE Listening & Reading examination consists of high-quality test content that uses a variety of authentic tasks to assess a test taker's listening and reading skills along with their awareness of lexico-grammatical structures.

## Overview of the LTE Listening & Reading tests

The table below shows the structure and the duration of the LTE Listening & Reading tests.

CEFR Levels	Scores	A1-B1	A1-C2	
		Paper-based	Paper-based	Computer-based & Online exam
C2	90 - 100		<b>Listening</b> - 4 parts 50 questions <b>50 mins</b> <b>Reading</b> - 4 parts 60 questions <b>70 mins</b>	<b>Listening</b> 28 questions <b>Reading</b> 30 questions
C1	75 - 89			
B2	60 - 74			
B1	40 - 59	<b>Listening</b> - 4 parts 32 questions <b>30 mins</b> <b>Reading</b> - 4 parts 40 questions <b>40 mins</b>	<b>Total duration:</b> <b>120 mins</b>	<b>Total duration:</b> <b>60 - 90 mins</b>
A2	20 - 39	<b>Total duration:</b> <b>70 mins</b>		
A1	10 - 19			

**N.B.** The computer-adaptive tests will have different timings as the tests are individualised. The maximum duration of the test is **90 minutes**, but the test ordinarily takes approximately 60 minutes. For lower-level students, the test may take slightly less time.

## Support for Test Takers

Our website provides valuable resources for effective LTE Listening & Reading exam preparation, including:

- [LTE Qualification Handbook](#): Provides detailed information on the exam's structure, format, task types, and syllabus.
- [Practice material](#): Designed to familiarise test takers with the content and format of the exam.
- Free live [academic webinars](#): Provide helpful exam advice and insights into the LTE examinations.

## Further information

To learn more about registering for an LTE exam, as well as LanguageCert's access arrangements and special considerations provisions, please visit our website at [languagecert.org](https://www.languagecert.org) or contact our [Customer Service](#) team.





## Introduction

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The **LTE Practice Book for B2 level** is for intermediate learners who wish to improve their listening and reading skills in English in preparation for the LTE A1-C2 Listening and Reading exam and who would like to achieve a B2 CEFR level in the exam. This book can be used as a self-study guide or as supplementary material for English courses leading to either the paper-based or computer-adaptive exam.

The **LTE Practice Book for B2 level** has four Listening and four Reading units. Each unit focuses on a task type in the LTE A1-C2 Listening and Reading exam. The units appear in the same sequence as in the paper-based exam and each unit follows the same structure:

- **Task information** at the beginning of the unit describing what the learner will do to complete the task,
- a **Language focus** section that aims at developing specific language through a variety of exercises,
- a **Task focus** section with strategies and exercises to help develop skills and confidence in the task,
- additional exam-style **Practice** at the end of the unit,
- integrated **Tips** giving useful practical advice on language and exam technique.

The listening scripts and the answer key are provided at the back of the book. All audio tracks for listening exercises in this book can be accessed in the accompanying folder.



## Unit 1: Everyday life

### LISTENING VISUAL MULTIPLE CHOICE

#### UNIT AIMS

**Task information:** Understanding visual multiple-choice questions

**Language focus:** Accuracy with names, places and numbers; Describing people and places; Making plans; Locations; Identifying distracting language

**Task focus:** Preparing for the question; Noticing differences; Word stress; Active listening

### Task information

In listening visual multiple-choice questions, you see three images marked a, b and c. You then hear a short sentence and you need to select the correct image (a, b or c) to match what the speakers are talking about. You hear each sentence twice.

Look at the example:

You will hear a sentence. You will hear the sentence twice. Choose the correct answer. 🔊 [1.1]



a)



b)



c)

### What does this test?

These questions are generally based on identifying factual information. You will see pictures with clear differences and you will need to identify the correct word or image that matches what you hear.

Some of these questions are aimed at lower levels than B2, but sometimes more than one option is mentioned by the speaker, which can make the questions a little more difficult.

## Language focus

### Exercise 1

Look at pictures a-d. What are the people doing? Which of these do you do in your everyday life?



a)



b)



c)



d)

### Exercise 2

In which of the situations in Exercise 1 might you hear the following?

1

*That will be \$3.25 please.*

2

*You need to look at Chapter 3.*

3

*The cheese is in aisle 4.*

4

*The 3.45 is delayed by 15 minutes.*

## Accuracy with names, places and numbers

### Exercise 3

In everyday life, we often need to understand factual information, and this includes names of people and places and small and large numbers. Look at the information in 1-10 below. Think about how to say and spell the words and how to say the numbers.

- |                   |       |                      |       |
|-------------------|-------|----------------------|-------|
| 1. 12.45 pm       | ..... | 6. 560 Bourne Street | ..... |
| 2. Port Macquarie | ..... | 7. Jan McGuire       | ..... |
| 3. £165.90        | ..... | 8. \$494,992         | ..... |
| 4. Mrs Williamson | ..... | 9. Edinburgh         | ..... |
| 5. £250,000       | ..... | 10. Dr Beal          | ..... |



#### Tip!

Listen carefully for any information that might distract you from the right answer.

### Exercise 4 [1.2]

Listen to the information in Exercise 3. For the words and numbers in 1-10 tick if what you hear is the same or correct the information if what you hear is different.



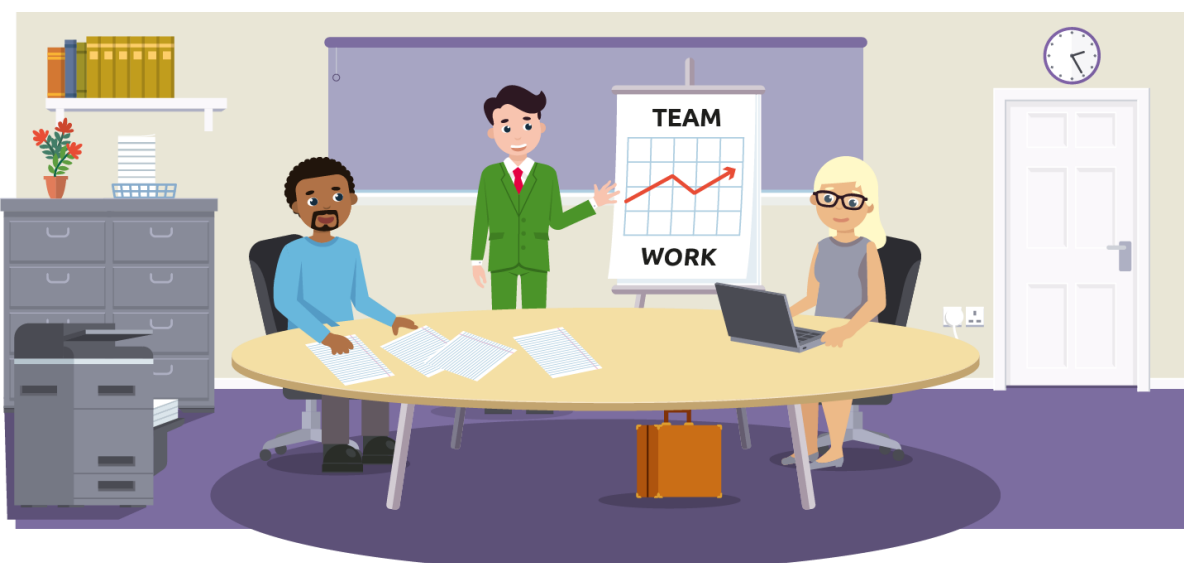
#### Tip!

Make sure you select exactly the same information you hear.

## Describing people and places

### Exercise 5a

Look at the picture. What can you see? Include as much detail as you can.



### Exercise 5b

Now look at the picture in Exercise 5a again and complete the description below with the correct preposition or adjective. Use one word for each space. There may be more than one possible answer.

The picture shows a group of three people at a meeting. There are two people sitting (1) ..... a table and one person standing (2) ..... the table. There are lots of papers (3) ..... the table and a briefcase (4) ..... it. The man speaking seems to be happy. He has a board (5) ..... him with the words 'TEAM WORK' written on it. He's wearing a (6) ..... suit with a (7) ..... tie. The other man, wearing the (8) ..... jumper, looks happy. The woman is wearing glasses and is looking (9) ..... her laptop. There is a clock (10) ..... the door.

### Exercise 6 [1.3]

Look at the picture and listen to the description. There are four differences between the description and the picture. Note them down.



1. ....
2. ....
3. ....
4. ....

## Making plans

### Exercise 7

Look carefully at the dates in pictures a-f and think about how to say the dates that are circled.



a)



b)



c)



d)



e)



f)

### Exercise 8 [1.4]

Now listen. Choose the correct date (a-f) for each question (1-4). There are two dates you do not need to use.

1. When do the man and woman decide to meet?
2. When do the man and woman go to San Francisco?
3. When is Pete's party?
4. What day is the woman taking off work?

## Locations

### Exercise 9

Label the pictures a-f.



a) f \_ \_ \_ \_ \_



b) c \_ \_ \_ \_ \_ h \_ \_



c) l \_ \_ \_ \_



d) c \_ \_ \_ \_



e) b \_ \_ \_ \_ \_ \_



f) c \_ \_ \_ \_ \_

### Exercise 10 [1.5]

Now listen. Choose the correct place (a-f) from Exercise 9 for each question (1-4). There are two places you do not need to use.

1. Where are the man and woman going to meet?
2. Which place does the woman dislike?
3. Where are they going to hold the company day out?
4. Where is the woman going in Geneva?

### Identifying distracting language

#### Exercise 11

Parts of what you hear might sometimes distract you from the correct answer. Look at the extracts (1-4) from audio scripts in Exercises 8 and 10 and underline the parts which are there to distract you.

1. They usually make us do those awful team-building exercises out in the countryside, but they've decided on taking us to lunch followed by a show!
2. That's the tenth, isn't it? Ugh, I can't – I've got something on. The next Tuesday is fine though.
3. Mainly just look over the factory floor and make sure the processes are in order. I don't think I'll have any formal meetings.
4. This Saturday?! Oh no, I thought it was the 21<sup>st</sup>. I've already got something planned.



#### Tip!

Listen for any contrasts (e.g. *but* or *however*), refusals (e.g. *I can't*) or people changing their mind (e.g. *wait a minute*).



## Task focus

### Before listening: Preparing for the question

Before listening, make sure you look at the pictures and think about what they show. This will help you prepare for what you are going to hear.

### Exercise 1

Look at the pictures in questions 1-3 and write a short description of each one.

1.



a)

.....  
.....



b)

.....  
.....



c)

.....  
.....

2.



a)

.....  
.....



b)

.....  
.....



c)

.....  
.....

3.



a)

.....  
.....



b)

.....  
.....



c)

.....  
.....

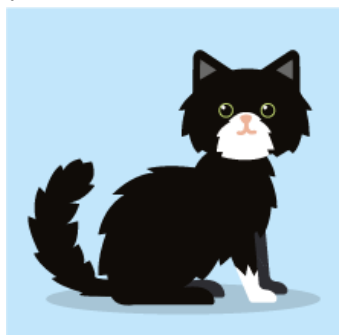
## Before listening: Noticing differences

Some images may be quite similar. If so, focus on the differences you can see between them.

### Exercise 2

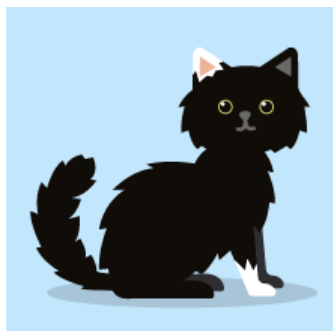
Look at the pictures in 1-3 and write a short description of each one, noting how they are different.

1.



a)

.....  
.....



b)

.....  
.....



c)

.....  
.....

2.



a)

.....  
.....



b)

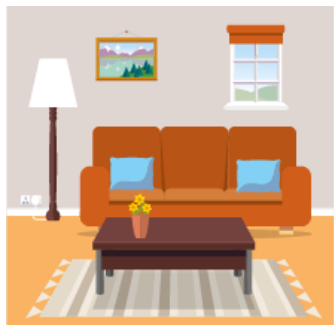
.....  
.....



c)

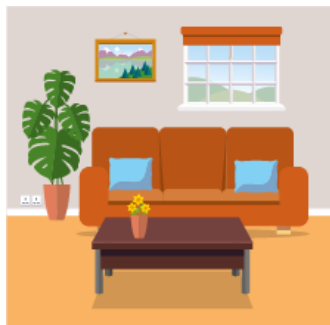
.....  
.....

3.



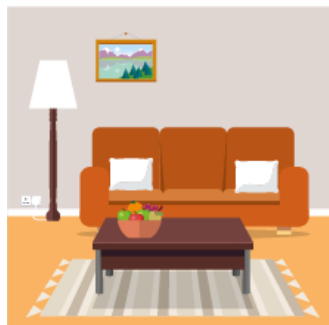
a)

.....  
.....



b)

.....  
.....



c)

.....  
.....

## While listening: Word stress

People often stress a word when they want to make clear which thing they are talking about. This can help us understand what the speaker is talking about and is especially important when people are correcting themselves.

### Example

Listen to this sentence. 🔊 [1.6]

*Excuse me! I ordered the chicken burger without cheese.*

**Note:** *without* is said more strongly because the speaker is correcting another person or people.

### Exercise 3 🔊 [1.7]

Look at the pairs of pictures (1-3) and listen to the people talking. Which words does each speaker stress?

1.



a)



b)

2.



a)



b)

3.



a)



b)



#### Tip!

The stress on a particular word will help you know which picture the speaker is talking about.

## While listening: Active listening

While you are listening, do not only listen for the key words. Make sure you pay attention to the other words too because these might lead you to the answer.

Look at the example:

*I thought we were going to go to the cinema, but we ended up at the café.*

There are two key words that could lead to the answer, *cinema* or *café*, but it is the rest of the sentence that gives us the answer – *thought we were going to..., but we ended up...*

Always listen carefully – you will hear specific words from the questions but it is the context that will lead you to the right answer. Being an active listener means listening for the detail too. This skill can help you with every part of the listening exam.

### Exercise 4 [1.8]

**Look at the pairs of words (1-5) and listen to the sentences. For each pair, choose the correct answer, a or b.**

- |    |                 |              |
|----|-----------------|--------------|
| 1. | a) camping      | b) cruise    |
| 2. | a) rock concert | b) musical   |
| 3. | a) salad        | b) chips     |
| 4. | a) flowers      | b) chocolate |
| 5. | a) bakery       | b) pharmacy  |

### Exercise 5

**Now look at the audio scripts and underline the detail that gives you the right answer.**

1. We're definitely choosing a cruise because there is no way I want to go camping again!
2. I'm not really into rock music so I'd much rather go to the musical.
3. No, I'd rather have the salad with my fish instead of chips.
4. They say everyone loves receiving flowers but give me chocolates over flowers any day!
5. There's a great bakery on the corner by the river...you know the place, it used to be a pharmacy.

## Practice

You will hear some sentences. You will hear each sentence twice. Choose the correct answers. 🎧 [1.9]

1.



a)

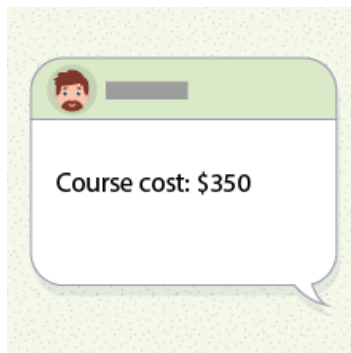


b)

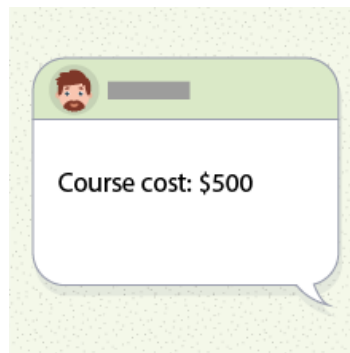


c)

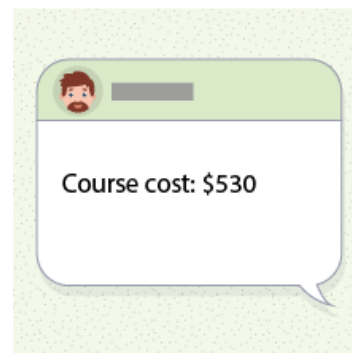
2.



a)



b)



c)

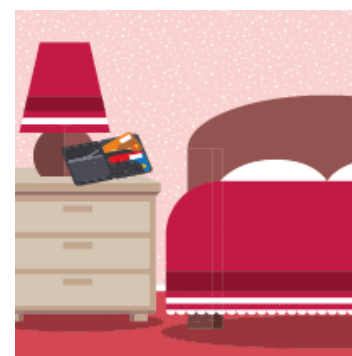
3.



a)



b)



c)

4.



a)



b)



c)

5.



a)



b)



c)

## Unit 2: Show how you feel

### LISTENING MULTIPLE CHOICE 'BEST REPLY'

#### UNIT AIMS

**Task information:** Understanding multiple-choice 'best reply' questions

**Language focus:** Expressing yourself in different situations; Replying to offers and requests; Agreeing and disagreeing with people; Expressing your feelings; Other functional situations

**Task focus:** Working out context; Understanding the situation; Weak forms and contractions; Checking your answers

### Task information

In listening multiple-choice 'best reply' questions, there are two question types. For both types, you will need to choose the best reply. In one question type, you select the best reply (a, b or c) to a single sentence. In the other question type, you select the best reply (a, b or c) to complete a short conversation. You hear each question twice.

Look at the examples:

#### Example 1 [2.1]

**You will hear a sentence. You will hear the sentence twice. Choose the best reply to the sentence.**

- a) I'll glance through it.
- b) It's none of my business.
- c) It takes your breath away.

#### Example 2 [2.2]

**You will hear a short conversation. You will hear the conversation twice. Choose the correct answer to complete the conversation.**

- a) All in all, it's a bad result.
- b) Sooner or later, I imagine.
- c) Leave it, for the moment.

### What does this test?

These questions test your ability to understand functional phrases and conversations in real life. Example 1 tests your ability to understand and reply appropriately to a sentence. Example 2 tests your ability to understand the meaning and context of a short conversation. For example, the speakers may be giving advice, asking for information or disagreeing with each other.

Many of the topics are about situations at work and some are about life in general. Many of these questions test common situations, but there may be some higher-level questions that test idioms or more difficult expressions.

## Language focus

### Expressing yourself in different situations

#### Exercise 1

What do the sentences 1-5 express? Choose the correct language function from the box to match each sentence.

disagreement      sympathy      praise      apology      advice

1. You must feel very upset about that.
2. Sorry I didn't return your call.
3. If I were you, I'd talk to the manager.
4. I'd say the exact opposite.
5. You managed the situation really well.

### Replying to offers and requests

#### Exercise 2

Read the questions. Which is an *offer*, and which is a *request*?

1. Would you like me to take notes on the meeting?
2. Can you get that report to me first thing tomorrow morning?

#### Exercise 3a

When people make an offer or a request, we can respond positively or negatively or say that we are not sure. Put the replies into the correct column.

I'll see what I can do.	I'm afraid I can't help.	I'll make sure of it.
It's out of my hands.	If I get a chance.	That sounds great.
I'd appreciate that.	It's not up to me.	I won't be able to.
Actually, I'll pass on that.	Sure – here you are.	If you wouldn't mind.
I wish I could, but I can't.	I'll take you up on that.	I'll get back to you.
By all means.	I'd rather not.	It depends.

Positive	Negative	Not sure



### Exercise 3b

Which replies in Exercise 3a can be used with *offers*, *requests* or *both*? Write O, R or B next to each reply.

### Exercise 4

Some replies may seem similar, but the context of the statement or conversation you hear means that only one reply is correct. For questions 1-5, choose the best reply.

1. Would you be able to have a look at my presentation before I send it?

- a) If I get a chance.                      b) I'll take you up on that.

2. Could I ask Cristian to help with the marketing?

- a) By all means.                      b) I'll make sure of it.

3. Shall I order pizza for lunch?

- a) I wish I could but I can't.                      b) Actually, I'll pass on that.

4. Could you sign off the costs for this project?

- a) It's not up to me.                      b) I'd appreciate that.

5. Can I take next week as holiday?

- a) I hope so.                      b) I'll get back to you.

### Agreeing and disagreeing with people

#### Exercise 5a

Look at the scale of agreement below and match a category (A-E) to each reply (1-5).

strongly disagree	disagree	neither agree nor disagree	agree	strongly agree
A	B	C	D	E

1. I see what you mean.

4. You must be joking!

2. No doubt about it.

5. I don't think so.

3. I'm in two minds about it.

#### Exercise 5b

Can you think of any other replies to put into these categories?

strongly disagree	disagree	neither agree nor disagree	agree	strongly agree

### Exercise 6

**Sometimes, the phrase used to agree or disagree depends on the context. Choose the correct replies to sentences 1-4. Use the functions in brackets to help you.**

1. I think we'll get the report back by the end of the day. (*prediction*)  
a) I'm not so sure.                      b) I haven't made my mind up.
2. Do you think that we'll meet the deadline? (*asking for information*)  
a) Not a chance.                      b) That's rubbish!
3. I'm really bored of this film. (*giving an opinion*)  
a) I think so.                      b) Me too.
4. I'm so disappointed that we didn't get the contract. (*expressing an emotion*)  
a) Yeah, you're right.                      b) I feel the same.

### Expressing your feelings

#### Exercise 7

**Read the sentences (1-10) and identify the feelings each speaker expresses. Write A for anger, S for stress and H for happiness.**

1. It got on top of me. ....
2. I was furious. ....
3. I was a bundle of nerves. ....
4. I was delighted. ....
5. I saw red. ....
6. It was keeping me up at night. ....
7. It's playing on my mind. ....
8. I was over the moon. ....
9. I took it out on him. ....
10. I was thrilled to bits! ....

**When people express their feelings or emotions, we often reply with a short statement to show we are listening to them. To know how to respond, it is important to understand people's feelings. How do the people in sentences 1-5 feel? Choose the correct option.**

- ## Exercise 9

<b>1.</b> You can't be serious!	<b>a)</b> Showing sympathy
<b>2.</b> Well, don't let it get to you too much.	<b>b)</b> Reacting with surprise
<b>3.</b> Go for it!	<b>c)</b> Giving encouragement
<b>4.</b> That's fantastic!	<b>d)</b> Trying to calm someone
<b>5.</b> You must feel awful.	<b>e)</b> Showing happiness

## Other functional situations



### Tip!

There are a range of functional situations that you might hear in this part of the test. You can see a list of these situations in the Qualification Handbook.

### Exercise 10

Match the functional situations (1-12) to the appropriate replies (a-l). The first one is done for you.

Situations	Replies
1. Stating how probable something is	a) That's the impression I have.
2. Expressing regret	b) Avoid it, no matter what.
3. Warning others to be careful	c) I could kick myself for it.
4. Hypothesising	d) You set an example for others.
5. Warning others	e) It's got nothing to do with me.
6. Expressing indifference	f) It's bound to happen eventually.
7. Denying something	g) It's all the same to me.
8. Praising someone	h) You should take it more seriously.
9. Expressing doubt	i) I'd rather you didn't.
10. Encouraging someone	j) I'm in two minds about it.
11. Expressing dissatisfaction	k) I'm getting really fed up with it.
12. Insisting politely	l) I think you should give it a go.

### Exercise 11

For each sentence 1-5 below, choose one of the replies (a-l) in Exercise 10.

1. I wonder if there will be a lot more independent study at university.
2. I don't want to spend too long on my maths homework because it isn't that important.
3. Management have been talking about giving me a pay rise, but they haven't done it yet.
4. I can't believe they want to give me an award for my charity work!
5. We could go to the beach or stay by the pool. Do you have any preference?

## Task focus

### Before listening: Working out the context

Before you listen, it's essential to read and try to understand the options. Ask yourself simple **who**, **when**, **what** questions about the options.

For example: "*I'm not responsible for that.*"

**Who?** = me

**When?** = now/in general

**What?** = deny responsibility

### Exercise 1a

Look at sentences a-e and note *who*, *when* and *what*. Not all questions may apply.

Replies	Who?	When?	What?
a. You'll need to come up with something.			
b. I'll follow up on it later.			
c. It's not always easy to get your ideas across.			
d. It's just as well we sent it early!			
e. I'm sure it will turn out okay.			

### Exercise 1b [2.3]

Now listen to speakers 1-5 and choose the best reply (a-e) from Exercise 1a.

Speaker 1	
Speaker 2	
Speaker 3	
Speaker 4	
Speaker 5	



#### Tip!

Pay attention to small words like pronouns and contracted forms of verbs. These will often tell you who and when.

## While listening: Understanding the situation

While listening, try to understand the overall context. The last sentence is particularly important because it will indicate exactly what the options in the question are replying to.

### Exercise 2 🔊 [2.4]

Listen to three recordings (1-3) and match them to the correct context (a-c) from the box.

Recording 1 .....

Recording 2 .....

Recording 3 .....

- a) discussing technology
- b) talking about a friend
- c) making a plan

### Exercise 3 🔊 [2.5]

Now listen again and write a possible reply for each recording.

1. ....
2. ....
3. ....

### Exercise 4

Look at the options below and choose the correct reply (a-c) for each recording in Exercise 3. Were your ideas similar?

1.
  - a) That'd be nice.
  - b) He won't like it.
  - c) I've had fun.
2.
  - a) We'll see.
  - b) I'd love to.
  - c) Not for ages.
3.
  - a) It'll get easier, I'm sure.
  - b) I haven't had any problems.
  - c) Why don't you give it a try?

## While listening: Weak forms and contractions

When people speak, they connect words together and this can be difficult to hear. One example is *contractions*, and another is *weak forms*.

*Contractions* are two words that are joined together such as ***I'm*** (*I am*), ***haven't*** (*have not*) or ***you'd*** (*you would* or *you had*). *Weak forms* are words or parts of words that are not stressed, usually verbs such as ***do***, ***have*** or ***will*** or pronouns such as ***you*** or ***her***.

Contractions and weak forms will help you identify when speakers are talking about the past, present or future, positive or negative actions and match actions and opinions to the correct person.

### Exercise 5 [2.6]

Listen to statements 1-5 and write what you hear. Underline any contracted forms.

1. ....
2. ....
3. ....
4. ....
5. ....



#### Tip!

To improve your listening skills, it's important to listen to lots of English, but having an awareness of common pronunciation features of English will also help you.

### Exercise 6 [2.7]

Listen to the recording to learn more about one type of weak form. How many weak forms do you hear in the sentence?

.....  
.....

## After listening: Checking your answers

After you've listened, it's always important to check your answers. Ask yourself the following questions about each answer that you select:

- Is it an appropriate reply?
- Is the tense appropriate?
- Is the right person doing the action?

### Exercise 7 🔊 [2.8]

Now look at the three pairs of options below. In each pair, both options are very similar with only a small difference in function, tense or person doing the action.

For recordings 1-3 listen and choose the best reply, *a* or *b*.

1. a) You'll do it tomorrow.  
b) He'll do it tomorrow.
2. a) I don't think it was worth it.  
b) I don't think it is worth it.
3. a) Let's move on, shall we?  
b) Why can't we move on?



#### Tip!

While the differences may not be so obvious in the test, it is still very useful to check that your answer is appropriate in terms of function, tense or person doing the action.



## Practice

### Exercise 1 [2.9]

**You will hear some sentences. You will hear each sentence twice. Choose the best reply to each sentence.**

1.    a) It's all the same to me.  
      b) I'll make sure of it.  
      c) She didn't know about it.
  
2.    a) Well, it's got nothing to do with me.  
      b) Don't let it get to you too much.  
      c) I wish I could, but I can't.
  
3.    a) I'm afraid I can't help.  
      b) If you wouldn't mind.  
      c) It's out of my hands.
  
4.    a) You must feel awful.  
      b) That's the impression I have.  
      c) I couldn't agree more.
  
5.    a) I'd rather not.  
      b) It didn't matter.  
      c) Let's wait and see.

## Exercise 2 [2.10]

**You will hear some short conversations. You will hear each conversation twice. Choose the correct answer to complete each conversation.**

1.    a) I see what you mean.  
      b) I'll see what I can do.  
      c) I'll take you up on that.
  
2.    a) Come on! I think you should give it a go.  
      b) You should take it more seriously.  
      c) I hope it doesn't spoil the experience.
  
3.    a) I don't think so.  
      b) I'll pass on that.  
      c) I'd rather you didn't.
  
4.    a) I hope it didn't spoil the experience.  
      b) It will play on my mind.  
      c) It really got on top of me.
  
5.    a) Avoid it, no matter what.  
      b) Worst of all, I ate it.  
      c) Actually, I'll pass on it.

## Unit 3: Working things out

### LISTENING SHORT CONVERSATION MULTIPLE CHOICE

#### UNIT AIMS

**Task information:** Understanding short conversation multiple-choice questions

**Language focus:** Working with other people: actions; Working with other people: feelings; Understanding the timeline of events; Predictions and probability

**Task focus:** Clues from the questions; Deconstructing the options; Intonation; Checking your answers

### Task information

In short conversation multiple-choice questions, you listen to short conversations between two speakers. For each conversation there are two multiple-choice questions and you select your answer (a, b or c). You hear each conversation twice.

Look at the example:

**You will hear a conversation. You will hear the conversation twice. Choose the correct answers. 🔊 [3.1]**

**You hear Anna talking to her manager about taking a course.**

**1. Anna wants to take a course**

- a) because she doesn't have much experience.
- b) to make her knowledge more relevant.
- c) so that she can apply for a promotion.

**2. What does her manager advise?**

- a) Check if the cost of the course is in budget.
- b) Email him some alternative course options.
- c) Talk to colleagues about their experiences.

### What does this test?

These questions test your ability to understand different aspects of everyday or work-based conversation. This could be the opinions or attitudes of the speakers, or whether they agree or disagree. Other areas that are tested in these questions include understanding main ideas, cause and effect, comparisons and courses of action.

Higher level questions will also focus on your ability to understand prediction and probability.

## Language focus

### Exercise 1

Look at pictures A-C and read what each person is thinking. For each picture, answer questions 1-3.

A)



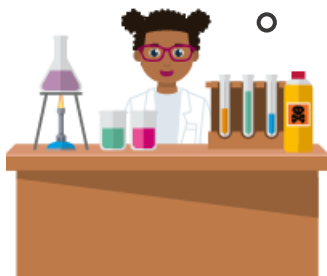
One of my team is late *again*. He's just called to say that his train has been delayed.

B)



My manager sets really unrealistic deadlines. There's no way I'll be able to finish this report by the end of this week.

C)



There's not enough space here to do my work properly. I think I'm going to make mistakes.

1. How does each person feel?
2. What advice would you give them?
3. What similar situations have you experienced? And how did you solve any problems that occurred?

## Working with other people: actions

### Exercise 2

People often use phrasal verbs in conversation. These verbs have a specific meaning. Match the phrasal verbs (1-11) with their definitions (a-k).

#### Phrasal verbs

#### Definitions

- |                         |   |
|-------------------------|---|
| 1. get on with          | a) to give a lot of attention to one person or thing                                      |
| 2. clear up             | b) to suggest or think of an idea or plan   |
| 3. focus on             | c) to manage to make someone understand or believe something                              |
| 4. come up with         | d) to continue doing something, especially work   |
| 5. deal with / sort out | e) to persuade someone to do something  |
| 6. go through           | f) to accept that a difficult situation exists  |
| 7. get across           | g) to take action in order to achieve something or in order to solve a problem            |
| 8. take over            | h) to examine the facts about a situation   |
| 9. talk into            | i) to give an explanation for something or to deal with a problem or argument             |
| 10. look into           | j) to start doing a job or being responsible for something that another person did before |
| 11. face up to          | k) to carefully examine something in order to find something                              |

### Exercise 3

Put the phrasal verbs in Exercise 2 in the table below according to the correct function. The first one is done for you.

Taking action	Communicating an idea	Tackling problems
<i>get on with</i>		

## Working with other people: feelings

In conversation, people can express their feelings using a variety of different language including adjectives, phrasal verbs and idioms. People can express a negative opinion about something, a positive response or reaction, or they can show their surprise.

### Exercise 4

Read four people talking about their work. Decide if the underlined phrases express positivity, negativity or surprise. Write P, N or S next to each one.

**Freddie, 28, HR assistant:** "My promotion was totally unexpected and I was blown away by the increase in salary as it was quite large. I was feeling a bit fed up with my previous role because there weren't any new opportunities so the promotion cheered me up a lot."

**Carmen, 42, Product manager:** "The news about the office move came out of the blue. As you can imagine everyone is up in arms about it because there was no warning. This kind of thing really gets on my nerves."

**Mina, 31, Graphic designer:** "At first, everyone was taken aback by the CEO's negative response to the new branding. It really upset the team. Anyway, in the last meeting she said she was on our side and we just needed to make some small changes, so I'm not bothered about it now."

**Nish, 55, Finance officer:** "All of a sudden, Markus told us that he'd increased the budget for this year! To be honest I was lost for words because this department never gets much investment, but we'll be able to buy lots of new equipment now so I can't complain!"

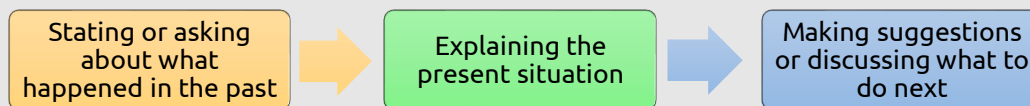
### Exercise 5

Circle the correct phrase to complete the sentences.

1. The children are **lost for words** / **fed up with** the bad weather because they can't go outside and play.
2. Getting a job after applying to so many companies **cheered Tim up** / **upset Tim** and now he feels more confident.
3. Many people are **up in arms** / **not bothered** about the large increase in parking fees.
4. When the CEO resigned, we were all **taken aback** / **totally unexpected** because we didn't know she was unhappy.
5. There is so much unnecessary paperwork in my job and it **breaks the ice** / **gets on my nerves**.
6. It's great to know that you are **on our side** / **blown away** and will help us present a case for more funding.

## Understanding the timeline of events

When people discuss a problem or difficult situation, the conversation often follows a similar pattern of information.



### Exercise 6a

Put sentences 1-9 in the correct box in the table below.

1. Employee safety was discussed in the meeting.
2. I'm not making any progress with this.
3. We've been talking about staff training for months.
4. Why don't you work on your communication skills?
5. The client is happy with our work so far.
6. We should try to reduce our energy costs.
7. We don't have a clear vision for the future.
8. I started analysing the results earlier.
9. You might want to consider hiring a consultant.

Stating or asking about what happened in the past	Explaining the present situation	Making suggestions or discussing what to do next

### Exercise 6b

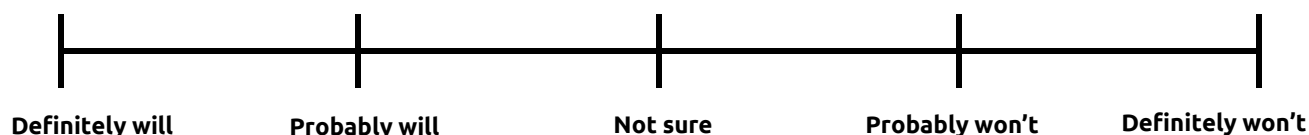
Now underline the language in sentences 1-9 that helped you choose the correct box. What do you notice about this language?

## Predictions and probability

Many conversations at work or in our everyday life involve talking about the future. When people discuss the future, they may make predictions or say what they think will happen and often they say how sure they are that something will or won't happen.

### Exercise 7

Look at the scale and choose the correct probability for each sentence 1-11.



1. They're highly likely to want more. ....
2. I'd be surprised if she agrees. ....
3. She's bound to do it. ....
4. It may well happen this month. ....
5. I wouldn't like to say. ....
6. I doubt that. ....
7. There's no chance of that happening. ....
8. Without a doubt it will help. ....
9. I'm not convinced by that. ....
10. It's anyone's guess. ....
11. It's up in the air. ....

### Exercise 8

Circle the correct phrase to complete conversations 1-3.

1. A: I'm going to ask Mary if I can take tomorrow as holiday.  
B: **I wouldn't like to say** / **There's no chance of that** – tomorrow is the start of the sales, so I expect she will want everyone working.
2. A: Do you think they'll tell us about the pay increases this week?  
B: I don't know. **They're highly likely to want more** / **It's anyone's guess**.
3. A: I hope we get some new furniture soon; these chairs are so uncomfortable.  
B: **It may well happen this month** / **Without a doubt it will help** because the building is being decorated too.



## Task focus

### Before listening: Clues from the questions

Make sure you read the questions carefully before you listen. You should focus on the following categories:

<b>Questions</b>	what, how, where, who, when
<b>People</b>	manager, colleague, customer, client, advisor
<b>Thoughts and feelings</b>	think, know, concerned about, excited by, upset
<b>Actions</b>	agree, create, look for, check, ask

Focusing on the language in the questions will prepare you for the task. The language in the questions will help you to understand the type of conversation you will hear, the relationship between the speakers and the situation. Here are some examples of the types of conversations you will hear:

- Someone is describing a problem and their colleague is giving advice.
- Two managers are discussing a situation and deciding to take a course of action.
- Someone makes a suggestion and someone else responds positively or negatively and explains their opinion.

### Exercise 1

Read the questions and match the underlined words to one of the categories in the table below. The first one is done for you.

You hear James and Marga talking about their company's staff-training materials.

1. James believes that the staff training system needs changing because

- it gives new employees too much detail.
- it has too much boring information.
- it involves listening to many presentations.

2. Marga decides that she will

- try to persuade her manager to update it.
- raise it at the next management meeting.
- contact her boss to recommend a review.

<b>People</b>	
<b>Thoughts and feelings</b>	<i>believes</i>
<b>Actions</b>	

## Exercise 2 [3.2]

Now listen and answer questions 1-2 in Exercise 1.



### Tip!

Remember that you may hear information relating to more than one of the options in the question but only one option (a, b or c) is correct.

## Before listening: Deconstructing the options

Try to think of synonyms for some of the language in the a, b, c options because the questions and the recording will not use all the same words. You may hear some words from the options, but they may not lead you to the correct answer. You should also focus on the differences between the options.



### Tip!

A synonym is a word or phrase which has the same meaning as another word or phrase. For example, *small* and *little*.

## Exercise 3

Read questions 1-2 and match the underlined words to their synonyms a-l. The synonyms may be different parts of speech (nouns, verbs, adjectives).

You hear Sarah discussing job satisfaction with her manager.

1. How does Sarah feel about the current project?
  - a) delighted by how much the team has achieved
  - b) annoyed she wasn't involved at the beginning
  - c) disappointed it is not progressing quickly
2. What does Sarah's manager advise her to do?
  - a) ask the team to give her some feedback
  - b) talk to her team instead of emailing them
  - c) schedule team meetings more frequently

a) thrilled	.....	g) request	.....
b) set up	.....	h) often	.....
c) opinion	.....	i) rapid	.....
d) should	.....	j) develop	.....
e) irritate	.....	k) rather	.....
f) successful	.....	l) present	.....

#### Exercise 4 [3.3]

Now listen and answer questions 1-2 in Exercise 3.

#### Exercise 5

Read questions 1-2 below and write some synonyms for the underlined words.

**You hear Kate talking to her colleague about the long hours she works.**

1. What is the effect on Kate's life?
  - a) There is no time for her hobbies.
  - b) She's missing lots of family events.
  - c) Her friends don't get in touch.
2. Kate's colleague says that it's essential for her to
  - a) refuse to take on extra tasks.
  - b) significantly reduce her workload.
  - c) hand over some work to others.

effect: .....

time: .....

hobbies: .....

family: .....

events: .....

get in touch: .....

essential: .....

refuse: .....

take on: .....

reduce: .....

hand over: .....

#### Exercise 6 [3.4]

Now listen and answer questions 1-2 in Exercise 5.

#### Exercise 7

After listening, read the audio script on page 111 and underline any synonyms for the words in the questions.

## While listening: Intonation

When people speak, they often use their tone of voice to communicate how they feel. This is called intonation. When you listen to conversations, focusing on the speakers' intonation as well as their language can improve your understanding.

### Exercise 8 🔄 [3.5]

Read and listen to the conversation. Then, choose the correct feelings for the underlined parts (1-4).

angry   surprised   worried   annoyed   grateful   proud   confused

**Stefan:** Hi Jen, how are you?

**Jen:** Good thanks, Stefan, we're making good progress this week.

**Stefan:** And we haven't had any major technical problems! (1)

**Jen:** Well, the team is perfectly capable of dealing with anything that comes up, you know. (2)

**Stefan:** Yes, but we used to have far more issues than this and it's improved due to all the hard work from your team. (3)

**Jen:** Oh, I see, thank you. And you're right about the team, I think they are great. (4)



**Tip!**

Make sure you know which speaker each question is focusing on. All conversations will be between a man and a woman.

## After listening: Checking your answers

You will hear each conversation twice so use the first listening to choose which answers you think are most likely to be correct. Then you can use the second listening to confirm or reject your choices.

Ask yourself the following questions:

- Am I sure I understood which speaker each question focused on?
- Did I pay attention to which speaker talked about which options?
- Does the option answer the question, or did I just match the words I heard to those in one of the options?
- Did I listen for synonyms in the recording?
- Did the speakers' intonation give me any clues?

## Practice

You will hear two short conversations. You will hear each conversation twice. Choose the correct answers for each conversation. 🔄 [3.6]

### Conversation 1

You hear two colleagues called Alina and Ben discussing some news about their company.

1. Alina thinks the company's new direction is
  - a) highly likely to end in disaster.
  - b) a good opportunity for her.
  - c) too risky to be successful.
2. What does Ben say they should do?
  - a) Think less negatively about the situation.
  - b) Be concerned about the company's future
  - c) Accept that the change will happen.

### Conversation 2

You hear two colleagues discussing a problem at work.

1. Their manager is upset because
  - a) the printer forgot about the order.
  - b) a delivery has been delayed.
  - c) customers have been complaining.
2. The man thinks that his manager, Sally, will
  - a) reject the idea of using a courier company.
  - b) ask for more information about the company.
  - c) suggest a solution that is less expensive.

## Unit 4: Tell me more

### LONGER LISTENING MULTIPLE CHOICE

#### UNIT AIMS

**Task information:** Understanding longer listening multiple-choice questions

**Language focus:** Talking about possibility and necessity; Stating opinions and facts indirectly; Talking about past events; Reporting what someone says; Stating things in different ways

**Task focus:** Using the questions to understand context and flow; Preparing for longer listening; Connected speech; Making sure the options match

### Task information

In the longer listening multiple-choice tasks, you hear a longer recording, which may be a single speaker or a conversation, and you need to answer five multiple-choice questions, by choosing a, b or c. You hear the recording twice.

Look at the example:

**You will hear the recording twice. Choose the correct answers. 🎧 [4.1]**

**You hear a part of a talk by Daniel Singh about working overseas.**

1. What did Daniel learn from his first overseas business trip?
  - a) He needed to be more organised with his journey.
  - b) He quickly realised there was no need to be anxious.
  - c) He was too excited to appreciate the experience fully.
  
2. What did Daniel's boss tell him when he was leaving for his first trip abroad?
  - a) Try the local dishes.
  - b) Go along with the hosts.
  - c) Rely on people around you.
  
3. What does Daniel say you should do if you are given something you don't want?
  - a) Take it without complaint.
  - b) Decline it politely.
  - c) Offer it to someone else.

4. Why does Daniel think travelling overseas is important to his business?
  - a) He can assess local competition.
  - b) He can learn what the clients are like.
  - c) It helps him develop client relationships.
5. What does Daniel say is the most important thing to consider when working overseas?
  - a) Practice some local words.
  - b) Respect the culture.
  - c) Learn about the country.

### **What does this test?**

This task tests your ability to listen for specific information in a longer recording. You will be listening for specific information such as attitudes, purpose, agreement, disagreement, fact and opinion.

## Language focus

### Exercise 1 [4.2]

There are many different types of listening text. Listen to five recordings and match them to one of the text types (a-f). There is one extra text type you do not need to use.

1	
2	
3	
4	
5	

- a) Advertisement
- b) Job interview
- c) Discussion
- d) Radio interview
- e) Presentation
- f) News report

### Talking about possibility and necessity

#### Exercise 2

Look at the sentences below. Do they describe *necessity*, *lack of necessity* or *possibility*? Write N, L, or P next to each sentence.

1. I've heard that Paul is leaving, but that can't be true! He loves it here. ....
2. You needn't take notes during the meeting, as I think we'll record it. ....
3. There are a lot of orders here, but we should be able to fulfil them all today. ....
4. There are problems on the trains so must I come into the office? I'd rather work from home. ....
5. They should have finished the meeting by now I imagine, so we can go in and use the room. ....
6. We were forced to close our branch in Norwich due to lack of sales. ....



#### Tip!

Often modal verbs can mean more than one thing depending on context.

e.g. We **should** be able to make it. (we can probably make it)  
You **should** go home. (advice).



There are more ways to express *necessity* and *possibility* than just using modal verbs. Often, you will hear parts of speech that suggest *necessity* and *possibility* rather than direct modals.

### Exercise 3a 🔊 [4.3]

**Listen to three speakers and decide which speaker is talking about *necessity*, which is talking about *lack of necessity*, and which is talking about *possibility*?**

Speaker 1 .....

Speaker 2 .....

Speaker 3 .....

### Exercise 3b

**Now look at the audio script on page 113 and underline where each speaker indicates *necessity*, *lack of necessity* or *possibility*.**

### Stating opinions and facts indirectly

In longer listening multiple-choice tasks, you are likely to hear more descriptive language as the speech is longer. This may be where people give opinions or advice indirectly.

### Exercise 4a

**Read the extracts (1-3) from an interview and circle the best description of how the speaker feels. Underline the parts that indicate the answer.**

1. I know being photographed is part and parcel of the job of being famous, but sometimes it's a bit much when people are camped out on your doorstep. Especially when it comes to my family, who didn't ask for any of this kind of lifestyle.

- a) Photographers are annoying.                      b) Photographers are essential.

2. People think that it's great being famous, and that you can just get everything you want at the snap of your fingers, but I've never been the type of person that would demand special treatment. It makes me blush just thinking about using my name to get anything. I still go red when people recognise me!

- a) Fame is sometimes embarrassing.                      b) Fame is often useful.

3. "*The Last Chance* was my first film, and to be honest when I look back on it, I realise how much I grew as an actress during the filming. I didn't know much about making films before that experience. Some of the outside scenes were hard to film, but overall, it was a positive experience.

- a) She didn't enjoy making *The Last Chance*.                      b) She learnt a lot making *The Last Chance*.

### Exercise 4b 🔊 [4.4]

Listen to two more extracts and choose the correct description.

**Extract 1:**    a) Her latest film is an action film.    b) Her latest film is a drama film.

**Extract 2:**    a) She wants to have children.    b) She wants to do another job.

### Talking about past events

In longer stretches of speech, you are likely to hear someone talking about past events. This could be a narrative or reported speech.

### Exercise 5

There are many ways of putting events in order. Look at sentences 1-5 and identify which action happened first and which happened second in each sentence.

1. I'd never have met him if I hadn't gone to that restaurant.
2. I was working as a cleaner but that all changed overnight when I won the lottery.
3. I owe the closure of my business to a few bad decisions taken too quickly.
4. When I think about what led me to quit my job, it was probably the opportunity to travel.
5. My new website was brought about by my love of art.

### Exercise 6 🔊 [4.5]

Listen to a chef talking about her career and put the events (a-e) in the order they happened, starting with the first.

Order of events	
1.	
2.	
3.	
4.	
5.	

- a) Won a TV competition
- b) Opened a restaurant
- c) Worked as a chef in a kitchen
- d) Judged cooking shows.
- e) Wrote a book

## Reporting what someone says

When you want to tell someone what someone else said, you use reporting verbs. The most common reporting verbs are **say** and **tell**. But there are many more reporting verbs which can be used to add detail to how something was said, including **suggest**, **reveal**, **point out** and **assume**.

### Exercise 7

Look at the reported speech below and answer the questions.

1. In which sentence does the man say he DID leave the wallet at the police station? In which sentence does the man say he DIDN'T leave the wallet at the police station?
  - a) "Well, he claimed that he had left the wallet at the police station."
  - b) "Well, he denied that he had left the wallet at the police station."
2. In which sentence is James just giving an option? In which sentence is James not giving an option?
  - a) "James decided that Helena go to the meeting instead of him."
  - b) "James suggested that Helena go to the meeting instead of him."

### Exercise 8 [4.6]

Fill gaps 1-6 in the conversation using the reporting verbs in the box. You will need to change the verb forms where appropriate. Then listen and check your answers.

insist	persuade	offer	promise	warn	admit
--------	----------	-------	---------	------	-------

**Interviewer:** So, when did you start working at the zoo?

**Pete:** I've been working here since I was 16. I started just doing Saturdays while I was at school. I was obsessed with animals as a child, so my dad (1) \_\_\_\_\_ me to apply for a six-month part-time contract so that I could see what it was like. I (2) \_\_\_\_\_ I found it pretty difficult at first. The manual work was much harder than I imagined. I shouldn't have been surprised because they (3) \_\_\_\_\_ me at the interview that the work wasn't for the faint of heart. I considered leaving after a month!

**Interviewer:** So why did you stay? Did they (4) \_\_\_\_\_ that you finish your contract there?

**Pete:** Oh no! Nothing like that. I didn't tell them that's how I was feeling. I (5) \_\_\_\_\_ myself that I would try to stick it out for a while, and I'm so glad I did! The work is so rewarding. I feel like the animals are my family now. My manager has even (6) \_\_\_\_\_ me a permanent position and I'm definitely going to take it.

#### Tip!

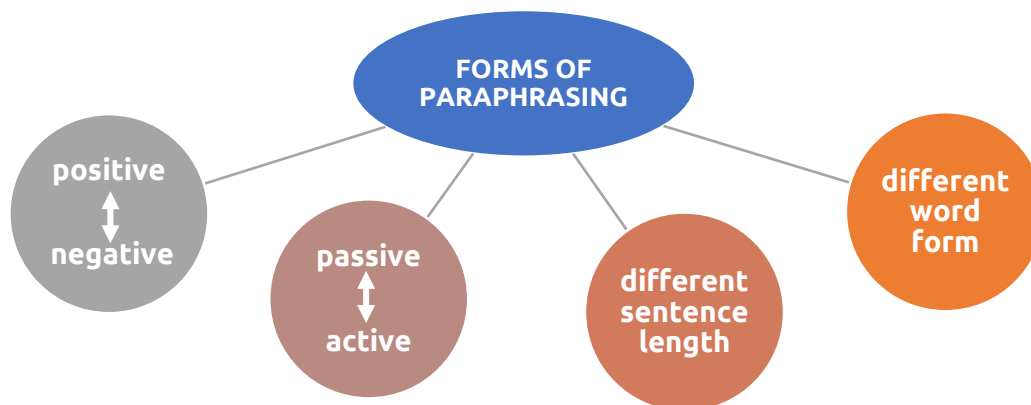
Reporting verbs can tell us a lot about the attitude of the speaker, and even what exactly happened. Focusing on the meaning and the grammar that surrounds reporting verbs will help you know which verb to use and how to use them.

## Stating things in different ways

There are ways in which we can state things using different words to achieve greater clarity. This is called paraphrasing.

### Exercise 9a

Look at the forms of paraphrasing and match them to the examples (1-4).



1. Many people feel anxious about flying.  
→ *Anxiety about taking flights is a common problem.*  
**Form of paraphrasing:** .....
2. I imagine we'll get a lot of sales from our conference presence.  
→ *It's a great thing that we attended that conference. Not only does it raise our profile as a company, but I think it will have a rather positive effect on sales.*  
**Form of paraphrasing:** .....
3. These leaflets were designed in a rush, and I think it shows.  
→ *The designers clearly rushed the leaflets, and it shows.*  
**Form of paraphrasing:** .....
4. Lunchtimes are busy but there aren't half as many diners in the evenings.  
→ *Lunchtimes are busy but there are significantly fewer diners in the evenings.*  
**Form of paraphrasing:** .....

### Exercise 9b

Use Exercise 9a to paraphrase the sentence below in different ways.

"I decided to ask the manager why my pay was lower than the others."

.....

.....

.....

.....

.....

### Exercise 10 [4.7]

Listen to four speakers. How has each speaker paraphrased the sentence in Exercise 9b? Match each recording (1-4) to the correct form of paraphrasing (a-d).

- |           |                              |
|-----------|------------------------------|
| Speaker 1 | a) different sentence length |
| Speaker 2 | b) active to passive         |
| Speaker 3 | c) different word form       |
| Speaker 4 | d) positive to negative      |



#### Tip!

Understanding paraphrasing will help you in both the reading and listening sections of the test. Try to build your vocabulary and grammatical structures to help.

## Task focus

### Before listening: Using the questions to understand context and flow

Before you listen to recordings, use the questions to help you understand what is happening.



#### Tip!

Don't waste time before you listen. Use it to understand the context and try to think how the question and options can be paraphrased.

### Exercise 1

**Look at questions 1-5 (the answer options a, b and c have been removed). What do you think Hannah is going to talk about? How is Hannah ordering her information? What else do you know from the questions?**

1. What did Hannah find surprising about studying psychology?
2. Why did Hannah choose to do work experience in a prison?
3. Why didn't Hannah become an independent psychologist?
4. The thing Hannah dislikes about working at the hospital is...
5. What does Hannah think is the most important characteristic in a psychologist?

### Before listening: Preparing for longer listening

Longer listening multiple-choice tasks have five questions for each recording. You need to be prepared to move on to the next question when the subject changes. Listen for key subject changes to do this. The following exercises will help you build techniques to move through the questions and the recording.

### Exercise 2

**Read part of a script below and answer questions 1-4.**

*"...I really enjoyed the course, although at times it wasn't always easy. I had a part-time job too which took up a lot of my time so I couldn't study as much as I wanted to. However, this meant that when it was time to take on some practical training in psychology, I was already prepared to know what it's like in a workplace. Although nothing could really prepare me for my experience in a prison environment."*

1. Which **two** questions in Exercise 1 are linked to this script?
2. Underline the sentence where the subject changes from studying to training in psychology.
3. Which words from the script tell us the beginning is about study?
4. How is 'work experience' paraphrased in the script?

### Exercise 3

Now underline the key words in questions 1-5 from Exercise 1 and think of synonyms for each one.



Tip!

Remember some words are difficult to paraphrase and you are likely to hear these words directly.

### While listening: Connected speech

One reason English can be difficult to hear is because the words sound like they are joined together. This is called connected speech.

In spoken English, people often join words that end with a consonant sound to the next word if it starts with a vowel (A, E, I, O, U), and when there are two words that start and end with the same sound.

Look at this example and note where you think the spoken words will be joined together:

*Many people enjoy studying psychology because it teaches them about why people are how they are.*

### Exercise 4 🔊 [4.8]

Listen to two sentences, A and B. Which sentence is easier to hear? Which sentence is in more natural English?

### Exercise 5 🔊 [4.9]

Look at sentences 1-4 below. Which words do you think will sound like they are joined? Listen to check your answers.

1. Lots of people find it difficult to choose a career path.
2. John started studying maths at university but changed to French.
3. Many students study business because it gives them plenty of opportunities to work for a big company.
4. Not everybody is academic, and some people may find it better to choose a job that's practical.

## While listening: Making sure the options match

### Exercise 6

**You might hear something similar to an option but that does not completely match. Look at sentences 1-6 below. Which sentences match completely to an option (a-c) and which are not quite the same?**

What did Hannah find surprising about studying psychology?

- a) The amount of work she had to do.
- b) The level of maths she had to study.
- c) The belief systems that she hadn't considered.

- 1. I knew about other belief systems, but it was so interesting to look at them in-depth.
- 2. I wasn't expecting such complicated maths.
- 3. The amount of maths I had to do was quite a shock to me.
- 4. It was rather more intensive than I had thought.
- 5. I had never considered different beliefs and it certainly opened my eyes.
- 6. I didn't expect it to be such hard work.

### Exercise 7 [4.10]

**For sentences A-C, you will hear three sets of short recordings of Hannah talking. Match each sentence with the recording that has all the same information. Before you listen, try and think of other ways you could say the sentences.**

**Sentence A:** Hannah knew someone who worked in the psychology department when she started.

- a) Recording 1      b) Recording 2      c) Recording 3

**Sentence B:** Hannah thought she could help more people in a hospital.

- a) Recording 1      b) Recording 2      c) Recording 3

**Sentence C:** Hannah doesn't like the hours she works.

- a) Recording 1      b) Recording 2      c) Recording 3



#### Tip!

Remember that all parts of the correct option will match what you hear. After you listen, check your answers again. Do all parts of the option match what you heard?



## Practice

You will hear the recording twice. Choose the correct answers. 🔊 [4.11]

Listen to an interview with Barney Morgan, who set up his own cycle courier service in New York.

1. Why did Barney set up his own company?
  - a) He wanted to earn more money.
  - b) He wanted the industry to improve.
  - c) He had lots of international contacts.
  
2. What is different about Barney's company?
  - a) Regular customers earn a share of the profits.
  - b) The couriers are always respectful to the clients.
  - c) As employees, the couriers have certain advantages.
  
3. Barney says that being a bike courier
  - a) can sometimes be much harder than it looks.
  - b) makes it easier to keep calm under pressure.
  - c) is a good way to keep physically fit at work.
  
4. What does Barney say about the safety risks involved?
  - a) The most common injury for cycle couriers is breaking a leg.
  - b) Safety is more of a concern for less experienced cycle couriers.
  - c) It's essential for cycle couriers to be aware of all the dangers.
  
5. Barney believes that there is a future for his business because
  - a) more people than ever are living in big cities.
  - b) people expect instant access to goods and services.
  - c) bikes are much cheaper than other forms of transport.

## Unit 5: Getting the message across

READING SIGNS, NOTICES & SHORT MESSAGES

### UNIT AIMS

**Task information:** Reading short texts multiple-choice questions

**Language focus:** Signs, notices and short messages; Instructions, information, problems and warnings; Phrasal verbs and collocations; Understanding who did what when

**Task focus:** Understanding note form; Understanding rules, obligations and advice; Checking your answers

### Task information

In short text multiple-choice questions, you read signs, notices, or short messages between people. The signs and notices will be like those you see on the street or in public buildings and offices. The short messages will be texts or emails between colleagues, family or friends. For each sign, notice or short message there is **one** multiple-choice question and you select the answer (a, b or c).

Look at the examples:

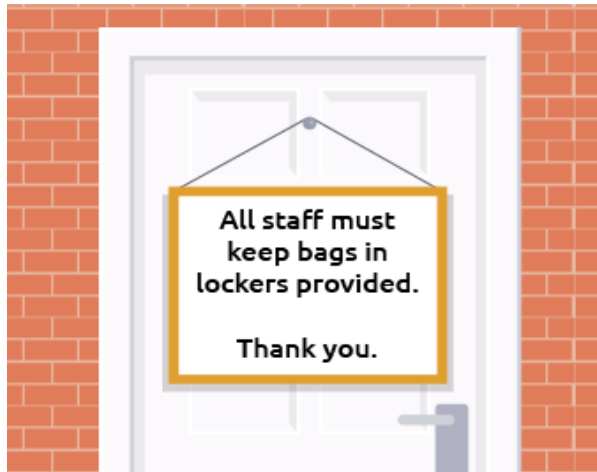
**Read the texts. Choose the correct answer for each question.**

1.



- a) You can buy a membership card at the box office.
- b) Members can buy tickets at a reduced price.
- c) There is a discount for all cinema tickets today.

2.



- a) Employees must lock their valuables.
- b) Employees must keep their belongings in bags.
- c) You must hold you bags at any time.

### **What does this test?**

These questions test your ability to understand the main idea in short texts that are part of everyday life. These texts communicate information, give warnings, explain problems, require people to do some specific action or make people pay attention to something important.

## Language Focus

### Signs, notices and short messages

#### Exercise 1

Read texts 1-5 and match them to the situations (a-e). Then answer the two questions that follow.

1



2



3



4




5



- a) A notice in an office/lobby. ....
- b) A text message to a family member. ....
- c) A sign in a shop. ....
- d) A notice in a restaurant. ....
- e) A sign in a street. ....

#### Questions:

1. What other places do you see signs and notices in everyday life?
2. What kind of information do these signs and notices contain?

 **Tip!** Signs and notices can use short phrases to attract people's attention such as *Attention, Be careful, Mind you head, Caution, Out of order, Keep clear*, etc.

## Instructions, information, problems and warnings

### Exercise 2a

Read the information in sentences 1-8 and put each sentence in the correct category in the table.

1. This lift is unavailable due to a technical error.
2. Close the lid before switching on the machine.
3. The supermarket is open from 6.00am to 11.00pm Monday to Friday and 8.00am to 10.00pm at weekends.
4. Danger – deep water. No children under 10.
5. Tickets for the gardens can be bought from the visitor centre by the main entrance to the park.
6. Pedestrians – do not walk close to this vehicle at any time.
7. Staff should sign the form and email it to the finance department.
8. Café closed because of flooding. Sorry for the inconvenience.

Instructions	General Information	Explaining Problems	Warnings

### Exercise 2b

Now underline the language which helped you decide.

### Exercise 3

Complete the signs and notices with the correct word from the box.

should	don't	cancelled	ask	inaccessible	faulty	issue	stand
--------	-------	-----------	-----	--------------	--------	-------	-------

1. There is currently an internet connection ..... IT are working to resolve it.
2. .... feed the animals. Human food can make them ill.
3. This printer is ..... Please use the one in Sarah's office.
4. Urgent! Arts festival ..... as a result of bad weather.
5. Team members ..... complete their timesheets by Friday 21<sup>st</sup>.
6. For a map of the museum, ..... at the information desk.
7. Mountain path ..... in winter. Choose alternative route.
8. Passengers should ..... behind the yellow line for safety.

## Phrasal verbs and collocations

*Phrasal verbs* are common in English. They are made of a verb plus an adverb or a preposition. The phrasal verb has a new meaning, which is different to the meanings of the words which it includes. For example: *Can you **pick me up** from the station?*

*Collocations* are also very common. A collocation is a pair or groups of words which almost always go together. For example, ***have a bath*** or ***heavy rain***. Even though there may be alternatives which are grammatically correct, to native English speakers the collocation just sounds "right".

Learning phrasal verbs and collocations will help you understand the vocabulary that is often used in signs and notices in public places and offices. This vocabulary can describe various actions such as how to operate machines and computers, manage administration and do specific tasks.

### Exercise 4

Match the verbs (1-8) with the nouns (a-h) to form collocations.

Verbs	Nouns
1. click on	a. an appointment
2. push	b. the link
3. fill out	c. in capital letters
4. sign/log in to	d. the lights/computer/machine
5. switch/turn on/off	e. your username and password
6. enter	f. the form
7. make	g. the button
8. write	h. the account

### Exercise 5

Complete sentences 1-8 using the collocations you formed in Exercise 4.

1. Make sure you ..... so that it is easy to read.
2. You have to ..... using the online booking system.
3. All students should ..... and hand it in to the school office.
4. To access the holiday form, ..... in the email from Human Resources.
5. .... on the left for coffee with milk.
6. Remember to ..... when you leave the office.
7. He will need to ..... to check what his balance is.
8. To sign in ..... on the homepage.

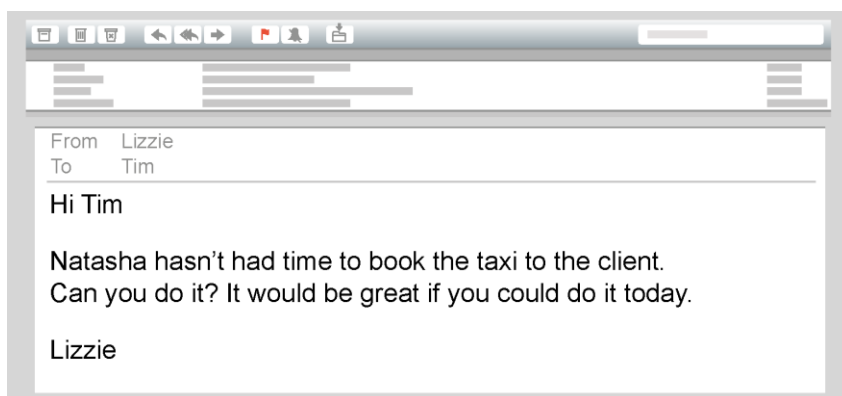
## Understanding who did what when

People send each other texts and emails for different reasons. This can include asking for a favour, offering to do something, giving some information or changing plans. This type of communication could be about something in the future, the past or about events that are happening now.

### Exercise 6a

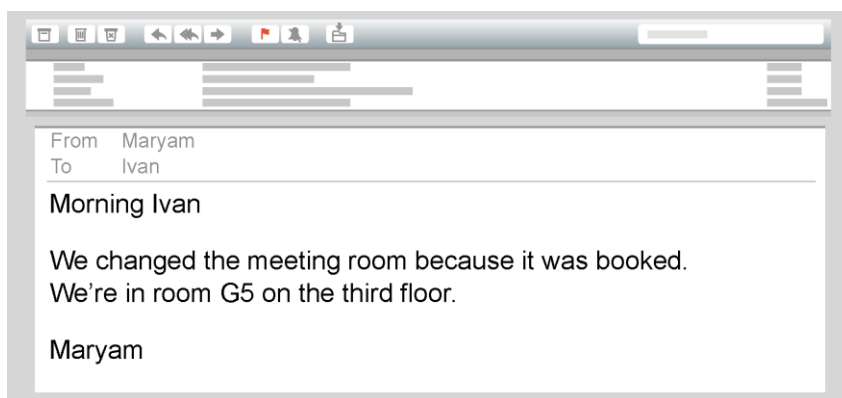
**Read the messages and emails (1-5) and think about whether each message relates to the past, present or future. Then, circle the reason (a-c) for sending each message.**

1.



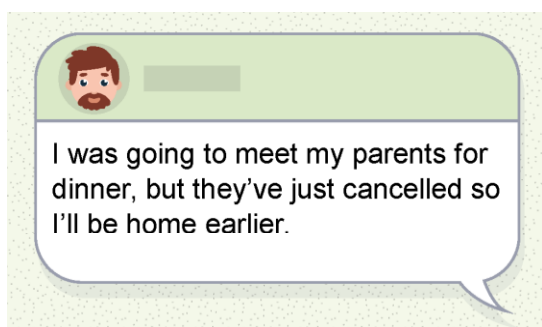
- a) cancelling a plan
- b) requesting something
- c) describing someone

2.



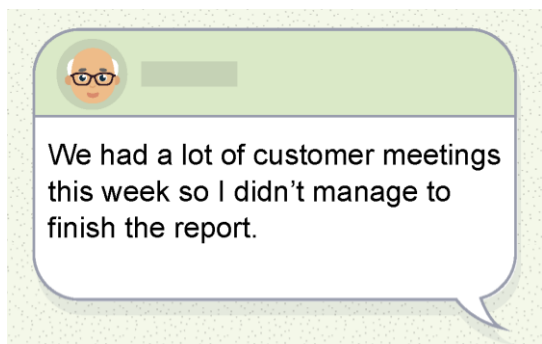
- a) notifying a change
- b) making an invitation
- c) organising an event

3.



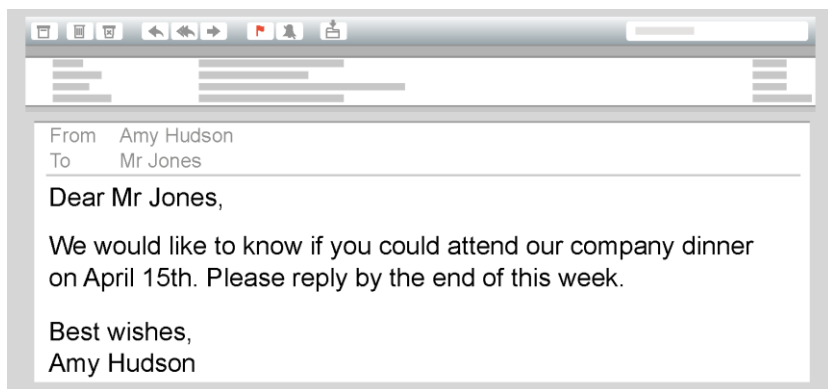
- a) organising an event
- b) offering to help
- c) giving information

4.



- a) making a promise
- b) explaining a situation
- c) saying sorry

5.



- a) offering to help
- b) asking for information
- c) giving a reason

### Exercise 6b

**Now underline the language that helped you identify the reason for the messages and emails.**



## Task focus

### Before reading: Understanding note form

Think about how the information will be presented. When we write signs, notices and short messages, we write in note form and not full sentences. Notes contain the main information and leave out information that is not essential for communicating the message.

### Exercise 1

Match the underlined words in the sentences to the parts of speech 1-6.

- a) There is an entrance that customers can use at the side of the building.  
b) I have changed the time of the meeting with BrandMatters from 3.00 to 4.30pm.  
c) In order to respect other people, you should wash up cups and plates, and keep the kitchen clean and tidy.

1. Preposition \_\_\_\_\_

2. Auxiliary verb \_\_\_\_\_

3. Noun \_\_\_\_\_

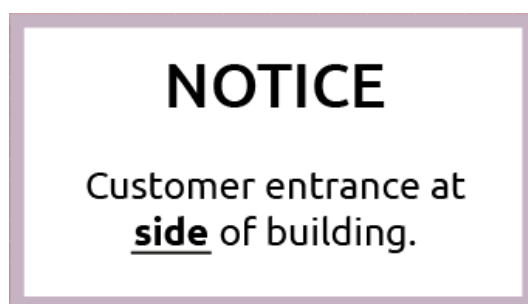
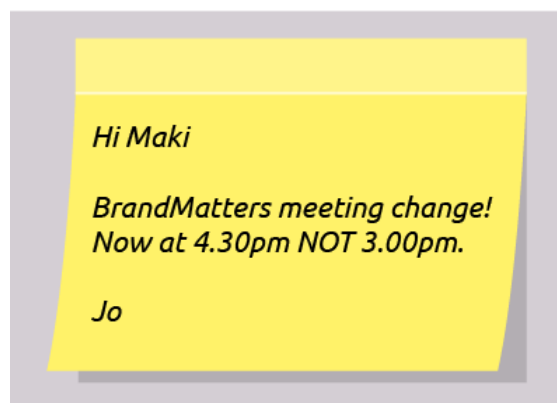
4. Modal verb \_\_\_\_\_

5. Article \_\_\_\_\_

6. Adjective \_\_\_\_\_

### Exercise 2

Read the short texts below which have the same information as sentences a, b and c in Exercise 1 above. Which parts of speech (1-6) are NOT used in the notices?



### Exercise 3

Read what the people in pictures A and B are thinking. Using note form, write a short sign or notice giving the information.

A)



I need to put a sign up to tell passengers to be careful because the platform is slippery in the ice.

Picture A: .....

.....

.....

.....

B)



I must put a notice up for everyone in the office to say that they won't be able to use the 4th floor toilets tomorrow. There's a water leak.

Picture B: .....

.....

.....

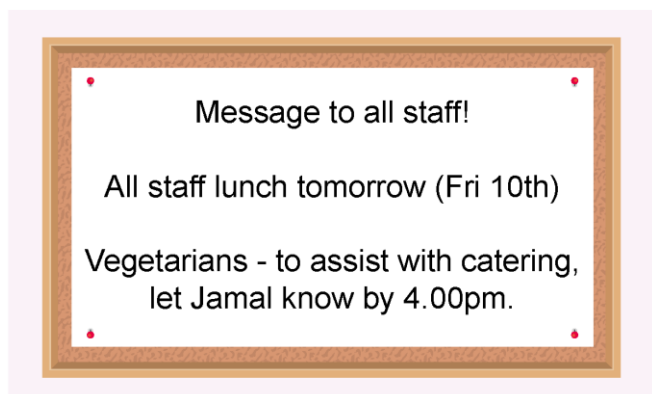
.....

### While reading: Understanding rules, obligations and advice

Focus on the function of or reason for the information. Signs, notices and messages often tell people if something is necessary, if they have permission to do something, or give advice about a situation. The options in these types of questions might use modal verbs such as *can*, *must*, *need*, *should* and *have to* as well as *negative forms* of these verbs to describe the meaning of the signs, notices or messages.

#### Exercise 4

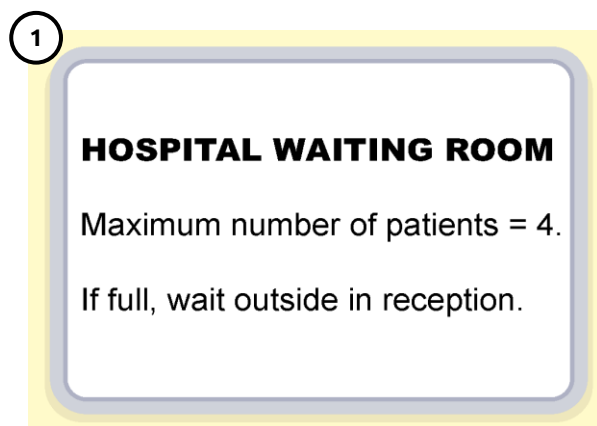
Read the text and choose the correct option. What helped you to choose the correct answer?



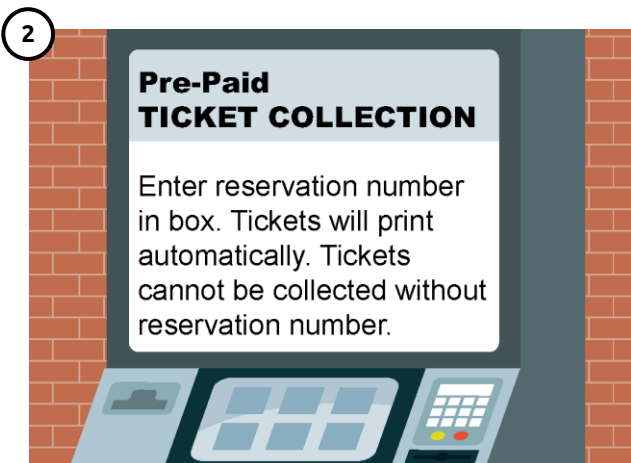
- a) Vegetarians must help Jamal plan the staff lunch.
- b) Jamal needs to know who is vegetarian to order their food.
- c) Vegetarians can bring their own food but should tell Jamal.

#### Exercise 5

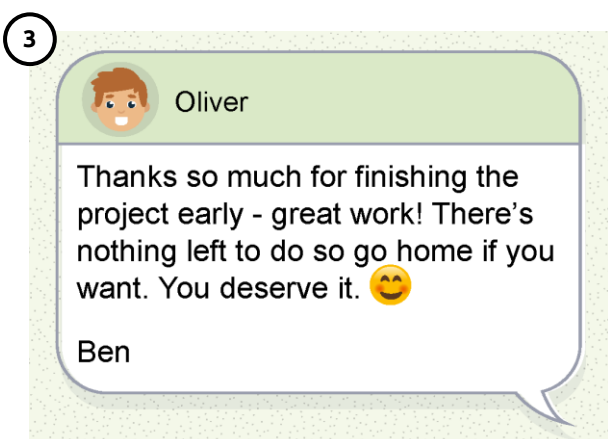
For questions 1-3, circle the correct modal verb to match the information in the sign or message.



1. There **can't / doesn't have to / might not** be five people in the waiting room.



2. In order to collect their tickets, customers **might / need to / can** have a reservation number.



3. Ben thinks that Oliver **should / would / must** leave work early today.

### After reading: Checking your answers

It is important to check you have understood the main point of the signs, notices and messages and make sure you choose the answer that matches exactly.

Ask yourself the following questions:

- Was the sign, notice or message giving instructions, information, a warning or describing a problem?
- What language helped you identify the purpose of the sign, notice or message?
- What was the purpose of any messages or notes between people?
- Was the message or note about the past, present or future?
- Did you notice any modal verbs, phrasal verbs or collocations in the questions?

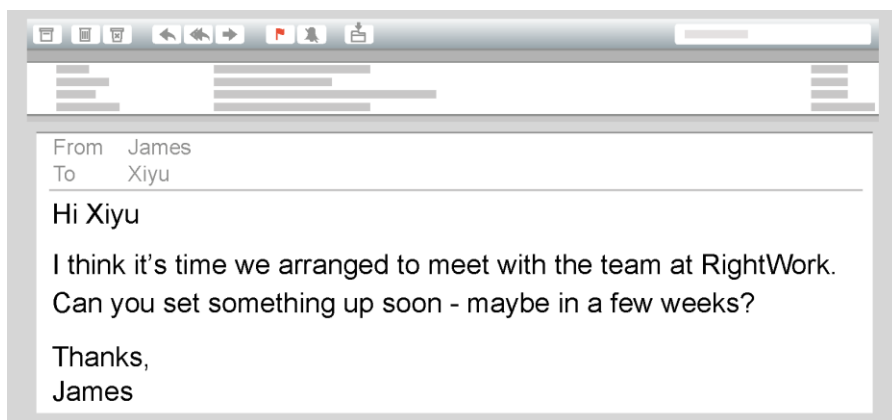


Look for small differences in the options such as the tense, the order of events, the use of modal verbs or different prepositions.

## Exercise 6

Practice the strategies when answering these questions.

1.



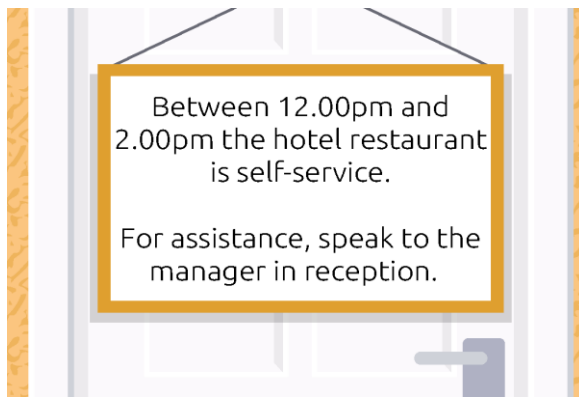
- a) James has already met with the client.
- b) James is meeting the client sometime soon.
- c) James wants to have a meeting with the client.

2.



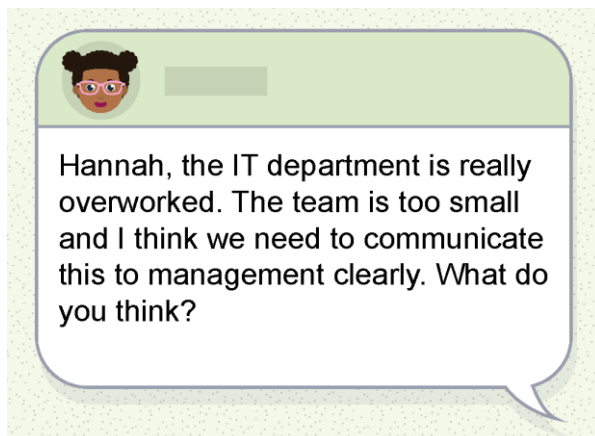
- a) The discount will last for a limited time.
- b) The discount is available for food and drink.
- c) The discount only applies to groups of four people.

3.



- a) There is no one at reception between 12-2pm.
- b) The hotel restaurant is closed from 12 to 2pm.
- c) Guests must help themselves to lunch from 12 to 2pm.

4.

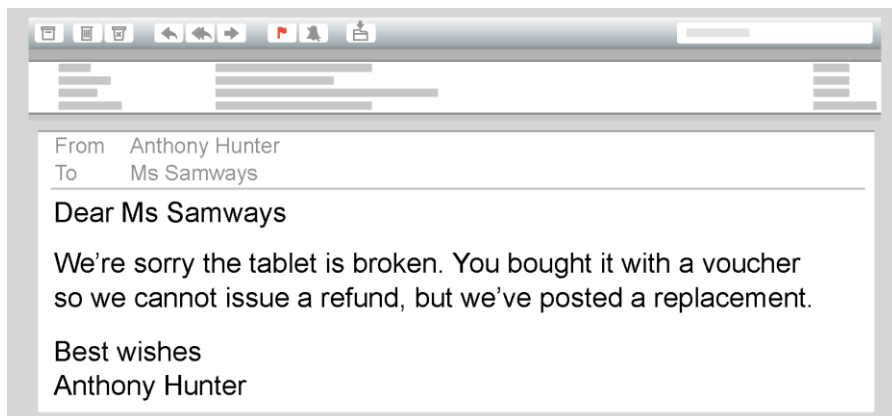


- a) The company needs to hire more IT staff.
- b) The IT team should be given some training.
- c) Managers must engage more with technical staff.

## Practice

Read the short texts below and choose the correct option.

1.



- a) The company has sent the customer a new product.
- b) The company issues vouchers for this type of problem.
- c) The company will refund the full payment of the product.

2.



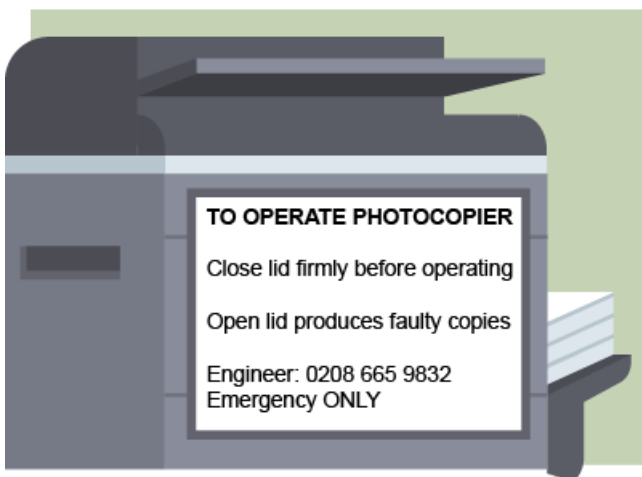
- a) You can leave your vehicle here at noon.
- b) Parking is not allowed during school hours.
- c) You can't step on the white lines.

3.



- a) Afternoon refreshments are not available in the hotel café.
- b) There are no refreshments at the hotel after lunch.
- c) The business centre will provide all refreshments today.

4.



- a) The photocopier needs to be repaired.
- b) Be careful when using the photocopier.
- c) Do not try to fix the photocopier.



## Unit 6: Accuracy is everything

### MULTIPLE CHOICE CLOZE

#### UNIT AIMS

**Task information:** Reading multiple-choice cloze questions

**Language focus:** Recognising parts of speech; Connecting ideas together; Focussing on collocations (1); Dependent prepositions

**Task focus:** Understanding the function of a text; Looking for clues in the text; Checking your answers

### Task information

In multiple-choice cloze questions you read texts with some words missing. You choose the correct answer to complete the gaps. The topics of the texts will be related to everyday life and the workplace.

For each text, there are five multiple-choice questions. You will select your reply from three options (a, b or c). The options will be parts of speech or vocabulary. Most options will be one word, but some might be two or three depending on what the question is testing.

Look at the example.

**Read the text. Choose the correct answers to complete the text.**

#### Changing work practices

For many 21<sup>st</sup> century employees work life **(1)** ..... is important as it contributes to people's overall happiness. This means that over the last decade working from home rather than an office has become increasingly popular. Working from home reduces commuting time and frees people up to **(2)** ..... in other activities, from spending time on hobbies, seeing friends and family or attending to household tasks.

**(3)** ....., many employees choose to work flexible hours when at home, which makes certain aspects of their lives easier. For example, parents who need to **(4)** ..... time off to attend school events say they feel less stressed. There are also advantages for employees that prefer to start and end their working day early. **(5)** ....., the possibility of working flexible hours is often quoted as a key factor when people are looking to change their employer.

1. a) balance  
b) tension  
c) scale

2. a) perform  
b) cooperate  
c) participate

3. a) Although  
b) In addition  
c) Despite

4. a) put  
b) take  
c) give

5. a) Unless  
b) However  
c) In fact

## What does this test?

These questions test your knowledge of grammar and vocabulary. The questions will cover aspects of language such as phrasal verbs, collocations, linking words, synonyms and phrases with prepositions. Higher level questions will also focus on idioms.

## Language Focus

### Exercise 1

The titles can help you understand the content of a text. Look at the article titles (1-4) from a business magazine. What do you think the articles will be about? For each article, choose all those that apply from the list a-f.

①

**AIM HIGHER – HOW A RETURN TO UNIVERSITY  
CAN BOOST YOUR CAREER CHANCES**

②

**The hidden costs of start-ups**

③

**Setting Up A Staff  
Bonus Scheme**

④

Preparing for the jobs of  
the future

- |  |       |
|--|-------|
| <b>a)</b> Why it's good for companies to give staff financial rewards.               | ..... |
| <b>b)</b> The kinds of work that people will do in the years ahead.                  | ..... |
| <b>c)</b> How studying more can be useful for people's careers in the future.        | ..... |
| <b>d)</b> The steps involved in creating a system to give employees extra payments.  | ..... |
| <b>e)</b> Why setting up a new business might be more expensive than people imagine. | ..... |
| <b>f)</b> The reasons that many small businesses fail.                               | ..... |

## Recognising parts of speech

In multiple-choice cloze questions, the answers will be different parts of speech, for example nouns, verbs, adjectives or prepositions. Knowing the parts of speech in a sentence can help with this.

### Exercise 2

Match the words (1-10) to the correct part of speech (a-j).

- |                               |                    |
|-------------------------------|--------------------|
| 1. a, the                     | a) phrasal verb    |
| 2. to find, to walk           | b) adjective       |
| 3. enthusiastically, brightly | c) noun            |
| 4. on, at, by                 | d) infinitive verb |
| 5. to get over, to put down   | e) preposition     |
| 6. laptop, apartment          | f) article         |
| 7. we, hers, this             | g) quantifier      |
| 8. might, should              | h) adverb          |
| 9. much, few                  | i) modal verb      |
| 10. sensitive, precious       | j) pronoun         |

### Exercise 3

Read the text and look at the underlined words. What part of speech are they?

#### Reach for the sky or go with the flow

People vary (1) widely when it comes to being ambitious. (2) Some are always driving themselves to achieve more and more, whether it's trying to get that (3) promotion at work, beat their personal best in a sport or helping others with their life goals. Others, however, are content (4) to flow through life (5) without setting their sights on milestones of success. So, where do you fit in all this?

For many of us, (6) coming up with an answer to this question can be difficult because our ambitions are always changing and we can have differing goals depending on the context. What (7) might have been important during our twenties may no longer be (8) desirable as we get older due to changing circumstances. The best advice is not to fix (9) an idea of yourself as ambitious or not, but to become ambitious when (10) it suits you.

- |         |          |
|---------|----------|
| 1. .... | 6. ....  |
| 2. .... | 7. ....  |
| 3. .... | 8. ....  |
| 4. .... | 9. ....  |
| 5. .... | 10. .... |

## Connecting ideas together

Texts include different types of information such as facts, ideas, opinions, suggestions, examples and so on. We show how this different information is connected by using connecting words.

These connecting words have a specific function. For example, they tell the reader if the information in one sentence is the same or different from the information in the previous sentence. Alternatively, they explain a condition, show a person's point of view or give an example.

### Exercise 4

**Read the short texts. Choose the correct function for each underlined word or phrase.**

1. Attracting customers through social media is considered a standard marketing strategy nowadays. However, it is time-consuming and not always successful for small businesses.

**Giving an example / Introducing a different idea**

2. When preparing to recruit new staff, a job specification is essential. In order to write a good one, companies should first identify the key skills and then check them with managers.

**Showing the order of events / Explaining a result**

3. Although some people believe that working long hours is effective, according to scientists it can be bad for people's health and companies should not encourage it.

**Introducing someone's point of view / Explaining a reason for something**

4. Choosing a career is difficult for young people because there are so many options available. Furthermore, each option has advantages and disadvantages.

**Explaining a reason for something / Giving extra information about a topic**

5. It is commonly believed that people in senior management positions are naturally good at leadership. In fact, evidence suggests that this is usually not the case.

**Introducing a different idea / Explaining the order of events**

6. Companies often claim that they are environmentally friendly, but they often exaggerate. As a result, people don't fully understand the seriousness of climate change.

**Expressing a personal point of view / Explaining the effect of something**

7. We could rent an office in the centre of the city. On the other hand, some employees might prefer to be closer to home.

**Explaining a reason for something / Introducing the opposite idea**

### Exercise 5

Complete the text with the correct connecting words from Exercise 4. More than one option could be possible.

#### Leading the way

When people think about the organisations that could solve the world's energy problems, the companies that usually spring to mind are the tech giants of California. (1) ....., it may surprise you to know that many ideas actually come from the car industry.

(2) ..... business analysts, there are several reasons for this. (3) ....., the car industry has to change to meet their customers' desires for electric cars and secondly, there is considerable competition to produce self-driving cars. (4) ....., the automotive industry has invested more money in this than many other industries.

Just don't get too excited right now. As far as many experts are concerned, there's little chance of electric cars being affordable in the next twenty years. (5) ..... hand, a new invention in technology could suddenly speed things up.

### Focussing on collocations (1)

Collocations are combinations of words that often go together to make a phrase, such as *to spend time*, *to rain heavily* or *fast food*.

The meaning of collocations may not be immediately clear. For example, you may know the verb *to keep*, the preposition *in* and the verb *to touch*, but the meaning of the phrase *to keep in touch* is to regularly speak or write to someone.

### Exercise 6

Match the three types of verb collocation with the examples.

- |                                |                        |
|--------------------------------|------------------------|
| 1. Verb + noun                 | a) communicate clearly |
| 2. Verb + adverb               | b) go out of business  |
| 3. Verb + prepositional phrase | c) make a profit       |

### Exercise 7

Match the columns. Then identify their type of collocation from Exercise 6.

- |             |                    |
|-------------|--------------------|
| 1. run      | a) hard            |
| 2. increase | b) to an agreement |
| 3. go       | c) a product       |
| 4. work     | d) steadily        |
| 5. get      | e) out of fashion  |
| 6. launch   | f) to the point    |
| 7. waste    | g) time            |
| 8. complete | h) carefully       |
| 9. come     | i) out of time     |
| 10. listen  | j) thoroughly      |

### Exercise 8

Use collocations from Exercise 7 to complete texts A and B. Put any verbs in the right form.

#### TEXT A

Our team worked (1) ..... to finish writing the new video game and then we completed the testing (2) ..... before we (3) ..... the product. Sales increased (4) ..... for a few years until the game went (5) .....

#### TEXT B

Many company teams (1) ..... out of time for discussions in meetings. This is because some people find it difficult to get (2) ..... . They talk more than is necessary and (3) ..... time. For meetings to be successful, everyone needs to listen (4) ..... and then come (5) ..... on what to do next.

### Dependent prepositions

Some verbs, nouns and adjectives are followed by specific prepositions. Knowing these combinations can help you choose the correct answer in this question type.

Some common examples are *think about*, *a decrease in*, *responsible for*.



#### Tip!

Whenever you learn a new verb, noun or adjective check if it has a dependent preposition.

### Exercise 9

Choose the correct preposition to complete the sentences.

1. My parents insisted **for/on/at** buying me a new suit for my first job interview.
2. Malika was satisfied **about/with/to** her presentation for the sales department.
3. The scientists were praised **with/by/for** developing the treatment so quickly.
4. Cathy is concerned **at/about/to** the cost of relocating to an office in the city centre.
5. I made a recording **to/of/at** the meeting so anyone can review the main points later.
6. Unfortunately, there has been a breakdown **of/in/with** communications between the two companies.
7. Sunil was critical **of/by/to** my presentation so I made a few changes.
8. To claim the special offer, please respond **to/at/on** this email by September 30<sup>th</sup>.
9. There is a lot of emphasis **for/on/about** team working in the modern workplace.

## Task Focus

### Before reading: Understanding the function of a text

Before answering the questions, read the title and look briefly at the paragraphs to get a general understanding of the function of the text. For example, the text may present historical facts, explain a problem or discuss the advantages and disadvantages of something.

### Exercise 1

Match the functions (a-e) to the paragraphs in texts A and B below.

- |                           |                              |
|---------------------------|------------------------------|
| a) Introducing a problem  | d) Using figures as evidence |
| b) Describing benefits    | e) Predicting future trends  |
| c) Giving a brief history |                              |

#### Text A

##### How to live life to the full

1. Digital nomads are people who travel around the world and work from anywhere that has an internet connection. The phenomenon started in the early 20th century as Wi-Fi and connectivity improved and laptops became more powerful and easy to transport and has been growing ever since.
2. People whose lives allow for this kind of flexibility say that it has improved their quality of life in several ways. For example, they can live in places with a good climate, reduce their living costs and experience different cultures.
3. As the world of work continues to experiment with new ways of balancing work with leisure, it looks likely that more people are embracing this way of working. Over the next ten years we will probably see lots more workers pack their bags and head off in search of adventure.

Paragraph 1: .....

Paragraph 2: .....

Paragraph 3: .....

#### Text B

##### Is hiring really worth the money?

1. For large organisations, hiring the right people for a job is something that is far more complex than it might initially seem. This is primarily because of the drain on resources across the company as hiring involves multiple staff from across different departments.
2. In addition, it often needs managers to oversee the process and their time is costly. It has been estimated that hiring a new employee can take up to 40 days and anywhere between \$1,000 and \$5,000. So, just imagine what happens when organisations hire someone who doesn't fit. Often this employee leaves after a short time meaning that hiring costs double instantly, which suggests that training current employees might be a better use of money.

Paragraph 1: .....

Paragraph 2: .....

## Exercise 2

Now underline the language that helped you choose the correct answers in Exercise 1.

While reading: Looking for clues in the text

As you read, use the text to help you work out the answers. Read the language around the gap and think about what clues there are in the language. For example, is the sentence positive or negative, what is the tense, are the nouns countable or uncountable?

## Exercise 3

Read texts A and B and pay attention to the underlined words. Then answer the questions.

### TEXT A

When asked what jobs they would like to do, many children say things like dancer or footballer or other professions based on sport and entertainment. However, these jobs are extremely \_\_\_\_\_ in terms of commitment and few children will have these kinds of careers.

1. Is the answer a positive or negative word? How do you know?
2. Which is the correct answer?
  - a) demanding
  - b) impressive
  - c) thrilling

### TEXT B

Becoming a manager is sometimes a difficult transition, especially for people who have been working in a team. Previously, \_\_\_\_\_ of your work has been with colleagues and suddenly, your role involves working more on your own.

1. Is work countable or uncountable?
2. Which is the correct answer?
  - a) many
  - b) few
  - c) most



## Exercise 4

Read the text. Choose the correct answers to complete the text.

### New graduates - Join our internship programme

Here at One Code our graduate internship programme is designed to give you real insight into the world of work in a dynamic software company. We understand that it can be difficult to get your first job without **(1)** ..... experience. On our programme, you will be supplied **(2)** ..... a mentor who you will meet once a week to discuss your performance and development. During phase 1, you'll spend time observing your colleagues **(3)** ..... and then we'll move you on to real projects.

Once the programme has **(4)** ..... to an end, you'll receive a report from your mentor with project details and the work you did during the internship as well as a description of your abilities and key skills. So, don't delay, sign up for the programme today and take **(5)** ..... of your future.

1. a) little  
b) few  
c) any

4. a) come  
b) moved  
c) finished

2. a) with  
b) for  
c) by

5. a) opportunity  
b) control  
c) influence

3. a) sharply  
b) closely  
c) strictly

## After reading: Checking your answers

The answers in this part of the reading test can be about different areas, including parts of speech, vocabulary meaning, collocations or connecting words.

When you check your answers, think about the following points:

- Do you understand the type of text and its function?
- For questions based on grammar, did you use the language around the gap to help you?
- For questions with connecting words, did you correctly identify how the information before and after the connecting words was related?

## Practice

### Exercise 1

Read the text. Choose the correct answers to complete the text.

#### Text A

##### Stressed in the kitchen

Running a Michelin starred restaurant is one of the most intense jobs in the world of catering. People think that the process of getting a Michelin star is incredibly difficult, whereas **(1)** ..... keeping it is harder. Michelin sends anonymous inspectors into its restaurants meaning that any customer could be an inspector.

**(2)** ....., because the ingredients for the menu are so expensive, the costs of running this kind of restaurant are far larger than any other type of restaurant. As a result, it can be difficult to **(3)** ..... money consistently over a long period of time. Finally, many owners are concerned **(4)** ..... customers finding new places to eat. If this happens, their restaurant might go out of **(5)** ..... and then they would have to start the process all over again.

1. a) furthermore  
b) in fact  
c) firstly
2. a) On the other hand  
b) However  
c) Furthermore
3. a) take  
b) get  
c) make
4. a) about  
b) for  
c) at
5. a) business  
b) work  
c) place

## Text B

### The banking technology that's changing the world

Until recently, the world of banking changed extremely slowly. People did their banking in person, in an actual building. Not anymore though, as nowadays the internet and smartphones are largely responsible **(1)** ..... how we manage our financial affairs.

Smartphone technology improved **(2)** ..... after 2010 and enabled the creation of banking apps. These days, all over the world, more people own phones than have access to computers. **(3)** ....., mobile banking is helping with economic development in less developed countries. People can **(4)** ..... from a variety of services, such as access to micro loans and they are also able to receive and make payments without having to invest in expensive computer equipment. All this makes **(5)** ..... a small business much simpler and encourages people to start out on their own and contribute to the economy of their nation.

1. a) to  
b) by  
c) for
2. a) basically  
b) considerably  
c) definitely
3. a) According to  
b) As a result  
c) On the other hand
4. a) start  
b) introduce  
c) benefit
5. a) running  
b) doing  
c) setting

## Unit 7: Focussing on the details

### READING SENTENCE LEVEL MULTIPLE CHOICE QUESTIONS

#### UNIT AIMS

**Task information:** Reading sentence level multiple-choice questions

**Language focus:** Identifying mistakes; Building idiomatic language; Understanding small differences in meaning; Using phrasal verbs; Focussing on collocations (2)

**Task focus:** Building your vocabulary; Identifying the link; Saying options in your head; Checking your answers

### Task information

In sentence level multiple-choice questions you will see a single sentence and you need to choose the correct option to fill the gap (a, b or c).

The options will be parts of speech or vocabulary. Most options will be one word, but some might be two words depending on what the question is testing.

Look at the examples:

**Read the sentences. Choose the correct word to fill the space.**

1. This is the best film I've ever seen ..... far.  
a) to  
b) by  
c) for
2. Employees need ..... from their manager for time off.  
a) approval  
b) admission  
c) authority
3. Jamal and Samira were best friends but they ..... touch after college.  
a) dropped  
b) lost  
c) forgot

### What does this test?

These questions test your knowledge of vocabulary, collocations and lexico-grammatical structures. Collocations are simply words that often go together and sound natural in English (e.g. *make* a mistake, not *do* a mistake). Lexico-grammatical structures mean both vocabulary and grammatical structures. This means that this part of the test could include any item which is connected to vocabulary or grammatical knowledge.

In the examples above, question 1 tests lexico-grammatical structures, question 2 tests vocabulary, and question 3 tests collocations.

## Language Focus

### Identifying mistakes

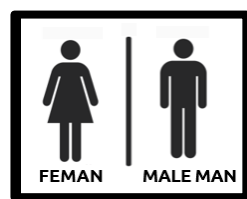
#### Exercise 1

Look at the signs below. What is wrong with them?

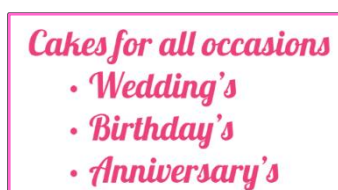
(A)



(B)



(C)



(D)



#### Exercise 2

Think about or discuss the following questions.

1. Do you sometimes make mistakes in your first language? Why/why not?
2. How accurate do you think you are in English? Do you try to always make sure you are using the right words?

### Building idiomatic language

Idioms are common in English. They are groups of words that have a specific meaning. Sometimes the meaning can't be guessed from the words alone, you have to *know* them, e.g. break a leg = good luck!

However, there are some idioms you can work out by thinking about the situation. e.g. let sleeping dogs lie = leave something alone

One way to learn idioms is to group them by subject.

#### Exercise 3

Look at the business idioms in the box. Can you work out what they mean?  
Can you think of any more business idioms?

back to square one

by the book

(my) hands are tied

give the thumbs up

in a nutshell

learn the ropes

rock the boat

see eye to eye

the elephant in the room

think outside the box

twist someone's arm

touch base

#### Exercise 4

Now, match the idioms in Exercise 3 to the meanings below.

1. make or renew contact with someone .....
2. persuade someone .....
3. a summary of something .....
4. an issue that everyone knows but doesn't mention .....
5. consider in an original, creative way .....
6. not able to do something .....
7. start again .....
8. disturb a situation .....
9. following the rules .....
10. in agreement .....
11. approve something .....
12. learn how a job/task is done .....

#### Exercise 5

Complete the sentences below with an idiom from Exercise 3 in the correct form.

1. Paulo knew there was a problem with the figures, but he didn't want to ..... so he kept quiet.
2. It's always a good idea to ..... every now and then with existing clients.
3. Of course, everyone has to ..... when they start in a new job.
4. Everyone knew the chief executive had walked out, and it was the ..... throughout the meeting.
5. After so much design and planning work, the building plans were rejected by the client, so we had to go .....
6. When people don't ..... in the workplace, it is important to have a calm discussion and try to come to a compromise.
7. There are many reasons that contributed to the company's success, but, ..... it was their marketing strategy that made it so successful.
8. Most people like to do things by the book, but I prefer to .....

## Understanding small differences in meaning

When learning new words, especially synonyms, it is also important to make sure you understand the exact meaning. Look at the following synonyms:

**cure      mend      correct**

These are all ways to improve something. Some dictionaries might say that these are synonyms, but they are not. We cure people of illnesses, we mend things that are broken, we correct mistakes that are made.

### Exercise 6

**Match the sets of near synonyms (1-3) to their exact meanings (a-c).**

#### Groups of people

- |         |                              |
|---------|------------------------------|
| 1. gang | a) a group of musicians      |
| 2. team | b) a group of sports players |
| 3. band | c) a group of friends        |

#### Ways of giving information

- |             |  |
|-------------|--|
| 1. describe | a) to make something known that was hidden |
| 2. disclose | b) to say what something is like           |
| 3. notify   | c) to officially tell someone something    |

#### Ways to disagree

- |           |  |
|-----------|--|
| 1. deny   | a) to disagree with someone or something   |
| 2. refuse | b) to say that something isn't true        |
| 3. oppose | c) to say you will not do/accept something |

## Using phrasal verbs

In English, there are two types of verbs: one-word verbs and phrasal verbs. Both types of verbs may appear in the exam. One good way of learning phrasal verbs is to group them by the particle after the verb, e.g. *on*, *off*, *into*.

### Exercise 7

**Look at the groups of phrasal verbs and their meanings. What is the missing particle for each group?**

Group 1	Group 2	Group 3
Missing particle: .....	Missing particle: .....	Missing particle: .....
catch ..... : reach turn ..... : arrive take ..... : start use ..... : finish	go ..... : continue take ..... : employ get ..... : have a good relationship with hang ..... : wait	call ..... : cancel go ..... : become bad (food) put ..... : delay let ..... : not punish someone

**Tip!**

The particle can sometimes give you an idea of the meaning. For example, 'off' can often mean the end of something.

**Exercise 8**

**Match the phrasal verbs to the correct one-word verbs (a-h).**

- |                |                        |
|----------------|------------------------|
| 1. stand by    | a. experience          |
| 2. put up with | b. invent              |
| 3. rely on     | c. meet (unexpectedly) |
| 4. go through  | d. support             |
| 5. take off    | e. need or depend on   |
| 6. make up     | f. stop working        |
| 7. run into    | g. tolerate            |
| 8. break down  | h. succeed             |

**Exercise 9**

**Choose the correct phrasal verb from Exercise 8 to complete the sentences. Put the phrasal verb in the right tense where appropriate.**

1. Many working mothers ..... family members for help with childcare.
2. The roadworks are hard to ....., but I think they'll soon be over, and the traffic will ease.
3. The smaller version of our smart watch has really ..... in southeast Asia.
4. The company ..... a particularly difficult period last year because of the change of management.
5. This printer ..... every time I try to print large documents. We should replace it!
6. Did you hear those figures that Paul quoted in the meeting? I'm almost positive they were .....

**Tip!**

When learning phrasal verbs, it is always a good idea to learn how to use them. Some can be used without an object (e.g. Hard work *pays off*). Some can be separated by an object (e.g. He *turned the job down*), and some can't (e.g. We are *looking into* the problem).



## Focussing on collocations (2)

### Exercise 10

Match the types of collocation (1-3) with the examples (a-c).

- |                       |                  |
|-----------------------|------------------|
| 1. adverb + adjective | a) bar of soap   |
| 2. adjective + noun   | b) bitterly cold |
| 3. noun + noun        | c) heavy traffic |

### Exercise 11

Match the columns to form common collocations. Working out the part of speech can help you.

- |                |                |
|----------------|----------------|
| 1. hot         | a) shaken      |
| 2. mass        | b) setback     |
| 3. harmless    | c) graph       |
| 4. alternative | d) topic       |
| 5. visibly     | e) competitive |
| 6. line        | f) fun         |
| 7. natural     | g) medicine    |
| 8. fiercely    | h) ability     |
| 9. reasonably  | i) market      |
| 10. major      | j) priced      |

### Exercise 12

Now complete the sentences below using collocations from Exercises 10 and 11.

1. The loss of the Hong Kong office was a ..... for the organisation.
2. Jorge thought setting up an online store would be easy, but he soon found out that it is a ..... market to get into.
3. This ..... shows the increase in worldwide travel since the 1960s.
4. Nick was so good at sales that many people said he had a ..... for it.
5. Despite the ..... weather, Ella still managed to get up early and go for a run.
6. The ..... on this road can be very ..... during the rush hour.
7. While joking in the workplace may seem like ....., it is important to remember that not everyone finds the same things funny.
8. While some people are suspicious of ....., there are many examples where it has helped people with their health.



#### Tip!

In the exam, look at the words around the spaces to work out what is missing. For example, if you have an article (*a/an/the*) before a space, and no noun after, then the answer will be a noun.

## Task focus

### Before reading: Building your vocabulary

#### Exercise 1

To do well at this task, you need to build your vocabulary over time. It is important to keep a record of new words as you learn them. Look at the two examples of recording vocabulary. Which one do you prefer?

##### Example 1

ADVANTAGE – ad-van-tij (noun):

1. A positive feature of something (e.g. One advantage of overseas travel is that it opens your eyes to new cultures)
2. A condition that gives greater chance of success (e.g. It's a great advantage to be tall if you want to be a goalkeeper).

##### Example 2

ADVANTAGE – ad-van-tij (noun):

###### DEFINITIONS

1. A positive feature of something (e.g. One **advantage of** overseas travel is that it **opens your eyes to new cultures**)
2. A condition that gives greater chance of success (e.g. **It's a great advantage to be** tall if you want to be a goalkeeper).

###### COLLOCATIONS

- take advantage of sth (use the good things) – (e.g. I often **take advantage of the travelling time** to catch up on my emails.)
- take advantage of sb/sth (treat someone or something badly to get something from them) – (e.g. I sometimes feel my boss **takes advantage of my good nature** and asks me to do too much.)
- have an advantage over sb/sth (to have the greater chance for success) – (e.g. **Bigger businesses often have the advantage over** smaller companies when it comes to online advertising, simply because of their budgets.)

**WORD FAMILY:** advantageous (adj)

#### Exercise 2

Now try to create your own record of the words below and how they are used. Use your own style but make sure you record collocations, prepositions and any useful phrases the words are connected to.

1. doubt
2. blame
3. agreement

## While reading: Identifying the link

When you read each sentence, try to identify how the word in the gap links to the other parts of the sentence.

### Exercise 3

**Look at the sentences below and identify which words are connected to the answer and how. Do not answer the questions. There is one example.**

Example: Sales of ..... medicine rose dramatically in the 1980s.

- a) alternative
- b) substitute
- c) artificial

*(The part of the sentence you need to focus on is what word goes with **medicine**. Answer: **a**)*

1. Mr Peterson said to hold ..... on the conference until the new products are released.
  - a) in
  - b) up
  - c) off
2. When working at the computer, it's important to ..... a break every hour or so.
  - a) do
  - b) take
  - c) make
3. Sales were dropping, and they knew the company would be in ..... trouble if something wasn't done.
  - a) thick
  - b) large
  - c) deep
4. Ms James was ..... the impression that the meeting was at 2pm but nobody had arrived.
  - a) under
  - b) around
  - c) from
5. Sales have been terrible, so it's no ..... the managers want to make some changes.
  - a) trauma
  - b) wonder
  - c) curiosity

While reading: Saying options in your head

#### Exercise 4

**When you are not sure about the answers, try saying the sentences in your head with each of the options. Does one sound better or more natural to you? Read the sentences in Exercise 3 with each of the options and, for the answers you do not know, select which one sounds more natural.**

After reading: Checking your answers

Look at the question and if you think you know the answer, spend time making sure that it's correct. If not, guess. Ignore the answers that are most unlikely, select the most likely and move on.

#### Exercise 5

**Now go back to Exercise 3 and answer the questions.**

## Practice

**Read the sentences. Choose the correct word to fill the space.**

1. Mr Johnson had been at the company for over 20 years and did everything ..... the book.
  - a) on
  - b) by
  - c) with
  
2. They had beaten every other football ..... and were now in first place to win the cup!
  - a) team
  - b) gang
  - c) band
  
3. They wanted to put ..... having the meeting until the next month.
  - a) on
  - b) up
  - c) off
  
4. The police accused him of taking the money, but he ..... it.
  - a) opposed
  - b) refused
  - c) denied
  
5. In order to make sure their product was ..... priced, they looked at the prices of similar products.
  - a) reasonably
  - b) mildly
  - c) honestly
  
6. He wanted to give his staff a pay rise but his ..... were tied by the company director.
  - a) feet
  - b) hands
  - c) elbows

## Unit 8: Reading between the lines

### READING LONGER READING TEXTS

#### UNIT AIMS

**Task information:** Reading Longer Reading Texts questions

**Language focus:** Understanding stance; Cohesion within texts; Language to express the writer's attitude (choice of words)

**Task focus:** Looking for answers; Paraphrasing the questions; Checking all parts of the option agree; Checking your answers

### Task information

In this task, you will see a longer reading text and you will need to answer five multiple-choice questions about the text. For each question, you select the correct answer (a, b or c). There are a variety of text types you might see, such as articles, news stories, reviews, or reports.

Look at the example below:

**Read the text and the questions. Choose the correct answer for each question.**

#### **Jerry Rodgers on business travel**

Since I started as an international executive at Traymores in 2015, I've spent almost half my working time travelling around the world. It sounds like a thrilling life, at least that was certainly the impression I had before I started here, but the realities of travelling for work are nothing like the images that many people dream up.

Take, for example, my last trip to Hong Kong. I love Hong Kong, or at least I 'think' I love it. I can't count how many times I have been there, but I go from meeting to meeting, just seeing insides of offices and the views from taxis. While my clients do take me to fine restaurants with local delicacies, sadly the main sights of the city are still a mystery to me.

It wasn't always like that. In the old days, when international travel took great effort and expense, workers would go away for months at a time, really getting to know the people and places. Now, there's the idea that workers can just 'pop over' to keep in touch with clients as international travel is relatively cheap and easy.

This may suit companies, but it can be exhausting for the employees, and it's quite easy for your personal life to suffer. I've been to six places in the last two months, which means I've spent more time away than I have in my own house with my family.

Of course, it really isn't a complaint. I get paid generously for my work, and no two days are the same, but I think I couldn't do it forever as I truly believe it's the kind of on-the-go lifestyle that sees many people burn out. Managing schedules, sleeping on planes, getting from one place to another in strange environments, even with the support of my assistant, do not make for a relaxing lifestyle.

My advice for travelling on business is to make sure you've got a lot of energy and a sense of adventure and think carefully about what you might miss out on, because believe me, if you travel even half the time you're working, you might miss out on valuable family time.

1. In the first paragraph, the writer says that he used to
  - a) travel infrequently before starting his new job.
  - b) think travelling for work might be exciting.
  - c) dream of having a job that involved travelling.
2. How does the writer feel about his visits to Hong Kong?
  - a) That he's been there too often.
  - b) That he can't understand the customs.
  - c) That he has missed out on a lot.
3. The writer says modern business travel
  - a) is far more pleasant than it used to be.
  - b) has become more straightforward.
  - c) accounts for the majority of worldwide travel.
4. Changes in the way business travel is done
  - a) leads to employers taking advantage of their employees.
  - b) means that employees' work life balance tends to suffer.
  - c) is the cause for arguments and unhappiness at home.
5. The writer thinks he will soon stop travelling for business
  - a) because it is too stressful to maintain for long.
  - b) in order to spend more time with his family.
  - c) because his assistant can start doing more travel.

### **What does this test?**

This tests your ability to read and understand texts in a variety of styles. Lower-level questions test factual information, opinions and details. At B2 level and above, questions test how well you understand stance, argument, cohesion, comparisons and contrasts, causes and effects, level of agreement and disagreement, and summarising and synthesising.

## Language Focus

### Exercise 1

It is easy for us to see how a person is feeling when we can hear them and see their body language. It is more difficult when we cannot see or hear the person. How can a person communicate their feelings in writing?

### Understanding stance

Stance is about the overall attitude the writer has towards what they are writing about. There are many stances a writer could take, for example, objective, positive, biased, or critical.

### Exercise 2

Read the text. What stance does the writer have: *negative*, *neutral* (neither positive nor negative) or *positive*? Underline the words and sections which have led you to that answer.

Working with a team can be an unsatisfying experience, especially when there are team members who aren't used to compromise. The last time I worked in a team was for a large project for the local council, and the process was particularly painful because people didn't always see eye to eye on how to proceed.



#### Tip!

Look for words like *adjectives* and *adverbs* that can lead you to understand the stance of the writer.

### Exercise 3

Look at the text below. Complete the gaps with your own ideas. For the first attempt, give the text a positive stance, then do it again with a negative stance.

The after-sales customer service at this organisation is (1) .....  
Although the service I received when buying this product was fairly good, when I needed to return the product, the service was (2) ..... The (3) ..... people on the end of the phone were (4) ....., and this has been one of the (5) ..... customer services experiences of my life. I shall be leaving a (6) ..... review online.



## Cohesion within texts

Cohesion is about how ideas are joined together in texts. Two forms of cohesion are *pronoun referencing* and *discourse markers*.

A *pronoun reference* is the relationship between the pronoun and the noun (or noun phrase) it refers to. Usually, the pronoun refers back to another noun in the text, e.g. *I really enjoyed my **breakfast** today. **It** was delicious.*

*Discourse markers* are linking words which show how one piece of the text is linked to another. Discourse markers help organise the text into a logical structure. Examples of discourse markers include: *to begin with, in addition, in summary, etc.*

### Exercise 4

Look at the text and the underlined pronouns. What are the pronouns referring to in the text?

As much as we'd like to imagine that office environments are all peace and harmony, in reality annoyances always arise in any place where different people are grouped together. One top annoyance people have is bringing smelly food into the workplace. <sup>1</sup>This might be a delight for the person who brought it, but others around <sup>2</sup>them might not be so pleased. Another habit that really gets to people is when someone comes in with an illness. While <sup>3</sup>this may seem a real commitment to working, people dislike the fact that <sup>4</sup>they are spreading their germs around the office. <sup>5</sup>These aren't the only things that can get on co-workers' nerves. Try to always be nice to those around you, as taking credit for group work or being unhelpful also rank as key annoyances. Traits like <sup>6</sup>these can make you not just annoying, but also disliked by others. A good rule for behaviour is to always treat others with consideration. If you can do <sup>7</sup>this, then you can hopefully avoid most of <sup>8</sup>these issues.

### Exercise 5

Put the discourse markers in the correct category.

therefore	also	if	whereas
likewise	instead	even so	as well as
due to	for instance	similarly	since
unless	despite	rather than	such as
Addition			
Contrast			
Similarity			
Cause & Effect			
Giving examples			
Giving a condition			
Giving alternatives			

### Exercise 6

Using the discourse markers in Exercise 5, complete the sentences below so they have the meaning in brackets.

1. a) I ordered the steak ..... the salmon salad. (*I had both.*)  
b) I ordered the steak ..... the salmon salad. (*I chose the steak.*)
2. a) ..... the price, we bought the car. (*The price was not good, but they bought it.*)  
b) ..... the price, we bought the car. (*The price was the reason they bought it.*)
3. a) I'll change the meeting date, ..... the meeting room is booked.  
(*I will change it because someone else has booked the room.*)  
b) I won't change the meeting date, ..... the meeting room is booked.  
(*I think the room is free so I probably won't change the meeting date.*)
4. a) Our major clients, ..... our Dutch partners, come to visit our head office every now and then. (*The Dutch partners are clients.*)  
b) Our major clients, ..... our Dutch partners, come to visit our head office every now and then. (*The Dutch partners are **not** clients.*)

### Exercise 7

Complete the sentences with these expressions of cause and effect in the box.

lead to    consequence of    caused by    thanks to    which meant

1. My flight was delayed by ten hours ..... I arrived late to the meeting.
2. The price increase ..... lots of complaints from customers.
3. As a ..... the disastrous weather, there have been far fewer crops this year.
4. Most illnesses now can be cured ..... modern medicine.
5. It was difficult to tell the extent of the damage that was ..... the floods.

### Exercise 8

Select the right term of comparison and contrast for each sentence.

both    much the same    on the other hand    differ from    while

1. Travelling overseas can be a wonderful experience where you can see other ways of life and beautiful or historic places. ...., it can be unsettling for people who don't enjoy being out of their comfort zone and long for familiar things.
2. I think it's fair to say that ..... the sales staff and the operations team have done a brilliant job this year.
3. No matter what medical condition people are suffering from, the guidance for a healthy diet remains .....
4. .... some people enjoy working in a team, it's not suited to everyone.
5. It is clear that the laws on driving ..... one country to another.

## Language to express the writer's attitude

There are many ways that people express agreement or disagreement in writing. One way is to add an adverb to a sentence which indicates the writer's opinion:

**Unfortunately**, he sent the letter before I could speak to him. (That was a bad idea.)

**Fortunately**, he sent the letter before I could speak to him. (That was good/lucky.)

### Exercise 9

**Add the adverbs in the box to sentences 1-6 to suggest the writer's opinion given in brackets. There are more adverbs than you need.**

ideally	admittedly	possibly	genuinely
surely	importantly	precisely	apparently

1. He was ..... surprised that someone had found and returned his wallet to the police after he'd left it on the train. (*This is completely true.*)
2. The queues at this supermarket are ridiculous. That is ..... why I prefer to get my weekly shop delivered. (*That is the exact reason.*)
3. ...., we'd spend a couple of days by the beach before coming home. (*That is what the writer would like.*)
4. There are ..... seven restaurants in that one hotel! (*The writer believes it to be true but doesn't know.*)
5. ...., I didn't prepare for the meeting, and I think it showed. (*The writer recognises that he/she was wrong.*)
6. I never see any customers in that restaurant. ...., it will have to close down soon. (*The writer wants to emphasize their belief that it will be true.*)

## Language to express the writer's attitude: choice of words

Sometimes the choice of words the writer has used can also help you identify what he/she thinks.

Look at the examples below.

Nigel **talked** about the office party. (We do not know the writer's attitude)

Nigel **gossiped** about the office party. (The writer thinks Nigel talked about trivial events)

Nigel **babbled on** about the office party. (The writer thinks Nigel talked too much about it)

Talk, gossip and babble on are synonyms but they all give a slightly different meaning.

### Exercise 10

Choose the correct word to match the meaning in brackets.

1. The hotel manager seemed rather **amused/convinced** by my account of the disastrous holiday. (*The writer thinks the manager found his story funny.*)
2. My company tends to put me in some **basic/remote** hotel because it's much cheaper. (*The writer thinks the hotels are usually far from other places.*)
3. The airline **claimed/revealed** they had no record of my booking. (*The writer doesn't believe the airline.*)
4. He **limped/wandered** into the meeting as if our time didn't matter to him. (*The writer thinks the man was too slow and casual.*)
5. Mr Johnson always **boasts/complains** about how successful he is, but his team does most of the work. (*The writer thinks Mr Johnson is too proud of himself.*)
6. I don't think I've ever seen any kind of **meaningful/sudden** change in his behaviour since he was given the warning. (*The writer thinks any changes he made were small and trivial.*)

## Task Focus

### Before reading: Looking for answers

Before you start looking for the answers to questions, it is important to read the questions carefully and underline the key words. These words are the more unusual words that you can look for in the text. They are usually the content words like nouns or verbs.

*Treating staff equally* is important to *management skills* because...

In this sentence, the key content words are ***treating staff equally***, and ***management skills***. These words tell us what information we can look for in the text.

Skim the reading first. If the whole text is about *treating staff equally*, then focus on finding the information about *management skills*. If the whole text is on *management skills* focus on finding information about *treating staff equally*.

### Exercise 1

**Look at the text below for TWENTY SECONDS ONLY. Do not read it carefully. Is the whole text on 'management skills' or 'treating staff equally'?**

#### **What does it take to be a great boss?**

Many people, when given a position of power, want to do a good job for both the company they work for and the staff they manage. While there are no hard and fast rules to what makes a good boss, there are some common considerations that might help you succeed as a manager.

Unfortunately, many people think in order to be a good manager they should be friends with their staff, but in my experience, this gives the wrong impression. You're not 'one of the team', and your team should look to you for advice, respect and guidance, so separate yourself a little from the people who work for you. This will have the added bonus of avoiding any problems with favouritism and help you remain objective.

In fact, fairness is one of the crucial elements of good management. Fairness is often mistakenly associated with treating everyone the same, but this isn't necessarily the case. It is about treating each member of your staff with kindness, respect, and consideration of their individual circumstances. For example, you might give a working mother flexible hours based on her immediate need or give extra hours to someone who needs the money.

Another key element of management is making sure everybody knows what they are doing. For this, it's important to communicate clearly and regularly with your staff members and put clear targets and goals in place with steps to achieve these. This makes your staff feel they know what they are doing and how their work fits in with the bigger company plan, but it can also work as a useful motivational tool too.

Lastly, and I think most importantly, a great boss hires potentially great people and brings out this potential. When a boss takes all the praise themselves and treats their staff badly, this only leads to an unhappy, unmotivated team who are likely to find another job at the first opportunity. Make sure your employees are looked after, give them the credit for their achievements, and guide them in developing their future careers. This will mean your staff will be loyal, happy and willing to do a great job for you.

## Exercise 2

Look at the two question beginnings below. Underline the key words and think of synonyms that might be used in the text in Exercise 1 for these key terms.

1. The writer thinks being friends with employees...
2. When it comes to rewards for good work, the writer believes managers should....

## Exercise 3

Look in the text again and try to find the sections that you think will contain the answers for the questions in Exercise 2.

## While reading: Paraphrasing the questions

## Exercise 4

Look at the full questions below. Rewrite the options in your own words using paraphrases where possible. Make sure your paraphrase is accurate of all the key information. Do not forget to include the first part of the question. The first one is done as an example.

1. The writer thinks being friends with employees
  - a) is a common mistake most new managers make.  
**Paraphrase:** *Many bosses, when they start out, make friends with their staff, which is a frequent error.*
  - b) means your staff are more likely to confide in you.  
**Paraphrase:** .....
  - c) can mean that managers treat staff less fairly.  
**Paraphrase:** .....
2. When it comes to rewards for good work, the writer believes managers should
  - a) ensure they are shared fairly among employees.  
**Paraphrase:** .....
  - b) encourage their staff to work harder for them.  
**Paraphrase:** .....
  - c) take their share of the praise for achievements.  
**Paraphrase:** .....



### Tip!

In the test, you can think of other ways of expressing the options in your head.

## While reading: Checking all parts of the option agree

Finally, when you come to deciding on the answer, it is important to read the text carefully along with the questions.

### Exercise 5

**Read the two extracts and the accompanying question for each text. Then answer the following questions:**

- A) What do you think is the correct answer?
- B) How is it paraphrased?
- C) Why are the other answers wrong?



#### Tip!

Discounting wrong options can also help you find the right answer.

#### Extract 1

Unfortunately, many people think in order to be a good manager they should be friends with their staff, but in my experience, this gives the wrong impression. You're not 'one of the team', and your team should look to you for advice, respect and guidance, so separate yourself a little from the people who work for you. This will have the added bonus of avoiding any problems with favouritism and help you remain objective.

1. The writer thinks being friends with employees
  - a) is a common mistake most new managers make.
  - b) means your staff are more likely to confide in you.
  - c) can mean that managers treat staff less fairly.

#### Extract 2

When a boss takes all the praise themselves and treats their staff badly, this only leads to an unhappy unmotivated team who are likely to find another job at the first opportunity. Make sure your employees are looked after, give them the credit for their achievements, and guide them in developing their future careers.

2. When it comes to rewards for good work, the writer believes managers should
  - a) ensure they are shared fairly among employees.
  - b) encourage their staff to work harder for them.
  - c) take their share of the praise for achievements.

## After reading: Checking your answers

After completing the questions, if you have time double check your answers. The answers in this part of the reading test will be about how you have understood the text.

When you check your answers, think about the following points:

- Did you understand the type of text, its function and its stance?
- Did you pay attention to the question and option wording?
- Do all parts of the question and option you have chosen match to the text? Check the paraphrase again.

## Practice

Read the text and the questions. Choose the correct answer for each question.

### Is technology making us lonely at work?

Laptops, smartphones and other devices have completely changed how we communicate with each other – we can exchange information with anyone, anywhere, any time. We are better connected and apparently more efficient. However, despite our increased communication, nearly half of American adults report that they sometimes or always feel alone. In other words, we are facing a loneliness epidemic.

Why is this happening? Due to rapid developments in digital technology most face-to-face communication has been replaced with digital messaging. Only 53% of American adults report having a real conversation every day and, in the workplace, this is having a negative impact on staff wellbeing. Some employees might send and receive hundreds of emails or messages every day and not speak a single word to their colleagues.

Fortunately, managers can help by making sure there are lots of opportunities for employees to work together in person. When staff interact in person, they benefit from each other's energy, facial expressions and body language. If creative thinking or problem-solving are required, research shows that face-to-face sessions are very effective. But, if meeting in the same room really isn't possible, then use of video calls with everyone's faces visible, is an acceptable compromise.

Managers can also make employees feel more connected by introducing some competition. For instance, this could be 'gamification' (presenting work tasks as mini-games) where individual employees or teams compete to meet the deadline or come up with the best idea. Some companies have even introduced playing games as team-building activities. They claim that playing games during work hours provides a challenge that helps staff work effectively as a team. These companies are delighted to report high levels of efficiency and staff engagement.

Finally, setting up employees with support colleagues, or 'buddies' can ensure that every employee has a person or group they can turn to when they are feeling stressed or lonely. Employers should consider assigning a buddy to new employees on their first day of work. A healthy workplace promotes human connection and ideally managers should use these strategies to encourage this positive culture at their companies.



1. What does the writer suggest about digital communication in the first paragraph?
  - a) It can be used to help people who are lonely.
  - b) It enables us to communicate more with others.
  - c) It overwhelms people with too much information.
  
2. The writer says that increased digital communication in the workplace means that
  - a) staff don't speak to each other in person anymore.
  - b) managers can send too many emails to their employees.
  - c) help is always available for personal problems if required.
  
3. What does the writer say about working together in person?
  - a) People's facial expressions can be distracting.
  - b) It makes it easier to share ideas and solve problems.
  - c) Video calls are better because they are more flexible.
  
4. Evidence suggests that playing games at work is a good way to
  - a) reward employees for their hard work.
  - b) help employees relax in their free time.
  - c) encourage employees to work well together.
  
5. What does the writer suggest about a 'buddy' system?
  - a) it is only appropriate for new employees for their first few months.
  - b) is a positive way to encourage good relationships at work.
  - c) It can make some people feel excluded from the group.

## Listening scripts

### Unit 1: Everyday Life

#### Task information

Example, p. 10 🔊 [1.1]

*You will hear a sentence. You will hear the sentence twice. Choose the correct answer.*

I wanted to go to the beach today, but I think the wind will be too strong.

#### Language focus

Exercise 4, p. 12 🔊 [1.2]

*Listen to the information in Exercise 3. For the words and numbers in 1-10 tick if what you hear is the same or correct the information if what you hear is different.*

1. I'm running a little late, but I can be there by a quarter to one.
2. I thought I'd booked a ticket to Port Macquarie, but it was actually to Fort Macquarie. Can I get a refund?
3. This model is available in pink, yes, but the price is higher. It's a hundred and sixty-eight pounds ninety.
4. Excuse me. I'm here to see Mrs Williamson. Could you let her know I'm here please?
5. I went for a viewing on the property, but at a quarter of a million dollars, it's a little out of my reach!
6. Can you send the package directly to my house please? That's 560 Bourne...That's B-O-U-R-N-E Avenue.
7. Please put the table reservation under my name...that's Jan Macguire...M-A-C-G-U-I-R-E.
8. Our sales last quarter were four-hundred and ninety-four thousand, nine-hundred and eighty-two dollars to be exact.
9. This train is direct to Edinburgh. It doesn't stop at any other stations.
10. Yes, please, I'll take the five-thirty appointment. My name is Doctor Beale, that's B-E-A-L-E.

Exercise 6, p. 13 🔊 [1.3]

*Look at the picture and listen to the description. There are four differences between the description and the picture. Note them down.*

The picture shows a street on a sunny day. The street is quite busy. Two cars have stopped at the crossing - they're both a green colour, and they're going in opposite directions. There's an old lady crossing the road with a huge white dog on a lead. There's also a cyclist in the picture, waiting patiently at the crossing behind one of the two cars - she has some colourful flowers in her basket and she looks really happy. There's a shop in the picture, with a beautiful display of fresh cakes and pastries in the window.

Exercise 8, p. 14 🔊 [1.4]

*Now listen. Choose the correct date (a-f) for each question (1-4). There are two dates you do not need to use.*

1. F: Do you fancy meeting for lunch this Tuesday?  
M: That's the tenth, isn't it? Ugh, I can't - I've got something on. The next Tuesday is fine though.  
F: Great!
2. M: When do we leave for the meeting in San Francisco? Is it on Saturday?  
F: I don't think so, I think we're leaving the day after, on the Sunday.
3. M: Are you going to Pete's party on Saturday?  
F: This Saturday?! Oh no, I thought it was the 21st. I've already got something planned.
4. I want to take some time off work, so I may as well take the Tuesday because the 9th is a bank holiday, so it will give me two days together to do something really nice.

### Exercise 10, p. 16 🔊 [1.5]

Now listen. Choose the correct place (a-f) from Exercise 9 for each question (1-4). There are two places you do not need to use.

1. F: Are you ready for tomorrow's meeting?  
M: I'm feeling a bit nervous about it. Shall I see you in the lobby beforehand and we can go up together?  
F: Yes, I think that's a good idea. We can talk about how we're going to handle it on our way to the boardroom.
2. We've booked a lovely place for our holidays. A country cottage in the middle of nowhere. I'm so relieved we've booked a nice place. I couldn't bear those little cabins we stayed in last year.
3. I am so pleased about the company day out! They usually make us do those awful team-building exercises out in the countryside, but they've decided on taking us to lunch followed by a show!
4. F: I'm off to Geneva next week. I'm meeting with our partners over there.  
M: Really? What are you going to do?  
F: Mainly just look over the factory floor and make sure the processes are in order. I don't think I'll have any formal meetings.

### Task focus

### Example, p. 19 🔊 [1.6]

Listen to this sentence.

Excuse me! I ordered the chicken burger without cheese.

### Exercise 3, p. 19 🔊 [1.7]

Look at the pairs of pictures (1-3) and listen to the people talking. Which words does each speaker stress?

1. My name isn't Mr Hartlett, it's Bartlett, with a B, not an H.
2. Your keys aren't on the table, they're on the floor next to it.
3. It was the escalator where he had the fall, not the sidewalk.

### Exercise 4, p. 20 🔊 [1.8]

Look at the pairs of words (1-5) and listen to the sentences. For each pair, choose the correct answer, a or b.

1. We're definitely choosing a cruise because there is no way I want to go camping again!
2. I'm not really into rock music, so I'd much rather go to the musical.
3. No, I'd rather have the salad with my fish instead of chips.
4. They say everyone loves receiving flowers but give me chocolates over flowers any day!
5. There's a great bakery on the corner by the river...you know the place, it used to be a pharmacy.

### Practice, p. 21-22 🔊 [1.9]

You will hear some sentences. You will hear each sentence twice. Choose the correct answers.

1. This is the last call for Mr. Daniel Johnston. Please make your way to gate 12B.
2. I'd really like to go on the negotiation course but at three-hundred and fifty dollars, it's quite expensive.
3. It took me forever to find my wallet this morning - until I discovered I'd left it beside the TV.
4. I wanted to meet Tim for dinner on Monday, but he could only do the 12th or 20th, so we settled on the Sunday.
5. Sam wanted to go on a city break, but I wanted to spend the holidays relaxing on the beach. In the end, I gave in!

## Unit 2: Show how you feel

### Task information

#### Example 1, p. 23 🔊 [2.1]

*You will hear a sentence. You will hear the sentence twice. Choose the best reply to the sentence.*

What do you think of the new statue in town?

#### Example 2, p. 23 🔊 [2.2]

*You will hear a short conversation. You will hear the conversation twice. Choose the correct answer to complete the conversation.*

F: Have you seen the new financial report?

M: Yes, it's not looking good.

F: Hmm...I wonder if the boss will have words with us.

### Task focus

#### Exercise 1b, p. 29 🔊 [2.3]

*Now listen to speakers 1-5 and choose the best reply (a-e) from Exercise 1a.*

Speaker 1: Could you find out how the project is going?

Speaker 2: It turns out they had to review the report before the meeting.

Speaker 3: I'm a little concerned about the office move.

Speaker 4: The meeting with the client is next week and I still don't have any idea of what to present to them.

Speaker 5: Don't you find that sometimes everyone just stares blankly when you try and suggest something innovative?

#### Exercise 2, p. 30 🔊 [2.4]

*Listen to three recordings (1-3) and match them to the correct context (a-c) from the box.*

Recording 1: Do you fancy watching a film with me and Anna later?

Recording 2: F: It's a shame Myra couldn't join us for lunch today.

M: I know, but she's so busy with her new job these days.

F: Have you seen her recently?

Recording 3: M: I can't stand the new online system for ordering office supplies.

F: Oh really? I haven't used it yet.

M: It's just so confusing. I hope they improve it soon.

#### Exercise 3, p. 30 🔊 [2.5]

*Now listen again and write a possible reply for each recording.*

Recording 1: Do you fancy watching a film with me and Anna later?

Recording 2: F: It's a shame Myra couldn't join us for lunch today.

M: I know, but she's so busy with her new job these days.

F: Have you seen her recently?

Recording 3: M: I can't stand the new online system for ordering office supplies.

F: Oh really? I haven't used it yet.

M: It's just so confusing. I hope they improve it soon.

#### Exercise 5, p. 31 🔊 [2.6]

*Listen to statements 1-5 and write what you hear. Underline any contracted forms.*

1. I'm going to the supermarket tomorrow.

2. I've been working on it all week.

3. We shouldn't have listened to her.

4. I'll do it when I get home.

5. I didn't think he'd do it.

Exercise 6, p. 31 🔊 [2.7]

*Listen to the recording to learn more about one type of weak form. How many weak forms do you hear in the sentence?*

Weak forms are common in spoken English. Weak forms are often used when speakers don't want to pronounce the words very strongly. For example, the word TO `to' is often pronounced *tuh*. This *uh* /ə/ sound is the most common sound in spoken English. Listen to it again: *uh* /ə/.

Now listen to the following sentence:

*I'm going to the supermarket tomorrow.*

How many weak forms – *uh* /ə/ – can you hear?

Exercise 7, p. 32 🔊 [2.8]

*For recordings 1-3 listen and choose the best reply, a or b.*

1. Has Harry sent the email?
2. M: Have you been to that new restaurant in town?  
F: No, but John did and he said it was very overpriced.  
M: So, you don't think you'll give it a try?
3. F: We've still got four things on the agenda.  
M: Yes, and we've only got an hour left.  
F: I don't think we'll make a decision on the conference today.

Practice, Exercise 1, p. 33 🔊 [2.9]

*You will hear some sentences. You will hear each sentence twice. Choose the best reply to each sentence.*

1. Will you be able to deliver the package directly to Ms. Jones?
2. I'm trying to find out who's responsible for travel arrangements.
3. You're really busy so why don't I focus on the marketing report this week?
4. I think all employees should be able to work from home if it's convenient for them.
5. I don't think the meeting room is big enough for everyone, so what should we do?

Practice, Exercise 2, p. 34 🔊 [2.10]

*You will hear some short conversations. You will hear each conversation twice. Choose the correct answer to complete each conversation.*

1. M: I'm flying to Vienna on Friday for a conference, but it doesn't start until Tuesday.  
F: Why don't you leave next week then?  
M: I would prefer that. I don't know why I'm booked on this flight. Do you think we can change it?
2. F: My boss asked me to present at the tech conference but I think I'll say no.  
M: But you know so much about the subject, you should share it!  
F: I don't know. I don't like the idea of public speaking.
3. F: We really need to know if they want to buy.  
M: I'm sure they'll get back to us when they're ready.  
F: Maybe I should give them a call?
4. F: Are you still working late most nights?  
M: Not now, but I had three big projects to deliver last month.  
F: That sounds like an awful lot of work!
5. M: Have you been to the new restaurant next to the theatre?  
F: Yeah, I went last week. It was a dreadful experience. John got food poisoning!  
M: Oh really? I'd heard good things about it.

## Unit 3: Working things out

### Task information

Example, p. 35 🔊 [3.1]

*You will hear a conversation. You will hear the conversation twice. Choose the correct answers.*

You hear Anna talking to her manager about taking a course.

- F: Can you help me choose one of these project management courses? I can't work out which one would be the most appropriate for my experience.
- M: Okay, Anna...tell me about your motivation. Are you interested in becoming a team manager, or changing career in the future?
- F: Not really, but I'm worried that my qualifications are quite out of date, and I need to do something about that.
- M: Hmm. Have you thought about taking the Level 1 project management course? The company will pay for that and other people in the department have done it.
- F: Actually, I spoke to Jenny about it, but she thinks I'm more advanced than that.
- M: I see. Well, in that case, you'll have to find something else. There are plenty of different options available, at a variety of prices. Also, there are a few people in the department who've done some training in the last few months. They might be able to give you some useful information.
- F: Oh, yes, that's a good idea.

### Task focus

Exercise 2, p. 42 🔊 [3.2]

*Now listen and answer questions 1-2 in Exercise 1.*

You hear James and Marga talking about their company's staff-training materials.

- F: So, James, we have three new people starting on Monday. Could you help me sort the training packs?
- M: Sure, Marga, but I've also been thinking that it might be time to re-think how we train new staff.
- F: What makes you say that?
- M: Well, the pack has some excellent sections, especially the health-and-safety presentation. But I just think that it goes over every aspect of the business and that's not necessary on your first day.
- F: Hmm, right. I suppose you've got a point. Originally, the system was designed to be delivered in short sessions spread out over the employees' first week, but when Nico took over, he decided to squeeze everything into day one. You know, I'm going to message him and say that I think it's time to look at the training to see if it's effective or not.
- M: I didn't know that about the training. The previous system sounds much better. Can you persuade Nico to go back to that? Maybe talk about it in your next meeting?
- F: Let's see how he responds to my message first.
- M: Okay.

Exercise 4, p. 43 🔊 [3.3]

*Now listen and answer questions 1-2 in Exercise 3.*

You hear Sarah discussing job satisfaction with her manager.

- M: Thanks for coming, Sarah. I thought we should meet so you can tell me how you think the present project is going. I mean I'm thrilled by all the work you've done so far.
- F: Thanks. I think things have mostly been successful, but I do think that the deadline of August to finish the marketing strategy is unrealistic. It's a bit irritating that I was on vacation when the plan was agreed. I would have chosen a later date.
- M: I see...I understand that this must be difficult for you. Do you have regular team meetings?

- F: Yes, we meet twice a week so that I can check in on everyone's progress and so that they all have plenty of opportunities to ask any questions or bring up any issues.
- M: Okay. Also, you should try walking around the office and just talking to people. It's quicker than meetings and can be much more effective than emails, especially with tight deadlines.
- F: That sounds like a good idea.

**Exercise 6, p. 43** 🔁 [3.4]

*Now listen and answer questions 1-2 in Exercise 5.*

You hear Kate talking to a colleague about the long hours she works.

- F: I'm a bit fed up with work these days. I mean I can't complain really because I usually love my job, but recently I've done so much overtime and it's beginning to have an impact on my private life.
- M: Hmm...That's not a good sign.
- F: I know. Most of my free time is taken up with occasions with my relatives and friends, you know, birthdays and so on, which means that I can't free up any days for my own interests and that makes me feel miserable. I think I'm going to tell my manager that I want to work part time.
- M: I'm not convinced that will help. Also, you'd have to take a pay cut.
- F: Well, what do you suggest then?
- M: It's vital that you review how you work and pass on more tasks. Your team's perfectly capable of taking on more responsibility.
- F: Um, okay. You know I thought I should set an example by doing more, but maybe your approach is better.
- M: It'll make a difference without a doubt.

**Exercise 8, p. 44** 🔁 [3.5]

*Read and listen to the conversation. Then, choose the correct feelings for the underlined parts (1-4).*

Stefan: Hi Jen, how are you?

Jen: Good thanks, Stefan, we're making good progress this week.

Stefan: And we haven't had any major technical problems!

Jen: Well, the team's perfectly capable of dealing with anything that comes up, you know.

Stefan: Yes, but we used to have far more issues than this and it's improved due to all the hard work from your team.

Jen: Oh, I see, thank you. And you're right about the team, I think they're great.

**Practice, p. 45** 🔁 [3.6]

*You will hear two short conversations. You will hear each conversation twice. Choose the correct answers for each conversation.*

**Conversation 1**

You hear two colleagues called Alina and Ben discussing some news about their company.

- M: What did you think about the announcement from the CEO yesterday, Alina?
- F: To be honest, Ben, when I read the email, I was lost for words. Should we really be expanding into the children's book market? I mean, it's not our area as a publisher, and it feels like a decision that came out of the blue.
- M: Well, I agree up to a point, but it might be a chance to move into a more interesting sector.
- F: I'm not convinced. I wouldn't take a chance like this, especially when none of us have much experience in children's literature.
- M: I don't think it's anything to worry about really. In the email, Nicola said that it's something the company wants to explore. I think she was just trying to get across that it could be a new direction. I don't think you should be too worried about it.

- F: Maybe. I suppose will just have to get on with what we're doing and wait and see how it develops over the next few months.

## Conversation 2

You hear two colleagues discussing a problem at work.

- F: Have we sent the new catalogues out to all our existing customers yet?
- M: No. Last week we noticed an error. The printing company had used our old logo instead of the new one.
- F: Oh no!
- M: Yeah. Everything will be held up because the catalogues have to be reprinted and Sally's up in arms about it. She's worried some customers might switch to one of our competitors. Anyway, we have to come up with a way of sorting it all out quickly.
- F: Er, we could use a courier company. They have an express option with a guaranteed 48-hour delivery service.
- M: Great idea! However, they're highly likely to charge more. What do you think Sally will say?
- F: She's bound to do it. I mean, it's an emergency.
- M: Well, I'd be surprised if she agrees – you know how she hates extra expenses that are outside of her budget. But I'll try to talk her into it because I don't see that we have any other options.

## Unit 4: Tell me more

### Task information

Example, p. 46 🔊 [4.1]

*You will hear the recording twice. Choose the correct answers.*

You hear a part of a talk by Daniel Singh about working overseas.

*[fade in]*...So, there are some things you need to consider carefully when working overseas. But before I get to that I'd really like to share with you my experience of doing business in other countries. Firstly, I must say that I felt a little nervous about my first ever trip. I was going to China for three weeks and I'd lined up lots of meetings with companies. Well, I have to say that it was quite a stressful experience! Not the people, they were lovely. But managing all the flights and hotel bookings and being at the right place at the right time. I realised that I needed a better approach. Basically, always make sure you put the work in before you travel – it just takes the stress out of it.

I remember my old boss warning me that I might face some situations that I wasn't used to, and to try not to refuse anything because this could cause offence without realising. This was great advice. I've had delicacies in some countries that I'd never eat here, and as the overseas guest, hosts tend to give you these things as a sign of honour. So, I've eaten fish eyes, brains, even spiders. You name it, I've eaten it. All in the name of work! And absolutely you shouldn't turn these things down because it can really offend people.

Since then, I've travelled to over a hundred countries. Of course, international travel is quite expensive, and it does take a toll. But it's also invaluable. As much as you might think you can develop a relationship over email, there's nothing like getting to know your clients face to face. It helps establish a relationship and loyalty, and this can make a difference in the face of stiff competition.

In fact, this is the key thing to keep in mind when working overseas. While it's useful to read about the culture just in case you make any errors while you're there, the main priority is your attitude. Humility and kindness are the key words here. Remember you're working outside of your own cultural norms, so you need to be open-minded. Also, learning something of the local language goes a long way! I always try to learn at least the basics like hello, goodbye, please and thank you...*[fade out]*



Exercise 1, p. 48 🔊 [4.2]

Listen to five recordings and match them to one of the text types (a-f). There is one extra text type you do not need to use.

1. M: Right, now could you tell us a little bit about your goals for the future?  
F: That's an interesting question...my immediate objective is to complete my training and pass my professional exams. My aim has always been to work for a big company like this one and, within two or three years, become one of the best accountants on the staff - the sort of person that others can learn from. In five years' time, I'd definitely see myself as a manager, encouraging and inspiring others to do their best...*[fade out]*
2. And finally today...good news for dormice! In a bid to save this endangered species from extinction, engineers in Lancashire are building a tiny railway crossing linking two important sites where dormice nest - currently divided by a railway line. Over the last twenty years, the UK population of dormice has halved, and it's hoped that this tiny crossing will help establish new populations. Now, over to Alex for the weather...*[fade out]*
3. Good afternoon everyone and thanks very much for coming along today. As the author of 'Driving to Learn', I'm delighted to be here today to speak to you about the future of self-driving cars. My intention is to outline the main aspects of the debate, then I'll show a short film produced by my research team. There will - of course - be time for some questions and discussion at the end. So, let's get started...*[fade out]*
4. M: Well, I think if children aren't making sufficient academic progress, the best thing parents can do is to educate them at home.  
F: Are you serious? Children who are home educated miss out on so many benefits of the school environment - socializing, playing sports and having access to school facilities. I can't believe that the best way to learn is to be stuck at home all day learning alone.  
M: Don't be silly...there's plenty of time to catch up with friends after school and at the weekends. The important thing is that children can focus at home without the distractions of other children and bad behavior.  
F: Well, even if that's right, the majority of parents aren't professional teachers. How can one or two parents teach the full range of subjects...?*[fade out]*
5. Have you tried ColdRush yet? This new washing powder has been especially designed to clean clothes at the lowest possible temperatures. This is the smart, practical choice for anyone who wants to reduce household costs and help save the world's resources. It's a good choice for the environment and it's the right choice for you - choose ColdRush. Available now in all supermarkets!

Exercise 3a, p. 49 🔊 [4.3]

Listen to three speakers and decide which speaker is talking about **necessity**, which is talking about **lack of necessity**, and which is talking about **possibility**?

- Speaker 1: I know I did well in the interview, but we won't know if I've got the job until next week. I do think I've got a good chance though. I've certainly got all the skills and qualifications they're looking for and I think I got on well with the interviewers.
- Speaker 2: If you need further help with your computer, you've got the option of taking out an optional support package. While many people feel that this isn't something they require, it can be handy for the times you are too busy to get to grips with the problem yourself.
- Speaker 3: I love being a photographer, but there is absolutely no way I'd have ever gotten into the industry without a lot of hard work on social media. There are no two ways about it, a social-media following has been essential to my success.

Exercise 4b, p. 50 🔊 [4.4]

*Listen to two more extracts and choose the correct description.*

Extract 1: I had a great time making my latest film. We filmed it in a number of locations and it's basically about a woman who is on the run from the police for a crime she didn't commit. It was my first time doing stunts, and I loved it! Although it's not a particularly serious film, it's fast-paced and there are plenty of car chases. Great for kids!

Extract 2: I think this will be my last film for a while. After having my kids, I've realised that I want to spend more time with them. That doesn't mean I want to leave the film-making business altogether. In fact, I am trying to write a script. Stories have always interested me and it's something I can do from home!

Exercise 6, p. 50 🔊 [4.5]

*Listen to a chef talking about her career and put the events (a-e) in the order they happened, starting with the first.*

My own restaurant, *The Avenue*, is now in its third year and I couldn't be prouder. I owe it all to winning a TV cooking competition for professional chefs called, 'Cookalong'. I'd been working as a chef since leaving school, but I'd always found myself in assistant chef roles where there was little hope of promotion. That all changed overnight with the fame from the programme, and the release of my cookbook straight after the series. Without the exposure that came from winning the competition, I'd never actually have been able to have a successful place of my own. I've even travelled to other countries to judge cooking shows in the past couple of years. It's opened up a whole new world for me!

Exercise 8, p. 51 🔊 [4.6]

*Fill gaps 1-6 in the conversation using the reporting verbs in the box. You will need to change the verb forms where appropriate. Then listen and check your answers.*

F: So, when did you start working at the zoo?

M: I've been working here since I was 16. I started just doing Saturdays while I was at school. I was obsessed with animals as a child, so my dad persuaded me to apply for a six-month, part-time contract so that I could see what it was like. I admit I found it pretty difficult at first. The manual work was much harder than I imagined. I shouldn't have been surprised because they warned me at the interview that the work wasn't for the faint of heart. I considered leaving after a month!

F: So why did you stay? Did they insist that you finish your contract there?

M: Oh no! Nothing like that. I didn't tell them that's how I was feeling. I promised myself that I'd try to stick it out for a while, and I'm so glad I did! The work's so rewarding. I feel like the animals are my family now. My manager has even offered me a permanent position and I'm definitely going to take it.

Exercise 10, p. 53 🔊 [4.7]

*Listen to four speakers. How has each speaker paraphrased the sentence in Exercise 9b? Match each recording (1-4) to the correct form of paraphrasing (a-d).*

Speaker 1: I decided to go to my manager and ask why my pay wasn't as high as the others.

Speaker 2: I asked my manager why the others were being paid more than me.

Speaker 3: I decided to speak to my manager, because I had a problem with my pay. He asked me what the issue was about and I told him that I wanted to know why my pay was lower than the other employees when we do practically the same job.

Speaker 4: I made a decision to go to my manager and ask why he was paying me less than the others.

Exercise 4, p. 55 🔊 [4.8]

*Listen to two sentences, A and B. Which sentence is easier to hear? Which sentence is in more natural English?*

Sentence A & B: Many people enjoy studying psychology because it teaches them about why people are how they are.

Exercise 5, p. 55 🔊 [4.9]

*Look at sentences 1-4 below. Which words do you think will sound like they are joined? Listen to check your answers.*

1. Lots of people find it difficult to choose a career path.
2. John started studying maths at university but changed to French.
3. Many students study business because it gives them plenty of opportunities to work for a big company.
4. Not everybody is academic, and some people may find it better to choose a job that's practical.

Exercise 7, p. 56 🔊 [4.10]

*For sentences A-C, you will hear three sets of short recordings of Hannah talking. Match each sentence with the recording that has all the same information. Before you listen, try and think of other ways you could say the sentences.*

**Sentence A**

- Recording 1: I met some very interesting people in the psychology department and became good friends with some of them.
- Recording 2: Upon starting, I recognised one of the professors as a famous psychologist which made me feel a bit nervous about sharing my opinions.
- Recording 3: I'd met one of the professors in the psychology department a few times, so it was nice to see a friendly face.

**Sentence B**

- Recording 1: I decided to work in a hospital because that's where people need you the most, or at least I think so.
- Recording 2: I love working with people and so I thought that working in a hospital would be perfect for me.
- Recording 3: I knew I wanted to make a real difference and so I decided to accept a position in a hospital.

**Sentence C**

- Recording 1: One bonus of the job is that I get to choose my hours, which is quite unusual for a hospital.
- Recording 2: I think probably the only drawback of my job is the shift work. It can be a bit unsociable.
- Recording 3: At the moment, I'm only part time, which is fine but I think I'll try to get some overtime next year.

Practice, p. 57 🔊 [4.11]

*You will hear the recording twice. Choose the correct answers.*

Listen to an interview with Barney Morgan, who set up his own cycle courier service in New York.

F: Today we're talking to Barney Morgan who recently started a successful cycle courier service in New York. So, Barney, how did it all start?

M: I'd been working as a cycle courier for years in cities around the world. Cycle courier culture is awesome, but the industry is tough. It's known for poor wages and bad working conditions. With my experience and knowledge, I wanted to try and change things by starting my own courier company – my only plan was to 'do better'.

F: Wow, that sounds amazing...how did you do approach that?

M: I wanted to find a new way of doing things. So, unlike other courier companies, all our bike couriers are employees with contracts, a salary and other benefits such as health insurance. I have also set up a scheme to share profits with all the employees. The best couriers are attracted to working for us because we treat our cyclists fairly.

F: What do you think makes a good bike messenger?

M: Well, it's not all about urban culture and being cool. I'd say it's a job that almost anyone can do, but only a few people can do really well. You need to be fit, obviously, but you also have to cope with pain and extreme temperatures. Bike messengers spend a lot of time on their own, so it can also be a bit lonely.

F: What about safety concerns? What would you say to people who think cycle couriers take crazy risks?

M: I don't think anything could be further from the truth! Yes, speed is important, but safety is essential. A good courier is always safe and sometimes fast. I always say, how many deliveries can you make with a broken leg? Cycle couriers need to remember that there are risks everywhere. Things like pedestrians on their phones, car doors opening, and less experienced cyclists are all constant problems. When you're riding 400 kilometres a week you've got to do everything necessary to stay safe.

F: What about the future? Are cycle courier services still required now we have email and the internet?

M: Even though cycle couriers no longer really deliver paper documents, cities will always need to move goods from one place to another quickly. Recently, there's been significant growth in cyclists delivering food and drink. City traffic is getting worse, and everyone wants everything to arrive faster. That's never going to happen in a van, truck or car. The bicycle's a critical tool in our ability to live and function in dense urban environments.

## Answer Key

### Unit 1: Everyday life

#### Task information, p. 10 🔊 [1.1]

The answer is **c**.

#### Language Focus

##### Exercise 1, p. 11

*Students' own answers*

*Possible answers:*

- a) waiting for a train
- b) ordering coffee
- c) shopping at the supermarket
- d) studying in a library

##### Exercise 2, p. 11

- 1. b
- 2. d
- 3. c
- 4. a

##### Exercise 3, p. 12

*Students' own answers*

##### Exercise 4, p. 12 🔊 [1.2]

- 1. ✓
- 2. Fort Macquarie
- 3. £168.90
- 4. ✓
- 5. ✓
- 6. 560 Bourne Avenue
- 7. Jan MacGuire
- 8. \$494,982
- 9. ✓
- 10. Dr Beale

##### Exercise 5a, p. 12

*Students' own answers*

##### Exercise 5b, p. 13

- 1. around / at
- 2. by / behind
- 3. on
- 4. under / beneath
- 5. behind
- 6. green
- 7. red
- 8. blue
- 9. at
- 10. above

##### Exercise 6, p. 13 🔊 [1.3]

*Possible answers:*

- 1. The cars are not both green.
- 2. The old lady has a little dog on a lead.

- 3. There are no flowers in the cyclist's basket.
- 4. The shop has fruit and vegetables on display.

##### Exercise 7, p. 14

*Students' own answers*

##### Exercise 8, p. 14 🔊 [1.4]

- 1. f
- 2. a
- 3. c
- 4. e

##### Exercise 9, p. 15

- a) factory
- b) concert hall
- c) lobby
- d) cabin
- e) boardroom
- f) cottage

##### Exercise 10, p. 16 🔊 [1.5]

- 1. c
- 2. d
- 3. b
- 4. a

##### Exercise 11, p. 16

- 1. They usually make us do those awful team building exercises out in the countryside...
- 2. That's the tenth, isn't it? Ugh, I can't – I've got something on.
- 3. I don't think I'll have any formal meetings.
- 4. This Saturday?! Oh no, I thought it was the 21<sup>st</sup>.

#### Task Focus

##### Exercise 1, p. 17

*Possible answers:*

- 1.
  - a) A map showing a plane flying over Europe heading to London.
  - b) A map showing a cruise ship sailing through some islands.
  - c) Two hikers holding a map – a cross is showing where their destination is.
- 2.
  - a) A short yellow dress with blue spots
  - b) A long tight peach coloured dress
  - c) A short white dress with long sleeves

3.
  - a) A brightly coloured fast-food restaurant - pictures of burgers and fries above the counter.
  - b) A smart restaurant with a waiter in a bow tie, and two tables with tablecloths.
  - c) An informal outdoor café with one table and two chairs.

### Exercise 2, p. 18

Possible answers:

1.
  - a) A cat with long black fur with two white patches, one on a paw, one by the nose.
  - b) A cat which is similar to A but it doesn't have a white patch on the nose, it has it on the ear.
  - c) A cat which is similar to A but it has short black fur with a white patch on the chest instead of the nose.
2.
  - a) A meal which has two slices of bacon, one sausage, one fried egg, and half a slice of toast.
  - b) The picture is different from A as there are two sausages, one slice of bacon, two slices of toast, and the fried egg is an omelette.
  - c) The picture is similar to A but there are two eggs instead of one.
3.
  - a) A living room with a long brown sofa and blue cushions. A tall lamp in the foreground with a rug and a coffee table. There are flowers in a vase on the table. There is a small window at the back.
  - b) The picture is similar to A but the window is much bigger and there is no rug under the coffee table. A tall plant is in the place of the tall lamp.
  - c) The picture is similar to A but there is fruit on the table instead of flowers. The window is not there and the cushions that were blue are now white.

### Exercise 3, p. 19 🔊 [1.7]

1. a (stressed words: *isn't*, *Bartlett*)
2. b (stressed words: *aren't*, *next to*)
3. a (stressed words: *escalator*, *not*)

### Exercise 4, p. 20 🔊 [1.8]

1. b
2. b

3. a
4. b
5. a

### Exercise 5, p. 20

1. We're definitely choosing a cruise because there is no way I want to go camping again!
2. I'm not really into rock music so I'd much rather go to the musical.
3. No, I'd rather have the salad with my fish instead of chips.
4. They say everyone loves receiving flowers but give me chocolates over flowers any day!
5. There's a great bakery on the corner by the river...you know the place, it used to be a pharmacy.

### Practice, p. 21-22 🔊 [1.9]

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

## Unit 2: Show how you feel

### Task information, p. 23

#### Example 1 🔊 [2.1]

The answer is **c**.

#### Example 2 🔊 [2.2]

The answer is **b**.

### Language Focus

#### Exercise 1, p. 24

1. sympathy
2. apology
3. advice
4. disagreement
5. praise

#### Exercise 2, p. 24

1. offer
2. request

#### Exercises 3a, p. 24 & 3b, p. 25

#### Positive

I'll make sure of it. **R**  
 If I get a chance. **R**  
 That sounds great. **O**  
 I'd appreciate that. **O**  
 Sure - here you are. **R**  
 If you wouldn't mind. **O**  
 I'll take you up on that. **O**  
 By all means. **R**

#### Negative

I'm afraid I can't help. **R**  
 It's out of my hands. **R**  
 It's not up to me. **R**

I won't be able to. **R**  
 Actually, I'll pass on that. **O**  
 I wish I could, but I can't. **R**  
 I'd rather not. **R**  
**Not sure**  
 I'll see what I can do. **R**  
 I'll get back to you. **B**  
 It depends. **B**

#### Exercise 4, p. 25

1. a
2. a
3. b
4. a
5. b

#### Exercise 5a, p. 25

1. D (agree)
2. E (strongly agree)
3. C (neither agree nor disagree)
4. A (Strongly disagree)
5. B (disagree)

#### Exercise 5b, p. 25

*Possible answers:*

**Strongly disagree:**

You must be kidding!

Not a chance!

No way!

That's rubbish!

You can't be serious!

**Disagree:**

I beg to differ.

Not necessarily.

On the contrary...

**Neither agree nor disagree:**

I'm not so sure.

I haven't made my mind up.

I don't know where I stand on this.

**Agree:**

I feel the same.

You've got a point.

Yeah, you're right.

**Strongly agree:**

I couldn't agree more.

Tell me about it.

You're telling me!

#### Exercise 6, p. 26

1. a
2. a
3. b
4. b

#### Exercise 7, p. 26

- |      |       |
|------|-------|
| 1. S | 6. S  |
| 2. A | 7. S  |
| 3. A | 8. H  |
| 4. H | 9. A  |
| 5. A | 10. H |

#### Exercise 8, p. 27

1. a
2. b
3. a
4. b
5. a

#### Exercise 9, p. 27

1. b
2. d
3. c
4. e
5. a

#### Exercise 10, p. 28

- |      |       |
|------|-------|
| 1. f | 7. e  |
| 2. c | 8. d  |
| 3. h | 9. j  |
| 4. a | 10. l |
| 5. b | 11. k |
| 6. g | 12. i |

#### Exercise 11, p. 28

1. That's the impression I have. (a)
2. You should take it more seriously. (h)
3. It's bound to happen eventually. (f)
4. You set an example for others. (d)
5. It's all the same to me. (g)

#### Task Focus

#### Exercise 1a, p. 29

*Possible answers:*

- a. *You'll need to come up with something.*  
**Who:** you / **When:** future / **What:** giving an order/advice
- b. *I'll follow up on it later.*  
**Who:** me / **When:** future / **What:** stating an intention
- c. *It's not always easy to get your ideas across.*  
**Who:** you/people in general / **When:** no specific time / **What:** expressing empathy or view
- d. *It's just as well we sent it early!*  
**Who:** us / **When:** past / **What:** expressing relief
- e. *I'm sure it will turn out okay.*  
**Who:** me/a situation / **When:** future / **What:** giving reassurance

#### Exercise 1b, p. 29 [2.3]

Speaker 1: b  
 Speaker 2: d  
 Speaker 3: e  
 Speaker 4: a  
 Speaker 5: c

### Exercise 2, p. 30 🔊 [2.4]

Recording 1: c

Recording 2: b

Recording 3: a

### Exercise 3, p. 30 🔊 [2.5]

Possible *answers*:

1. That'd be nice / I'd love to. / I don't really fancy it. / I've got something else on.
2. Not for ages. / Yes, we caught up last week. / Only briefly. / Not in person, but we've spoken on the phone.
3. It'll get easier, I'm sure. / You'll get used to it in time. / I'm sure they will. / What a nightmare!

### Exercise 4, p. 30

1. a
2. c
3. a

### Exercise 5, p. 31 🔊 [2.6]

1. I'm going to the supermarket tomorrow.
2. I've been working on it all week.
3. We shouldn't have listened to her.
4. I'll do it when I get home.
5. I didn't think he'd do it.

### Exercise 6, p. 31 🔊 [2.7]

four weak forms: I'm going to the supermarket tomorrow.

### Exercise 7, p. 32 🔊 [2.8]

1. b
2. b
3. a

### Practice

### Exercise 1, p. 33 🔊 [2.9]

1. b    2. a    3. b    4. c    5. c

### Exercise 2, p. 34 🔊 [2.10]

1. b    2. a    3. c    4. c    5. a

## Unit 3: Working things out

### Task information, p. 35 🔊 [3.1]

1. b
2. c

### Language Focus

### Exercise 1, p. 36

Possible *answers*:

1. The woman in picture A is annoyed/irritated/concerned.  
The woman in picture B is stressed/frustrated/angry/irritated.  
The woman in picture C feels worried/concerned/anxious.
2. *Students' own answers*
3. *Students' own answers*

### Exercise 2, p. 37

- |      |       |
|------|-------|
| 1. d | 7. c  |
| 2. i | 8. j  |
| 3. a | 9. e  |
| 4. b | 10. h |
| 5. g | 11. f |
| 6. k |       |

### Exercise 3, p. 37

**Taking action:** get on with, focus on, go through, take over, look into

**Communicating an idea:** come up with, get across, talk into

**Tackling problems:** clear up, deal with/sort out, face up to

### Exercise 4, p. 38

totally unexpected – **S**  
blown away – **S**  
fed up with – **N**  
cheered me up – **P**  
came out of the blue – **S**  
up in arms about it – **N**  
gets on my nerves – **N**  
taken aback – **S**  
really upset – **N**  
on our side – **P**  
not bothered about it – **P**  
all of a sudden – **S**  
lost for words – **S**  
can't complain – **P**

### Exercise 5, p. 38

1. fed up with
2. cheered Tim up
3. up in arms
4. taken aback
5. gets on my nerves
6. on our side



### Exercise 6a, p. 39

**Stating or asking about what happened in the past:** Sentences 1, 3 and 8

**Explaining the present situation:**

Sentences 2, 5 and 7

**Making suggestions or discussing what**

**to do next:** Sentences 4, 6 and 9

### Exercise 6b, p. 39

The tenses, time phrases and grammatical structures help decide the correct boxes.

**Stating or asking about what happened in the past:** Past tenses (was discussed, 've been talking, started), for months, earlier.

**Explaining the present situation:** Present tenses ('m not making, is, don't have), so far.

**Making suggestions or discussing what**

**to do next:** Why don't you, should, might want to.

### Exercise 7, p. 40

**Definitely will:** Sentence 8

**Probably will:** Sentences 1 and 3

**Not sure:** Sentences 4, 5, 10 and 11

**Probably won't:** Sentences 2, 6 and 9

**Definitely won't:** Sentence 7

### Exercise 8, p. 40

1. There's no chance of that.
2. It's anyone's guess.
3. It may well happen this month.

### Task Focus

#### Exercise 1, p. 41

**People:** employees

**Thoughts and feelings:** believes, boring

**Action verbs:** changing, listening to, decides, persuade, raise, contact

#### Exercise 2, p. 42 [3.2]

1. a     2. c

#### Exercise 3, p. 42

current – l  
delighted – a  
achieved – f  
annoyed – e  
progressing – j  
quickly – i  
advise – d  
ask – g  
feedback – c  
instead – k  
schedule – b  
frequently – h

#### Exercise 4, p. 43 [3.3]

1. b     2. b

### Exercise 5, p. 43

**effect:** impact, influence, result

**time:** chance, opportunity, moment

**hobbies:** activities, interests, fun

**family:** kids, relatives, siblings

**events:** occasion, celebration, experience

**get in touch:** contact, message, call

**essential:** vital, necessary, crucial

**refuse:** decline, reject, protest

**take on:** accept, agree to do

**reduce:** decrease, cut down

**hand over:** pass on, give

#### Exercise 6, p. 43 [3.4]

1. a     2. c

#### Exercise 7, p. 43

**effect:** impact, **time:** days, **hobbies:**

interests, **family:** relatives, **events:**

occasions, **essential:** vital, **hand over:** pass on

#### Exercise 8, p. 44 [3.5]

1. surprised, 2. annoyed, 3. grateful, 4. proud

#### Practice, p. 45 [3.6]

Conversation 1: 1. c     2. a

Conversation 2: 1. b     2. a

## Unit 4 – Tell me more

### Task information, p. 46-47 [4.1]

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

### Language Focus

#### Exercise 1, p. 48 [4.2]

1. b
2. f
3. e
4. c
5. a

#### Exercise 2, p. 48

1. P – "can't" shows deduction
2. L – "needn't" shows lack of necessity
3. P – "should be able" is used here to show probability
4. N – "must I" shows necessity; it also indicates that the speaker doesn't want to.
5. P – "should have" shows deduction
6. N – "were forced to" describes a necessity (like 'had to')

### Exercise 3a 🔊 [4.3] & 3b, p. 49

Speaker 1 – Possibility (*we won't know if, I've got a good chance*)

Speaker 2 – Lack of necessity (*you've got the option of, isn't something they require*)

Speaker 3 – Necessity (*absolutely no way, without, has been essential to*)

### Exercise 4a, p. 49

1. a (...sometimes it's a bit much when..., Especially when it comes to my family, who didn't ask for...)
2. a (It makes me blush just thinking about..., I still go red when...)
3. b (...I realise how much I grew as an actress..., I didn't know much about making films before that experience)

### Exercise 4b, p. 50 🔊 [4.4]

1. a     2. b

### Exercise 5, p. 50

1. 1<sup>st</sup> action: go to restaurant  
2<sup>nd</sup> action: meet him
2. 1<sup>st</sup> action: work as cleaner  
2<sup>nd</sup> action: win lottery
3. 1<sup>st</sup> action: bad decision  
2<sup>nd</sup> action: closure of business
4. 1<sup>st</sup> action: opportunity to travel  
2<sup>nd</sup> action: quit my job
5. 1<sup>st</sup> action: love of art  
2<sup>nd</sup> action: new website

### Exercise 6, p. 50 🔊 [4.5]

1. c     2. a     3. e     4. b     5. d

### Exercise 7, p. 51

1. a) He DID leave the wallet.  
b) He DIDN'T leave the wallet.
2. a) It is not an option; Helena will go to the meeting. This also indicates that James is more senior than Helena.  
b) It is an idea; Helena might go to the meeting. We have no idea who is more senior.

### Exercise 8, p. 51 🔊 [4.6]

1. persuaded
2. admit
3. warned
4. insist
5. promised
6. offered

### Exercise 9a, p. 52

1. different word form
2. different sentence length

3. passive to active
4. negative to positive

### Exercise 9b, p. 53

Students' own answers

### Exercise 10, p. 53 🔊 [4.7]

1. d     2. b     3. a     4. c

### Task Focus

### Exercise 1, p. 54

Hannah is going to talk about her career as a psychologist. She is going to talk in time (chronological order) from when she started training to her current work. This can be seen from the type of information (study, work) and the tenses (past to present). We can see from the information that she worked in a prison first and now works at the hospital.

### Exercise 2, p. 54

1. Questions 1 and 2.
2. *However, this meant that when it was time to take on some practical training in psychology, I was already prepared to know what it's like in a workplace.*
3. course / study
4. practical training

### Exercise 3, p. 55

1. What did Hannah find surprising about studying psychology?
2. Why did Hannah choose to do work experience in a prison?
3. Why didn't Hannah become an independent psychologist?
4. The thing Hannah dislikes about working at the hospital is...
5. What does Hannah think is the most important characteristic in a psychologist?

Possible answers:

**surprising:** unexpected

**studying psychology:** doing my psychology course

**work experience:** hands-on experience, practical training

**prison:** jail

**independent psychologist:** starting my own psychology practice, working alone

**dislike:** hate

**working at a hospital:** unlikely to have a synonym

**important characteristic:** essential personality trait

## While listening: Connected speech

### Example, p. 55

Many people\_enjoy studying psychology because\_it\_teaches them\_about why people\_are how they\_are.

### Exercise 4, p. 55 🔊 [4.8]

Sentence A is easier to hear, but sentence B is more natural English.

### Exercise 5, p. 55 🔊 [4.9]

1. Lots\_of people find\_it difficult\_to choose\_a career path.
2. John started studying maths\_at\_university but changed to French.
3. Many students\_study business because\_it gives them plenty\_of\_opportunities to work\_for\_a big company.
4. Not\_everybody\_is\_academic, and some people may find\_it better to choose\_a job that's practical.

### Exercise 6, p. 56

1. doesn't match an option. It doesn't mention anything about belief systems she hadn't considered.
2. is a paraphrase of option 'b'
3. doesn't match an option. It doesn't mention anything about the level of maths.
4. is a paraphrase of option 'a'.
5. is a paraphrase of 'c'.
6. is a paraphrase of 'a'.

### Exercise 7, p. 56 🔊 [4.10]

Sentence A: c  
Sentence B: a  
Sentence C: b

### Practice, p. 57 🔊 [4.11]

1. b    2. c    3. a    4. c    5. b

## Unit 5 – Getting your message across

### Task information, p. 58-59

1. b
2. a

### Language Focus

#### Exercise 1, p. 60

1. b
2. e
3. d
4. c
5. a

Questions 1 & 2: *Students' own answers*

#### Exercise 2a, p. 61

**Instructions:** Sentences 2 & 7

**General Information:** Sentences 3 & 5

**Explaining Problems:** Sentences 1 & 8

**Warnings:** Sentences 4 & 6

#### Exercise 2b, p. 61

1. This lift is unavailable due to a technical error.
2. Close the lid before switching on the machine.
3. The supermarket is open from 6.00am to 11.00pm Monday to Friday and 8.00am to 10.00pm at weekends.
4. Danger - deep water. No children under 10.
5. Tickets for the gardens can be bought from the visitor centre by the main entrance to the park.
6. Pedestrians – do not walk close to this vehicle at any time.
7. Staff should sign the form and email it to the finance department.
8. Café closed because of flooding. Sorry for the inconvenience.

#### Exercise 3, p. 61

1. issue
2. Don't
3. faulty
4. cancelled
5. should
6. ask
7. inaccessible
8. stand

#### Exercise 4, p. 62

- |      |      |
|------|------|
| 1. b | 5. d |
| 2. g | 6. e |
| 3. f | 7. a |
| 4. h | 8. c |

### Exercise 5, p. 62

1. write in capital letters
2. make an appointment
3. fill out the form
4. click on the link
5. Push the button
6. switch/turn off the lights/the computer/the machine
7. log in to the account
8. enter your username and password

### Exercise 6a, p. 63-64

1. b – future
2. a – present
3. c – present
4. b – past
5. b – future

### Exercise 6b, p. 64

1. *Natasha hasn't had time... Can you do it?*
2. *We're not in the big meeting room... We're in room G5 on the third floor.*
3. *... they've just cancelled so I'll be home earlier.*
4. *We had... meetings this week, so I didn't manage to finish the report.*
5. *We would like to know if you could attend... Please reply...*

### Task Focus

#### Exercise 1, p. 65

1. at, from
2. have
3. building, people
4. can, should
5. an, the
6. clean

#### Exercise 2, p. 65

auxiliary verbs, modal verbs, articles

#### Exercise 3, p. 66

Possible answers:

- A) Passengers caution! Platform slippery – take care when walking.  
B) Toilets out of order today – water leak.

#### Exercise 4, p. 67

The correct answer is 'b'.

**Language:** Jamal needs to know = let Jamal know by 4.00pm / who is vegetarian = vegetarians / to order their food = to assist with catering

Note: Option 'a' is incorrect because the notice does NOT say to help plan the staff lunch. Option 'c' is incorrect because the

notice does NOT mention that staff can bring their own food.

### Exercise 5, p. 67-68

1. can't
2. need to
3. should

### Exercise 6, p. 69-70

1. c
2. a
3. c
4. a

### Practice, p. 70-71

1. a
2. b
3. a
4. b

## Unit 6: Accuracy is everything

### Task information, p. 73

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

### Language Focus

#### Exercise 1, p. 74

1. c
2. e, f
3. a, d
4. b

#### Exercise 2, p. 75

1. f
2. d
3. h
4. e
5. a
6. c
7. j
8. i
9. g
10. b

#### Exercise 3, p. 75

1. adverb
2. quantifier
3. noun
4. infinitive verb
5. preposition
6. phrasal verb
7. modal verb
8. adjective
9. article
10. pronoun

#### Exercise 4, p. 76

1. Introducing a different idea
2. Showing the order of events
3. Introducing someone's point of view
4. Giving extra information about a topic
5. Introducing a different idea
6. Explaining the effect of something
7. Introducing the opposite idea

### Exercise 5, p. 77

1. However / In fact
2. According to
3. Firstly
4. Furthermore
5. On the other

### Exercise 6, p. 77

1. c
2. a
3. b

### Exercise 7, p. 77

1. i (verb + prepositional phrase)
2. d (verb + adverb)
3. e (verb + prepositional phrase)
4. a (verb + adverb)
5. f (verb + prepositional phrase)
6. c (verb + noun)
7. g (verb + noun)
8. j (verb + adverb)
9. b (verb + prepositional phrase)
10. h (verb + adverb)

### Exercise 8, p. 78

- A)**
1. hard
  2. thoroughly
  3. launched
  4. steadily
  5. out of fashion
- B)**
1. run
  2. to the point
  3. waste
  4. carefully
  5. to an agreement

### Exercise 9, p. 78

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

### Task Focus

#### Exercise 1, p. 79

- A)** Paragraph 1: c  
Paragraph 2: b  
Paragraph 3: e
- B)** Paragraph 1: a  
Paragraph 2: d

#### Exercise 2, p. 80

1. *The phenomenon started in the early 20<sup>th</sup> century as Wi-Fi and connectivity improved and laptops became more powerful and easy to transport and has been growing ever since.*
2. *it has improved their quality of life in several ways.*

3. *...it looks likely that more people will embrace... Over the next ten years we will probably see...*
4. *...hiring the right people for a job is something that is far more complex than it might initially seem.*
5. *...hiring a new employee can take up to 40 days and anywhere between \$1,000 and \$5,000.*

### Exercise 3, p. 80

#### Text A

1. The answer is a negative word because *however* introduces a different idea and the first sentence is positive. Also, *few* means a small amount.
2. The correct answer is **a** (*demanding* is the only negative option)

#### Text B

1. uncountable
2. The correct answer is **c** (the other options are for countable nouns).

### Exercise 4, p. 81

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

### Practice, p. 82-83

#### Text A

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

#### Text B

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

## Unit 7 – Focussing on the details

### Task information, p. 84

1. b
2. a
3. b

### Language Focus

#### Exercise 1, p. 85

- A. *School* is not spelled correctly.
- B. The words should be *Female* and *Male*
- C. There are apostrophes after all the events, which are not needed because the words are just plural nouns (*weddings, birthdays, anniversaries*). This is a common error that first language English speakers make!
- D. The sign should read '*Violators will be fined*', which means they will have to pay money, not 'be fine' which means they will be okay.

### Exercise 2, p. 85

*Students' own answers*

### Exercise 3, p. 85

*Students' own answers*

### Exercise 4, p. 86

1. touch base
2. twist someone's arm
3. in a nutshell
4. the elephant in the room
5. think outside the box
6. (my) hands are tied
7. back to square one
8. rock the boat
9. by the book
10. see eye to eye
11. give the thumbs up
12. learn the ropes

### Exercise 5, p. 86

1. rock the boat
2. touch base
3. learn the ropes
4. elephant in the room
5. back to square one
6. see eye to eye
7. in a nutshell
8. think outside the box

### Exercise 6, p. 87

#### Groups of people

1. c
2. b
3. a

#### Ways of giving information

1. b
2. a
3. c

#### Ways to disagree

1. b
2. c
3. a

### Exercise 7, p. 87

**Group 1:** up

**Group 2:** on

**Group 3:** off

### Exercise 8, p. 88

1. d
2. g
3. e
4. a
5. h
6. b
7. c
8. f

### Exercise 9, p. 88

1. rely on
2. put up with
3. taken off
4. went through
5. breaks down
6. made up

### Exercise 10, p. 89

1. b
2. c
3. a

### Exercise 11, p. 89

1. d
2. i
3. f
4. g
5. a
6. c
7. h
8. e
9. j
10. b

### Exercise 12, p. 89

1. major setback
2. fiercely competitive
3. line graph
4. natural ability
5. bitterly cold
6. traffic / heavy
7. harmless fun
8. alternative medicine

### Task Focus

#### Exercise 1, p. 90

*Students' own answers*

#### Exercise 2, p. 90

*Possible answers:*

1. **doubt** – *dau-t* (noun/verb):

#### Definitions

- i) To feel uncertain whether something is true or possible. (noun)  
*e.g. I **had** my doubts **about** her ability, but she's actually very good.*
- ii) To believe something is probably not true or possible. (verb)  
*e.g. My team are not playing well. I doubt they'll win.*
- iii) Think someone is not telling the truth. (verb)  
*e.g. The police doubted his version of events.*

#### Collocations

- beyond doubt (to be certain something is true and cannot be disproved)

- in doubt (to feel unsure about something) (*e.g. when in doubt, ask a teacher*)
- without (a) doubt (emphasising that something is true)
- no doubt (to say something is very likely or almost certain)
- the benefit of the doubt (treat someone as if they are telling the truth, even though you are not sure)
- a shadow of a doubt (emphasising that something is true)

## 2. **blame** – *blei-m* (noun/verb):

### Definitions

- To believe or say that someone did or is responsible for something bad. (verb)  
*e.g. My manager blamed me for the mistakes in the report.*
- To say that you think someone did a reasonable thing (always in the negative). (verb)  
*e.g. I **don't blame** him for taking the job because the pay is incredible!*
- To say something or someone is responsible or the cause of something bad happening. (noun)  
*e.g. Usually when a country is doing badly economically, the **blame falls** on the government.*

### Collocations

- put the blame on someone
- take the blame (accept the blame yourself)
- to only have oneself to blame (to say someone is responsible for something bad and indicate you have no sympathy with them)

## 3. **agreement** – *a-gree-ment* (noun):

### Definitions

- A formal decision about a future action between countries or groups.  
*e.g. Five countries signed the climate change agreement.*
- A decision made by two or more people about future actions.  
*e.g. There was **no agreement on** where they should hold the next conference.*
- Having the same opinion as someone  
*e.g. It was clear that the owner was **in agreement with** my ideas.*
- To give approval of something  
*e.g. if you want the day off you need to get your boss' agreement.*

### Collocations

- in agreement with
- no agreement on
- broad agreement (general agreement)

- reach an agreement

**Word Family:** agree (verb), agreeable (adj)

### Exercise 3, p. 91

- The word 'hold' is important because the missing preposition is going to complete this phrasal verb. We are looking for a phrasal verb to mean *delay*.
- The words 'a break' are important because the missing verb is going to complete this collocation.
- The word 'trouble' is important because the space is going to be an adjective that goes with trouble.
- The words 'was, the impression' are important because they are part of an expression. This expression means *to think/believe something to be true*.
- The word 'no' is important here. We are looking for a phrase that means *something which is expected and shouldn't surprise us*.

### Exercise 4, p. 92

Students' own answers

### Exercise 5, p. 92

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

### Practice, p. 93

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

## Unit 8: Reading between the lines

### Task information, p. 94-95

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

### Language Focus

#### Exercise 1, p. 96

Students' own answers

*Possible answer:* We can tell the person's attitude from the language they use. Specifically, their choice of words can tell us a lot.

#### Exercise 2, p. 96

The writer's stance is negative.

*(unsatisfying experience, team members who aren't used to compromise, the process was particularly painful because people didn't always see eye to eye on how to proceed.)*



### Exercise 3, p. 96

Possible answers:

#### Positive stance

1. absolutely wonderful
2. much better/improved
3. delightful
4. extremely helpful
5. most pleasant
6. very positive/five-star

#### Negative stance

1. extremely poor
2. much worse/slower
3. unhelpful
4. disinterested in my problems
5. most disappointing
6. very negative/one-star

### Exercise 4, p. 97

1. This = Bringing smelly food into the workplace
2. them = the person that brought the food
3. this = coming in with an illness
4. they = the person with an illness
5. these = bringing smelly food into the workplace AND coming in with an illness
6. these = taking credit for group work AND being unhelpful
7. this = treat others with consideration
8. these = bringing smelly food in, coming in with an illness, taking credit for group work and being unhelpful

### Exercise 5, p. 97

**Addition:** also, as well as

**Contrast:** despite, whereas, even so

**Similarity:** likewise, similarly

**Cause & Effect:** therefore, due to, since

**Giving examples:** for instance, such as

**Giving a condition:** unless, if

**Giving alternatives:** instead, rather than

### Exercise 6, p. 98

1. a) as well as  
b) instead of/rather than
2. a) Despite  
b) Due to
3. a) since  
b) unless
4. a) such as  
b) as well as

### Exercise 7, p. 98

1. which meant
2. led to
3. consequence of
4. thanks to
5. caused by

### Exercise 8, p. 98

1. On the other hand
2. both
3. much the same
4. While
5. differ from

### Exercise 9, p. 99

1. genuinely
2. precisely
3. Ideally
4. apparently
5. Admittedly
6. Surely

### Exercise 10, p. 100

1. amused
2. remote
3. claimed
4. wandered
5. boasts
6. meaningful

### Task Focus

#### Exercise 1, p. 101

The text is about **management skills**.  
(So the reader should look for information about treating staff equally.)

#### Exercise 2, p. 102

1. The writer thinks being friends with employees...

**Possible synonyms:** *being friends with* = making friends, being friendly, treating employees like mates / *employees* = staff, workers

2. When it comes to rewards for good work, the writer believes managers should....

**Possible synonyms:** *rewards* = praise, benefits, glory, credit / *good work* = a job done well, successes, achievements

#### Exercise 3, p. 102

**Question 1** refers to paragraph 2:

*"Unfortunately, many people think in order to be a good manager they should be friends with their staff..."*

**Question 2** refers to paragraph 5: *"When a boss takes all the praise themselves and treats their staff badly...", "...give them the credit for their achievements, and guide them in developing their future careers."*



#### Exercise 4, p. 102

Possible answers:

1b) Your employees are more likely to tell you what's on their minds if you befriend them.

1c) Making friends with employees can often lead to some staff being treated better than others.

2a) Members of staff should be given adequate praise for what they do well when they do something well.

2b) If you reward your staff for every little thing it will lower motivation, so encourage them to put in extra effort in order to earn your praise.

2c) It's important for both the boss and the employees to take praise for good work done, rather than just one group taking all the credit.

#### Exercise 5, p. 103

##### Extract 1

- A) The correct answer is 'c'.
- B) This can be found in the following section: *'This will have the added bonus of avoiding any problems with favouritism and help you remain objective.'*  
*'Favouritism'* is a way of showing unfairness, and *objectivity* is a way of being fair. *'This'* refers back to separating yourself from others (a synonymous phrase for NOT being friends). So, not being friends helps managers remain fair. In the question, this is written in the positive sense – *'being friends with employees can mean that managers treat staff less fairly'*.
- C) Option 'a' is not the answer because there is no information about new managers. The text says 'many people' but this is not the same.  
Option 'b' is not the answer because the only part of this text which refers to confiding *'should look to you for advice, respect and guidance'* is about managers who are not too friendly to their staff.

##### Extract 2

- A) The answer is 'a'.
- B) The answer is found in two sections of the text: *'When a boss takes all the praise themselves, ...give them the credit for their achievements...'*  
Giving credit for achievement is connected to sharing rewards fairly (in order to get credit, they should achieve).

- C) Option 'b' is not the answer because while the text indicates that people may work harder if they are praised, in no section does the text say that people should work harder to receive praise. Here, the cause and effect are the other way around: praise → harder working, NOT harder working → praise.  
Option 'c' is not the answer because *'their'* in the option refers to managers (look in the first part of the question for this). At no point does the text say that managers should take a share of the praise.

#### Practice, p. 104-105

1. b    2. a    3. b    4. c    5. b





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