

READING

1 When does tourism become unethical? (multiple matching – sentence parts)

1 M, 2 C, 3 J, 4 A, 5 F, 6 K, 7 H, 8 E, 9 L, 10 G

Distractors: B, I

2 Great sci-fi stories (multiple matching – texts)

1 E, 2 A, 3 D, 4 C, 5 D, 6 E, 7 A/B, 8 A/B, 9 F, 10 B/E, 11 B/E

3 How the plane got off the ground (four-word answers)

- 1 they would be copied / others would copy them
- 2 they had sales contracts / they had found buyers
- 3 it had two seats / (had) a passenger seat
- 4 it was public / the flight was public / first flight in public
- 5 they made tight turns / could do tighter turns / they were more controllable / were easy to control / were easier to control
- 6 they met their criteria / they met Army criteria / they fulfilled their criteria
- 7 to witness flight / to see planes flying
- 8 he won 20,000 francs / winning 20,000 francs / winning a cash prize / winning the Michelin Cup / he won a cup / he won a trophy

4 What to wear to work (four-word sentence completion)

- 1 not appropriate every day / not always appropriate
- 2 useless / a functionally useless garment / a useless garment / functionally useless / (of) no use
- 3 the 17th century / 17th century / the 1600s / the seventeenth century
- 4 social convention / how people judged them / social traditions / what people thought
- 5 T-shirts / T-shirts and jeans / denim / jeans / denim jeans / denim trousers
- 6 women's suits
- 7 cold air-conditioning / (the) air-conditioning being cold / offices temperatures being cold / offices temperatures being low / the office being cold
- 8 be mobile / move / move easily / walk
- 9 a child's teacher / a prudish grandmother

5 The origins of the gym (true/false/justification)

- | | |
|-----------------------------|---|
| 1 F: As a tribute to | 6 T: The gym saga continues |
| 2 T: In the Middle Ages | 7 T: The place was open |
| 3 F: Nowadays, it can be | 8 T: During the 19 th century, |
| 4 F: The concept of a | 9 F: The world's first commercial |
| 5 F: Despite this, the idea | 10 T: Both Shadow and Triat |

6 In other words (multiple choice)

1 D, 2 A, 3 D, 4 B, 5 B, 6 C



LISTENING

1 Taskers (multiple matching)

1 E, 2 F, 3 G, 4 H, 5 J, 6 K, 7 D, 8 A

Distractors: C, I

2 A former footballer (multiple choice)

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

3 Saving the planet (multiple matching)

1 C, 2/3 A/I, 4/5/6 L/D/H, 7/8/9 B/G/J

4 Rewilding (four-word answers)

- 1 walking, climbing, country sports / hunting, shooting, fishing
- 2 wolves and bears
- 3 cut down for fuel / replaced by sheep farms
- 4 stopped it from regenerating / kept trees from growing
- 5 Yellowstone National Park, America
- 6 environment has changed / no suitable habitat
- 7 wildcats and red squirrels / native species
- 8 attract tourists / generate jobs and money

5 The drinkable book (four-word sentence completion)

- 1 expensive / use too much fuel
- 2 simpler / easier
- 3 water filters
- 4 kill bacteria / prevent infection
- 5 in the (special) holder
- 6 within official limits / safe to drink / not dangerous
- 7 more books
- 8 students (in the lab)

LANGUAGE IN USE

1 Easy targets (multiple choice)

1 C, 2 D, 3 B, 4 C, 5 B, 6 D, 7 C, 8 B, 9 C, 10 B, 11 D, 12 C, 13 A, 14 B, 15 D

2 Jumbo (banked gap-fill)

1 A, 2 K, 3 D, 4 B, 5 G, 6 L, 7 M, 8 J, 9 F, 10 R, 11 I, 12 E, 13 Q, 14 C, 15 N
Distractors: H, P

3 Biscuits (open gap-fill)

1 due / thanks / owing, 2 whose, 3 spite, 4 took / got / pulled, 5 advantage, 6 for, 7 direction, 8 instead, 9 told / informed, 10 allowed / permitted, 11 comes, 12 By / by, 13 behaviour / behavior, 14 for, 15 although / though

4 Put to the test (word formation)

1 pressure, 2 undoubtedly / doubtless, 3 reliable, 4 memorise, 5 pointless, 6 foundation, 7 repetition, 8 procedure, 9 oneself, 10 determination, 11 length, 12 understandable, 13 relief, 14 providing / provided, 15 trickier

5 Robinson Crusoe (editing)

1 a, 2 it, 3 ✓, 4 then, 5 what, 6 ✓, 7 unfortunately, 8 instead, 9 ✓, 10 being, 11 hardly, 12 since, 13 of, 14 ✓, 15 general

WRITING

Improving lexical and structural range

1

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

2

1 very good, 2 very bad, 3 very sad/very worried, 4 very funny, 5 very worried/very sad, 6 very beautiful, 7 very ugly, 8 very cold, 9 very hot, 10 very hungry

3

1 a bit, a little, slightly; 2 fairly, pretty, quite, rather, somewhat; 3 absolutely, completely, deeply, extremely, really, totally, utterly

4

1 Sadly, 2 Fortunately, 3 Honestly, 4 Clearly/Evidently, 5 Funnily, 6 Evidently/Clearly, 7 Surprisingly

5

2 a, d, e, f, g; 3 a, c, e, g; 4 a, b, d, f; 5 a, b, f, g; 6 a, b, c, f; 7 a, b

6

1 important, 2 difficult, 3 an advantage, 4 a disadvantage, 5 expensive, 6 to hate, 7 to like/love, 8 an idea, 9 to show

7

1 b (apparently/to establish)
2 a (not until ... did/vital role)
3 b (completely unaware/were to be implemented)
4 a (the purpose/teenagers' leisure activities)
5 a (evidently/no resources available/establish/species)
6 b (needs to be dealt with/urgently)
7 a (a similar phenomenon/can be discovered)
8 a (additionally/would strongly recommend)
9 b (more often than not/claim not to be influenced/advertisements)
10 a (opportunity/would allow me/prove my qualifications)
11 a (apologise for not replying)
12 b (despite the fact/more than enough/is produced/within/little)

8

1 d, 2 c, 3 e, 4 d, 5 c

9

- 1 A high number of proteins that give us energy and keep us healthy can be found in meat and fish.
- 2 The main reason is that our environment is seriously endangered by the amount of pollution caused by cars.
- 3 Of the 400 students younger than 20 a large majority stated they were basically optimistic about the future.
- 4 It would be really helpful if you could inform us about special discounts on things like public transport. / If you could inform us about special discounts on things like public transport, it would be really helpful.
- 5 It is generally believed that stress is on the rise in our modern world as more and more demands are made on people for various reasons. / As more and more demands are made on people for various reasons, it is generally believed that stress is on the rise in our modern world.
- 6 This has been a great experience as I gained valuable insight into challenges that arise when providing activities for small children. / As I gained valuable insight into challenges that arise when providing activities for small children, this has been a great experience.

Improving accuracy

1

1 a, 2 b, 3 a, 4 a, 5 a, 6 b, 7 a, 8 a, 9 a, 10 a, 11 b, 12 b, 13 b, 14 b, 15 b, 16 a, 17 a, 18 b, 19 b, 20 b, 21 b, 22 a, 23 a, 24 a, 25 a, 26 b, 27 a, 28 a, 29 b, 30 a, 31 b, 32 a, 33 b, 34 b, 35 a, 36 a, 37 b, 38 a, 39 b, 40 a

2

- 1 quit (stop doing something); quiet (making hardly an noise); quite (rather)
- 2 weather (*Wetter*), whether (if)
- 3 advice (noun; a suggestion – *ein Rat*); advise (verb; to tell sb. what you think they should do)
- 4 prove (verb; to show that sth. is true); a proof (noun; a piece of evidence)
- 5 loose (adjective; not firmly fixed); lose (verb; to have no longer)
- 6 accept (verb; to take sth. that is offered); except (preposition; not including sth./sb.)

Other examples of tricky words:

their – there; to – too – two; live – live – life; plane – plain; then – than; its – it's; whose – who's; major – mayor; practice – practice; save – safe

3

2 chosen, 3 pleasantly, 4 extremely, 5 Therefore, 6 Speech

4

- 1 Comma missing: *However, it is quite difficult to do the task on one's own.*
(→ Speech pause after 'however'.)
- 2 Comma not necessary: *You can always take a rest_ if you feel frustrated.*
(→ Subordinate clause comes after main clause.)
- 3 Comma missing: *As I see it, the Austrian education system is definitely superior to the American system.* (→ Subordinate clause before main clause.)
- 4 Comma not necessary: *Then I realised_ that nothing would work out as I had imagined.*
(→ No comma before 'that'.)
- 5 Comma missing: *I couldn't find time for anything else, such as shopping, for example.*
(→ Speech pause.)
- 6 Comma not necessary: *Maybe the best thing you can do is_ to take a break after school.*
(→ No comma before 'to'.)
- 7 Two commas missing: *In fact, you cannot really trust film classifications, which makes them virtually meaningless.* (→ Speech pause after 'in fact'; comma before 'which' – a relative clause that refers to the whole main clause.)
- 8 Comma missing: *When I was younger, I used to eat sweets more often.*
(→ Subordinate clause before main clause – see sentence 3.)
- 9 Comma missing: *I have already worked as an assistant at Vandalia High, where I gained valuable experience.* (→ The main clause is followed by a non-defining relative clause.)
- 10 Two commas missing: *Another essential element of great schools is, of course, excellent teachers.*
(→ Speech pauses.)
- 11 Comma missing: *Most of the interviewees watch TV for about three hours a day, which takes up more than half their free time.* (→ Comma before 'which' – see sentence 7.)
- 12 One comma missing, one not necessary: *Actually, I hate punctuation rules_ because they are so tricky.* (→ Speech pause; subordinate clause comes after main clause – see sentence 2.)

5

Thirdly, the question remains how we can manage to rise above our prejudices. As the development of prejudices is a vital human strategy to deal with the **unknown,** I think we cannot ever be completely rid of them. What can be **done, however, is** to re-evaluate these prejudices by interacting with other people. The more interaction we **have, the** more experiences we can gather in order to prove or disprove our own hypotheses of different things. In **turn, this** enables us to revise the pictures in our minds to be able to cope better with similar situations the next time.

6

Bath is a medium-sized city in **Somerset,** England. It has roughly **86,000** inhabitants and goes back to a **Roman** foundation from the first century. The site of the famous ancient bathing complex now houses a **world-class** museum which offers a fascinating insight into life in the city **2,000** years ago. An estimated **6.25** million people visited the area in 2018. The visitors' interest also focused on the famous **Pump Rooms.** **“Our children's** programme has definitely contributed to this success,” said the **Mayor of Bath.**

Working on text-type-specific challenges

1

- 1 A (catchy title)
- 2 D (catchy, but no indication of what the following text could be about)
- 3 E (factual title)
- 4 E (factual, foreshadows the writer's opinion)
- 5 D (no indication of what the following text could be about)
- 6 A (bold, provocative title)

2

- 1 A/B (catchy title)
- 2 E (factual)
- 3 A/B (enticing title, rhymes)
- 4 A/B (catchy phrase/wording)
- 5 E (factual, foreshadows the writer's opinion)
- 6 (factual, foreshadows the writer's opinion)

3

1 g, 2 i, 3 d, 4 f, 5 a, 6 e, 7 h, 8 b (not needed: c)

4

- | | |
|--------------------------------|---------------------------------|
| 88% – around 90 percent | 32% – nearly a third |
| 80% – exactly eight in ten | 27% – roughly a quarter |
| 72% – less than three quarters | 19% – approximately a fifth |
| 69% – more than two thirds | 11% – just about one in ten |
| 48% – almost half | 8% – slightly under ten percent |
| 43% – a little over 40 percent | 5% – merely five percent |

5

- Most suitable subject line:** 2 (clear indication of what the report is about)
- Most suitable heading for *why teenagers choose certain locations*:** 3 (clear indication of what the following paragraph is about, prompt lifting partly avoided)
- Most suitable heading for *suggest how to prevent teenagers from drinking alcohol*:** 3 (clear recommendation, no prompt lifting) / 4 (clear recommendation, but prompt lifting and therefore not ideal)

6

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

7

1 j, 2 e, 3 g, 4 k, 5 h, 6 l, 7 a, 8 m, 9 d, 10 n, 11 c, 12 b, 13 i, 14 f

Working on articles

1

1 b, 2 c, 3 d, 4 a

2

1 article

2 young people

3 summer jobs

4 importance of summer jobs for young people / how companies benefit from employing young people / recommendation of a summer job young people might like

5 250 words

4

Not ideal: 4, 7 (not catchy enough, more suitable for an essay); 5 (catchy and provocative, but doesn't give the reader a good idea of what the article could be about)

5

Well written:

b: The reader is addressed, the language is lively and expressive. Repetitive language is used (*Have you ever...*) to catch the reader's attention.

c: The last sentence addresses the reader. The language is lively and expressive, the first two sentences contain repetitive language (*Every teenager ...*).

d: The reader is addressed, the language is lively and expressive.

a and e: rather factual and less suited to attract the reader.

6

Content point 1: f

Content point 2: b, d, g

Content point 3: a, c, e

7a

Correct order: b, d, a, c

7b

Correct order: c, a, e, b, d

8

1 and 2 work best. They move the readers to take action and also address them in an appealing way. 3 is a summary that gives the readers something to think about but doesn't necessarily move them to take action.

Working on essays

1

1 c, 2 a, 3 b, 4 d

2

- 1 (Members of) an international health forum
- 2 What teenagers think about measures that might keep people from eating too many sugary products
- 3 Contractions, personal pronouns, direct questions

3

Possible essay titles: 1, 2, 4, 8

Not ideal for an essay: 3 (it addresses the reader and calls for action and is therefore more suitable for an article or blog post); 5 (refers only to content point 1); 6 (attractive and catchy title more suitable for an article or blog post); 7 (doesn't address the question of what teenagers think about the measures in question)

4

1 c, 2 a, 3 d, 4 b

5

- 1 in favour of measures to be taken
- 2 against measures to be taken

6

Example 1:

order: c – a – e – d – b; **topic sentence:** c; addresses **content point 2**.

Example 2:

order: b – a – d – c; **topic sentence:** b; addresses **content point 3**.

Example 3:

order: b – a – d – c; **topic sentence:** b; addresses **content point 1**.

7

Conclusion a is better. It reflects the writer's opinion and refers to all the content points, rephrasing them. Conclusion b only addresses one content point (1) and contains new/irrelevant information (illnesses).

Working on blogs

1

Parts of a **blog post**: user name, title, introduction 2, main body, conclusion.

Parts of a **blog comment**: user name, email address, introduction 1, main body, conclusion.

2

a find: stumble upon, read, come across

b increase constantly: rise continually, keep growing

c ignore: disregard, pay no attention to, take no notice of

d especially annoying: definitely frustrating, utterly maddening, irritating, it bothers me

e make sense: be meaningful, a good idea, necessity, be necessary

f act considerately: behave, be responsible, be considerate, be respectful, think about others, ...

3

3 does not clearly refer to the blog post. It starts right away with content point 1.

4

1 Dogs may scare children or be scared themselves; unpredictable behaviour of both children and dogs; worried and complaining parents, ...

2 Accidents with cyclists possible, both parties may be severely injured, ...

3 People want to relax; not everyone comfortable with dogs; unhygienic conditions, too humid and hot for the dogs, ...

Working on emails

1

1 c, 2 d, 3 a, 4 b

2

Recipient: Mr Sprite

Purpose of writing: Job application/applying for a job taking part in crowd scenes

3

2 and **4** work best. They are clear and informative. As more people might apply for the job, giving one's name (e.g. *Harrison*) in the subject line might be a good idea.

1 is not ideal as it's not actors they are looking for; **3** doesn't make sense to the recipient (you wouldn't state their own name; they know that their name is *Teendrama Productions*)

4

2 works best. It provides the recipient with the necessary information (but contains the wrong company name).

1 is misleading because it's not actors they are looking for.

3 starts well (*I would like to express my interest in*), but then isn't specific enough. It doesn't say which job it refers to (Where? When?). Plus, it contains wrong/misleading information: *Teendrama Productions* are making a series, not a film.

5

b is better: The applicant explains convincingly why he/she wants the job, plus, he/she mentions that he/she is available there and then.

a is less convincing: The applicant gives unnecessary information (school) and uses very basic language.

6

Skills and qualities that could/should be mentioned, e.g.:

Language skills: English is mentioned in the advert.

Reliability: Applicant needs to be punctual and available.

Work experience: Could be a Drama Club at school or dancing lessons.

Patience: Filming might take some time.

Cooperation: Instructions need to be followed.

Ability to work under pressure: Applicant should stay relaxed in stressful or chaotic situations.

Skills and qualities that are irrelevant for this job: IT skills, first aid training, decision-making skills, independence, resourcefulness, ...

7

b is better because it uses some complex structures including indirect questions.

a uses less appropriate style – one question after the other, makes it appear a bit basic.

Working on reports

1

1 c, **2** d, **3** a, **4** b

2

Recipient: (An educational board working with) the US Embassy

Request: Information on how Austrian students benefit from working with English language assistants

3

a, b and **c** are possible subject lines.
c is best because it refers to the benefits.
d doesn't give any relevant information.

4

1 b, 2 c, 3 b

5

Basically, the survey shows that **over two thirds** of the students interviewed appreciate working with a language assistant and are aware of profiting from it. Interestingly, this figure even **slightly increases** with every school year, **reaching nearly 85 percent** in grade 12, thus indicating that the upcoming final exams might play a role here. It is then not surprising that **the number of** interviewees who cannot see any advantages in working with such a co-teacher **decreases over the years**. **About one fifth** of students in grade 10 can see no benefits from these lessons. This **goes down to a mere six out of one hundred** in grades 11 and 12.

6

Main argument: language skills improve

Evidence/Examples: c increases, opportunities (studying/working in an English-speaking country), travelling, communicating with people from other countries

7

2 is correct. 'Additional' refers to activities that are done beyond the regular curriculum. Teaching about culture and the American way of life is usually part of the assistant's lesson.

SPEAKING

Working on individual long turns

1

A free time/leisure, travelling, sports, health, ...

B education, growing up, ...

C art, lifestyle, health, identity, growing up, ...

D domestic environment, lifestyle, ...

E education, growing up, relationships, ...

2

Topic: WORK

Aspect: Different kinds of work

Ways to deal with the prompt – possible answers:

The function word *discuss*:

You should talk about and evaluate something (the challenges of different kinds of work) by considering different aspects.

Useful ideas and phrases for talking about the pictures and the main ideas:

Office work: IT skills, large computer screen, debating an issue, helpful colleague, superior, coffee break, brain work, burn-out syndrome, lack of physical exercise, work under pressure, meet a deadline, bullying, work might demand creativity, ...

Manual work: roofers, weather conditions, (not) scared of heights, physical fitness, fall off the roof, serious injuries, ignore safety measures, uncooperative co-workers, ...

Means to meet the challenges: reduced working hours, home office to avoid infections, physical/mental fitness, ...

Dos and don'ts:

Dos: Use linking devices such as *whereas, in contrast to, on the other hand, while*, etc. when contrasting the different kinds of work. Use modals (*could, might, ...*) when expressing your ideas. Find a compelling way to end talking about the content point, such as *To conclude, we can clearly see that people have to face challenges whatever they do.*

Don'ts: Don't lose time describing too much, e.g. what the people are wearing (e.g. *Two of the men are wearing a white T-shirt ... or In the left picture, I can see...*). Don't jump back and forth between ideas too much. Cluster them before you start your talk.

Ways to start your talk:

Option 3 is the least elegant one.

Topic: DOMESTIC ENVIRONMENT
Aspect: Living in the city

Ways to deal with the prompt – possible answers:

The function word *comment* (on):

You should express your opinion on something. You can agree or disagree, you may also evaluate or criticise the opinion expressed in the blog post.

Useful ideas and phrases for explaining what the blog post is about and giving your opinion on it.

Rephrase the blog post: *tiny flat, exercise the dog, take dog for a walk, playground, recreational areas, meant for kids, ...*

More ideas (in favour of keeping dogs):

Man's best friend, companion for lonely people, clear rules, responsible dog owners, ensure safety, tidy/pick up after your dog, ...

More ideas (against keeping dogs in cities):

Scare children, sandpits, bark, noise, dog dirt, nuisance, irresponsible, aggressive dogs, ...

Means to diminish the problem:

Licence to keep dangerous dogs, safety measures, strict/clear rules, keep dogs only in suitable/big enough environment, ...

Dos and don'ts:

Dos: Explain clearly whether/to what extent you agree or disagree with the blog post. Use modals (*could, might, ...*) when expressing your ideas. Find a compelling way to end talking about this content point, such as *So, all in all, I cannot but (dis)agree with the blogger; For all these reasons, ...; I think I've made it clear that ...*

Don'ts: Don't describe the picture. Never read out the blog post. Be critical, but not disrespectful when referring to the blog post.

Ways to start your talk:

Option 1 is the least elegant one.

Topic: EDUCATION
Aspect: Schoolwork

Ways to deal with the prompt – possible answers:

The function word *analyse*:

You should briefly describe what the chart is about and give possible reasons for the changes/differences. It is important to focus on the main points shown in the chart and to explain what the results could tell you about the topic, and to draw conclusions.

Useful phrases for describing the chart:

Bar chart, statistics, graph, different age groups, percent, percentage, more than one in ten, about a quarter, roughly a third, (nearly) half of the students, less than 50%, increase, number goes up, ...

Useful ideas and phrases for explaining the students' answers:

Demanding workload, more subjects, closer to final exams, working on the VWA, requested research for presentations, good grades necessary, preparation for university entrance exam, time-consuming teamwork with other students, work independently, ...

Dos and don'ts:

Dos: Vary your language when describing the chart; use linking devices, such as *whereas, on the other hand, the same, similar, more or less*, or sentence adverbs, such as *surprisingly, however, ...* Use modals (*could, might, ...*) when expressing your ideas.

Don'ts: Don't use too much time simply describing the chart.

Ways to start your talk:

Option 5 is the least elegant one.

Topic: GROWING UP

Aspect: Relationships between parents and their children

Ways to deal with the prompt – possible answers:

The function word *discuss (the quote)*:

You should explain what it means in your own words, illustrate it with examples, talk about its relevance and give your opinion on it.

Useful ideas and phrases for talking about growing up:

Small children: are dependent, unconditional love, uncritical, don't question rules, have no doubts; adolescents: sense of rebellion, struggle for independence, go through puberty, peer pressure, increasing importance of friends, ...; adults: life experience, maturity, acceptance, wisdom, more relaxed, sense of understanding, ...

Relevance today: valid, acceptable, outdated, old-fashioned, up-to-date, family structures/forms, single parents, blended families, ...

Dos and don'ts:

Dos: Follow the steps as outlined. Use modals (*could, might, ...*) when expressing your ideas. Find a compelling way to end talking about this content point, such as *All things considered, the quote hasn't lost its relevance for today's families.*

Don'ts: Don't become too personal/emotional when talking about the quote. Don't be disrespectful when referring to the quote. Don't waste too much time giving information on Oscar Wilde.

Ways to start your talk:

Option 4 is the least elegant one.

Topic: LIFESTYLE
Aspect: Tattoos

Ways to deal with the prompt – possible answers:

The function word *analyse*:

You should describe the setting briefly and point out how the cartoonist exaggerates in his portrayal of the situation. Speculate on the intended audience and discuss the message the cartoonist is trying to convey. Comment on the effectiveness of the cartoon.

Useful ideas and phrases for describing the cartoon:

Two tattoo shops next to each other (one promising cheap tattoos, the other one offering highly expensive removal), young and old potential customers about to enter, looking surprised/suspiciously/astonished at each other, ...

Useful ideas and phrases for pointing out the main idea:

Ideals of beauty, popular/fashionable trends, fads, things going out of fashion, possibly published in a magazine on trends and fashion/lifestyle/health; appeals to all age groups, not ambiguous, obvious message, (not) insulting, fun, humorous, amusing, harmless, taking sb. for a ride, (not) disrespectful, ... *the message is ...*, *the cartoonist wants to convey the message that ...*, *the cartoon is a critical comment on ...*, *in my opinion, the cartoon is convincing/effective because ...*

Dos and don'ts:

Dos: Cluster your ideas before you start your talk, vary your language using strong adjectives and adverbs, such as *humorous, amusing, hilarious* instead of *funny*. Use modals (*could, might, ...*) when expressing your ideas. Find a compelling way to end talking about this content point, such as *This is why this cartoon definitely appeals to everyone with a sense of humour*.

Don'ts: Don't waste too much time simply describing the cartoon/illustration. Don't be disrespectful when discussing the issue of getting a tattoo or not.

Ways to move from one content point to the next:

Options 3 and 7 are the least elegant.

Ways to end an individual long turn successfully:

Options 1 and 7 are the least elegant.

Practising individual long turns

1

compare: You should describe the pictures only briefly and focus on the main idea (different types of holiday) they illustrate.

speculate: You should consider ideas/theories/possible answers to the question of what makes people book an adventure holiday.

argue: You should give reasons for your opinion with the aim of convincing others of your view.

2

contrast: You should compare the pictures in order to demonstrate the differences.

discuss: You should talk about and evaluate something (the importance of clean water for all living beings) by considering different aspects.

suggest: You should offer good ideas and support them with evidence, examples and good reason.

Working on and practising paired activities

1

A Setting: Presentation for the IOC

Topic + aspect: Sports + sports young people are interested in

Aim: Agree on two aspects (of sports to be presented)

B Setting: Looking for student accommodation in a mid-sized UK town

Topic + aspect: Domestic environment/housing + aspects that are important when choosing student accommodation

Aim: Ranking of aspects (1–5) according to their importance

C Setting: Preparing a suggestion for an international committee (working with the Austrian government)

Topic + aspect: Intercultural issues + gap year for young Austrians in a developing country

Aim: Recommendation if they should do so or not

2

Task C (intercultural issues), task A (sports), task B (domestic environment/housing)

4

Task C – intercultural issues:

Public transport, political situation, money matters, ...

Task A – sports:

Extreme sports in Austria, sports and prejudices, health risks, ...

Task B – domestic environment/housing:

Proximity to university, crime rate, prices ...

5

Not advisable: 3, 6, 8, 12

6

1 a, 2 c, 3 f, 4 c, 5 a, 6 b, 7 a, 8 a, 9 d, 10 e, 11 a, 12 c, 13 a, 14 f/g, 15 b, 16 a, 17 a, 18 g, 19 a, 20 d, 21 a, 22 g, 23 a, 24 f, 25 d/e, 26 a, 27 a, 28 e, 29 a, 30 c

7

1 B, 2 E, 3 B, 4 E, 5 E, 6 B, 7 E, 8 E, 9 B, 10 E

Less elegant: 6