

1

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

Distractors: G, O

2 a

ii – Food made from bugs

2 b

are consumed can be sold is cooked are prepared (are) seasoned

3

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

4

B and C. A and D are too formal and impersonal.

5

1 Don't put up with this!

2 But is this really true?

3 (You should) Be more critical!

4 Do you agree?

5 Leave a comment!

1

1 strains, **2** overspending, **3** financial, **4** regulations, **5** go into, **6** loans, **7** payments, **8** charges, **9** savings, **10** interest, **11** repay, **12** settle, **13** mortgage

2

0 run, **1** more, **2** expenses / costs, **3** off / back, **4** applying / searching / hunting / looking, **5** right / just / shortly, **6** peers / friends / classmates, **7** prices, **8** rate(s), **9** (re)payments, **10** into, **11** out, **12** repay, **13** supposed / due / expected, **14** luck / success, **15** deal

3

0 worries, **1** educated, **2** budgeting, **3** respondents, **4** problematic, **5** growth, **6** savings, **7** significance, **8** management, **9** confidence, **10** sustainable, **11** understanding, **12** literacy, **13** knowledge / know-how, **14** uncomfortable, **15** sufficient

4 a, b, c – Students' own answers

5

1 overspending / carelessness, **2** advantage, **3** guilty, **4** stressed / helpless / hopeless, **5** physically, **6** debt, **7** pay off / pay back, **8** interest / credit, **9** loan, **10** understanding / knowledge / know-how / expertise / literacy, **11** uncomfortable / unhappy, **12** taboo / forbidden

1

1 workforce **2** salary **3** conditions **4** working from home **5** environments **6** meet **7** balance **8** flexitime
9 stress **10** found **11** unemployed **12** ethic

2

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

3

0 competition **1** employers **2** application **3** counsellors **4** resolution **5** adventurous **6** applicants **7**
enthusiasm **8** leadership **9** unemployed **10** emphasis **11** flexibility **12** advantageous **13** combination
14 advice **15** inhibitions

4 a

1 want / are interested in the job
2 qualifications
3 you could make a contribution / how the employer could benefit from hiring you

4 b

Students' own answers; Suggestions:

1 I'm enthusiastic about it, **2** I'm excited to try it, **3** My command of the English language is excellent,
4 My writing skills are solid, **5** I have extensive knowledge of literature

4 c

Not mentioned: ambitious, determined

4 d

adventurous: always willing to try new things;
open-minded: When I meet people from different cultures, I always talk to them and I have no
problem getting along with them;
flexible: I have no other plans and could start working any time

4 e

Suggestions:

1 A special class... added greatly to my knowledge of...
2 ...was featured prominently...
3 My knowledge / understanding of / My familiarity with young readers' preferences...
4 I could provide recommendations.

1

0 beneficial **1** choices **2** controversial **3** empowering **4** stressful **5** expectations **6** politicians **7** effective
8 voting **9** safety **10** supervision **11** threaten **12** suspension **13** democracy **14** violation
15 engagement

2

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

3 a

No commas in this paragraph.

sentence 1: no comma before 'that';

sentence 2: no comma before a defining relative clause;

sentence 3: no comma before 'that';

sentence 4: no comma when the subordinate clause comes after the main clause;

sentence 5: no comma before 'than';

sentence 6: no comma before 'to' when it means 'in order to'

3 b

sentence 1: 5,000 – use a comma as thousands separator; 13 May, May 13th – no full stops in dates;

sentence 2: ✓

sentence 3: ...which said, "This is my 1st..." use a comma, not a colon, to introduce direct speech; no full stops with ordinal numbers;

sentence 4: ✓

sentence 5: use a hyphen, not a dash, between parts of words;

sentence 6: no apostrophe with plural -s

4

1 unlike **2** even **3** because **4** In addition **5** if **6** Moreover **7** therefore

5 a

1 Almost **2** minority **3** majority **4** quarters **5** out **6** one **7** All **8** Half **9** third **10** about **11** Of **12** remaining

5 b

a. Do you have any experience with political activism?

b. What forms of political activism have you participated in?

c. What is your motivation for engaging in political activism?

d. Would you like to learn more about political activism?

e. Why do you not want to learn more about political activism?

f. What topics are you particularly interested in?

1

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

Distractors: H, M

2

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

3

0 relationship, **1** humanity, **2** unpredictable, **3** reliable, **4** civilisation/civilization, **5** stability, **6** destruction, **7** inequality, **8** unavoidable, **9** solvers, **10** industrial, **11** sustainable, **12** motivation, **13** commitments, **14** powerful, **15** recovery

4 a

Students' own answers; Suggestions:

going extinct – dying out

prohibited – forbidden

I appreciated – I liked

I prefer – I think it's better

take action – do things

how I can contribute – what I can do

items – stuff

waste – rubbish

1

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

2

0 year, **1** where, **2** floor / ground, **3** hit, **4** idea / clue, **5** explained / said, **6** like, **7** about, **8** colour, **9** visit, **10** surrounded / mobbed / attacked, **11** couple, **12** came, **13** much / any, **14** own, **15** examples

3

Student's own answers; Suggestions:

When he was eight years old, he was on his way home from school and was hit with a brick by a boy who told him to 'go home'. Benjamin's mother explained that there were racist people in Britain who believe that Black people don't belong there. Some years later, Benjamin had another experience of racism: He was attacked by a group of young boys and girls at a youth club. An adult told them to leave him alone, but also told Benjamin not to come to the youth club again.

1

0 communication, **1** psychologists, **2** perception, **3** distracted, **4** activities, **5** reduction, **6** findings, **7** speakers, **8** similarities, **9** conversation, **10** conclusions, **11** importance, **12** scientists, **13** empathy, **14** tolerance, **15** ability

2

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

3

0 only, **1** decided, **2** reading / research, **3** recommended / suggested, **4** life, **5** touch, **6** filled, **7** own, **8** common, **9** data / results, **10** single / other, **11** interviewed, **12** ways / methods, **13** easily / well / fluently, **14** country, **15** teacher / supervisor / mentor

4

1 submit **2** ✓ **3** scientific **4** theses **5** conferences **6** beforehand **7** ✓ **8** concise **9** potential **10** revising

5 a

Aims: to find out how languages are used in the everyday lives of bilingual families; to find out how families integrate different cultures

Methods: an online questionnaire and interviews

Results: there are many different ways of using languages in everyday life, but the children always learn both languages, no matter what method is used; integrating culture is easier when the non-Austrian parent is from a country that is not too far away

Conclusion: we could learn flexibility and tolerance from bilingual families

5 b

1 aims **2** examine **3** might **4** studies **5** analysis **6** questionnaire **7** show **8** seem **9** appears

5 c

(A) aims **(B)** conclusion **(C)** background **(D)** methods **(E)** results

5 d

1 surveys **2** purpose **3** investigate **4** focus **5** based **6** review **7** evaluated **8** indicate **9** evidence **10** demonstrated

5 e

Students' own answers

1

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

Distractors: B, F

2

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

3 a

1 Although, 2 However, 3 For example, 4 this is why / for this reason, 5 but, 6 In fact / This is why, 7 In this way / For this reason, 8 such as, 9 though / however, 10 for this reason / therefore, 11 therefore

3 b

Paragraph A: ...many different kinds of cosmetic procedures, and most people who are against **them** have the dangers of plastic surgery in mind... there are many treatments that are much less serious than **that** ...for example, a **Botox injection** which is so simple that... and therefore **it** can ...

Paragraph B: Example: ...claim that self-acceptance is the solution ...they cannot suddenly learn to love themselves exactly the way they are... can even lead to people **making peace with themselves** in the end.

Paragraph C: Example: People spend astronomical amounts of money on ...happy to pay any **sum** to have them fixed... worth any **price**.

3 c

How does the writer introduce the paragraphs? –“First of all”, “Secondly”, “Finally”; one argument / another argument / most of all etc.

Can you think of different ways of doing this? – Firstly, secondly, thirdly

How does the writer manage the transitions between the paragraphs? – The first sentence of B refers to the final sentence of A; the same goes for C and B; this is a good strategy for creating a text that is easy to follow (but it is difficult and not always possible)

3 d

(A) different kinds of cosmetic procedures

(B) the role of self-acceptance

(C) the financial aspects of cosmetic procedures