

## Reading

- 1 a** **Aspect: posting holiday pictures**  
posting is as important as the holiday itself
- 1 b** **Aspect: airport duty free**  
why the bargains aren't what they seem
- 1 c** **Aspect: the future of AI**  
why the AI bubble might be bursting
- 1 d** **Aspect: the Internet of Things**  
how the IoT could change the way we live
- 1 e** **Aspect: educational inequality**  
growing inequality in English schools
- 1 f** **Aspect: changing society**  
career problems of pregnant women and new mothers in Britain
- 1 g** **Aspect: the palm oil industry**  
its impact on tropical biodiversity
- 1 h** **Aspect: eco-friendly tourism**  
protecting wildlife in Cambodia
- 1 i** **Aspect: jobs of the future**  
the fourth industrial revolution
- 1 j** **Aspect: overtourism**  
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- 2 a** **Aspect: extreme weather**  
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- 2 b** **Aspect: survival stories**  
a talk by Ric Elias who survived a plane crash
- 2 c** **Aspect: cost and value of medicines**  
a news report on the fatal consequences of high insulin costs
- 2 d** **Aspect: creator burnout**  
a news report on burnout among YouTube stars
- 2 e** **Aspect: data collection**  
a news report on Facebook's 10-year challenge
- 2 f** **Aspect: Hindu festivals**  
a news report on Kumbh Mela
- 2 g** **Aspect: virtual assistants in education**  
a news report on the use of virtual assistants in the learning process
- 2 h** **Aspect: classic brands**  
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- 2 i** **Aspect: energy affordability**  
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<b>3 b</b>	<b>Aspect: social network data</b> an extract from <i>Mindf*ck</i> by Christopher Wylie
<b>3 c</b>	<b>Aspect: stages of life</b> defining childhood, adolescence, and adulthood
<b>3 d</b>	<b>Aspect: flower waste in India</b> tackling the issue of waste from worship
<b>3 e</b>	<b>Aspect: adventures</b> <i>True Spirit</i> – a movie about a sailing trip around the world
<b>3 f</b>	<b>Aspect: flexible work arrangements</b> how to get flexible working right
<b>3 g</b>	<b>Aspect: art supplies</b> acrylic paint
<b>3 h</b>	<b>Aspect: stereotypes in virtual space</b> how the gender of an avatar influences our behaviour
<b>3 i</b>	<b>Aspect: effects of social media on body image</b> Instagram and TikTok feeds are full of dubious inspiration
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<b>4 b</b>	<b>Aspect: gun-related crimes</b> some research about international gun-related violence
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<b>4 d</b>	<b>Aspect: low teen pay</b> making money as a teenager
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# Listening

2 b

Listening

Track  
3 + 4

## Aspect: survival stories

You are going to listen to a talk by Ric Elias on the things he learned in a plane crash. First you will have 45 seconds to study the task below, then you will hear the recording twice. While listening, complete the sentences (1–6) using a maximum of four words. Write your answers in the spaces provided. The first one (0) has been done for you.

After the second listening, you will have 45 seconds to check your answers.

### Three things I learned while my plane crashed

0	The speaker's communication with members of the cabin crew was made possible by where ...	his seat was positioned
1	After the engines had been turned off, the passengers were ordered to prepare ...	
2	He realised he had not yet accomplished ...	
3	He regretted having wasted time on doing what he considered ...	
4	Now, happiness matters more to him than winning ...	
5	As he felt death approaching, he realised the importance of ...	
6	He now challenges people to ponder ...	

1 foot: 0.3048 metres

Test format  
Note form  
» page 66



**Aspect: virtual assistants in education**

You are going to listen to a news report on virtual assistant tools and their impact on teenagers' learning process. First you will have 45 seconds to study the task below, then you will hear the recording twice. While listening, choose the correct answer (A, B, C or D) for each question (1–6). Write your answers in the spaces provided. The first one (0) has been done for you.

After the second listening, you will have 45 seconds to check your answers.

**Alexa can help kids with homework, but don't forget problem-solving skills!**

- 0 In a recent Internet video, one parent is
  - A proud of her child.
  - B upset with her child.**
  - C confused about the situation.
  - D charmed by her child's innovation.
  
- 1 One teacher compares using this new technology to
  - A students cheating on exams.
  - B learning basic addition.
  - C more accepted means of checking work.
  - D children shutting their brains off.
  
- 2 A main teaching controversy is about
  - A students accessing tools others benefit from.
  - B students becoming less intelligent.
  - C whether teachers should use smart devices.
  - D if smart technology should be used every day.
  
- 3 Children who develop certain abilities through hard work will exceed
  - A those who are on their phone most of the time.
  - B children who are naturally intelligent.
  - C children with strict parents.
  - D others who are trying to get the solution straight away.
  
- 4 In order to effectively solve problems, kids should have to
  - A be encouraged regularly.
  - B avoid being overly frustrated.
  - C face difficulties.
  - D reduce their use of technology.
  
- 5 New knowledge and devices
  - A are embraced only by younger people.
  - B always lead to fear about potential effects.
  - C can only be positive in the long run.
  - D must be widely used in schools.
  
- 6 A major benefit of technology used today is it
  - A is less stressful on the brain.
  - B allows students to take part in solving problems.
  - C makes people more even-tempered.
  - D keeps students energetic.



0	1	2	3	4	5	6
B						

**2 g**  
**Listening**

**Track**  
**13 + 14**

**Test format**  
**Multiple choice**  
**» page 65**

**Aspect: stages of life**

Read the text about changing ideas of growing up. Some words are missing. Complete the text by writing one word for each gap (1–15) in the spaces provided. The first one (0) has been done for you.

**Children growing up too quickly?**

To understand how we measure growing up, it's important to think about what most people mean by "childhood" and "adulthood". Excluding biological measures such as (0) \_\_\_ children hit puberty, our understanding of childhood is largely a social construction. People have different views of (1) \_\_\_ it means depending on when and where they have grown up, (2) \_\_\_ it difficult to measure or quantify.

In most countries, people are (3) \_\_\_ adults from the age of 18, but this varies. In Japan, you are legally a child until you are 20, (4) \_\_\_ in other countries such as Iran, individuals as young as nine years old can be treated as adults in law. Definitions of childhood have (5) \_\_\_ varied historically: in the 19<sup>th</sup> century, it was common for children under the age of ten to work, and the idea of being a "teenager" did not really exist (6) \_\_\_ the 1940s. Before then, adolescents were simply seen to transition straight (7) \_\_\_ childhood to adulthood.

How, then, do we understand the idea of growing up more quickly – and is it really the (8) \_\_\_? "The basic stages of children's development aren't changing," says Shelley Pasnik, senior vice president and director of the Center for Children and Technology, a research group based in New York. "The external world is constantly shifting, but children's cognitive and emotional milestones (9) \_\_\_ the same."



And Pasnik points out, it is difficult to measure and quantify the idea of "growing up" in a social and cultural (10) \_\_\_. There are so many cross-cultural, linguistic and developmental aspects to childhood that it's (11) \_\_\_ impossible to pinpoint any one thing as being the (12) \_\_\_ influence on how quickly children grow and age.



There's also evidence people (13) \_\_\_ to idealise their own childhood, imagining it as a more carefree and happy time. It's possible that adults who (14) \_\_\_ that children today are maturing more rapidly may well be comparing (15) \_\_\_ to a skewed and nostalgic view of their own youth that does not quite compare to reality.

**3 c**

**Language in use**

BE

Write your answers here:

0	when		
1		6	11
2		7	12
3		8	13
4		9	14
5		10	15

skewed: verzerrt



**Test format**  
**Open gap-fill**  
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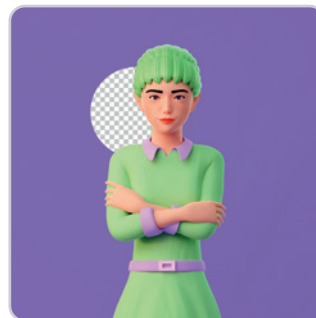
### Aspect: stereotypes in virtual space

Read the text about how the gender of someone’s avatar influences their behaviour. Some words are missing. Use the words in brackets to form the missing word for each gap (1–11). Write your answers in the spaces provided. The first one (0) has been done for you.

#### Give someone a virtual avatar and they adopt stereotype behavior

Gender stereotypes are (0) \_\_\_ (**stick**), and even in virtual worlds, they carry over in (1) \_\_\_ (**expect**) ways. According to Motherboard, new research suggests that people carry (2) \_\_\_ (**assume**) about gender with them online – by (3) \_\_\_ (**treat**) digital women differently from digital men – but that their own behavior in virtual worlds is (4) \_\_\_ (**determine**) by the gender of their avatar. When a woman plays as a male character, her behavior actually changes.

In social sciences, there’s a double-edged concept of “stereotype threat” and “stereotype boost.” People whose social group – man or woman, white or black, straight or queer – is (5) \_\_\_ (**stereotype**) considered to act a certain way will actually be affected by that stereotype. So, for example, there’s a stereotype that women are bad at math. Put to the test, women who think women are supposed to be bad at math will subsequently do worse on a math exam.



Stereotype boost is the opposite of stereotype threat. Where stereotype threat causes stress and (6) \_\_\_ (**anxious**), stereotype boost – the concept that you’re supposed to be better at something – can give an actual boost in (7) \_\_\_ (**perform**).

The weird thing is, stereotype threat and stereotype boost kick in just by putting on a digital mask, according to the new research. A woman who is randomly assigned to play as a digital man will get a stereotype boost to her math (8) \_\_\_ (**able**), because her new digital self is no longer subject to the stereotype-imposed fear. In the same way, a man playing as a woman will suddenly perform worse. Man or woman in real life – the gender of the players’ avatars is what affected their math skills.

As the researchers explain in their study, donning a digital avatar can do all sorts of things to our behavior: Research on the Proteus effect – named after the Greek god known for being able to take on many different physical forms – has demonstrated that people conform to the stereotypes associated with the characteristics of their virtual self-representations, both (9) \_\_\_ (**behavior**) and cognitively. For example, those who were randomly assigned an attractive avatar acted more (10) \_\_\_ (**intimate**) and socially when (11) \_\_\_ (**act**) with a confederate than did those who were randomly represented by an unattractive avatar.

Write your answers here:

0	sticky	6
1		7
2		8
3		9
4		10
5		11

3 h

Language in use

AE

to don sth: to put sth on (anlegen, anziehen)

confederate: Verbündete/r



**Test format**  
**Word formation**  
» page 69

**Aspect: low teen pay**

Teens4Hire, an online community of job-seeking teens, wants to learn about young people's opinions on low teen pay. They have asked for essays to be sent in. The most interesting essays will be published on their website. You have decided to send in an essay.

**Is it fair to pay teens less than adults?**



You should discuss the question above and give reasons for the position you take. In your **essay** you should discuss:

- » the importance of making money as a teenager
- » benefits and risks of teenage employment for businesses
- » effects of a low wage on teenagers' motivation and self-esteem

Give your essay **a title**. Write around **400 words**.

**4 d**

**Writing**

**Writing reference  
Essay**

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