

Part 1

For questions 1-8, read the text below and decide which answer (A, B, C or D) best fits each gap. There is an example at the beginning (0).

Example:

A fulfil	B finish	C complete	D succeed
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Coming second: pleasure or pain?

Every ambitious athlete hopes to **0** _____ their dream of winning a gold medal at the Olympics. However, not everyone can win, and often talented athletes must accept second place. A team of psychologists recently **1** _____ some research on the emotional responses of those finishing second. For certain individuals, a silver medal may **2** _____ their expectations and so naturally they will be delighted. They may also enjoy surprising experts and journalists who believed they had absolutely no **3** _____ of achieving anything.

In **4** _____, the athlete who everyone assumed would win with ease, but then suffers a **5** _____ defeat, may not celebrate their silver medal. This reaction differs sharply from the athlete who comes second but finished a long way behind the winner. There is a **6** _____ in the research that shows such a person will feel significantly happier.

To a certain **7** _____, these findings are not surprising. Silver medallists who were close to victory will almost certainly **8** _____ on what might have happened if they had trained harder, or done things differently.

1	A controlled	B conducted	C directed	D guided
2	A exceed	B overtake	C pass	D overcome
3	A outlook	B view	C estimate	D prospect
4	A opposition	B contrast	C distinction	D contradiction
5	A thin	B tight	C narrow	D slight
6	A habit	B trend	C custom	D tendency
7	A extent	B amount	C range	D level
8	A review	B wonder	C consider	D reflect

Part 2

For questions 9-16, read the text below and think of the word which best fits each gap. Use only one word in each gap. There is an example at the beginning (0). In the exam, write your answers **IN CAPITAL LETTERS** on the separate answer sheet.

Example: ABOUT

The importance of friendship

It is undeniable that friendship is important for just **0** _____ everyone. Individuals with several close friends are usually happier than those **9** _____. Good friends often know things that family members may not be aware of, even **10** _____ they have lived together for years.

This is probably **11** _____ when in the company of a good friend we share our secrets and dreams. Friends turn to one **12** _____ for suggestions on how to solve their problems. There is a tendency **13** _____ close friends to be very honest, sometimes saying things the other person may not want to hear!

Good friends stick together, and the best relationships may last a lifetime. It is **14** _____ surprise that most friends have similar personalities, which reduces the risk of conflict. However, people don't always have an accurate picture of **15** _____ their true friends are. Research shows that in a surprising number of cases a person someone considers a good friend doesn't feel the **16** _____ about them.

Part 3

For questions 17-24, read the text below. Use the word given in capitals at the end of some of the lines to form a word that fits in the gap in the same line. There is an example at the beginning (0). In the exam, write your answers **IN CAPITAL LETTERS** on the separate answer sheet.

Example: EXCEPTION

Lake Titicaca

<p>Lake Titicaca is the largest lake in South America with the 0 _____ of Lake Maracaibo in Venezuela, which unlike Titicaca is connected directly to the sea. It is 190 kilometres long and reaches a maximum 17 _____ of 284 metres. Approximately 60 per cent of the lake lies in Peru and the rest in Bolivia. The lake is famous for a variety of 18 _____ wildlife, including a giant frog that can weigh up to three kilogrammes.</p>	<p>0. EXCEPT 17. DEEP 18. USUAL 19. DANGER 20. ESTABLISH 21. FORGET 22. ACCESS 23. INHABIT 24. SURPRISE</p>
<p>Some animals in the lake are 19 _____ species, which led to the 20 _____ of Titicaca National Reserve in 1978. The protection of the wildlife is guaranteed, and so is the beautiful scenery that makes a visit to the lake so 21 _____.</p>	
<p>There are numerous islands on the lake, although not all are 22 _____ to tourists. The 23 _____ of some of the islands are known as the Uros people, who still maintain their traditional way of life, but at the same time welcome visitors. 24 _____, this beautiful lake is often ignored by tourists.</p>	

Part 4

For questions 25-30, complete the second sentence so that it has a similar meaning to the first sentence, using the word given. Do not change the word given. You must use **between two and five words**, including the word given. Here is an example (0).

0 We couldn't go sailing because there wasn't enough wind

LACK

Due **to the lack of wind**, we couldn't

25. Some schools were closed for a couple of days because of the heavy snow.

LED

The heavy snow _____ for a couple of days.

26. Steve doesn't take much notice of the weather forecast.

ATTENTION

Steve doesn't _____ the weather forecast

27. John wishes he had taken an umbrella to work this morning.

TAKING

John _____ an umbrella to work this morning

28. Donna said that apart from Friday, every day last week had been really hot.

EXCEPTION

Donna said that _____ Friday, every day last week had been really hot.

29. This is the worst weather we've ever had in July.

AS

We've _____ as this in July

30. I'm sure it was unbearably hot where you were staying.

MUST

The _____ unbearable where you were staying.

Part 5

You are going to read an article about some amazing jobs. For questions 31-36, choose the answer (A, B, C or D) which you think fits best according to the text.

Dream Jobs

During our teens, all the pupils at my school had to have a meeting with a 'careers advisor' who only seemed to know about jobs at the local ship-building works. That was fine for some, but many of us would have liked to hear about a wider range of opportunities at that time. If only she had known about the jobs I've been researching for this article! It seems there are positions out there that are almost too good to be true.

Take, for example, the job with the title 'Ice cream flavour advisor' for ice cream manufacturer Frederick's. Imagine making and tasting ice cream for a living! From the Fredrick's website I learned that the people who do this job are all chefs and food scientists, and often go on what they call 'taste hunts' where they travel to other countries, trying new foods to get inspiration for new products. The website's home page also states that 'every ingredient deserves consideration', meaning anything from peanuts to potatoes could make it into the next flavour advisor's invention. I guess the one downside of this job could be tasting failed creations.

For those worried about the health implications of eating so much ice cream, then how about something more active? The perfect job for water sports lovers was advertised in 2015 by holiday company Travel Now. They needed a water slide tester! This involved getting into swimming gear and speeding down slides at various holiday centres around the world to check for any issues. The company was seeking applicants with strong written and verbal skills, experience in social media and a willingness to travel.

Another job that seems impossibly wonderful is one for those who dream of living on a remote island. As the caretaker of a private island in the Maldives, Simon Grainger gets to enjoy fabulous weather, fishing and boating as part of his job. However, he says that while it may sound more like an extended holiday than work, the responsibilities of the job can be very demanding. These include maintaining and repairing the island owners' property and cleaning up after storms. On top of that, being by yourself on an island means that your social life suffers. Seeing friends involves an hour's boat ride, which is never easy and sometimes impossible. Grainger warns anyone considering a job like his to be realistic about it. He explains you've got to be very practical with good physical

fitness, and happy in your own company. If you are this type of person, you'll do the job well and never want to go back to life on the mainland.

A fortune cookie is a moon-shaped biscuit given away in Chinese restaurants that contains a little piece of paper with a message on it. Millions of these are read every day, but few realise that people actually get paid to write the words of wisdom you find when you crack your cookie open. Daisy Cheng, president of New Asian Food in Los Angeles, used to be one such person. It wasn't exactly her chosen career path, it was more of a role she fell into. When the company expanded and realised they needed to update their cookie messages, she was asked to do it because her English language skills were stronger than other employees'. She found it difficult to start with, but soon she was finding inspiration everywhere, from subway signs to newspapers.

As a writer myself, I would love to create messages for fortune cookies, but I would be delighted to do any one of these amazing jobs. Listen up careers advisors!

31. How does the writer feel about the careers advisor he met when he was younger?

- A** He regrets that she was unable to help any of the teenagers.
- B** He found her guidance quite useful at the time.
- C** He thought it was unnecessary to see her.
- D** He wishes she had been aware of a greater variety of job options.

32. What is claimed on the website for Frederick's ice cream?

- A** There is no food type that they will refuse to experiment with.
- B** They are able to make most ingredients taste good in ice cream.
- C** They trial every new flavour creation internationally before it goes on sale.
- D** No other ice cream producer has greater expertise.

33. Applicants for the job of water slide tester were required by Travel Now to

- A** be good at communicating with people.
- B** have plenty of travel experience.
- C** have good IT qualifications.
- D** be very physically fit.

34. What does Grainger say about his role as caretaker on a private island?

- A** He is considering giving it up so he can move back to the mainland.
- B** The only thing that is hard about it is being alone on the island.
- C** It might not be the right job for everyone.
- D** The holiday lifestyle involved is not always enjoyable.

35. What does the fifth paragraph say about Daisy Cheng getting her job as fortune cookie writer?

- A** She did not deliberately choose to do the job.
- B** She got the job because none of her colleagues spoke any English.
- C** She applied for it when the company grew and needed more people to do the job.
- D** She tried to avoid doing the job at first.

36. What does 'one such person' refer to in the fifth paragraph?

- A** someone who is a company vice president
- B** someone from New York
- C** someone who didn't know fortune cookie message writers existed
- D** someone who writes the messages in fortune cookies

Part 6

You are going to read an article about trips for school children. Six sentences have been removed from the article. Choose from the sentences A-G the one which fits each gap (37-42). There is one extra sentence which you do not need to use.

Field trips for school children

For many years, school children in the US have been taken on ‘field trips’ to cultural institutions such as museums of art and of science, as well as theatres, zoos and historical sites.

Despite these trips involving some expense and disruption to class timetables, educators arrange them in the belief that schools exist not only to teach economically useful skills, but also to produce civilised young people who appreciate the arts and culture. **37** __. So you could say that taking school students on field trips is a means of giving everyone equal access to their cultural heritage.

However, there have been increasing signs in recent years that the attitude towards field trips is changing, with the number of tours organised for school groups falling significantly in museums all around the country. Take the Field Museum in Chicago, for example. It used to have over 300,000 students each year through its doors. That number has dropped to below 200,000 more recently. **38** __. A survey exploring the trend carried out by a group of school administrators found that over half the schools they asked had decided to cancel trips planned for the next academic year.

So what are the reasons for this change? The most obvious one is the issue of finance. Because there are increasing demands on their funds (computers and sports facilities aren’t cheap), schools are forced to make a difficult choice about how to spend the limited money they have. **39** __. A significant number of school heads also consider days spent away from school a waste of time, believing that the only worthwhile use of students’ time is spent preparing for exams in the classroom.

Although school trips do still happen, the nature of these field days is also changing. Schools increasingly use trips as a treat for students who work hard, rather than as an opportunity for cultural learning. They are taken to amusement parks or sporting events instead of to museums and historical sites. **40** __. In a recent survey, 500 Arkansas teachers were asked about the purpose of trips they organised. Older teachers were significantly more likely to believe the primary purpose of a field trip was to provide a learning experience than younger teachers, who mostly saw the main point of a trip as fun.

But why should anybody worry if school children go on fewer trips? Those that believe this is a negative development in education would say that cultural field trips contribute to the development of students into well-educated adults who have a healthy interest in history and the arts. **41** __.

One exception is the research led by Jay P. Greene at Arkansas University. His team found that students who received a tour of an art museum significantly improved their knowledge of and ability to think critically about art. **42** __. The researchers warn that if schools cut field trips or switch from ‘reward’ trips to less educational destinations, then valuable opportunities to broaden and enrich children’s learning experiences are lost.

A. This shift to ‘reward’ field trips could have a basis in generational differences between teachers’ reasons for organising days out of school.

B. However, there is little evidence to support this argument, as few studies into the effect of field trips have been done.

- C. An online tour of the museum, during which they viewed and discussed five paintings, made little impact on students.
- D. Faced with this dilemma, field trips are an obvious thing to cut since they are seen by many as a luxury.
- E. While there are parents who will take their children to cultural places and events in their free time, there are plenty of other children who will never have this kind of opportunity unless schools offer it
- F. They also displayed stronger historical empathy and were more likely to visit cultural institutions in the future.
- G. A similar pattern is emerging in many other areas of the country, and is set to continue.

Part 7

You are going to read five paragraphs from the website of a wildlife conservation organisation. For questions 43 - 52, choose from the sections (A - E). The people may be chosen more than once.

Which paragraph...

43. points out that some aspects of the volunteers' work is surprisingly challenging? ___
44. includes a promise about the excellence of some services it offers? ___
45. says that the organisation is keen to recruit people who have a certain hobby? ___
46. lists a number of threats to animals that live in the sea? ___
47. mentions the length of time that the organisation has existed? ___
48. outlines the characteristics that are useful for volunteers to have? ___
49. warns that the measures taken to protect one species are not enough? ___
50. mentions features which can help distinguish one animal from another of the same species? ___
51. mentions how the organisation informs the public about its research findings? ___
52. describes the process involved in one kind of information-gathering session? ___

The Sea Mammal Institute

A

The Sea Mammal Institute is a wildlife conservation organisation set up to protect whales, dolphins and porpoises. Our team of professional researchers work together with volunteers to identify and monitor the numbers and locations of these creatures in order to gain valuable knowledge of the state of our ocean environment, and the impact of climate change, noise disturbance, chemical pollution and overfishing in our seas. We are also proud of the educational role we perform, increasing public knowledge and understanding of sea mammals, and passing on what our data has taught us through community group talks and school visits.

B

Our organisation relies heavily on volunteers, who help collect data and then input, organise and analyse it. Volunteers interested in photography are always very welcome to help update our photo-identification catalogue – a collection of pictures of all the different species we monitor – and organise our ever-growing image library. If you would like to be a volunteer, the most straightforward way to get involved is to contact the organisation's co-ordinator in your area, and join him or her for a sea watch. Anyone with enthusiasm and a pair of binoculars can take part – and, as you'll learn if you join us, patience is pretty essential too!

C

Although we are pleased to receive any information on public sightings of whales, dolphins and porpoises, it is also important for us to have 'effort-related' data collected by trained volunteers. 'Effort-related' data is that recorded by observers who time their watch and note down specific environmental data every 15 minutes. It doesn't matter how

long each watch is, provided that its date and location are carefully noted down along with any details about sightings of sea creatures. We emphasise the need to do some basic training in observation before taking part in a watch because it's not as simple as it sounds. For example, despite the bottlenose dolphin being probably the best-known type of dolphin, it is in fact rather tricky to identify with any confidence, since it has no clear pattern markings. The upper part of its body is plain dark brown and the underside is a paler brown or grey. So volunteers need plenty of guidance regarding how exactly to recognise it.

D

The Sea Mammal Institute has been running courses for over twenty years, making it the most experienced organisation for training observers and students interested in sea animals in the country. It provides staff training for leading conservation organisations, and guarantees a very high quality of training from expert course leaders. The two-day introductory course recommended for new volunteer observers teaches participants the basics of how to identify different species, estimate group size, distinguish between calves, juveniles and adults and to assess the state of the sea. Plenty of practice conducting both land and boat-based surveys is given. Also included are sessions on basic photographic techniques to enable observers to identify an individual animal through distinctive markings, body size or injury scars.

E

One of the strengths of our organisation is that we do long-term, continuous research. Over the 25 years since Sea Watch was set up, some significant insights have resulted from this research. For example, our monitoring of bottlenose dolphins shows that even in locations that are already controlled conservation areas, large numbers of motorised boats may be causing changes in their behaviour. Although strict codes of conduct stop boats approaching dolphins too closely or too fast, it is believed that the creatures' social structures are being affected by the presence of so many boats in these areas.

Answer Keys

Part 1

1 B - conducted. 'To conduct research' is the only fitting collocation in the given context. Of course, you could also control research (Answer A), but the phrase has a different meaning (to oversee or direct it).

2 A - exceed. This time, it is the only collocation that works with the word 'expectations'.

3 D - prospect. A prospect is chance or likelihood of something happening. 'Estimate' is more commonly used with numbers. 'Outlook' is a prediction, but is commonly used in a phrase like 'outlook for/of something'.

4 B - contrast. An introductory phrase that makes a counter-point is needed here - 'In contrast'

5 C - narrow. A narrow defeat is a defeat that was almost a victory, like in a situation where the losing athlete is only 0.01 seconds slower than the victor. Similarly, a narrow victory is one with minimal possible advantage over the second place (the runner-up position).

6 B - trend. In the context of a scientific analysis, a trend is something like a general finding that is repeated through multiple trials. In other words, it is something that happens many times and therefore cannot be seen as random.

7 A - extent. 'To some extent, to some degree' are phrases that mean that something is partially true, but not completely so..

8 D - reflect. To reflect on something means to think about something hard, to try and analyse it. If we disregard the preposition 'on', the other verbs would collocate differently: 'wonder about', 'consider something', 'review something'. However, contextually they do not work here.

Part 2

9 without. 'With' and 'without' here are used for added contrast. Omission of the word in the second part makes it harder to guess: '... than those without (them)'.

10 if/after. 'Even if' is used to reinforce the point made in the sentence. It is also more natural of the two possible answers. 'After' is also acceptable.

11 because. 'Because' helps make a connection with the previous sentence and explain the points made there.

12 another. 'One another' is a common combination that you should be familiar with at B2.

13 among. 'Among' here expresses the idea 'in a particular group of people'.

14 no. Contextually, we see that the negative form is used for emphasis - to make the sentence more expressive, that is.

15 who. In order to make the right choice here, we have to keep on reading. In this case, only the very last sentence in the paragraph provides sufficient context to answer correctly.

16 same. To feel the same about somebody means to have similar feelings towards them, either positive or negative ones. Here they talk about the idea of friendship that might not always be mutual.

Part 3

17 depth. Be careful with the spelling of this noun. Note that there is no such word as 'deepness' - a common wrong answer in this task.

18 unusual. Naturally, it is impossible to be famous for something usual, so we need a prefix with the opposite meaning.

19 endangered. If an animal is endangered, it means it is at risk of extinction (disappearing) because there are too few of them left. Note that 'dangerous' is wrong - the added context of a national reserve in the second part of the

sentence hints at the fact the animal is in danger of disappearing.

20 establishment. Establishment here means 'creation'. Again, 'establishing' will most likely not be considered the right answer, so avoid using gerund forms in FCE Use of English Part 3.

21 unforgettable. It is clear that we need an adjective with the meaning of 'memorable' here. Just make sure to spell this word correctly!

22 accessible. Available, open, free.

23 inhabitants. Two things to note here - first of all, the noun has to be plural because it is then referred to as 'people'. Secondly, mind your spelling here, as the right word spelled the wrong way will not give you points.

24 surprisingly. The adverb has to express the idea of being surprised, because despite the beauty this place is known for, tourists don't go there too often.

Part 4

25 led schools to getting/being closed. The structure 'lead to' is followed by a noun or gerund (-ing form), hence 'getting' or 'being'. Moreover, make sure not to exceed the word limit. To do that, we have to omit 'some': **led (some) schools to getting/being closed**.

26 doesn't pay much attention. Note that 'doesn't' is counted as two words - you can use both the shortened and the full form. Answering 'doesn't pay **any** attention' might only give you 1 of the 2 points - make sure to keep the changed sentence as close to the original one as you can.

27 regrets not taking. The reason we have to use 'regret' is because this is the only fitting verb that would take the -ing form of 'take' in the given limited number of words.

28 with the exception of. The definite article is required here as the integral part of the 'of' phrase.

29 never had weather as bad. 'As ... as ...' comparative structure is pretty common for FCE Use of English 4, so be ready to see it. Note that Present Perfect is used here.

30 heat must have been. A very tricky transformation; it requires the word 'heat'. Note that 'weather' doesn't fit here: if you say that the weather was unbearable, it could mean anything - hot or cold, raining or even snowing.

Part 5

31 D. The answer is in the sentence starting with 'If only she had known...'. Answer A is wrong, as it is clearly stated that the work she suggested suited some of the pupils. The opposite of answer B is mentioned. Nothing relating to answer C is present.

32 A. 'Every ingredient deserves consideration' is the part that leads us to choose answer A. Nothing is mentioned about answers B and D. 'B' is wrong as the travelling is done to discover new possible flavours, not to test them in different countries.

33 A. Developed 'written and verbal skills' refer to one's ability to express yourself, in other words - good social skills. 'B' is incorrect, as candidates need to be willing to travel, not have travelling experience. 'D' is not mentioned - 'strong' refers to skills, not physical strength. Experience with social media is not an IT qualification.

34 C. He says that you have to be a certain type of person to truly enjoy this job. Nothing about answer 'A' is mentioned as he only warns that one has to be ready to be alone, and if they are - they will never want to go back to 'the mainland'. 'B' is not good as in addition to being alone, you have to take care of many things on the island. Answer D is not mentioned.

35 A. '... it was more of a role she fell into' means that she did not choose it herself, but just happened to fit the position because of her language skills. Answer 'B' is wrong - it only says that her language was better than others'. Answer C is incorrect - it was the company's initiative to have her write the messages, she did not ask to do it herself.

Answer D gets no mentioning.

36 D. The description of the job immediately precedes the phrase 'one such person', clearly referring to someone who writes fortune cookie messages.

Part 6

37 E. An important point made here is that the school wants to make sure students get their fair share of access to cultural experience, because some families do not consider this important for their children.

38 G. 'Similar patterns' refers to those observed in the Field Museum of Chicago. The number of booked trips to museums has fallen steadily across the country.

39 D. The dilemma mentioned in 'D' is the difficult choice about where the funding should go - and as a result, field trips are seen as expendable, not worth spending on.

40 A. The point about 'generational differences' is further reinforced in the sentence after the gap. They compare how younger and older teachers perceive the trips. Older generations still see some cultural value in them, whereas younger teaching staff members believe that the fun aspect is the main focus of such trips.

41 B. The last sentence focuses on the lack of scientific evidence to support the claim made in the paragraph. Next paragraph mentions a research that does actually have some reasons to think different: 'One exception is the research...'

42 F. Here we have to make a choice between sentence F and sentence C. We need the one that supports the idea of positive influence of such trips. This is because the research is presented as one that shows scientific proof of how beneficial these trips can be. Sentence C, on the other hand, would serve to show that such tours have 'little impact on students'.

NOT USED: Sentence C.

Part 7

43 C. The skill required is about the so-called 'effort-related' aspect of volunteers' work - recording date and location of marine life sightings.

44 D. Phrases like 'most experienced organisation for training', 'provides staff training for leading organisations' and 'very high quality' drive us to choose this paragraph.

45 B. The organisation is interested in people who have photography as their hobby.

46 E. The second part of the last paragraph lists potential threats to marine life, namely boat traffic.

47 E. 25 years is how long the organisation has been going.

48 B. Enthusiasm is the main characteristic mentioned at the end of the paragraph. To some extent, having a pair of binoculars could be included as a 'characteristic'.

49 E. The measure taken is the regulation regarding motorboats and how they interact with the dolphins. According to the paragraph, these regulations are not always good enough to protect sea species.

50 C. Last sentences of this paragraph explain how to visually identify the bottlenose dolphin.

51 A. Last sentence of this paragraph mentions how they share the information through talks and school visits.

52 C. The topic in question is the previously mentioned 'effort-related' data and the process of gathering it.

Vocabulary

The vocabulary below is meant to help you with the more difficult words. If the word isn't on the list then you are either supposed to know it at this level or it is too specific to be worth learning for the exam. Symbols in brackets

mean part of speech (see bottom of the list). Sentences in italics give examples of usage for some more complex words and phrases.

And remember — you are not given a vocabulary list (or a dictionary) at your real exam.

Part 1

Emotional response - the way a person reacts to something.

Delighted (adj) - extremely happy and satisfied. *We were delighted to get an invitation to their anniversary.*

Assume (v) - to make a conclusion based on incomplete (or nonexistent) information. *Because his employment history was blank, we assumed he had never worked in his life.*

Ease (n) - if you do something with ease, you do it without being challenged, easily.

Part 2

Undeniable (adj) - (here) something nobody is going to argue about because it is clearly true. *The benefits of mild exercise are undeniable, even more so for people of senior age.*

Tendency (n) - if somebody has a tendency to do something, they are likely to do it.

Stick together - an informal expression that means 'to be/stay together' used to talk about friends (not romantic partners).

Part 3, 4

Approximately (adv) - around, close to. It is used to talk about numbers that one is not certain about.

Weigh (v) - (here) to have a weight of. Note the spelling. *Cars nowadays weigh almost twice as much as they used to two decades ago.*

Species (n) - a particular type of living organism that can breed with one another. *This fox species is prevalent in the region.*

Scenery (n) - the visual part of landscape or nature. *I stood on the porch, admiring the autumn forest scenery.*

Take notice of smth - to pay attention to something, to notice something.

Unbearable (adj) - too intense to be comfortable. *The mayor's speech ended up being unbearably long.*

Part 5

Do something for a living - 'for a living' here means as a means to earn money. This can either be one's profession or something one does without having proper qualifications.

Inspiration (n) - a source of new thoughts and ideas. *If I want to draw a new picture, I usually take inspiration from long walks down at the shipyard.*

Downside (n) - the negative aspect of something, a disadvantage. *One of the downsides of this job is that you have to wake up as early as 4 AM.*

Implications (n) - (here) consequences of something that are not immediately visible or obvious. *The implication of him helping me out with money was that I should be ready to return the favour at any time.*

Verbal (adj) - relating to speech, the opposite of 'written'.

Remote (adj) - located far away from everything else. *Having spent a year living in a remote village, I can say that city dwellers have no idea how peaceful one's life can be.*

Applicant (n) - a person who applies for a job position.

Caretaker (n) - somebody who takes care of a building or a number of buildings. Responsibilities include fixing things that break and ensuring that everything is in good order.

Fall into (phr v) - if you fall into a role, it means you don't choose it, but end up there for one reason or another.

Part 6

Site (n) - a place of interest. Do not confuse this with a website! *Mecca is a rich cultural site and a popular tourist destination for a number of reasons.*

Disruption (n) - something that prevents or ruins order and efficiency. *Loud students are a common cause of disruption in class.*

Appreciate (v) - to value something, to see and understand the importance of something that has value. *Most people without an art degree cannot fully appreciate the beauty of this picture.*

Means (n) - a way to do or achieve something. As a noun, the word 'means' can be both plural and singular, but always has 's' at the end. *We are ready to stop the process by any means possible.*

Facilities (n) - (here) rooms or buildings as well as all the equipment required for operation. *Catering facilities are in need of improvement, but the school currently has no money to renovate the cafeteria.*

Head (n) - used figuratively here, it means somebody in position of control. *Heads of the state have now gathered to discuss the issue of unemployment.*

Contribute (v) - to take part in something, to help something happen. Used both positively and negatively. *Smoking contributes significantly to various lung problems.*

Healthy (adj) - (here) natural.

Broaden, enrich (v) - two words here that mean pretty much the same thing in this context - to add to it.

Generational (adj) - relating to generations, or the period when a person was born, like baby boomers, generation X, generation Z and the most recent one - generation Alpha.

Dilemma (n) - a difficult question or problem with no easy solution or answer to it. *Capital punishment is one of the bigger ethical dilemmas of the legal system.*

Empathy (n) - the quality of understanding how the other person might think or feel.

Part 7

Keen (adj) - very willing and enthusiastic about something. *Lucy is a keen reader, so she knows lots about lots.*

Certain (adj) - (here) particular. *There are certain aspects of freelancing that make it so attractive, like managing your own time.*

Porpoise (n) - an animal similar in appearance to a dolphin.

Monitor (v) - to watch, to observe. *The experimentation process has to be closely monitored in order to be analysed later.*

Pass on (phr v) - to give something like valuables or knowledge to somebody else, especially if they are younger or less experienced.

Input (v) - used about data here, to input data means to enter it into a system, like a catalogue or computer software.