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SECOND EDITION

# Advanced TRAINER

SIX PRACTICE TESTS WITH ANSWERS

Felicity O'Dell and Michael Black



Six new practice tests for the revised exam from 2015



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Felicity O'Dell and Michael Black

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# Introduction

## Who is *Advanced Trainer* for?

This book is suitable for anyone who is preparing to take *Cambridge English: Advanced*, also known as *Certificate in Advanced English (CAE)*. You can use *Advanced Trainer* in class with your teacher or – if you have the ‘with answers’ edition of the book – on your own at home.

## What is *Advanced Trainer*?

*Advanced Trainer* contains six practice tests for *Cambridge English: Advanced*, each covering the Reading and Use of English, Writing, Listening and Speaking papers. The first two tests are ‘guided tests’, which means that they contain extra training and support to help you with each of the tasks in the exam. Tests 3 to 6 are purely practice tests. All six tests are at *Cambridge English: Advanced* level and match the exam in format and standard.

In Test 1, each part of each paper consists of a Training section and an Exam practice section. The Training sections give information about each part of the exam and have advice and practice to help you prepare for it. They focus on grammar, vocabulary and functional language directly relevant to particular task types. This is supported by work based on correcting common grammar and vocabulary mistakes made in the exam by *Cambridge English: Advanced* candidates, as shown by the Cambridge Learner Corpus. (For more information on the **Cambridge Learner Corpus**, see page 7.) The Exam practice sections consist of the test itself accompanied by an Action plan, giving step-by-step guidance for each task, with tips on general strategy and advice linked to the specific questions. A Follow-up task at the end of the Exam practice section invites you to reflect on the task and consider how you could improve your performance.

Test 2 also consists of a Training section and an Exam practice section for each part of the exam. The Training sections are shorter than those in Test 1. They review the information provided in Test 1 and also include further practice for that part of the test. The Exam practice sections provide additional tips and advice.

Tests 3 to 6 are complete practice tests without advice or training. They give you the opportunity to practise the advice and skills you have acquired while working through Tests 1 and 2.

There is an Explanatory answer key (see below) for each test.


## Features of *Advanced Trainer*

- Full-colour **visual material** for the Speaking paper of all six tests.
- **Explanatory answer keys** in the ‘with answers’ edition of the book, not only giving information about which answers are right, but also, where appropriate, explaining *why* certain answers are correct and other options are not.
- **Notes on all writing tasks** to explain what is required, with, in addition, **model answers** for each task type in the ‘with answers’ edition.
- In the ‘with answers’ edition, a **Listening transcript** with underlining to indicate the sections that provide the answers to the exam questions.
- **Photocopiable answer sheets** for the Reading and Use of English and Listening papers. Before you take the exam, you should study these so that you know how to mark or write your answer correctly. In Writing, the question paper has plenty of lined paper for you to write your answers.
- **Downloadable audio** (also available separately as three CDs) consists of the recordings for the six Listening tests plus some Listening and Speaking practice materials relating to Tests 1 and 2. The audio can be downloaded from [www.cambridge.org/advancedtrainer](http://www.cambridge.org/advancedtrainer).

## How to use *Advanced Trainer*

### Test 1 Training

- For each part of each paper, you should begin by studying the **Task information**, which tells you the facts you need to know, such as what the task type tests and the kinds of question it uses.
- Throughout Test 1, you will see information marked **Tip!** These tips give you practical advice on how to tackle each task type.
- In all papers, training exercises help you develop the skills you need, e.g. working out meaning from context, by working through example items.
- Answers to all the training exercises are in the **Explanatory answer key** in the ‘with answers’ edition.

- Throughout Test 1, there are **Useful language** sections, which present and practise grammatical structures, vocabulary or functional expressions that are often tested by particular task types.
- Many exercises involve focusing on and correcting common language mistakes made by actual *Cambridge English: Advanced* candidates, as shown by the **Cambridge Learner Corpus** (see page 7).
- In **Listening**, you are prompted to use the downloadable audio or one of the numbered CDs:  If you are using the downloadable mp3 files, please note that the track numbers are the same as on the CDs. If you are using the CDs, you will need a CD player (or a computer that plays CDs). In both cases, you will also need a watch or clock to make sure that you keep to the time allowed for each part of the test.
- In **Writing**, the **Explanatory answer key** contains model answers for the tasks. Although there are many different ways of answering each question, it is worth studying these and thinking about the structure and language of each of the answers provided.
- In **Speaking**, you are sometimes prompted to use the audio recordings and do tasks as you listen. You can practise speaking on your own or with a partner, using what you have learnt in **Useful language** and in **Tips!**.

### Test 1 Exam practice

- Look first at the **Action plan**, which gives you clear step-by-step guidance on how to approach each task type.
- Read any further **Tips!** for that part of the exam.
- Work through an exam-style task, following the **Action plan** and making use of the **Advice** boxes, which suggest ways of dealing with specific items.
- Answers to all items are in the **Explanatory answer key**, which explains why the correct answers are right and others are wrong. For **Listening**, the parts of the **Transcripts** which give the correct answers are underlined.
- After doing the exam task, look at the **Follow-up** task and consider how you can do better in this part of the exam in future.

### Test 2 Training

- Answer the questions in the **Review** section, as these will remind you about this part of the exam. If you need to, use the cross-reference to Test 1 to check your answers.
- Look at the **Tips!** and work through the exercises which

focus on other useful exam techniques and language to help with this part of the exam.

- There is further work based on mistakes frequently made by *Cambridge English: Advanced* candidates, as shown by the **Cambridge Learner Corpus**.
- There is also an emphasis on revision, with cross-references for each task type to the relevant **Task information** and **Action plan** in Test 1. You can refer back to these before you begin working through each section.

### Test 2 Exam practice

- Think about the **Action plan** for this part of the exam. Use the cross-reference if you need to.
- Use any **Tips!** on strategy and **Advice** relating to specific questions to help you work through the exam task.
- Do the task under exam conditions if possible, i.e. not using a dictionary and spending an appropriate amount of time on the task.
- Check your answers in the **Explanatory answer key**.

### Tests 3–6 Exam practice

- In Tests 3, 4, 5 and 6, you should apply the skills, techniques and language you have learnt in Tests 1 and 2.
- You can do these tests and the four papers within them in any order, but you should always try to keep to the time recommended for each paper. For the Listening paper, you must listen to each recording **twice only**.
- It will be easier to keep to the exam instructions if you can find somewhere quiet to work, and ensure there are no interruptions.
- For the Speaking paper, it is better if you can work with a partner, but, if not, you can follow the instructions, and do all four parts on your own.
- If you have the 'with answers' edition of the book, you can check the answers and explanations for them, and also study the Listening transcripts, after you have completed the tasks.

### Audio

In the *Cambridge English: Advanced* Listening Test, the recordings are always played a second time in all four parts. However, the *Advanced Trainer* recordings are repeated for only Part 1 of the Listening Test. For Parts 2, 3 and 4 listen to the recording twice. You will need to replay the track after a first listen.

## The Cambridge Learner Corpus (CLC)

The CLC is a large collection of over 200,000 exam scripts written by candidates taking Cambridge ESOL exams around the world. It is growing all the time. It forms part of the Cambridge International Corpus (CIC) and it has been built up by Cambridge University Press and Cambridge English Language Assessment. The CLC currently contains scripts from over:

- 150 different first languages
- 200 different countries.

Exercises in *Advanced Trainer* which are based on the CLC are indicated by this icon:  Find out more about the Cambridge Learner Corpus at [www.cambridge.org/corpus](http://www.cambridge.org/corpus).

## Level of *Cambridge English: Advanced*

- *Cambridge English: Advanced* is at level C1 on the Common European Framework of Reference for Languages (CEFR). Achieving this level means that your English is good enough for you to study or work in most situations where English is the main language used.
- A pass mark at *Cambridge English: Advanced* is given a grade: A, B or C.
- Achieving a grade A means that your English is considered to be at level C2 on the CEFR.
- If you do not get enough marks for a grade C in the examination, you may get a certificate stating that your English is at level B2, provided you have demonstrated that is the case.

## Grading

- The overall Cambridge English Scale score that you receive for the exam is the average of the separate scale scores you receive for each of the four skills and Use of English.
- The overall score determines your grade and CEFR level.
- There is no minimum score for each paper, so you don't have to pass all four papers to pass the exam.
- Candidates whose performance is below Level C1, but falls within Level B2 receive a Cambridge English certificate stating that they have demonstrated ability at Level B2.
- Whatever your grade, you will receive a Statement of Results. This includes your overall scale score, your scale score in each of the four skills and Use of English, your CEFR level and your grade. Any Cambridge English Scale scores below 142 are not reported for Advanced.
- For more information on grading and results, go to the Cambridge English Language Assessment website (see Further information on page 9).

## Content of *Cambridge English: Advanced*

*Cambridge English: Advanced* has four papers, each with several parts in it. For details of each part, see the page reference under the *Task information* heading in the tables on the following pages.



## Reading and Use of English 1 hour 30 minutes

There are eight parts to this paper and they are always in the same order. Parts 1–4 contain texts with accompanying grammar and vocabulary tasks. Parts 5–8 contain a range of texts and accompanying reading-comprehension tasks. The texts used are from newspapers, magazines, journals, books, leaflets, brochures, etc.

Part	Task type	No. of questions	Format	Task information
1	Multiple-choice cloze	8	A text with eight gaps, each with four options. This mainly tests vocabulary: idioms, collocations, fixed phrases, etc.	page 10
2	Open cloze	8	A text with eight gaps which must be filled with one word each.	page 14
3	Word formation	8	A text with eight gaps. Each gap corresponds to a word. The stems of the missing words are given and must be changed to form the missing word.	page 17
4	Key word transformation	6	Six questions, each with a gapped sentence which must be completed in three to six words, including a given key word.	page 21
5	Multiple choice	6	A reading text followed by multiple-choice questions.	page 24
6	Cross-text multiple matching	4	Four short texts, followed by multiple-matching questions. You must read across texts to match a prompt to elements in the texts.	page 29
7	Gapped text	6	A text with missing paragraphs. You must use the missing extracts to complete the text.	page 33
8	Multiple matching	10	A text (or several short texts) with multiple-matching questions.	page 38

## Writing 1 hour 30 minutes

You have to do Part 1 (Question 1) plus any **one** of the Part 2 tasks. In Part 2, you can choose one of questions 2 to 4. The possible marks for Part 1 and Part 2 are the same. In all tasks, you are told what kind of text you must write, who you are writing to, and why you are writing.

Part	Task type	No. of words	Format	Task information
1	essay	220–260	You have to write an essay based on two points in given information. You need to decide which of the two points is more important, and to explain why.	page 42
2	report review letter/email proposal	220–260	You are given a choice of tasks which specify the type of text you have to write, your purpose for writing, and the person or people you have to write for.	page 46

## Listening approximately 40 minutes

You will both hear and see the instructions for each task, and you will hear each of the four parts twice. You will hear pauses announced and you can use this time to read the questions. There is one mark for each question in this paper. At the end of the test, you will have five minutes to copy your answers onto the answer sheet.

If one person is speaking, you may hear announcements, radio broadcasts, speeches, talks, lectures or anecdotes, for example. If there are two speakers, you might hear a radio interview, discussion or conversation, for example.

Part	Task type	No. of questions	Format	Task information
1	Multiple choice	6	You hear three short extracts and have to answer two multiple-choice questions on each. Each question has three options: A, B and C.	page 51
2	Sentence completion	8	You hear a recording and have to write a word or short phrase to complete sentences.	page 54
3	Multiple choice	6	You hear a recording and have to answer multiple-choice questions, each with four options: A, B, C and D.	page 56
4	Multiple matching	10	You hear five short extracts. There are two matching tasks focusing on the gist and the main points of what is said, the attitude of the speakers and the context in which they are speaking, etc.	page 59

## Speaking 15 minutes

You will probably do the Speaking test with one other candidate, although sometimes it is necessary to form groups of three. There will be two examiners, but one of them does not take part in the conversation. The examiner will indicate who you should talk to in each part of the test.

Part	Task type	Format	Task information
1	Three-way conversation between two students and one of the examiners	The examiner asks you both some questions about yourself and your interests and experiences.	page 61
2	Individual 'long turn' with brief response from partner	You are each given some visual and written prompts; the examiner will ask you to talk about these for about a minute. You are asked to give a short response after your partner has finished their 'long turn'.	page 63
3	Collaborative task	You are given some spoken instructions and written stimuli for a discussion or decision-making task and you discuss these prompts with your partner.	page 65
4	Three-way interaction between students and one of the examiners	The examiner asks you and your partner questions relating to topics arising from Part 3.	page 67

## Further information


The information about *Cambridge English: Advanced* contained in *Advanced Trainer* is designed to be an overview of the exam. For a full description, including information about task types, testing focus and preparation for the exam, please use the *Cambridge English: Advanced Handbook*, which can be obtained from Cambridge English Language Assessment at the address below or from the website at [www.cambridgeenglish.org](http://www.cambridgeenglish.org).

Cambridge English Language Assessment  
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United Kingdom

**Task information**

- In this task, there is a text with eight gaps (plus one example).
- For each gap, there is a choice of four words or phrases: A, B, C and D. You have to choose the correct one to fill the gap.
- You need to read the text carefully and think about its meaning in order to fill the gaps correctly.
- The gaps focus on vocabulary items rather than grammar words.
- To fill some of the gaps correctly, you will need to know how words often combine in collocations and set phrases.


**Useful language: putting words in context**

 Explain why the underlined words do not fit in these sentences. Then suggest a word which could replace it without making any other changes to the sentence.

- 1 Jackie has got a good work as PA to a successful novelist.
- 2 You can count George to be willing to help you out if you encounter any problems.
- 3 Don't worry to ask if you need any help with your project.
- 4 The hotel receptionist will explain you how to get to the conference centre.
- 5 The train travel from Moscow to Beijing takes several days.
- 6 A police is questioning the person who they suspect of stealing my bike.

**Tip!** Sometimes a word will not fit because of something in the grammar around it.

**Useful language: identifying collocations**

**1**  Three of the words in each set collocate with the given verb. One does not. Which are the three correct collocations?

- |         |   |
|---------|---|
| 1 give  | permission / someone a favour / a presentation / someone a hand |
| 2 lay   | claim to / the blame on / the table / an excuse                 |
| 3 make  | a mistake / plans / a noise / your best                         |
| 4 pay   | attention / a ticket / tribute to / a compliment                |
| 5 run   | an exercise / a business / a race / a campaign                  |
| 6 shoot | a film / past someone / an arrow / a camera                     |
| 7 stand | a possibility / a chance / trial / for parliament               |
| 8 take  | care / measurements / a promise / the train                     |

**Tip!** Sometimes choosing the right word is a matter of identifying the right collocation.

**2** Now choose one of the collocations from Exercise 1 to complete each sentence.

- 1 It isn't fair that they ..... you for other people's mistakes.
- 2 It says in the papers that four men are to ..... next month for that robbery at our local bank.
- 3 Paul crept in at about 2 am trying his best not to ..... and wake his parents.
- 4 I've got to ..... about my research at a seminar next week.
- 5 The engineer ..... very careful ..... before he cut the metal panel.
- 6 We've chosen a new advertising agency to ..... for our latest range of products.
- 7 The Minister made a speech to ..... the soldiers who had fought for their country.
- 8 I was winning the race until the very end when Jo ..... me.

**3** Choose the correct option to complete each sentence. In each case, the answer will depend on a collocation.

- 1 The sales team ..... a very successful time at the exhibition.  
A spent      B passed      C had      D made
- 2 When she was transferred to the New York office, Sarah joined an evening class in order to ..... friends.  
A have      B find      C meet      D make
- 3 The proud father was very excited when his son ..... his first steps.  
A made      B took      C gave      D did
- 4 The lecturer ..... the class's attention to an error in the calculations.  
A drew      B attracted      C put      D showed
- 5 My parents contributed a ..... amount of money to the fund.  
A big      B large      C grand      D high
- 6 There was a time when the ..... person could not afford a mobile phone.  
A usual      B normal      C regular      D ordinary
- 7 The CEO will ..... a meeting with her management team this morning.  
A visit      B join      C attend      D follow
- 8 All the students on the course are required to ..... sport every afternoon.  
A go      B do      C train      D practise

### Thinking about meaning

Choose the correct option to complete each gap.

- 1 The graduation ball promises to be the social ..... of the year.  
A event      B activity      C programme      D festival
- 2 People often find it difficult when someone in their own family tries to ..... them how to drive.  
A learn      B practise      C teach      D qualify
- 3 Computer programming is certainly not my ..... of expertise.  
A part      B section      C system      D area
- 4 The college offers a ..... range of evening courses.  
A wide      B distinct      C changeable      D various
- 5 At the moment, the country has a number of ..... economic problems.  
A tricky      B serious      C difficult      D hard
- 6 The students would find the flat more ..... if it were closer to the university.  
A reasonable      B adequate      C convenient      D helpful

**Tip!** To find the correct option, you need to think carefully about the meaning of all the different options.

## Action plan

- 1 Read the title and, if there is one, look at the picture – these tell you the topic of the text.
- 2 Read the whole text before you start answering the questions.
- 3 When you answer each question, look at both what comes before and what comes after the gap.
- 4 Think of a word you might expect to fill the gap before looking at the options.
- 5 Consider each of the options, eliminating those you know are incorrect.
- 6 Check that the word you choose for each gap makes sense.
- 7 Check that the answer you choose fits the sentence grammatically.
- 8 When you have finished, read through the whole text to make sure it makes sense.

### Follow the exam instructions, using the advice to help you.

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).

Mark your answers on the separate answer sheet.

#### Example:

0 A chief      B vital      C principal      D focal

0	A	B	C	D
	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### Three theories about sleep

People spend about one-third of their lives asleep. It seems certain, therefore, that sleep has a (0) ..... function. However, what that function might be is still in (1) ..... Scientists are far from being in agreement about (2) ..... why so much of our precious time is given over to sleep.

There seem to be three main theories. The most popular states that the functions and (3) ..... of sleep are primarily physiological. It claims that we sleep in order to (4) ..... the health of our body. In other words, biological processes work hard as we sleep to repair any damage done during the day and to restore ourselves to (5) ..... efficiency. However, a second theory places more emphasis on the learning benefits of sleep. This theory holds that sleep allows us to process the information that we (6) ..... during the day, and asserts that, without sleep, learning would not take place. A third popular theory is (7) ..... on ideas about energy, saying that we need (8) ..... of sleep in order to, in a sense, recharge our batteries and so have an adequate supply of energy for the coming day.

- |   |              |              |              |             |
|---|--------------|--------------|--------------|-------------|
| 1 | A discussion | B dispute    | C argument   | D debate    |
| 2 | A correctly  | B absolutely | C actually   | D precisely |
| 3 | A purposes   | B targets    | C intentions | D points    |
| 4 | A take       | B maintain   | C stay       | D keep      |
| 5 | A strong     | B utter      | C full       | D entire    |
| 6 | A achieve    | B complete   | C reach      | D acquire   |
| 7 | A rooted     | B supported  | C based      | D developed |
| 8 | A periods    | B eras       | C moments    | D episodes  |

### Advice

1 Only one of these collocates with 'is still in ...' and fits in terms of meaning.

2 One of these adverbs collocates strongly with 'why'.

3 Only one of these words is appropriate when discussing a physical function of the body rather than conscious behaviour.

4 You need to think about both meaning and collocation here to get the correct answer.

5 Only one of the options collocates with 'efficiency' to give the idea of 'total'.

6 Only one of these verbs collocates with 'information'.

7 Only one of these words fits with the preposition 'on'.

8 All these words fit the grammar of the sentence and collocate reasonably well, so think about the meaning here.

### Follow-up

What procedure did you follow when you did this task?

## Task information

- In this task, there is a text with eight gaps (plus one example).
- You have to suggest an appropriate word to fill each gap.
- You need to read the text carefully and think about its meaning in order to fill the gaps correctly.
- The missing words are grammar words rather than vocabulary items.
- The answer will always be a single word. Remember that contractions (*I'll*, *don't*, etc.) count as two words.
- Sometimes there may be more than one possible answer and, if this is the case, the mark scheme allows for it.
- You must spell each word correctly – US and UK spellings are both accepted.

**Tip!** The words that you will need to write in Part 2 are usually one of these types: prepositions; connectors; auxiliary, modal or other basic verbs; determiners or articles; pronouns, basic adverbs such as *too*, *enough*, *more* or *not*.

## Useful language: using prepositions

### 1 Correct the errors made by exam candidates with prepositions.

- 1 A number of customers complained for the after-sales service.
- 2 All the work will be done from volunteers.
- 3 Delegates experienced a number of problems related at the broadband connection at the conference centre.
- 4 Alexandra was able to make good use of her knowledge in foreign languages.
- 5 Many people took part to the anniversary festivities.
- 6 I must congratulate you for your excellent work.
- 7 I hope my letter will be taken in consideration.
- 8 The inspector drew the management's attention in some problems in the workshop.
- 9 There is an urgent need of fresh water supplies in the region.
- 10 Have you seen the new advertisement of Lotus shampoo?

### 2 Sometimes the preposition that is missing is part of a phrasal verb. Find the correct preposition to fill the gap in these sentences.

- 1 The company always takes ..... new staff for the summer period.
- 2 Negotiations broke ..... because of a disagreement about trading arrangements.
- 3 The lecturer talks so fast – I just can't keep ..... with her train of thought.
- 4 It was so noisy in the room that I couldn't make ..... what Jill was saying.
- 5 The new management team plans to bring ..... a number of changes in the company.
- 6 No one expected that the new fashion would catch ..... as quickly as it has.
- 7 The robbers made ..... with a large amount of money.
- 8 Wanda asked the bank for a loan in order to set ..... a consultancy business.
- 9 However hard things may seem, it is important not to give ..... and stop trying.
- 10 Mark thinks there are problems in the contract and he is dead set ..... our signing it.
- 11 The noise in the library immediately put me ..... the idea of studying there.
- 12 Many people don't have much money, just enough to get .....

**Tip!** Whenever you note down a phrasal verb in your vocabulary notebook, write it down in its full context, as this will help you remember what it means and how it is used.

## Useful language: using connectors

1 Choose a word from the box to complete each sentence in a logical way.

although because provided unless  
until whatever whenever whereas

**Tip!** Thinking about the meaning of the surrounding text will help you to choose the right connector.


- 1 Nina is good at maths, ..... her twin brother is better at languages.
- 2 Dan will go to university next year ..... he passes all his exams.
- 3 I'll do ..... you want me to do.
- 4 You'll never be able to afford a car like that – ..... you win the lottery.
- 5 Sally enjoys her work, ..... she doesn't get very much free time.
- 6 It was not ..... I got on the train that I realised I'd left my laptop at home.
- 7 I'm really lucky – I can take a coffee break ..... I want one.
- 8 I like my desk ..... I have a very good view of the sea while I'm working.

2 Some connectors are made up of more than one word. Choose the correct phrase from the box to complete each sentence.

as if as long as as soon as despite the fact that even though  
in accordance with in case in order to no sooner so as not to

- 1 You must fill in the form ..... the instructions on the opposite page.
- 2 Ursula has taken on extra work ..... earn enough money for a holiday.
- 3 My father said I could go to the party ..... I'm home by midnight.
- 4 I managed to complete the essay on time ..... I was suffering from a heavy cold.
- 5 We closed the door very quietly ..... wake the baby.
- 6 You'd better take a notebook with you ..... you want to write something down.
- 7 Simon looks ..... he didn't sleep a wink last night.
- 8 Please call me ..... you get this message.
- 9 I feel I know him quite well ..... we've only met a few times.
- 10 ..... had we left the house than the rain started.

## Useful language: using pronouns

 Fill each gap with the necessary pronoun.

- 1 I met a footballer from our national team, ..... I found very exciting as I'd never met anyone famous before.
- 2 Final-year students told the freshers about everything ..... would help them settle into life at the college.
- 3 ..... the psychologist focuses on in his book is the way people from different countries behave in trains.
- 4 Do you know ..... mobile phone this is?
- 5 ..... being an unexpectedly pleasant day, the students decided to read their books outdoors.
- 6 The professor was satisfied with the way in ..... the students had decided to deal with their project.
- 7 That's the car ..... owner I was just telling you about.
- 8 ..... was suggested that the problem could be tackled in a number of different ways.

**Tip!** Make a note of any grammar errors that your teacher corrects in your homework and do some extra practice using this language correctly.



**Action plan**

- 1 Read the title and, if there is one, look at the picture – these tell you the topic of the text.
- 2 Read through the text and think about what it means before answering the questions.
- 3 Look at the words before and after each gap.
- 4 Think about what part of speech is needed (e.g. a preposition or pronoun) to complete the gap.
- 5 Do the questions you can answer easily first.
- 6 Write your answers in capital letters. The answer will always be a single word. Remember that contractions (*I'll*, *don't*, etc.) count as two words.
- 7 Go back to the more difficult gaps at the end.
- 8 Always write something, even if you are not totally sure that it is the correct answer.
- 9 Check you have spelt all the words correctly. Remember that US and UK spellings are both accepted.
- 10 Read through the whole text to check it makes sense before transferring your answers to the answer sheet.

**Follow the exam instructions, using the advice to help you.**

**Tip!** Even if you are sure two answers are possible, only write one of them.

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).

Write your answers **IN CAPITAL LETTERS** on the separate answer sheet.

**Example:** 0 

B	Y																		
---	---	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--

**Hedgehogs**

A hedgehog is a small mammal characterised (0) ..... the sharp spines which cover its body. (9) ..... hedgehogs are found in many different parts of the world, none is native to either America or Australia.

All species of hedgehog share the ability (10) ..... roll into a tight ball when attacked, (11) ..... that their spines point outwards. The effectiveness of this as a defence mechanism, depends, of course, (12) ..... the number of spines the hedgehog has. Some desert hedgehogs have evolved to carry (13) ..... weight, and consequently, they have fewer spines and are thus more likely to attempt to run into their attacker, using their ball rolling ability (14) ..... a last resort.

Hedgehogs are primarily nocturnal and sleep for much of the day, either under cover of bushes (15) ..... in a hole in the ground. Despite the (16) ..... that all hedgehogs can hibernate, not all choose to do so; in suitable conditions, some will stay awake all year round.

**Advice**

- 9 Read the whole sentence before deciding what is needed to fill this gap.
- 10 Which word is most likely to follow 'have the ability ...'?
- 11 The word you need combines with 'that' to explain the purpose for an action.
- 12 If you ignore the phrase in parenthesis ('of course'), you may find it easier to fill this gap.
- 13 This gap could be filled with either 'less' or 'more', but which matches the meaning in this context?
- 14 This is part of a fixed expression.
- 15 The word you need here often follows on from a phrase beginning with 'either'.
- 16 The word you need is part of a fixed phrase.

**Follow-up**

Did you remember to read through the text at the end to make sure it all made sense?

**Task information**

- In this task, there is a text with eight gaps (plus one example).
- At the end of each line with a gap, you will see a word in capital letters, e.g. *USE*.
- You have to form a new word based on the word in capitals to fill the gap. So from *USE*, you might form *useful, usefully, usefulness, useless, user, usage*, etc.
- You need to decide what kind of word goes in the gap – an adjective (e.g. *strong*), a verb (e.g. *strengthen*), a noun (e.g. *strength*) or an adverb (e.g. *strongly*).
- You must spell each word correctly to get the mark – US and UK spellings are both accepted.
- You need to know how prefixes and suffixes are used in forming words – you might add the prefix *im-* to *PERFECT* to make *imperfect*, for example, or the suffix *-ion*, to make *perfection*, or even both, to make *imperfection*.
- You need to know about compound words in English – *kind-hearted, cold-hearted* and *hard-hearted*, for example, are compound adjectives (formed by combining two words).
- You also need to think about the meaning of the text – if the gap needs an adjective, should it be positive (e.g. *comfortable, useful*) or negative (e.g. *uncomfortable, useless*), for example?

**Useful language: identifying parts of speech**

**1** What part of speech is needed to complete each gap – an adjective, an adverb, a verb or a noun? How do you know? Suggest a word that could fill each gap.

Camco is one of the most (1) ..... companies in the country. A few years ago, it hit the (2) ..... because of its controversial research programme. Since then, scarcely a month has gone by when it has not (3) ..... in the news for some (4) ..... or another. But if you visit company headquarters, there is every likelihood that you will be (5) ..... impressed by what you see.

**2** Complete this table. The first row has been completed as an example.

noun	verb	adjective	adverb
comparison	compare	comparative (in)comparable	comparatively (in)comparably
(in)stability stabiliser			
		high	
power			
	observe		
	develop		
doubt doubter			

**Tip!** When you learn a new word, use a good dictionary to find out what other words are in the same word family (e.g. *broad, broaden, breadth, broadly, broadminded*, etc. = a word family).

**Tip!** Learning about prefixes and suffixes will also sometimes help you work out the meanings of words you do not know, which can be useful for the Reading and Use of English and Listening papers.

## Useful language: understanding suffixes

1 Here are just a few of the suffixes used in English. Complete the table with some examples.

suffix	effect	meaning	examples
-er, -or	makes a noun from a verb	<ul style="list-style-type: none"> <li>• person who does something</li> <li>• object that does something</li> </ul>	computer, hairdryer, fighter, commuter sailor, infiltrator, processor, compressor
-dom	makes a noun from another noun or an adjective	<ul style="list-style-type: none"> <li>• state or condition</li> <li>• realm or territory</li> </ul>	
-ee	makes a person noun from a verb	person affected by the verb	
-en	makes a verb from an adjective	cause to have a quality	
-hood	makes an abstract noun from a person noun	the state of being a particular type of person	
-less	makes an adjective from a noun	being without something	
-ment	makes a noun from a verb	process or result of making or doing something	
-proof	combines with a noun to form an adjective	cannot be harmed by	

2 Make new words from the words in CAPITALS at the end of each line to complete the sentences. The words all use a suffix from Exercise 1.

- The writer spent his ..... in a quiet seaside village. **BOY**
- We were so busy at work that there was no time to suffer from ..... **BORE**
- Can you lend me your penknife? I just need to ..... my pencil. **SHARP**
- We had four good applicants for the job, so it was hard to decide who would make the best ..... **APPOINT**
- It was very ..... of you not to give Sue a call on her birthday. **THINK**
- The presidential car will, of course, be completely ..... **BULLET**
- The morning trains to the city are always packed with ..... **COMMUTE**
- We are looking for staff who will offer total ..... to the company. **COMMIT**

## Useful language: understanding prefixes

- 1** Match the underlined prefixes in these sentences to the meanings of the prefixes in the box. Then explain the meanings of the words with the underlined prefixes.

again   not   against   not   below   not enough   not   too much

- 1 Luke's very late – I guess he must have overslept again.
  - 2 The teacher asked us to rewrite the exercise correcting all our mistakes.
  - 3 We underestimated the amount of money we would spend on holiday.
  - 4 There have been a number of anti-government demonstrations in the last year.
  - 5 The little boy excitedly unwrapped the parcel.
  - 6 It's very irresponsible to go climbing without telling anyone your plans.
  - 7 Unfortunately, this work is sub-standard.
  - 8 Fletcher thought he had scored, but the goal was disallowed by the referee.
- 2** Suggest three more examples of words for each of the prefixes in Exercise 1.
- 3** Make new words from the words in CAPITALS at the end of each line to complete the sentences. The words all use a prefix from Exercise 1. You may need to add a suffix as well.

- |   |           |
|---|-----------|
| 1 We had an unusually cold winter, with ..... temperatures for two months.              | ZERO      |
| 2 Everyone ..... his story – it just didn't seem at all plausible.                      | BELIEVE   |
| 3 Teachers sometimes complain of being ..... and overworked.                            | PAY       |
| 4 Students often tend to be a bit ....., but they usually become less radical with age. | ESTABLISH |
| 5 I'm sorry to be so ..... – I'd like to think things over for another day or two.      | DECIDE    |
| 6 George means well, but his contributions to our meetings are often rather .....       | HELP      |

## Action plan

- 1 Read the title and, if there is one, look at the picture – these tell you the topic of the text.
- 2 Read the whole text through before filling any of the gaps.
- 3 For each gap, think about what part of speech is needed – a noun, verb, adjective or adverb.
- 4 When you have completed the task, read through the text to make sure it makes sense.
- 5 Check you have spelt the words you write correctly. Remember that US and UK spellings are both accepted.
- 6 At the end of the test, carefully transfer your answers (using CAPITAL LETTERS) to the answer sheet.

## Follow the exam instructions, using the advice to help you.

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).

**Tip!** There are often clues both before and after the gap.

**Tip!** If an adjective or adverb is needed, remember to think about whether it has a positive or a negative meaning.

Write your answers **IN CAPITAL LETTERS** on the separate answer sheet.

Example: 

0	E	X	P	L	O	R	A	T	I	O	N						
---	---	---	---	---	---	---	---	---	---	---	---	--	--	--	--	--	--

## Exploring the world by sea

People have been carrying out (0) ..... by sea for thousands of years. Our distant ancestors set out on (17) ..... voyages on primitive rafts and ships with no guarantee of ever seeing land again. (18) ..... though it may seem, there is evidence to suggest that sailors from Polynesia began to undertake long and (19) ..... journeys, as far back as 1200 BC. They may even have travelled as far as South America. (20) ..... of fossilised chicken bones found in Chile suggests that Polynesian sailors had made their way to South America long before the (21) ..... of the Spanish. While Polynesians were exploring the Pacific, Vikings were sailing the Atlantic. Viking explorers reached North America but did not establish a permanent (22) ..... there. They returned home with tales of a land where grapes grew in profusion and fish were (23) ..... too. It is impossible not to feel great respect for the (24) ..... of these intrepid early explorers.

**EXPLORE**

**PERIL**

**BELIEVE**

**RISK**

**ANALYSE**

**ARRIVE**

**SETTLE**

**PLENTY**

**BRAVE**

## Advice

17 What part of speech do you need here?

18 Is a positive or a negative word likely to be needed here?

19 Which suffix is required to form the adjective here?

20 Is a singular or a plural word needed here?

21 Which suffix is needed to make the part of speech you need here?

22 Do you need a singular or a plural word here?


23 Do you need an adjective or an adverb here?

24 Here you need a relatively unusual suffix for forming abstract nouns.

**Task information**

- Part 4 consists of six questions (plus one example).
- Each question consists of an example sentence, a key word and a second sentence with a gap in the middle of it.
- You have to complete the second sentence using the key word, so that it has the same meaning as the example sentence.
- You must not change the form of the key word.
- You will need to write between three and six words to complete each gap.
- Part 4 tests the ability to express an idea in different ways, as well as knowledge of vocabulary and grammar. The mark scheme divides the answer into two parts and you get a mark for each part that you write correctly.
- You need to spell the words correctly to get the marks. US and UK spellings are both accepted.

**Useful language: correcting some common mistakes**

**1**  Choose the correct alternative in these examples where exam candidates made mistakes.

- 1 I'm sure you won't have any difficulties *finding / to find* the solution to the problem.
- 2 Did you have the chance of *getting / to get* to know any Native Americans when you were living in the States?
- 3 Everybody who *work / works* here *get / gets* a good salary.
- 4 I suggest you *buy / to buy* a telephone card as soon as you arrive in the country.
- 5 You *either can / can either* finish reading this book or choose another one.
- 6 Not only *was the food / the food was* bad, but the sports facilities were not as you stated in the brochure.
- 7 The hotel offers *French traditional / traditional French* cuisine.
- 8 Some of the lessons that we attended in the last course *could be / could have been* better prepared.

**2** Complete the second sentence so that it has a similar meaning to the first sentence. You must use between three and six words, including the word in capitals, without changing it.

- 1 I like all the people working as managers in this company.  
**WHO**  
I like everyone ..... position in this company.
- 2 The service was first-class and the rooms were excellent too.  
**ONLY**  
Not ..... the service was first-class too.
- 3 You have two possibilities – driving there or going by train.  
**EITHER**  
You ..... there by train.
- 4 At the concert I didn't play as well as I expected.  
**SHOULD**  
I ..... at the concert.
- 5 You'll easily manage to finish the work by Friday.  
**DIFFICULTY**  
You ..... the work by Friday.
- 6 The food at this restaurant is delicious, and the prices are very reasonable.  
**MEALS**  
This restaurant ..... very reasonable prices.

7 I think this type of mobile phone would be the best choice for you.

**SUGGEST**

I ..... this type of mobile phone.

8 I hope to be able to see the Bolshoi Ballet when I'm in Moscow.

**CHANCE**

I hope I ..... to the Bolshoi Ballet when I'm in Moscow.

3 The key word for all the following transformation sentences is **EYE**. Choose one of the expressions from the box to complete each sentence, making all the necessary changes.

**Tip!** Often the answers depend on knowledge of typical English collocations or idioms.

catch someone's eye    turn a blind eye to  
see eye to eye    keep an eye on    in the public eye

- 1 Although I love my sister, I don't always agree with her.  
I love my sister despite ..... with her.
- 2 The teacher pretended not to see what the children were doing.  
The teacher ..... the children's behaviour.
- 3 It must be hard for celebrities never to have any privacy, mustn't it?  
It must be hard for celebrities always ....., mustn't it?
- 4 We'll pay the bill and leave as soon as the waiter notices we're waiting.  
As soon as ....., we'll pay the bill and leave.
- 5 Sarah watched the children while they were playing in the garden.  
Sarah ..... children while they were playing in the garden.

## Test 1 Exam practice

## Reading and Use of English Part 4

### Action plan

- 1 Read the first sentence carefully.
- 2 Make sure the second sentence conveys exactly the same meaning as the first one and that you have not added any new ideas or left anything out.
- 3 Write your answer in CAPITAL LETTERS.
- 4 Use the key word exactly as it is written – do not change it in any way.
- 5 Check that what you write fits with both what goes before and what comes after the gap.
- 6 Count the number of words to make sure you have not written more than six or less than three.
- 7 Remember that contractions (*I'll, don't, etc.*) count as two words.
- 8 Check your spelling.
- 9 At the end of the test, carefully transfer your answers to the answer sheet.

**Follow the exam instructions, using the advice to help you.**

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 **three** and **six** words, including the word given. Here is an example (0).

**Tip!** If you are not sure of the answer, write what you can – you may get one mark.

**Example:**

0 Mark told Patti he thought her dress was beautiful.

**ON**

Mark ..... dress.

The gap can be filled with the words 'complimented Patti on her beautiful', so you write:

**Example:**

0

COMPLIMENTED PATTI ON HER BEAUTIFUL

**Tip!** Check that (a) you have not used too many or too few words, (b) your spelling is correct, and (c) what you have written fits grammatically.

Write **only** the missing words **IN CAPITAL LETTERS** on the separate answer sheet.

25 Could you watch my suitcases while I go and buy my ticket?

**EYE**

Would you mind ..... my suitcases while I go and buy my ticket?

26 The rainfall in the west of the country usually exceeds that in the east.

**HIGHER**

The rainfall in the west of the country tends ..... is in the east.

27 It's hard to be sure, but I think unemployment rates are beginning to fall.

**TELL**

As ..... , unemployment rates are beginning to fall.

28 It would be wonderful to sit down and relax for a few minutes.

**FEET**

I wish that I ..... for a few minutes.

29 We were very grateful that Kate thought of suggesting we ask Max for help.

**CAME**

We were very grateful that Kate ..... asking Max for help.

30 Don't forget to take gloves, as it may well be cold in the mountains.

**CASE**

You should ..... cold in the mountains.

**Advice**

25 Which expression with 'eye' means 'watch' in the sense of 'look after'?

26 What form of a verb follows 'tends'?

27 Here you need an expression with 'tell' meaning 'from what I have noticed or understood'.

28 Which idiom based on 'feet' means 'relax'?

29 Which phrasal verb is often used with words like 'suggestion' or 'idea' to mean 'think of'?

30 Which tense is used after 'in case' when you're thinking about the future?

**Follow-up**

How could you help yourself to improve your performance in this part of the test?



## Task information

- In Part 5, you will read a text followed by six four-option multiple-choice questions.
- The text may come from a range of sources such as a newspaper, a magazine or journal, or a book of fiction or non-fiction.
- The questions will focus on things such as the main idea and details of the content of the text, the writer's opinion and attitude, the purpose and implications of the text, and features of text organisation, e.g. the use of examples, comparisons or reference words.

Choose the best option (A, B or C) to complete the tips for Reading and Use of English Part 5.

- You will find the answer to each question
  - in your own knowledge of the topic.
  - only in the text itself.
  - in a combination of A and B.
- Titles, sub-headings and, occasionally, visuals should all
  - be ignored as they are only there to make the page look better.
  - be looked at after reading the main body of the text.
  - give you useful information about the content of the text.
- The context will often help you to work out the
  - origin of a word.
  - meaning of a word.
  - pronunciation of a word.

## Using the title

Titles are important as they give readers an idea of what the text is likely to be about. What do you think articles with the following titles will be about?

**Example:** *Blizzards bring country to standstill* – about snowstorms causing serious transport problems

- |   |   |
|---|---|
| 1 Getting air traffic under control                       | 4 Fashion to cheer you up                       |
| 2 Worlds collide at the National Gallery's new exhibition | 5 Secrets of stunning photography               |
| 3 Diary of a teenage millionaire                          | 6 How to eat well: it's all in the presentation |

## Working out meaning from context

You almost certainly will not know every word in the text. However, often it is possible to understand roughly what it means from the context. What helps you guess what the underlined words in these sentences mean? Note that you need to think about the whole context, not just the sentence in which the word appears.

**Example:** *Many of us share elements of a globalised culture, at least, perhaps watching Japanese movies, listening to K-pop, or eating Indian food.* – It is clear that K-pop is something that people listen to and is going to be some kind of popular music. The context suggests that the 'K' is likely to refer to some area of the world (South Korea, in fact).

- Why is it, then, that so many of us tussle with the basics of global communication?
- As an artificial language, it is appreciated as being devoid of ideological or political connotations.

- 3 Esperanto may well be the answer that second-language learners have been seeking.
- 4 The main criticism of Esperanto is that, despite its lofty ideals, the language never really caught on.
- 5 It may even be considered as maintaining a primarily Western point of view, something the creator of Esperanto initially set out to mitigate.
- 6 However, advocates of Esperanto would counter this criticism by maintaining that all languages can be considered as artificial.
- 7 Proponents of the language assert that it has succeeded in areas where English might have failed.
- 8 The global uptake of Esperanto may not eventually topple English from its perch, consigning it to a status similar to that of modern-day Latin.

### Useful language: paraphrasing

Texts often use different words to refer to the same thing rather than repeating the same word. In a text, a dance might also be referred to, more generally, as a party or a social event or, more specifically, depending on the context, as a ball or a disco. Similarly, options in Reading and Use of English Part 5 will usually use different words to convey the ideas in the text.

#### 1 Put the words in the box into pairs of synonyms.

advocates	at first	be aware	connections	consequence	fascinating
for certain	have in common	initially	intend	interesting	key
realise	result	share	<del>supporters</del>	ties	undeniable
				wish	

Example: *advocates* – *supporters*

#### 2 Rewrite these sentences so they do not use any of the underlined words.

Example: *Why is it, then, that so many of us tussle with the basics of global communication?*

*Why is it, then, that so many of us struggle with even simple aspects of global communication?*

- 1 What is interesting is that, over a hundred years ago, a Dr Ludwig Zamenhof published a book about a new language that he had developed.
- 2 It is claimed to be easy to master.
- 3 It is appreciated as being devoid of the ideological or political connotations that accompany languages of former colonial powers.
- 4 The language never really caught on among the global population in the way its creator intended.
- 5 What Esperanto lacks in culture it makes up for in efficiency.
- 6 Esperanto has built up a history of its own, one shared by the thousands who speak it and use it as an international means of communication.

## Action plan

- 1 Read the title. This will give you some idea of the topic of the text.
- 2 Read the text first, then read each question very carefully in turn. Underline key words in the question.
- 3 Remember that questions follow the order of the text. Find the part of the text the question refers to. Check the text carefully before answering.
- 4 Are you confident about the answer? If so, note it down and move on.
- 5 If the answer is not obvious, eliminate the options you are sure are wrong.
- 6 If you find one question difficult, move on to the next one.
- 7 When you have finished, go back to any questions that you left out and look at them again. They may seem easier now. If they do not, just choose one of the options you have not eliminated. Do not leave any questions blank.

## Follow the exam instructions, using the advice to help you.

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

Mark your answers on the separate answer sheet.

### Breaking down the language barrier?

#### *A look at Esperanto*

We are supposed to live in a 'globalised' world, or so we are increasingly taught in school. Many of us share elements of a globalised culture, at least, perhaps watching Japanese movies, listening to K-pop, or eating Indian food. Why is it, then, that so many of us tussle with the basics of global communication in this age of instant messaging, email and video conferencing? English may certainly be the (self-appointed) lingua franca of the globalised world, with millions of students struggling daily to learn its phrasal verbs and idioms. But English is the mother tongue of only a relatively small percentage of the global population, so wouldn't it be easier if we all spoke a simpler language? Perhaps what is needed is an international language.

What is interesting is that, over a hundred years ago, a Dr Ludwig Zamenhof published a book about a new language that he had developed, with the intention of providing an appropriate international means of communication. He called this language 'Esperanto', and it is said that hundreds of thousands of people have learned to speak it, with about one thousand today even using it as their first language. It is claimed to be easy to master and, more significantly, as an artificial language, it is appreciated as being devoid of any of the ideological or political connotations that accompany languages of former colonial

**Tip!** You may find it useful to read the questions, but not the options, before you read the text – this may help you focus on the most appropriate bits of the text.

**Tip!** Do not expect to understand every word or phrase in the text. The general context may help you to understand roughly what unfamiliar words or expressions mean.

**Tip!** The answer must say the same as what is in the text – do not choose an option just because it states something true, if that truth is not in the text. And do not choose an option just because it uses some words from the text.

powers, such as English. It is said to be learnt much faster than English, with a one-symbol-one-sound writing system (making spelling easier) and a grammar with a limited number of rules. Vocabulary even borrows a number of words that are already shared internationally, such as *telefono* (telephone) and *matematiko* (mathematics). In short, Esperanto may well be the answer that second-language learners have been seeking.

The problem is that it is likely that, before reading this article, you might never have heard of Esperanto, and you would almost certainly not be alone on that point. The main criticism of Esperanto is that, despite its lofty ideals, the language never really caught on among the global population in the way its creator intended. Whether there was a vested interest in preventing the language from spreading is hard to say. The key factor is that the language does, in fact, look rather similar to Romance languages such as French, Spanish or Italian, at the expense of other popular languages such as Arabic or Mandarin. As such, the 'international' language is perhaps not international enough, and may even be considered as maintaining a primarily Western point of view, something the creator of Esperanto initially set out to mitigate.

As mentioned, Esperanto is what is known as an 'artificial language'. Those involved with the development of its vocabulary and structures were well aware that the language they were creating had few ties with languages of the past, and so one of the basic features of any other language – that of a cultural heritage – can be considered missing for speakers of Esperanto. However, advocates of Esperanto would counter this criticism by claiming that all languages can be considered as artificial, in the sense that the creators of any language were human. What Esperanto lacks in culture, it makes up for in efficiency, and as language learners in the busy modern world are constantly under pressure of time, it is possible that, for some, it is worth developing communicative efficiency at the expense of a certain prestige. In addition, as Esperanto itself is now over a century old, one might argue that this language, too, has built up a history of its own, one shared by the thousands who speak it and use it as an international means of communication.

Whether we consider the Esperanto experiment a success or failure, one thing is for certain: an international language should reflect all aspects of global society, while at the same time be easy to learn, free from ambiguity, and neutral in terms of ideology. Critics of Esperanto claim its failure in each of these aspects, while proponents of the language assert that it has succeeded in areas where English might have failed. While there may not be enough global uptake of Esperanto to eventually topple English from its perch, there is no doubt that it has provoked increased interest in the debate on language in the shadow of globalisation, and this debate is far from over.

line 56

- 31 What is the main point the writer is making in the first paragraph?
- A English has difficult features, but can still be an effective global language.
  - B Schools tend to exaggerate the extent of globalisation in the world today.
  - C Global communication is less straightforward than it should be.
  - D World culture continues to become increasingly globalised.
- 32 What does the writer suggest is the main reason why Esperanto appeals to learners?
- A Its spelling accurately reflects its pronunciation.
  - B Its grammar and vocabulary are relatively simple.
  - C It is becoming increasingly widely spoken.
  - D It lacks associations with a specific culture.
- 33 How does the writer explain the fact that Esperanto has been less successful than initially hoped?
- A Esperanto is too closely associated with European languages.
  - B Many learners find English more interesting than Esperanto.
  - C Speakers of Arabic and Chinese find Esperanto difficult.
  - D Esperanto has not been promoted widely enough.
- 34 How does the writer suggest that Esperanto is now changing?
- A It can no longer be considered artificial.
  - B It is developing its own culture.
  - C Its vocabulary is rapidly expanding.
  - D Its prestige is beginning to increase.
- 35 The writer concludes that
- A Esperanto is in some ways superior to English.
  - B Esperanto meets all the criteria for an international language.
  - C it is hard to predict what the future fate of Esperanto will be.
  - D Esperanto has prompted useful discussions about language.
- 36 What does 'it' in line 56 refer to?
- A Esperanto
  - B uptake
  - C perch
  - D English

### Advice

*Title* What does the title tell you about the text?

31 Read the whole of the first paragraph before answering this question.

32 Look for a phrase that suggests something is the main reason, rather than being just one of several reasons.

33 The final sentence of the third paragraph should help you find the answer.

34 Read the whole of the fourth paragraph before choosing your answer to this question.

35 Remember that the question is asking about the writer's conclusion, rather than just a point made by the writer.

36 Try replacing 'it' with each of the options to see which one makes the sentence make sense.

### Follow-up

Did you follow all the steps in the Action plan?

**Task information**

- In Part 6, you have to read four short texts on the same topic, and answer four multiple-matching questions about the texts.
- The questions require you to read across the texts in order to find the answers.
- The questions will require you to find opinions in the texts.
- The questions will ask you to say which expert shares an opinion with or has a different opinion from another of the text(s).
- It is unlikely that there will be one answer for each of the texts – one of the texts will probably have two answers while another has none.

**Approaching the task**

Read the rubric carefully, as it will introduce you to the subject of the texts. The best way to approach the task is to make a note beside each question of the letters that could provide the answers to that question. For example, if the question asks *Which expert shares C's opinion about the quality of the main actor's performance in the film?*, then you would note down A, B, D, as clearly C cannot be the answer here. Then, as you read the texts, you can put a line through any of the letters that you are certain do not provide the required answer.

- 1** Read these questions and note down the letters for possible answers after each question.

**Which expert**

- 1 shares expert B's interest in the historical aspects of the issue?
- 2 shares expert A's opinion on the impact that the type of course that is chosen has?
- 3 holds a different view from expert B on the value of making more degree places available?
- 4 shares expert D's doubts about the financial benefits of taking a degree?

- 2** When you first read the texts, it can be useful to think about how you would summarise each of the expert's opinions. Read each of the four texts dealing with the question of the value of doing a university degree course (see page 30). Make notes on each text.

**Tip!** Getting a sense of the main points the expert is making will help you find the answers more quickly.

- 3** Now look at the texts again and choose your answers to the questions in Exercise 1.

**Tip!** As will often be the case in the exam, one of the texts is the answer to two of the questions.

- 4** Check the answers to the task by answering these questions.
  - 1 Which phrases in the text that answers question 1 suggest a historical approach?
  - 2 How does the writer of the text that answers question 2 make it clear that he or she believes that the choice of course is crucially important?
  - 3 Which sentences give B's opinion on the value of degree courses, even in less vocational subjects?
  - 4 Which sentences in the text that answers question 4 express a degree of scepticism about whether taking a degree is financially worthwhile?

**A**

There is increasing divergence of views these days over the value, for the individual, of doing a degree course as opposed to going straight into work. In the past, the consensus was that attending university was always worthwhile for anyone who had the ability to gain a place. But this attitude has shifted in recent years, no doubt in part because of the steadily increasing cost of spending three or four years in higher education. However, it must be stressed that the potential advantage of university depends in large part on what any particular course offers in terms of providing practical experience, a sound theoretical understanding or specific transferable skills. The nature of the chosen discipline and the quality of the selected course are the key factors to be taken into account when a school leaver is considering whether a degree course will be worth the investment.

**B**

Since the 1980s, there has been an enormous increase in the number of institutions in the UK providing degree courses, as well as a steadily growing diversity in the range of courses available to students. As a result, a far higher proportion of young people are now graduates. Some have claimed that this has led to a decline in both the quality and the economic value of a degree. However, it remains a fact that graduates earn considerably more than non-graduates. Although a degree is no guarantee of wealth and success, figures show that it is significantly more likely to lead to a higher salary and a more prestigious job. This general tendency holds true even for graduates in subjects that have no obvious links with traditionally well-paid professions.

**C**

Many university students have reported that they believe that an increase in confidence and maturity was their main gain from the years they spent in higher education. Those who select a vocational degree, such as veterinary science or aeronautical engineering, invariably and unsurprisingly focus more on the importance of the knowledge and skills they acquired. The social side of university life tends to be appreciated by students in all disciplines, although medical, engineering and law students claim to have had insufficient leisure to enjoy this aspect of the experience. While the most advanced professional skills probably need to be learnt in a higher education institute, improved confidence can be achieved equally effectively and probably more rapidly while in salaried employment, and an exciting social life is similarly not the exclusive prerogative of university students.

**D**

The problem with providing university education to an increasingly large contingent of students is that it is unrealistic in the way that it raises young people's expectations of the kinds of career opportunities that will open up for them. There simply are not enough graduate posts available for those who believe – usually rightly – that they are qualified to take on such a role. The size of the competition they face is disheartening, as is the inevitable disappointment experienced by young graduates who either remain unemployed or take on a job that could be done equally well by someone who has only just left school. Were they to have gone straight into employment at the age of 16, they would have been earning rather than spending money on fees, and they would probably be better able to tolerate the humdrum aspects of a routine job.

**Action plan**

- 1 Read the introduction to the texts, noticing the topic.
- 2 Read the questions to get an idea of what you are looking out for.
- 3 Read each of the texts, thinking about the writer's opinions as you do so.
- 4 Read each question carefully and underline any key words or phrases in it.
- 5 Write the letters of the texts that might provide the answer next to the question.
- 6 Go back to each of the relevant texts and think about whether it is the answer or not. If not, put a line through that letter next to the question. If you are not sure, put a question mark next to that letter.
- 7 Before finally choosing your answer, check that you have been focusing on the correct attitude, for example a shared opinion rather than a differing opinion.

**Follow the exam instructions, using the advice to help you.**

You are going to read four reviews of a work of art on show at the Museum of Modern Art PS1 (MoMA PS1) in New York. For questions 37–40, choose from the reviews A–D. The reviews may be chosen more than once.

Mark your answers on the separate answer sheet.

**Review of a work of art**
**A**

Olafur Eliasson's installation at the Museum of Modern Art PS1 in New York, *Your Waste of Time*, consists of broken chunks of Iceland's Vatnajökull, Europe's largest glacier. The museum had to turn one of their main galleries into a walk-in freezer to be able to display them, a costly exercise but one that is justifiable in terms of its powerful impact. According to the museum, the pieces of ice chosen for the project are about 800 years old. That sounds about right to Ted Scambos, lead scientist at the National Snow and Ice Data Center. Scambos speculates that the ice came from the 'Little Ice Age', the period between the 16th and 19th centuries during which glaciers grew larger than they ever have since – and advanced quickly. 'These glaciers bear testimony to our history – being suspended and frozen for thousands of years – and now they are melting away, as if our whole history is fading,' said Eliasson. Stunning to look at, sad message.

**B**

Deep in the basement of MoMA PS1, there's a freezing cold room. This contains a number of large chunks of bluish-white ice brought together by the controversial artist Olafur Eliasson. The installation is called *Your Waste of Time* and its lesson would appear to be that global warming is having a devastating impact on our world. But that's hardly news. Ironically, the piece is itself contributing not inconsiderably to the problem, as an extraordinary amount of electricity is required to stop the installation from melting over the floor of the basement gallery. It's a curious piece with a carbon footprint that seems hard to justify on artistic grounds. It lacks beauty, and the skills involved in the installation's creation would seem to be less those of the artist whose name is on the gallery wall than of the technical staff who transported the ice blocks from the Arctic to New York. Are they in fact the people who have been wasting their time?

See next page 



**C**

More and more artists are beginning to tackle the causes and consequences of global warming, particularly the rapidly retreating polar ice caps. Thus, when the artist Olafur Eliasson produced his latest installation, *Your Waste of Time*, his Icelandic background (notable, of course, for having numerous glaciers) may have contributed to the sense of irony conveyed by this thought-provoking, infuriating, but at the same time elegantly crafted exposé on the dangers of glacial extinction. He even brought some of that background with him for the installation itself, constructed using Icelandic glacial ice which must be kept below freezing for the duration of the exhibition, at a cost of, arguably, a little of that Icelandic background in years to come in terms of the power needed to maintain such an icy temperature for four weeks. Despite Eliasson's positive environmental message, the irony of the manner of this installation's construction is not lost on the observer.

**D**

The very notion of a glacier is one of an unmoving edifice against the sands of time, a frozen state standing firm against the fluidity and pace of the modern world. Yet, through our best (or worst) efforts, the reality of the impact of global warming on these last remnants of the ancient world is now regularly beginning to feature in the art of those who live in the shadow of such edifices, a shadow that Eliasson is surely aware is getting smaller by the day. While his portfolio contains a variety of photographs and other works focused on this appealing icy subject, when regarding his new installation, *Your Waste of Time*, it then begs the question that if preserving the ice used in this installation at temperatures below freezing for four weeks is not of the utmost irony, then how does he reconcile the power needed to preserve his installation at the cost of preserving his own cultural and environmental heritage? Whose time has been wasted here?

**Which reviewer**

shares reviewer A's view that *Your Waste of Time* is visually attractive?

37	<input type="checkbox"/>
----	--------------------------

shares reviewer D's interest in reflecting on the title of the installation?

38	<input type="checkbox"/>
----	--------------------------

has the same opinion as reviewer D about the attraction that glaciers possess for artists?

39	<input type="checkbox"/>
----	--------------------------

has a different opinion from the other reviewers on the environmental contradictions of the installation?

40	<input type="checkbox"/>
----	--------------------------

**Follow-up**

Is there anything you would now like to add to or modify in the Action plan?

**Advice**

37 Which words could be synonyms for 'visually attractive'?

38 What is the installation called?

39 First check exactly what reviewer D says about the appeal of glaciers as subject matter for the artist.

40 What exactly is the environmental contradiction of the installation?

**Task information**

- Part 7 consists of one long text with six gaps numbered 41–46.
- Six paragraphs have been removed from the text and placed after it in random order. There is also a seventh paragraph that does not fit in the text at all. These paragraphs are labelled A–G.
- You have to decide which of the paragraphs A–G fits in each of the six gaps in the text.
- The text has a title, and there is often also some general information about the content of the text under the title.
- The task checks your understanding of the overall structure of the text and the way in which it develops its ideas.

**Useful language: working with reference clues**

- 1** Look at this text, which has some missing paragraphs. Underline any words both before and after the gap that might help you find what is missing.

**Trees and the urban environment**

Who doesn't like trees? Nobody. Everybody likes trees. But some people really, really like trees. The staff of an organisation in the UK called The Woodland Trust, for example.

**1**

How can this possibly be? Well, unexpected heatwaves can cause serious health problems, the argument goes, and cities get hotter than rural areas, because buildings retain warmth. But trees have the opposite effect: while shade from their branches cools people under them, evaporation from their leaves cools the air around them. Researchers at the UK's Manchester University estimate that increasing the city's green spaces by ten per cent could bring the city's temperature down by several degrees. Which might not have the residents of Manchester cheering now, but once global warming kicks in, they might be a bit more grateful.

**2**

For example, The Woodland Trust goes on to argue, albeit in a tone more hopeful than forceful, 'there is strong evidence' that green spaces 'promote inward investment by creating a more attractive environment for businesses and their staff'. True or not, greenery is certainly good for city birds and animals.

**3**

Given such striking benefits, the trust's report concludes that 'it is vital that the government sets targets for new woodland'. Really, though? It seems unlikely to become a government priority in these straitened times, whatever the long-term financial benefits.

**4**

All the same, just reading about sitting in the cool shade under a leafy tree seems to be having a positive effect on my mental health. Stature and beauty alone can be enough to do it.

**2** Think about each of the gaps in Exercise 1. What is likely to be the topic of the text that fills the gap?

**3** Now look at options A–D which fill the gaps in Exercise 1. Underline the phrases in each of these options which connect it to other parts of the text. Then decide which option fits where and why. How accurate were your predictions in Exercise 2?

**A** Before that happens, however, they might be pleased to know that the city's rainfall is being quietly managed by its plant life, which reduces water run-off: research indicates that tree cover in cities reduces the cost of drainage and other water management issues. And there are other economic advantages, too.

**B** Besides, some of the report's claims are a bit shaky. All but 284 of those who died in the most recent heatwave were over 75; trees would not have saved most of them for long. And, with press accounts of aggressive foxes venturing into cities, maybe being kind to urban wildlife isn't as valued as it might be.

**C** Business covered, the report turns back to health issues. Poor air quality shortens 24,000 lives a year; trees absorb the filth. Without green spaces to walk in, city people get fat, lazy and stressed; trees help with that, too. There are reports that link greenery with reducing blood pressure, raising self-esteem and even controlling behavioural problems in children.


**D** 'We need more native trees and woods in urban areas,' insists the Trust's report *Greening the Concrete Jungle*. Stature and beauty aside, trees have a positive effect on physical and mental health, they bring financial benefits to the cities where they grow and they are good for urban wildlife. They can even save lives, possibly.

**Tip!** Connecting words or phrases like *moreover* and *in contrast* will help you work out how the paragraphs fit together.

**Tip!** Words like *they*, *so*, *there*, *those*, etc. that refer to other parts of the text will also provide useful clues.

**Action plan**

- 1 Read the title and, if there is one, the introduction to the text – it will give you an overview of the topic.
- 2 Read through the text without trying to work out which paragraph goes where.
- 3 Read through the options A–G, noticing the differences between them.
- 4 Look carefully at the words before and after the missing paragraph and make sure your choice of paragraph fits 'at both ends'.
- 5 If you are sure you know the answer to any of the gaps, fill those in first.
- 6 Do not leave any answers blank – make an intelligent guess if you are not sure of the answer.
- 7 When you have finished, read through the text with your answers in place to check that it all makes sense.

See next page 

## Follow the exam instructions, using the advice to help you.

You are going to read an extract from a magazine article. Six paragraphs have been removed from the extract. Choose from the paragraphs **A–G** the one which fits each gap (41–46). There is one extra paragraph which you do not need to use.

Mark your answers on the separate answer sheet.

### Beautiful music makes better materials

*The hidden structures of music are universal patterns of nature –  
and they can help us create new materials like artificial silk.*

Our world consists of only about 100 different chemical elements. It is the arrangement of these elements, or building blocks, into molecules that gives rise to the rich set of materials around us – from the sugar molecules in the food we eat to the oxides in the Earth's crust.

41

The properties of a piece of matter, however, are defined not by these basic building blocks themselves but by the way they are arranged. For instance, spider silk is one of the most remarkable examples of nature's materials, created from a simple protein but spun into fibres stronger than steel.

42

A composer uses a limited set of tones as the starting point for melodies, which in turn are arranged into complex structures to create symphonies. Think of an orchestra, where each instrument plays a relatively simple series of tones. Only when combined do these tones become the complex sound we call classical music.

43

Composers have made use of the idea of interconnecting patterns for thousands of years, but only recently have these systems been understood mathematically. This maths shows that the principles of musical composition are shared by many seemingly quite different systems in the natural world.

44

The problem lies in our ignorance of the ways in which these are arranged. But in fact it is not the building block itself that is limiting our ability to create better materials, but rather our ignorance of the way in which these building blocks are arranged. To try to understand this better, scientists are copying the structure of silk fibres and turning it into musical compositions. This will help them create artificial materials for medical and engineering applications.

45

Listening to the music that was produced in this way improved their understanding of the mechanism by which the patterns of amino acids work together during the silk-spinning process. The patterns of amino acids that formed silk fibres of poor quality, for example, translated into music that was aggressive and harsh, while the ones that formed better fibres sounded softer and more fluid. In future work it is hoped that the design of the silk can be improved by enhancing those musical qualities that reflect better properties.

46

Using music as a tool to create better materials and to improve urban living may seem like an unusual proposal, but when we appreciate that the underlying mathematics of the structure of music are shared across many fields of study, it begins to make sense. Nature does not distinguish between what is art and what is material, as all are merely patterns of structure in space and time.

#### Advice

41 The phrase 'these basic building blocks themselves' gives a clue as to what fits in gap 41.

42 Given the sentence after the gap, what topic must be introduced in the missing paragraph?

43 Looking at the paragraphs before and after the text should suggest what the basic topic of the missing paragraph must be.

44 What does the use of 'But' immediately following the gap tell you about what must go in 44?

45 Look at the sentence before and the one after this gap. What do these sentences tell you about the content of the intervening paragraph?

46 What does the use of 'to improve urban living' after the gap suggest about what might go in 46, given that this is not a topic that has been focused on elsewhere in the text?

**Tip!** Look at the connecting words in options A–G for clues about what must go before or after them.

- A** In essence, a musician's piece is just one example of a system where smaller patterns are found inside larger ones – similar to the way characters form words, which form sentences, then chapters and eventually a novel.
- B** Using this theory, we can discover universal patterns that form the blueprints of our world. We may be able to make everything we know – molecules, living tissues, music, the universe – by applying universal patterns in different physical contexts. For example, a pattern of building blocks might be represented as music, to create a certain melody, or might be represented as DNA to create a certain protein.
- C** This approach has implications far beyond the design of new materials. In future, it might be possible to translate melodies to design better sequences of DNA, or even to reinvent transportation systems for cities.
- D** Similarly, in the living world, a limited set of building blocks of DNA and amino acids creates some of the most remarkable materials we know of, the stuff that builds our bones and skin, and complex organs such as the brain.
- E** In this translation from silk to music, they replaced the protein's building blocks with corresponding musical building blocks (tones and melody). As the music was played, they could 'hear' the different series of organic compounds they had used, and could then work out how certain qualities of the material, such as its mechanical strength, appear in musical terms.
- F** As we begin to appreciate the importance of such patterns, engineers are applying this knowledge to the design of synthetic materials. Doing so, they can gain inspiration from a surprising source: music.
- G** Even though nature uses this approach, people have failed to exploit the concept themselves when it comes to developing new materials. We have created thousands of different materials, originating from very different sources, such as plastics, metals or ceramics. But it seems we could benefit considerably from learning more about how nature uses its building blocks.

## Follow-up

Did you find the clues before or those after the gap more useful in each case?

## Task information

- In Part 8, there are ten questions.
- You have to read either one long text divided into (usually) four sections labelled A–D or four shorter texts labelled A–D.
- You have to find the text, or section of text, which answers each of the ten questions and write down the appropriate letter.
- Part 8 tests your ability to locate specific information relating to detail, opinion and attitude.

## Reading the questions

- 1** Look at this extract from an exam question. Which words would you underline in it?

In which book review are the following mentioned?

- 1 a character with a resemblance to a real-life celebrity
- 2 a story that is partially based on the author's own childhood
- 3 a book which has not been adapted very successfully to another medium
- 4 a story that has an unexpected twist at the end
- 5 a gripping book with an eccentric main character
- 6 a detective story which holds the reader's attention until the very last page
- 7 an over-complicated and not totally convincing plot
- 8 a story which is set in the past but has a modern feel to it

**Tip!** It is important to read the questions carefully. It can help to underline or highlight key words so that you know what to focus on.

- 2** The texts are unlikely to use the same words as the questions. Answer these questions about the task in Exercise 1.

- 1 What phrase might convey the idea of *having a resemblance to*?
- 2 What adjective might be used to say that a text is based on the author's life?
- 3 What is the most likely other medium for a book to be adapted to?
- 4 Which of these phrases might be used to replace *unexpected twist*: *unusual turn of events* or *surprising location*?
- 5 Which of these words might a reviewer use to convey a similar idea to *gripping*: *thrilling*, *amusing*, *spellbinding*, *puzzling*, *engrossing*, *inspiring*?
- 6 How might the reviewer convey the idea of an eccentric main character?
- 7 What phrase could be used instead of *detective story*?
- 8 What phrase might be used instead of *until the very last page*?
- 9 What would be another way of saying *over-complicated*?
- 10 How might the reviewer express the idea that he or she did not find the plot totally convincing?
- 11 How might a reviewer express the idea of a story being set in the past?
- 12 How might a reviewer express the idea that a story has a modern feel to it?

**Tip!** Try to think of synonyms or paraphrases for key words as you read the questions.

## Scanning

### 1 Take ten seconds to scan this text. What is it about?

**Tip!** In this part of the test, you should scan the text rather than read it in detail.

### Science in Fiction

*Science-fiction thrillers have a rich history. Erica Wagner picks her favourites.*

By the time of his death in 2008, Michael Crichton had become the giant of the science-thriller genre. He was perhaps best known for his novel *Jurassic Park* – published in 1990 – and the film spin-offs of his books. (I say ‘best known’ but let’s not forget that he was also the man behind the famous story of the little alien ET, who befriends a small boy.)

For my money, however, his finest and most frightening novel was one of the earliest: *The Andromeda Strain*, published in 1969. The novel builds on the premise that if we are ever to encounter aliens from another galaxy, they are much less likely to be little green men than microscopic life forms.

On a slightly jollier note, sticking to alien life, there’s Carl Sagan’s *Contact*, published in 1985, the tale of a radio astronomer who encounters a signal that could have been sent only by an intelligent life form. On one visit to the Jodrell Bank Observatory in Cheshire, I was heartened to discover that this book (and the 1997 film starring Jodie Foster) was a favourite of the astronomers there.

But back to putting a shiver down your spine. How about Mary Shelley’s *Frankenstein*? First published, anonymously, in 1818, it shows that even in what the writer and academic Richard Holmes so memorably termed ‘The Age of Wonder’, the dark side of scientific research was never far from imaginative minds.

### 2 Now take one minute and find the answers to these questions about names and numbers. The questions do not follow the order of the text.

- 1 Who is the author of this article?
- 2 Which is the oldest book she mentions?
- 3 Which is the most modern?
- 4 What can be found in Cheshire?
- 5 Which creations bearing Michael Crichton’s name are mentioned in the article?
- 6 Which of these does the reviewer say she likes most?
- 7 Which of Jodie Foster’s films is mentioned in this article?
- 8 Whose name was on the title page of the first edition of *Frankenstein*?
- 9 When was the book that the Jodrell Bank astronomers like published?
- 10 Who coined the phrase ‘The Age of Wonder’?
- 11 Which age does ‘The Age of Wonder’ refer to?
- 12 When did Michael Crichton die?



**Action plan**

- 1 Read the introduction to the text(s) to get a general idea of what you are going to read about.
- 2 Remember that the questions come before the text(s), as you are supposed to focus on these first.
- 3 In this task, the questions do not match the order in which the answers appear in the text(s).
- 4 Skim the text(s) to get a quick impression of the content. Do not read it/them in detail.
- 5 Read each question and scan the text(s) to find the information or opinion that you need.
- 6 Remember to check your answers. Check the questions against the text(s).
- 7 The questions usually use different words to communicate the ideas in the text(s), so if you find identical words in the question and the text(s), it does not mean you have found the right answer.

**Follow the exam instructions, using the advice to help you.**

You are going to read four short articles by people who have climbed Mount Everest. For questions 47–56, choose from the articles (A–D). The articles may be chosen more than once.

Mark your answers on the separate answer sheet.

**In which article is the following mentioned?**

- |  |    |  |
|--|----|--|
| a remarkable coincidence   | 47 |  |
| a suggestion that other climbers sometimes take risks                                  | 48 |  |
| a determination to continue climbing despite a problem                                 | 49 |  |
| an awareness of the dangers of the descent   | 50 |  |
| an obsession the climber briefly experienced   | 51 |  |
| the temporary nature of the sense of achievement                                       | 52 |  |
| the fact that the writer made the climb without some support that could have been used | 53 |  |
| the appeal of climbing to one of the senses other than sight                           | 54 |  |
| something that failed to live up to expectations                                       | 55 |  |
| a claim that the writer rejects  | 56 |  |

**Advice**

- 47 *This answer should stand out, as it is based on a surprising anecdote.*
- 48 *It should be straightforward to pick up the references to other people, as most of the texts are focusing on the writer's own intense feelings.*
- 49 *Several of the texts refer to a problem, but only one does so in a way that matches the whole phrase.*
- 50 *The reference to going back down the mountain may be indirect as long as it is unarguably in the text.*
- 51 *You will see the word 'obsessed' in one of the texts but, in fact, this makes it the least likely text to contain the answer to this question.*
- 52 *What verb is often used to describe the gradual disappearance of a feeling (or a colour)? If you see this word in a text, it will take you to the answer.*
- 53 *The support that most climbers use might refer to sherpas, oxygen or types of equipment – which text refers to managing without one of these?*
- 54 *The other four senses are hearing, smell, touch and taste – which of these is commented on specifically in one of the texts?*
- 55 *How do you feel if something 'failed to live up to expectations'? You are likely to find that word, or something very similar, in the text.*
- 56 *What is another word for 'rejecting' another person's claim or belief? Bearing in mind other possible ways of expressing this idea may help you to locate the answer.*

## How I felt on conquering Everest

*Four climbers who succeeded in climbing the world's highest mountain write about how they felt when they reached the summit.*

### **A Roddy Mackenzie**

It has occasionally been claimed that people climb for the smell of it. Air at very high altitude smells completely different. When I reached the South Summit, I was suffering from a lack of Spanish olives. I was preoccupied with thoughts of a tin of them sitting in my tent at base camp. This was the result of a very intense dream about olives that was interrupted by the alarm summoning me to our summit attempt. At the South Summit, the view of the main summit fascinated me from a mountaineering point of view and all dreaming of olives evaporated. On the summit, I felt a mixture of apprehension and curiosity. It seemed to me that the curvature of the Earth was apparent, and I spent some time trying to think of a means to test if this was a real observation or an illusion. Many people on the Indian subcontinent believe that the ascent of Everest confers on the climber a greater wisdom in manifold subjects. That is something I do not agree with but never dispute.

### **B Anna Czerwinska**

When I reached the South Summit, I looked back at the mists rising from the valleys and I could feel their damp touch on my face. They prevented me from looking down on the long painful way up, but it was not only that. The curtain of mist had closed over my past. My oxygen was running out, and common sense demanded that I return, but before long I was climbing on an exposed ridge to the foot of the Hillary Step. A crampon had come undone and I painfully put it on again. Everest was doing everything to discourage me. I registered that dreamily and, as if dreaming, conquered the final metres of the snowy slope. Suddenly the clouds above me lifted in one blue moment and, very low down, I saw a rugged precipitous ridge. The wind was growing stronger and it was snowing lightly. I did not get the beautiful view as a reward and I felt fleetingly disappointed. However, those few minutes on the highest spot on Earth were worth every effort and have given me joy ever since.

### **C Andy Politz**

On the summit, I set out to get some sponsor photos, which at 8,850 metres without oxygen gives a unique insight into hypoxia. At one point, I looked down at Nepal and the South East Ridge only to be surprised by another climber coming up through the clouds. He was startled to see someone looking down at him. He was also climbing without oxygen and was tiring. The other thought I had, remembering six years of attempting to climb Everest, was 'He could take my picture'. Through scudding cloud, I saw that the colour and design of his clothing were unmistakably French. I do not speak French. As this Frenchman was taking his last steps to the summit, I made the international hand sign for 'Stop and I'll take your picture'. While I was struggling to focus the camera, he looked hard at me and exclaimed 'Andy!' To my amazement, it was my close friend Ed Viestours on his second ascent of the mountain.

### **D Frits Vrijlandt**

I approached Everest with respect and was well aware of being just a small human being. An excellent preparation is very important but far from a guarantee that you'll reach the summit. You have to be mentally ready to go for it, sufficiently experienced and a brave and careful climber. Before our summit bid, our team agreed that returning without injuries was our main objective. Some people can be blindly obsessed by Everest. I reached the top after eight hours of climbing. After I contacted base camp and they had congratulated me, I replied, 'Thank you, but first I have to get back down safely.' After my return to Kathmandu, I felt like a super-being because I had stood on the top of the world. I still had this feeling when I came back home but it soon faded away. The world or your life doesn't change because you climbed a mountain, even if it is the highest. But climbing Everest was a spiritual experience for me. It puts your feet back on the surface of mother Earth.

## Follow-up

How could you improve your performance in this kind of task in future?


**Task information**

- Part 1 is a compulsory task.
- In Part 1, you have to write 220–260 words.
- You have to write an essay.
- The question consists of a statement of the topic, three bullet points relating to the topic and three opinions, referring back to each of the bullet points in turn.
- You must only write about two of the bullet points in the question.
- You may use the opinions presented in the question, but you can deal with the bullet points in a different way if you wish.
- You must explain which of your two bullet points you consider to be more important/ effective/useful ... giving reasons for your opinion.

**Understanding how writing is assessed**

**1** The people who mark your writing – for both Parts 1 and 2 – ask themselves a number of questions about your work. Match each of their questions (1–6) with the aspect of language that it is focusing on (A–F).

- |   |  |
|---|--|
| 1 Does the answer cover all the necessary points?             | <b>A</b> Organisation                                |
| 2 Does the answer contain a lot of language errors?           | <b>B</b> Language – range                            |
| 3 Does the answer use a variety of words and structures?      | <b>C</b> Register                                    |
| 4 Is the answer written in clear, well-connected paragraphs?  | <b>D</b> Content (dealing with the necessary points) |
| 5 Is the answer in an appropriately formal or informal style? | <b>E</b> Communicative achievement                   |
| 6 Would the answer have the right effect on the reader?       | <b>F</b> Language – accuracy                         |

**2**  This piece of writing got a poor mark for accuracy. Correct the ten language errors in it.

I am writting this letter to discuss about the advantages and disadvantages of building a new theatre at the college. At first, I would like to draw your attention on the fact that our college has a drama department for the last ten years and yet it still doesn't have an own theatre. This means that drama students must to put on there productions in a theatre in the city, what is expensive and, of course, not very convenient too.

**3**  This piece of writing got a poor mark for range. Change the underlined words to more interesting words, adding to or expanding on them, in order to gain better marks.

I would recommend that you choose Brown's Hotel for your holiday. We had a great time there last year. The rooms were beautiful, the food was good and the staff were very nice too. It's central so you can walk to lots of interesting places.

4  Do these sentences that candidates wrote use an appropriate register? If not, say why not and write an improved version of the sentence.

- 1 (*Letter to a friend*) Would you do me the honour of accompanying me to the theatre next Saturday?
- 2 (*Proposal to a town council*) It'd be great if you can see your way to putting my ideas into practice. Am sure you won't regret it!
- 3 (*Opening sentence in a review for an international magazine*) Its main disadvantage is the fact that its public transport system is so poor, although I suppose some people would say that it's not a bad idea to walk everywhere anyway, given that it's a relatively small town without many hills and so it's pretty easy to make your way around its picturesque little streets on foot.
- 4 (*Report for a college principal*) I'd love to write more about this topic and must apologise for simply not having adequate time to do so.

5 Here is an example of a Part 1 Writing task. Read the task below and answer these questions.

- 1 What are the main content points that the examiners will be looking for?
- 2 What are the conventions of essay writing in English which you should follow?
- 3 What register will you need to use?
- 4 How many paragraphs will you need, and what will the topic of each one be?
- 5 What effect will you want to have on the target reader?

You **must** answer this question. Write your answer in **220–260** words in an appropriate style.

- 1 Your class has listened to a radio discussion about the advantages and disadvantages of receiving different types of presents. You have made the notes below:

**Types of present**

- luxuries
- homemade items
- experiences

Some opinions expressed in the discussion:

"The best presents are things you couldn't afford to buy for yourself."

"If someone's spent time making a present for me, it shows how much they care."

"I don't need more things – I'd rather be taken to the theatre or a football match."

Write an essay discussing **two** of the types of present in your notes. You should **explain which of these types of present is best to receive, giving reasons** in support of your answer.

You may, if you wish, make use of the opinions expressed in the discussion, but you should use your own words as far as possible.

**Action plan**

- 1 Read the question very carefully, highlighting all the significant points you must include in your answer.
- 2 Allow plenty of time to plan your answer carefully.
- 3 Decide which **two** of the three listed points you are going to write about.
- 4 Think about how you are going to expand each of these two points – the quotes from the discussion may help to give you ideas, but you may prefer to use other ideas of your own.
- 5 Think about how you are going to compare these points and which you will say is more important (or effective or useful, etc.) and why.
- 6 Remember that you are writing an essay, so your style of writing should be neutral or formal rather than informal.
- 7 Organise your writing in clear paragraphs.
- 8 Write 220–260 words. If you write less, you probably will not deal with all the aspects of the question or show an adequate range of language.
- 9 When you want to make a correction, do so as neatly as possible.
- 10 Spend time checking your work.

- 1 First answer these questions about the task on page 45.
  - 1 What are the main content points that the examiners will be looking for?
  - 2 What kind of text do you have to write?
  - 3 What are the conventions of this text type in English which you should follow in your answer?
  - 4 What register will you need to use?
  - 5 How many paragraphs will you use, and what will the topic of each one be?
  - 6 What effect will you want to have on the target reader?
- 2 How could you express these points from the input text in other (if possible more formal) words?
  - 1 people with work experience
  - 2 give wise advice
  - 3 manage your money
  - 4 living independently
- 3 What example could you give to illustrate each of these points?
  - 1 work
  - 2 relationships
  - 3 finance
- 4 Which two of these points do you think it will be best for you to deal with in your answer?
- 5 Now write your answer to the task.

**Follow the exam instructions, using the advice to help you.**

You must answer this question. Write your answer in **220–260** words in an appropriate style.

- 1 Your class has watched a round-table discussion about what young people can learn from older generations. You have made the notes below:

**Areas where young people could learn from older generations**

- work
- relationships
- money

Some opinions expressed in the discussion:

“People with work experience can tell you what the job you’re considering is really like.”

“Older people can give wise advice when you have a problem with a friend.”

“It’s hard to manage your money when you start living independently.”

Write an essay discussing **two** of the areas in your notes. You should **explain in which area young people could gain most from older generations, giving reasons** in support of your answer.

You may, if you wish, make use of the opinions expressed in the discussion, but you should use your own words as far as possible.

**Follow-up**

Did you read the question carefully and do exactly what it asked you to do?

**Tip!** Keep to the word limit suggested. If you write too much, you are likely to make more mistakes and to make your points less effectively.

**Advice**

Look at the exam question. Which of the three areas would you find it hardest to write about? Do not attempt it and focus your plans on the other two instead.

Can you think of specific examples that would illustrate how an older person’s advice could help a younger person deal with each of the remaining two areas?

You may find it hard to select an area of a younger person’s life which is more likely to benefit from an older person’s advice, but remember that the most important thing is to write well – so choose either of your two areas and make an argument to support your choice.

You should aim to spend about 45 minutes on your answer, including planning and checking time.

**Tip!** Make it clear where one paragraph ends and the next begins (either by indenting or by leaving an extra line between the paragraphs).

**Task information**


- In Part 2, you have to write 220–260 words.
- You have to choose one task from a choice of three.
- You may be asked to write a letter or email, a review, a report or a proposal.
- The instructions will state clearly *what* you have to write and *why* you are writing it, as well as *who* you are writing for.

**Identifying types of writing**

**1** The following statements are true about one or more of the types of text you may have to write in Part 2. Choose A, B, C and/or D. Some questions have more than one answer.

- 1 It is good to give this type of writing a title.
- 2 Headings within the text are appropriate.
- 3 This kind of text will begin *Dear ...*
- 4 This kind of text has to be clearly organised into distinct paragraphs.
- 5 This kind of text aims to persuade the reader.
- 6 The writer usually knows exactly who will read the text.
- 7 This kind of text usually tries to evaluate something that has happened or that the writer has experienced.
- 8 This kind of writing is more likely to be in a formal or neutral style than an informal one.
- 9 The writer usually begins with an overview of his or her reasons for writing the text.
- 10 The writer will try to begin this text in a way that will catch and hold the reader's interest.

Text types	
A	Review
B	Letter/Email
C	Proposal
D	Report

**2**  Complete these sentences – taken from either a review, a letter/email, a proposal or a report – with the appropriate preposition. Then identify the text type that the sentence is most likely to have come from.

- 1 I look forward .....<sup>to</sup>..... hearing from you again soon. *Letter/Email*
- 2 ..... conclusion, the campaign can be considered as having been a total success.
- 3 I've been terribly busy this month, but ..... last I've managed to find enough time to sit down and write to you properly.
- 4 *Casablanca* has to be one ..... the most romantic films ever made.
- 5 I recommend the first of the two options outlined above ..... a number of different reasons.
- 6 Do you prefer listening to music ..... your own or ..... the company of other people?
- 7 I am writing to congratulate you ..... the service which my wife and I received ..... your restaurant last night.
- 8 ..... the few slight problems which the group experienced this year, I have no hesitation ..... recommending the course for other students ..... the future.
- 9 The following recommendations are based ..... generally accepted estimates ..... regard to the city's probable future needs for leisure facilities.
- 10 According ..... the results of our survey, female students make more use ..... the college's libraries than male students do.

## Identifying what, why and who

- 1 What you have to write affects how you write your answer. Complete the table below with the appropriate text type from the box.

Review    Report    Letter/Email    Proposal

Text type	Layout features	Language features
1 .....	Title Sub-headings	Early statement of reason for writing Absolute clarity of language describing something precisely Ends with a conclusion – often a recommendation
2 .....	Title Sub-headings	Early statement of reason for writing Absolute clarity of language Persuasive language Argument backed up by clear reasons
3 .....	Title	Early statement of the subject Some factual information about the subject More of the content of the text should be devoted to the writer's opinion than to facts about the subject Writer's opinion backed up by examples relating to the subject
4 .....	Opening and closing formulae (e.g. <i>Dear ...</i> , and <i>Best wishes</i> or <i>Yours sincerely/faithfully</i> )	Clear opening paragraph giving reason for writing Style will vary considerably depending on the intended reader

- 2 What you have to write usually includes two or three specific points that you have to deal with in your answers. Note down the three points of the topic in each of these exam tasks. The first one is done for you.

- 1 A student website has asked readers to write a review of a website that they have found useful in their studies. The review should outline the content of the website, explaining why the reader has found it useful. It should also state how the reader would like to see the website develop in future.

Write your **review**.

The specific points here are:

- naming a website and outlining its contents
- explaining how you have found it useful
- suggesting how the website might usefully be developed in future

- 2 You have received a letter from an English friend:

... As you know, I'm planning to study medicine at university. However, three friends are taking a year out and are setting off around the world when we leave school in June. I want to join them, but my parents say I'm too young and that it won't benefit my studies in any way. How can I persuade them to let me go? And why don't you come too?

Write your **letter** in reply. You do not need to include postal addresses.

- 3 The college where you study English wants to encourage students who are new to the local area to get involved in community life. You feel it would be particularly beneficial for students to do some voluntary work in their free time. Write a proposal for the college principal, outlining what kinds of voluntary work students could do. You should also explain how voluntary work benefits both the volunteers and the community.

Write your **proposal**.




- 3 When we write something, our aims can be described in functional terms: we may be writing, for example, in order to explain, to give our opinion, to recommend, to suggest, to apologise, to complain, to persuade, etc. Look at the questions in Exercise 2 and note which functions are involved in each question. (There is more than one function in each question.)
- 4 Who we are writing for affects how we write. Look again at the questions in Exercise 2. Who are you writing for in each case? How does this affect what you write and how you write it?

### Useful language: expressing functions

- 1 Match the sentences below with the main function they are used to express from the box. One sentence is expressing a function that is not in the box. Which sentence is that? What function is it expressing?

apologising	complaining	congratulating	recommending	suggesting
-------------	-------------	----------------	--------------	------------

- 1 One possibility would be to organise a meeting to find out how other students feel about the proposed new timetable.
- 2 It is disgraceful that members of your staff should have such a careless attitude towards their work.
- 3 I should not have borrowed your bicycle without asking your permission.
- 4 One of the options would be more expensive to implement than the others.
- 5 The third option seems to me to be the preferable choice because it would benefit the largest number of people.
- 6 Your success is a magnificent achievement and one that you should take great pride in.

- 2  In the *Cambridge English: Advanced* exam, you need to show that you can express functions in more than one way. Here are example sentences using some of the functions that you often need to express in the exam. In each case, one word is missing. Complete the sentences with appropriate words.

#### Complaining

- 1 I am writing to complain ..... the service I received in your hotel last weekend.
- 2 If I do not receive a satisfactory response, then I shall have no ..... but to send a full account of the way I was treated to your Head Office.
- 3 It was very upsetting to be spoken ..... so impolitely ..... your reception staff.

#### Persuading

- 4 I feel sure you would ..... it if you did not ..... advantage of this exceptional opportunity.
- 5 There's no denying the ..... that this is a very generous offer.
- 6 Surely you must ..... that opportunities like this do not arise very frequently.

#### Recommending

- 7 If I were in your ....., I wouldn't hesitate to seize the opportunity on offer.
- 8 ..... my opinion, the best ..... of action would be to carry out a survey to discover how local residents feel about the proposal.
- 9 ..... no circumstances should you ..... a hasty decision.

#### Giving reasons

- 10 There are a number of reasons ..... I am of this opinion.
- 11 I should like to ..... forward the case for a rather different approach from the one that has been taken in the past.
- 12 The project has been temporarily suspended owing ..... a lack of funding.

## Action plan

- 1 Choose the task that you think you can write the best answer to.
- 2 Read the question very carefully, underlining the key points. Think about *what kind of text* (e.g. letter, report, proposal, etc.) you have to write and follow the English conventions for that text type.
- 3 Think about *who* you are writing for – should your language be formal, informal or neutral?
- 4 Think about *why* you are writing (for example, to inform, to entertain, to persuade, to complain, etc.) and how this will affect your response.
- 5 Make a plan before you start writing.
- 6 Organise your answer in clear paragraphs.
- 7 Use a variety of structures and vocabulary – make a quick list of possible structures and vocabulary before you start.
- 8 Allow time to check your writing.
- 9 Aim to spend about 45 minutes on your answer, including planning and checking time.

## Follow the exam instructions, using the advice to help you.

Write an answer to **one** of the questions **2–4** in this part. Write your answer in **220–260** words in an appropriate style.

**Tip!** You can write in either British or American English, but keep to one or the other. Do not write, for example: *The theater is in the centre of the town.*

- 2 Your company would like to offer work-experience placements to students in an international college. Write a letter for publication in the student newspaper at the college.

Your letter should explain what your company does, what kind of work-experience placements are available, and how students would benefit from the experience.

Write your **letter**.

- 3 A website has asked readers for reviews of new software applications. Write a review of an application that you have used. Your review should comment on what is special about the software. It should also explain who might find the software most useful or appealing and why. Your review should also suggest one way in which the software could be improved.

Write your **review**.

## Advice

2 A letter like this wants to encourage the right kind of students to apply, so it needs to provide clear information about the nature of the work on offer.

3 Even if you are describing software that you feel is perfect, you need to make at least one suggestion for its improvement. Do not forget that it is not essential to tell the truth – you could, for example, always say that the Help notes are not comprehensive enough, even if you have found them very thorough and clear.

See next page 

- 4 Your local city council is investigating whether the city centre meets the needs of the city's inhabitants. You have been asked to write a report for the council.

Your report should discuss the entertainment and restaurant facilities in the city centre from the point of view of people of your age group. It should also describe at least one way in which the city centre could be improved to meet your age group's needs more effectively.

Write your **report**.

### Follow-up

Did you check your work for your most frequent errors?

### Advice

4 Remember that your report must focus on one particular age group – do not forget to say which at the start of your report – and not on the needs of the city's inhabitants in general!


**Tip!** Choose the question for which you feel you have the language to write the best answer, even if that is not the question that interests you most.

**Tip!** Only answer a work-related question if you have some experience of a workplace as that is essential to give the answer an authentic flavour.

**Task information**

- Part 1 consists of three short recordings, each with two three-option multiple-choice questions.
- Each recording lasts about one minute and is played twice.
- The recordings are about unrelated topics.
- The recordings are taken from a wide range of contexts and cover a range of topics, styles of delivery and voices.
- Each recording involves more than one speaker.
- The questions may focus on a variety of aspects of the recordings (for example, detail, gist, speakers' opinions, feeling, attitude, purpose, function, agreement and listener course of action).

**Understanding different aspects of the recording**

**1**  Listen to the recording and answer these questions about it.

- 1 Context:** Where are the speakers?
  - A in a restaurant
  - B at a hotel
  - C on a motorway
- 2 Relationships:** What is the most likely relationship between the speakers?
  - A driver and client
  - B husband and wife
  - C receptionist and customer
- 3 Opinion:** What do the speakers agree about?
  - A how tired they are
  - B how hungry they are
  - C how attractive the place looks
- 4 Detail:** What does the man remind the woman to find out about?
  - A relevant charges
  - B what to do with their luggage
  - C parking places
- 5 Function:** What are the speakers trying to do?
  - A settle an argument
  - B come to a decision
  - C express dissatisfaction

**2** Why are the other options incorrect?

**Tip!** Questions can have different focuses. Being aware of some of these different focuses can give you a better understanding of spoken language.

**Tip!** There will usually be something in the recording that might distract you into choosing the wrong option, so make sure you listen carefully.

## Action plan

- 1 Use the listening preparation time to read the questions and think about possible answers.
- 2 Underline key words in the question or statement.
- 3 Choose all the correct answers you can the first time you listen to the recording.
- 4 Do not worry about missing a question; leave it and listen for the answer to the next question.
- 5 Check your answers when you listen to the recording for the second time and answer any questions you have missed.
- 6 Do not leave any answers blank. Make a guess if you are not sure.
- 7 At the end of the test, carefully transfer your answers to the answer sheet.



**Follow the exam instructions, using the advice to help you.**

You will hear three different extracts. For questions 1–6, choose the answer (A, B or C) which fits best according to what you hear. There are two questions for each extract.

### Extract One

You hear two students discussing a lecture.

- 1 What surprised the woman about the lecture?
  - A the topic of the lecture
  - B the lecturer's approach to his subject
  - C the other students' reactions
- 2 What do the speakers agree?
  - A They would like to do some follow-up work.
  - B They should have prepared better for the lecture.
  - C The handouts they received will be very useful.

### Advice

- 1 Listen to the whole recording before you answer either of the questions relating to it.
- 2 The word 'agree' is important in Question 2 – both speakers must share this opinion.

### Extract Two

You hear two business people discussing a meeting they attended.

- 3 Why did they go to the meeting?
  - A to gain some information
  - B to influence a decision
  - C to offer some advice
- 4 How does the man feel about the meeting?
  - A satisfied with his contribution
  - B pleased with its outcome
  - C doubtful about its value

### Advice

- 3 You get information from both speakers that will help you to answer Question 3.
- 4 Question 4 focuses on detail here. What do each of the other five Part 1 questions focus on – gist, relationship, opinion, function, etc.? Before you listen, think carefully about what each of the adjectives in the options means in this question.

### Extract Three

You hear a scientist being interviewed about her career.

- 5 What is the woman's attitude to her career?
- A She regrets not achieving more than she has.
  - B It has been the most important aspect of her life.
  - C It turned out unexpectedly well for her.
- 6 What does the woman say is the most important quality she looks for in young scientists hoping to work in her lab?
- A curiosity about the world around them
  - B ability to deal with setbacks in a positive way
  - C appreciation of the need for accuracy

### Advice

5 Before listening, think about what kind of language the speaker might use to express the ideas in Question 5.

6 Look carefully at the meaning of the three options. How might the woman use different words to express these ideas?

### Follow-up

Did you follow all the steps in the Action plan?

## Task information

- Part 2 consists of a monologue (for example, a talk, a lecture or a broadcast) providing factual information and opinion.
- The recording will last approximately three minutes and is played twice.
- On the question paper, there are eight sentences about the recording, each with a gap.
- The sentences focus on specific information and stated opinions in the recording.
- You must complete the gap with an appropriate word or short phrase from the recording.
- Questions follow the order of information in the recording.
- You must spell the words correctly, although some minor variations are allowed in Part 2. UK and US spellings are both accepted.

## Choosing the right answer

- 1** Look at this question from a Listening task.

The speaker's interest in playing music was first awakened by his .....

Write down six words that could complete the sentence.

- 2** Now look at the first part of the recording script. Which four words from the script *could* fill the gap in Exercise 1? Which of these words is actually the correct one? Why are the others not correct?

**Tip!** Often you will hear several words that could fit the gap, but only one matches the meaning of the sentence.

I wanted to learn about music from a very young age. I think it all started when my father took me to stay with my grandmother one magical summer at the age of about six. My cousin was also there and she spent every evening practising the piano. I was spellbound by her playing and as soon as I got back home I pestered my parents to let me have lessons too. So they asked around and found me a teacher.

- 3**  Look at the next two questions. Listen to the next part of the recording and note down the answers.

- 1 When he was eight years old, the speaker played a piece called ..... in a school concert.
- 2 His piano teacher said that his performance at the concert was .....

- 4**  Listen again and answer these questions.

- 1 Which words could be mistaken for the answer in each case?
- 2 Why are those words incorrect?

## Action plan

- 1 Read the introduction and the title to help you understand the context and topic.
- 2 Use the preparation time to read the questions carefully before you listen.
- 3 Try to predict what sort of word is needed in each gap. For example, is it a noun? If so, is it singular or plural?
- 4 Remember that the answers will come in the order of the questions.
- 5 You will hear a word or phrase in the recording that matches something on the question paper. This will give you a clue that the answer is coming soon.
- 6 Remember that the answers are short – usually one to three words – and are often nouns.
- 7 You do not need to make any grammatical changes to what you hear.
- 8 Never leave a blank. Make a logical guess – you may be lucky.
- 9 At the end of the test, carefully transfer your answers to the answer sheet. As you transfer your answers, check your spelling and grammar and that what you have written makes sense.

 **05 Follow the exam instructions, using the advice to help you.**

You will hear a musician called Anita Kumar talking to a group of students about her life. For questions 7–14, complete the sentences with a word or short phrase.

### ANITA KUMAR

Anita plays the (7) ..... in an orchestra.

Anita studied (8) ..... at university.

Anita had a job as a (9) ..... when she joined her first orchestra.

Anita's orchestra has just returned from a tour in (10) .....

Anita is particularly proud of the person who is the (11) .....  
in her orchestra.

What Anita enjoys most about playing in an orchestra is (12) .....

Her orchestra has recently appeared in a film called (13) .....

Anita says that the word (14) ..... sums up her work best.

### Follow-up

Did you remember to check that the word(s) you wrote fitted grammatically and was/were spelt correctly?

### Advice

7 Anita names two instruments. Which is the correct one?

8 Two possible subjects are mentioned, but which is the one that Anita studied?

9 Do you need to write a word for a job or a place here?

10 Several countries are named. Make sure you listen carefully for the correct one.

11 The question makes it clear that you are listening for a person who has a specific role in an orchestra.

12 Two possible aspects of working for the orchestra are mentioned – remember that the question is asking about what Anita enjoys most.

13 Two films are named, but which is the one that has already been made?

14 Anita uses a number of adjectives, but which one fits the question?



## Task information

- Part 3 consists of a recording with two or more speakers (e.g. an interview or a discussion).
- The recording lasts approximately four minutes and is played twice.
- You have to answer six four-option multiple-choice questions about the recording.
- The questions focus mainly on the speakers' feelings, attitudes and opinions.
- Some questions will also focus on detailed or gist understanding of the recording.
- The questions follow the order of the recording.

## Understanding distraction

### 1 Study the multiple-choice question and the extract from the recording script, and answer the two questions which follow.

- 1 What does Rose sometimes do nowadays instead of writing?
- A She looks after her young children.
  - B She does a variety of paid jobs.
  - C She helps a family member in their business.
  - D She goes for walks.

Interviewer: Thanks for being my guest today, Rose! Tell us, when did you start writing for children?

Rose: I've been writing children's books since I was a child myself! Seriously, I was one of those kids always writing and illustrating stories, and this has been my passion for as long as I can remember. I was an English undergraduate at Middleton University – where my youngest started last term – and took the two children's literature courses offered at the time. I had a patchwork quilt of jobs after graduating and getting married, including working in a college office, writing for newspapers and magazines, helping out in an art gallery and selling a few watercolours of my own, working for a horse-riding for the disabled project, and teaching English part-time. With the publication of my first book in 2010, I began walking this path full-time, apart, that is, from the occasional day in my cousin's restaurant when she needs extra staff for some reason. And I hope that's the way I'll be able to continue.

- 1 What is the correct answer?
- 2 Why might you be distracted by the other options?

### 2 Look at the next question and listen to the next part of the recording. Which is the correct option?

What encouraged Rose to start working at the wildlife reserve?

- A her lifelong interest in deer
- B a friend's involvement in the project
- C the need to research a writing project about deer
- D a desire to work in the open air

### 3 Listen again. Why might you be distracted by each of the other options?

**Tip!** In multiple-choice questions, there will always be something in the recording that suggests each of the distracting options, but only one option will exactly match what the recording says.

**Tip!** Listen carefully to everything that the speaker says before choosing your answer. Aspects from each option may be mentioned, but only one will reflect exactly what is said and answer the question.

### Action plan

- 1 Use the preparation time to read the questions carefully and think about possible answers.
- 2 Underline key words in the question or statement introducing the options to help you focus on what you have to listen for.
- 3 Choose all the correct answers you can the first time you listen to the recording.
- 4 Do not worry about missing a question: leave it and listen for the answer to the next question.
- 5 Check your answers when you listen to the recording the second time. Answer any questions you have missed.
- 6 Do not leave any answers blank. Make a guess if you are not sure.
- 7 At the end of the test, carefully transfer your answers to the answer sheet.



**Follow the exam instructions, using the advice to help you.**

You will hear part of a radio interview with a travel writer called Marina Vardy. For questions 15–20, choose the answer (A, B, C or D) which fits best according to what you hear.

15 What made Marina start travelling?

- A a sudden desire to overcome her fear of the sea
- B a difficult problem in the life she had at the time
- C an unexpected opportunity to escape a boring routine
- D a friend's wish for a travelling companion

16 What is Marina's main reason for being happy about her decision to go on that first journey?

- A It led to a successful career as an author.
- B It gave her a more positive outlook on life.
- C It offered her some exciting adventures.
- D It taught her to cope with difficulties.

17 How did Marina first get into writing?

- A She wanted to describe the different exotic places she visited.
- B She found it satisfying to write her private feelings in a teenage diary.
- C She enjoyed the reaction of others to something she wrote as a young girl.
- D She was keen to be like her father, who was an enthusiastic writer.

18 What does Marina say is her greatest challenge?

- A feeling uncertain about the quality of her work
- B coping with some lack of support from her family
- C having to face danger for the sake of a story
- D finding things to write about that will interest her readers

### Advice

**15** Listen to everything Marina says about why she started travelling and pick the option which exactly matches what she says.

**16** All these ideas are suggested in the recording, but which does Marina actually say is the main reason why she feels no regrets?

**17** Try reading the question and then listening to the recording before reading options A to D. Does this help you to find the right answer without being distracted?

**18** Listen to everything Marina says about the challenges she faces and do not jump too quickly to conclusions.

**Tip!** Remember that the questions follow the order of the recording.

See next page

- 19 Marina says that aspiring travel writers must ensure that they
- A work hard to make their writing style as good as they can.
  - B try to make their readers experience strong emotions.
  - C offer much more than an account of their own adventures.
  - D keep their own grandmother in mind as they write.
- 20 What does Marina say she finds particularly rewarding about being a travel writer?
- A It has developed her powers of observation.
  - B It offers her the chance to take revenge on unkind people.
  - C It provides her with an adventurous lifestyle.
  - D It gives her a satisfying psychological detachment.

### Advice

19 You may feel that Marina is implying several of the options, but you must go for the one that she actually says.

20 Think about the gist of what Marina is saying – which of these options conveys that idea?

### Follow-up

Did you find any of the distracting options particularly tempting?

**Task information**

- Part 4 consists of a series of five short monologues, each lasting about 30 seconds.
- You will hear the recording twice.
- The monologues are all on a related topic.
- There are two parallel matching tasks relating to the monologues.
- Each task consists of five questions and you have to select the correct option from a set of eight.
- You have to choose the correct options to match with each monologue.
- The tasks focus on two different aspects of the monologues (for example, identifying what happened to the speaker and understanding why the speaker chose a particular course of action).
- You have to complete both tasks while you listen.
- The answers in each monologue can be in any order, for example, you might hear the answer to Task 2 before the answer to Task 1.

**Finding the perfect match**

Study the exam task. Then read the first part of the recording script below. Which are the two correct answers for Speaker 1? Which of the other options might some people be distracted by? Why are these options incorrect?

You will hear five short extracts in which people are talking about changing their jobs.

**Tip!** With each speaker, there will be one or two options that distract but are not the right answer. You must read the options very carefully to find the perfect match.

**TASK ONE**

Choose from the list (A–G) the job that each speaker used to do.

- A teacher
- B nurse
- C photographer
- D lawyer
- E electrician
- F journalist
- G shop assistant

**TASK TWO**

Choose from the list (A–G) each speaker’s reason for changing jobs.

- A They were keen for more challenge.
- B They disliked a colleague.
- C They were offered more pay.
- D They wanted to be with a spouse who had to move.
- E They had the chance for an easier journey to work.
- F They were keen to work part-time.
- G They wanted more variety.

**Speaker 1**

Well, I stack shelves in a supermarket now, but until a few months ago I was a reporter on a local paper. It was a pretty good job. I spent most of my time going out with the paper’s photographer interviewing an amazing variety of local people who’d done something special. My colleagues were interesting characters on the whole – I didn’t care for one or two of them, but that’s inevitable in any job. I worked long hours and the pay wasn’t brilliant but I’d never have left if it hadn’t been for my husband. He’d been teaching in the same primary school for years and he was keen to take on a more challenging post, so he went for a deputy headship. Much to his surprise, he got it, but it was in a town 200 miles away – too far for me to commute. Oh well, this isn’t too bad a job really. The pay’s better than you might imagine. I’m considering going part-time because I find it a bit difficult to be doing the same thing all day every day, but haven’t come to a definite decision yet.

**TASK ONE** .....

**TASK TWO** .....

## Action plan

- 1 Use the preparation time to read the instructions and options for both tasks very carefully.
- 2 Before you listen, think about words and phrases a speaker might use to express the ideas in the options in a different way.
- 3 As you listen to each speaker, try to answer the questions in both tasks.
- 4 If you cannot answer one of the questions on your first listening, do not worry. When you listen again, the answer may come more easily (as some answers will already be eliminated).
- 5 Remember that the answers to the tasks may come at the beginning, middle or end of what each speaker says.
- 6 The speaker is unlikely to use exactly the same words as the options, so listen for paraphrases.
- 7 At the end of the test, carefully transfer your answers to the answer sheet.



**Follow the exam instructions, using the advice to help you.**

**Tip!** Think before you listen about what kinds of words you might hear in TASK ONE.

You will hear five short extracts in which people are talking about their jobs.

### TASK ONE

For questions 21–25, choose from the list (A–H) what made each speaker choose their career.

**While you listen you must complete both tasks.**

- |  |           |                      |    |
|--|-----------|----------------------|----|
| A a wish to help others                | Speaker 1 | <input type="text"/> | 21 |
| B the influence of a family member     | Speaker 2 | <input type="text"/> | 22 |
| C a chance encounter                   | Speaker 3 | <input type="text"/> | 23 |
| D a teacher's advice                   | Speaker 4 | <input type="text"/> | 24 |
| E an inspirational book                | Speaker 5 | <input type="text"/> | 25 |
| F a desire to travel                   |           |                      |    |
| G a gift for a specific academic skill |           |                      |    |
| H an unusual skill                     |           |                      |    |

### TASK TWO

For questions 26–30, choose from the list (A–H) the difficulty each speaker has had to overcome.

- |                                     |           |                      |    |
|-------------------------------------|-----------|----------------------|----|
| A having to meet tight deadlines    | Speaker 1 | <input type="text"/> | 26 |
| B mastering some complex technology | Speaker 2 | <input type="text"/> | 27 |
| C living far from work              | Speaker 3 | <input type="text"/> | 28 |
| D fierce competition                | Speaker 4 | <input type="text"/> | 29 |
| E combining work and study          | Speaker 5 | <input type="text"/> | 30 |
| F rapid turnover of staff           |           |                      |    |
| G obtaining finance                 |           |                      |    |
| H a difficult working relationship  |           |                      |    |

### Advice

21 The speaker mentions several different influences from the first list of options, but which one answers the question?

27 Remember that the answer to TASK TWO may sometimes come before the answer to TASK ONE.

30 The speaker here mentions several things that he has not had difficulty with in his current job. But which one is a difficulty for him?

### Follow-up

How did you approach this question? Did you do TASK ONE on the first listening and TASK TWO on the second listening? Or did you do them both on both listenings? Some people prefer to do it one way and some the other – both approaches are acceptable.


### Task information

- Part 1 lasts about two minutes.
- You are with a partner for all parts of the Speaking test. Occasionally, candidates are in a group of three.
- There are two examiners. One is the interlocutor and he or she will ask you questions. The assessor completes the mark sheet while he or she listens to what you say.
- First, the interlocutor tells you the names of the examiners and takes your mark sheet.
- In Part 1, the interlocutor talks to you and your partner individually.
- You have to answer general questions about yourself (your life, your interests, your past experiences, your plans for the future, etc.).
- One aim of Part 1 is to help you to relax by asking you about topics that you are familiar with.

### Understanding how your speaking is assessed

**1** The examiners who assess your speaking consider five criteria. Match the criteria (1–5) with their definitions (A–E).

- |  |   |
|--|---|
| <p>1 Grammatical resource</p> <p>2 Vocabulary resource</p> <p>3 Discourse management</p> <p>4 Pronunciation</p> <p>5 Interactive communication</p> | <p>A how easy it is to understand what you say, including how well you use stress and intonation</p> <p>B how well you initiate and respond in conversations with the interlocutor and with your partner</p> <p>C how accurately you use English structures and how wide a range of structures you use</p> <p>D how coherently you speak by linking what you say and by not hesitating too much</p> <p>E how appropriately you choose words to express your ideas and how wide a range of words you use</p> |
|--|---|


**2**  Listen to these speakers. The first time you listen, decide which speaker in each pair is better, A or B. Put a tick (✓) in the table. The second time you listen, decide which of the criteria listed in Exercise 1 each pair illustrates. Write 1, 2, 3, 4 or 5. The first question has been done as an example.

	Question 1	Question 2	Question 3	Question 4	Question 5
Speaker A	✓				
Speaker B					
Criterion	4				

**3** Here are some answers. What do you think the questions were? How could you improve the answers?

- 1 Detective stories. I think they're very exciting.
- 2 I went to the cinema. Then I went home and went to bed at about 10.30.
- 3 I try not to eat too much and I do plenty of exercise.
- 4 I think I'll probably need to speak it both at work and when I'm travelling.

**Tip!** Where appropriate, try to include examples and reasons in your answers.

**4**  Work with a partner if possible. Practise responding to the questions you hear on the recording. If you have a partner, comment on their answers using the five criteria in Exercise 1.

## Action plan

- 1 Be polite and friendly to the examiners.
- 2 Try to relax – imagine you are talking to someone you know.
- 3 Listen carefully to the interlocutor and answer the questions that he or she asks you.
- 4 Look at the interlocutor when you are answering his or her questions.
- 5 If you do not understand something, politely ask for repetition, e.g. *I'm sorry, could you repeat that, please?*
- 6 Do not answer just Yes or No.
- 7 Remember, where possible, to give reasons and examples in your answers.
- 8 Do not learn prepared answers by heart – they will not make your English sound natural or fluent.
- 9 Listen to what your partner says and react if you wish to – but make sure you keep what you say brief until it is your turn to answer the interlocutor's questions.

**Do the exam task, following the instructions below.**

### Part 1

2 minutes (3 minutes for groups of three)

**Tip!** It is not essential to be truthful in the exam if you do not know the vocabulary for a totally honest answer.

**The interlocutor will ask you some questions about yourself, your home, work or studies and familiar topics.**

Good morning/afternoon/evening. My name is ..... and this is my colleague .....  
 And your names are?  
 Can I have your mark sheets, please?  
 Thank you.

First of all, we'd like to know something about you.

- Where are you from?
- What do you do here/there?
- How long have you been studying English?
- What do you enjoy most about learning English?

**Tip!** Speak loudly and clearly so that both examiners can hear you.

**The interlocutor will then ask you some questions about one or two other topics, for example:**

- Do you think you have the right balance between work and relaxation in your life?
- If you could change one thing about the place where you live, what would it be?
- How important is it to have friends who share the same interests as you?
- What would you do if you suddenly won a lot of money?

## Follow-up


How do you think you did in your practice of this part of the test?

How could you improve your performance in future?

## Task information


- In Part 2, which lasts about four minutes, you have the opportunity to speak for a minute without interruption.
- The interlocutor will give you a set of three pictures and will ask you to comment on two of them.
- The interlocutor will ask you two questions relating to the pictures and these will also be written above the pictures.
- The questions will require you to speculate about the content of the pictures, rather than simply describe them.
- Your partner should not interrupt, but will be asked a question related to the pictures requiring a brief answer (for about 30 seconds) after you have finished speaking.
- Your partner will have to speak for a minute about a different set of pictures.
- You must listen to what your partner says and be ready to answer a question when the interlocutor asks you to do so.

## Useful language: hypothesising

- 1  Listen to a student talking about the first picture on page S1. Note down some of the language that he uses when he is hypothesising about how the people are feeling.
- 2 Look at the second picture on page S1, read the question and complete each sentence responding to the question. You can use the same ideas in your sentences if you wish.
  - What do you think the people in this picture are talking about?

1 I think they might be ...	6 It's most likely that they ...
2 I wonder if they could be ...	7 But it could also be that ...
3 I think the man might have ...	8 I think it's quite possible that they ...
4 Perhaps the woman has ...	9 They look as if they ...
5 I don't think that they can ... because ...	10 I imagine they must be ...

## Useful language: comparing and contrasting

- 1  In Part 2, you have to compare two pictures on a related theme. Look at how some students do this. There is a mistake in what each student says. Correct the mistakes.
  - 1 In the first picture, everyone looks as if they're enjoying themselves. On contrast, in the other one, the people seem rather miserable.
  - 2 The girls in this picture are working hard, whereby the girls in the other picture are simply having fun.
  - 3 By or large, the people in the second picture seem more interested in what they're doing than the people in the first picture.
  - 4 All for all, I think the people in the first picture are feeling more relaxed than those in the second picture.
  - 5 In the whole, the children in this picture seem to be having a good time, but there is one little boy who is clearly not enjoying himself.
  - 6 The people in this picture might be going on holiday. On another hand, they could simply be on their way to work.
- 2 Now look at the two pictures on page S2. Talk about them for one minute using some of the expressions practised above. Talk about the different aspects of college life that they show and compare how the students might benefit from learning in the ways shown in each picture.

**Tip!** It is useful to practise speaking for a minute. It is not as long as it seems at first!



## Action plan

- 1 Listen carefully to the interlocutor's instructions.
- 2 Remember to answer the questions above the pictures, as well as comparing two of the pictures.
- 3 Answer the questions, giving examples and reasons where appropriate.
- 4 Remember that you must only talk about two of the pictures – not all three of them.
- 5 Do not waste time saying which pictures you are going to talk about – it will be obvious from what you say about them.
- 6 Speculate about what might be happening in the pictures (for example, how people might be feeling). This is much more important than describing the pictures in great detail.
- 7 Speak clearly and keep going until the interlocutor says 'thank you'.
- 8 Be ready to respond when the interlocutor asks you a question after your partner's turn.
- 9 Do not interrupt when your partner is speaking.

**Do the exam task, following the instructions below.**

### Part 2

4 minutes (6 minutes for groups of three)

**Work in groups of three if possible. One of you is the interlocutor and the other two are the candidates. The interlocutor should lead the task using the script below. Refer to the pictures on pages S3 and S4.**

**The interlocutor will give you three pictures and ask you to talk about two of them on your own for about a minute. You will then be asked a question about your partner's pictures which you will need to answer in no more than 30 seconds.**

**Interlocutor** In this part of the test, I'm going to give each of you three pictures. I'd like you to talk about **two** of them on your own for about a minute, and also to answer a question briefly about your partner's pictures.

(Candidate A), it's your turn first. Here are your pictures. They show **people reading in different situations**.

I'd like you to compare **two** of the pictures and say **what you think the people are reading about and how important reading might be to the people in these situations**.



After 1 minute

Thank you.



After approximately 30 seconds

(Candidate B), **who do you think is most interested in what they're reading? (Why?)**

Thank you.

Now, (Candidate B), here are your pictures. They show **people travelling in different ways**.

I'd like you to compare **two** of the pictures and say **why the people might be making these journeys and what difficulties they might face in making their journeys**.



After 1 minute

Thank you.



After approximately 30 seconds

(Candidate A), **which type of journey do you think is most comfortable? (Why?)**

Thank you.


## Follow-up

How easy did you find it to speak for a minute? What else could you have said about the topic?

Task information

- In Part 3, which lasts about four minutes, you and your partner have to discuss a task together.
- The interlocutor will give you a set of prompts and a question about them.
- The prompts will be either single words or phrases.
- The interlocutor will explain the task to you, for example, *First talk to each other about ...*
- You and your partner will be expected to discuss each of the prompts in relation to the question.
- The interlocutor will not take part in your discussion but, after a few minutes, will stop you and ask you another question where you have to make a decision related to the prompts. You will have one minute for this.
- There is no right or wrong answer to this task.
- You will be marked on your ability to use the language of negotiation and collaboration.
- You won't lose any marks if you do not come to a conclusion.

Useful language: negotiating


1  The phrases below can be useful when negotiating with your partner in Part 3. In each case, a word is missing. What is it? You are given the first letter and a gap for each missing letter to help you.

- |   |   |
|---|---|
| 1 I can't h ..... thinking that ...                 | 6 What you say reminds me o ..... ..              |
| 2 I e ..... agree.                                  | 7 That's all very w ..... .., but ...             |
| 3 I take your p ..... .., but ...                   | 8 W ..... '..... you say so?                      |
| 4 Isn't it more a m ..... of ...?                   | 9 Yes, but we shouldn't f ..... about ...         |
| 5 It's interesting you s ..... say that because ... | 10 You wouldn't disagree w ..... that, would you? |

2 Look at the expressions in Exercise 1. Which of them are:

- |  |   |
|--|---|
| a expressing agreement?                        | c asking for someone's opinion?             |
| b expressing partial or complete disagreement? | d developing an idea someone has mentioned? |

Giving yourself time to think

1  It is useful to have some natural English phrases for when you need to give yourself time to think about what you want to say. Listen to two speakers talking about electric cars. Note down the expressions that they use to give themselves a bit of extra thinking time.

2 Work with a partner if possible and take it in turns to ask each other these difficult questions. Use some of the phrases from Exercise 1 as you work out how you want to answer the question.

- 1 What would you say is the best film you've ever seen?
- 2 What would you do if you were the President of your country?
- 3 What do you think the international community should do about the problem of pollution?
- 4 What is the most important subject for children to study at school, in your opinion?

## Action plan

- 1 Listen to the instructions carefully.
- 2 Check the task question at the centre of the prompt phrases.
- 3 Look at your partner rather than the examiners when you are talking.
- 4 Speak clearly so the examiners can hear what you are saying.
- 5 Discuss one prompt fully with your partner – agreeing or disagreeing about it – before moving on to the next one.
- 6 Listen and respond to each other – do not just give your own opinion.
- 7 Use fillers like *Well, let me think* to give yourself a bit of thinking time.
- 8 Do not hurry to reach an agreement.
- 9 If appropriate, try to comment on the positive and negative aspects of each of the options.
- 10 Give reasons for your opinions.

**Do the exam task, following the instructions below.**

### Part 3

4 minutes (6 minutes for groups of three)

**Work in groups of three if possible. One of you is the interlocutor and the other two are the candidates. The interlocutor should lead the task using the script below. Refer to the task sheet on page S5.**

**The interlocutor will give you a task sheet to discuss together.**

**Interlocutor** Now, I'd like you to talk about something together for about two minutes.

**Here are some purposes for which a knowledge of foreign languages might be useful and a question for you to discuss. First you have some time to look at the task. (About 15 seconds)**

Now, talk to each other about **how knowing a foreign language might be useful for each purpose.**



After 2 minutes

Thank you. Now you have about a minute to decide **which purpose it is most important to know a language for.**



After 1 minute

Thank you.

**Tip!** When you disagree with your partner, do so politely, e.g. *Yes, but I think there might be another way of looking at it or I know what you mean, but isn't it also true that ...?*


## Follow-up

If you worked with a partner, did you remember to really discuss the topic with each other – listening and responding to your partner rather than just stating individual opinions?

## Task information

- Part 4 will continue the theme of Part 3 and lasts about five minutes.
- The interlocutor will ask you and your partner questions which broaden the topic of Part 3.
- Part 4 gives you the opportunity to give and justify your opinions, as well as to express agreement or disagreement with your partner.
- You might want to invite your partner's opinion or to comment on what your partner says.
- At the end of Part 4, the interlocutor will thank you and say the test has ended.

## Useful language: giving your opinion

- 1**  Here are some useful phrases for giving an opinion. Fill in the missing words. In Questions 7-10, you are given letters at the beginning of the words.

- |  |   |
|--|---|
| <p>1 ..... my opinion, schooldays are not always the happy time that adults often say they are.</p> <p>2 ..... I see it, society should look after its old people better.</p> <p>3 ..... my point of view, the government interferes too much in education.</p> <p>4 As ..... as I'm concerned, men aren't always better drivers than women.</p> <p>5 The ..... I see it, the first five years of a child's life have a huge impact on their adult life.</p> | <p>6 From ..... I stand, the government should spend more on healthcare and less on defence.</p> <p>7 To be p..... honest, I don't think that current recycling measures are having much effect.</p> <p>8 I'd ar..... that everyone should be taught at least two foreign languages at school.</p> <p>9 It's not something I have very s..... views about, but I do rather feel that celebrities shouldn't complain so much about being followed by paparazzi.</p> <p>10 I t..... to agree with people who say students shouldn't have to pay fees.</p> |
|--|---|

- 2** Work with a partner if possible. Take it in turns to read out the statements in Exercise 1. After each one, the other student should respond, saying either:

- I agree. / I quite agree. / I agree 100 per cent, because ...
- I don't agree. / I can't agree with you on that, because ...
- I agree with you up to a point, but ...

- 3** Work with a partner if possible. Discuss the following topics using some of the expressions from the previous exercises.

**Childhood:** In what ways do you think that people's characters are influenced by being an only child or the oldest, the middle or the youngest child in a family?

Do you think it's better for children to grow up in a town or in the countryside? Why?

**Careers:** What kinds of job do you think deserve the highest salaries and why?

In what ways do you think the current generation's working lives are likely to be different from those of their parents or grandparents?

**Celebrity:** Why do you think celebrity magazines and TV programmes about celebrities are so popular? What do you think would be the disadvantages of a celebrity lifestyle?

- 4** Write down a possible discussion question relating to each of the following topics: Education; Leisure; Work; Relationships. If possible, work with two or three other students. Discuss the questions you have each thought of.

**Tip!** If you have a partner, bring them into the discussion. After making a point, say *Do you agree?* or *What do you think?*

**Action plan**

- 1 Listen carefully to the interlocutor's questions – they are not written down for you, unlike Parts 2 and 3.
- 2 You are marked on your English rather than your ideas, so do not feel you have to give original or particularly clever opinions.
- 3 If you do not have a particular opinion about the subject, remember that it is important – in the test – to say something (rather than nothing), so do not worry about expressing an opinion that is not exactly what you really think.
- 4 Listen carefully to what your partner says and, if possible, comment on or develop something he or she says.
- 5 If you disagree with your partner, do so politely.
- 6 At the end of the Speaking test, do not ask the examiners how you did – they are not allowed to tell you.
- 7 Say goodbye in a polite and friendly way as you leave the room.

**Do the exam task, following the instructions below.**

**Part 4**

5 minutes (8 minutes for groups of three)

**Work in groups of three if possible. One of you is the interlocutor and the other two are the candidates. The interlocutor should lead the task using the script below.**

**The interlocutor will ask some general questions which follow on from the topic in Part 3.**

- Interlocutor**
- Do you think it's better to know one foreign language really well or three or four less well? (Why?)
  - Would the world be a better place if everyone spoke English? (Why? / Why not?)
  - What do you find the most interesting aspect of learning another language? (Why?)
  - What advice would you give to an English speaker who wanted to learn your first language? (Why?)
  - How important do you think it is to study grammar when you're learning a language? (Why?)

Thank you. That is the end of the test.

**Follow-up**

How could you improve your performance in this part of the test?


**Tip!** Try to use some of the language practised on the previous page.

Review

Answer the questions about Reading and Use of English Part 1.

- 1 Before attempting any of the questions, what should you do first?
- 2 How can an awareness of collocations help you do well in Part 1?
- 3 How can a knowledge of prepositions help you do well in Part 1?
- 4 If you are not certain about any of the answers, is it worth guessing?


Useful language: checking for correct collocations

- 1  Exam candidates often make mistakes with certain words. Choose the correct alternative in *italics*.


**Tip!** Sometimes it is useful to think about what word might go in a gap before you look at the alternatives offered.

At the beginning of term, the attention of all students at this university is always 1 *called / drawn* to the fact that they must 2 *attend / join* at least three-quarters of the lectures for any course that they are 3 *following / taking* to be allowed to do the exam at the end of the course. And students already 4 *learn / know*, of course, that if they don't 5 *stand / sit* the exam, then this will affect their chances of 6 *achieving / reaching* their aim of 7 *having / getting* a good job. And this may in turn 8 *get / have* an enormous impact on the rest of their lives.



- 2  Use your knowledge of collocations to fill these gaps with one word. The collocations in this exercise are ones that exam candidates often make errors with. In some cases, there is more than one possible answer.
  - 1 It sometimes takes time to ..... friends when you go and live in a different country.
  - 2 My cousins ..... sailing most weekends.
  - 3 Would you like to ..... a fancy-dress party here at home for your birthday?
  - 4 We must ..... steps to avoid the problem occurring again in the future.
  - 5 Unfortunately, the course Jim took last winter didn't really ..... his needs.
  - 6 I'm planning to ..... some improvements to my coursework essay this weekend.
  - 7 The village has a small cinema which ..... a different film every week.
  - 8 Look at the college map to ..... out where the law library is.
  - 9 The college offers a wide ..... of language courses.
  - 10 Thermodynamics is not my ..... of expertise.

Useful language: thinking about prepositions

- 1  Look at the preposition after the alternatives and choose the word in *italics* which fits best.
  - 1 I don't have much *knowledge / information* of local history.
  - 2 My *stay / visit* to my grandparents' was a great success.
  - 3 The new student didn't *participate / contribute* in the discussion.
  - 4 When does your plane *get / arrive* to Rio?
  - 5 Polly wrote to *congratulate / thank* the professor for his inspiring lecture.
  - 6 My grandfather never *talks / discusses* about his life as a coal miner.
  - 7 The article considers the *consequences / reasons* for the workers' strike.
  - 8 I saw an *advertisement / article* for a language course in the paper.
- 2 Now rewrite the sentences in Exercise 1 using the other word and changing the preposition, as required.

**Follow the exam instructions, using the advice to help you.**

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).

Mark your answers on the separate answer sheet.

**Example:**

0 A allows B lets C makes D gives

0	A	B	C	D
	—	—	—	—

**A wearable book**

Researchers at Massachusetts Institute of Technology have created a ‘wearable’ book which (0) ..... the reader to experience the main character’s emotions.

Using a combination of sensors, the book senses which page the reader is on and (1) ..... vibration patterns through a special vest. The vest (2) ..... a personal heating device to change skin temperature and a compression system to (3) ..... tightness or loosening through airbags. The book itself has 150 LEDs to create ambient light which changes depending on the (4) ..... and mood of different sections of the book.

The researchers used a science-fiction novella, *The Girl Who Was Plugged In* by James Tiptree Jr, as their prototype story for (5) ..... the wearable book. They (6) ..... it because it ‘showcases’ an incredible (7) ..... of locations and emotions. The main protagonist experiences both deep love and ultimate despair, the freedom of Barcelona sunshine and the captivity of a dark, damp cellar. Volunteers who have tried the vest have (8) ..... the experience as ‘remarkable’.

- 1 A provokes B impels C originates D triggers
- 2 A contains B involves C consists D occupies
- 3 A realise B convey C pass D construct
- 4 A setting B position C environment D part
- 5 A enabling B developing C affecting D imagining
- 6 A took B kept C picked D got
- 7 A scale B size C amount D range
- 8 A commented B described C called D explained

**Advice**

- 1 The word you need is generally used either about the reaction of a mechanism or about the starting of something bad, e.g. violent behaviour.
- 2 Imagine what the vest looks like and it may become easier to choose the right word here.
- 3 Think about what the relationship is between the compression system, the airbags and the reader and it may become clearer which word you should choose.
- 4 One of these words has a much stronger association with books and films than the others.
- 5 Only one of these words can be associated with clothing – which one?
- 6 The word you need can be used as a synonym for ‘chose’.
- 7 The sentence which follows helps to give the sense of the word you need here.
- 8 Only one of these words fits the grammar of the sentence.

Review

Answer the questions about Reading and Use of English Part 2.

- 1 Is it a waste of time to read the whole text through before you start answering the questions?
- 2 Is it important to fill all the gaps in order?
- 3 What is the maximum number of words you may write in any one gap?
- 4 What kinds of word will you need to fill the gaps?
- 5 If you can think of two different ways of filling one gap, should you write both possibilities down?

Considering meaning and grammar

**Tip!** Consider both meaning and grammar when deciding which word to choose to fill a gap.

1 Which of the words suggested fits the gap? Why is the other word not appropriate?

- 1 When I got to the lecture theatre, it was already ..... full. *much* or *very*?
- 2 The ..... refurbished building is very attractive. *new* or *newly*?
- 3 It is important for students to eat ..... . *healthy* or *healthily*?
- 4 The weather was ..... hot we could eat outside every evening. *so* or *too*?
- 5 The lecture programme was ..... disappointing. *very* or *absolutely*?
- 6 I would like to suggest some changes ..... the schedule. *in* or *to*?
- 7 Our room was on the fifth floor, but there was ..... lift available. *no* or *not*?
- 8 We had to wait for three hours without ..... for the children to do. *anything* or *nothing*?

2 Think about meaning and grammar to decide what word should fill each gap.

- 1 When I was a teenager, I ..... always write my diary before I went to bed.
- 2 You may have to queue for tickets for ..... couple of hours.
- 3 We got up early because we were afraid of ..... our flight.
- 4 All the articles in the magazine were written ..... talented young journalists.
- 5 I've only seen a photo of Joanna, ..... may mean I don't recognise her when I go to meet her.
- 6 The noise from the wedding reception did not cause any problems ..... the other hotel guests.
- 7 I can't understand ..... Grace changed her mind so suddenly.
- 8 I hope that everyone who ..... to go to the gig will be able to get a ticket.

Useful language: focusing on phrasal verbs

Choose the correct form of *do*, *make*, *go*, *get*, *put*, *take* or *bring* to fill the gaps in these sentences.

- 1 Chris didn't ..... up golf until he retired.
- 2 My favourite group are ..... out a new album next month.
- 3 Hannah has always ..... on well with her colleagues.
- 4 We can easily ..... you up if you'd rather not stay in a hotel.
- 5 Alan brought me some lovely flowers to ..... up for missing my birthday.
- 6 I like both these dresses – I just can't decide which one to ..... for.
- 7 I could ..... with a new bike – this one's getting very old and rusty.
- 8 The robbers ..... off with money and jewellery.
- 9 I'm so tired. Do you think I could ..... out of going to Diana's this evening?
- 10 Are there any issues you would like to ..... up at tomorrow's meeting?

**Tip!** When you listen to or read anything in English, try to notice phrasal verbs and how they are used. Being able to use them naturally will make your English sound much better.



**Follow the exam instructions, using the advice to help you.**

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).

Write your answers **IN CAPITAL LETTERS** on the separate answer sheet.

Example: 

0	O	R	D	E	R												
---	---	---	---	---	---	--	--	--	--	--	--	--	--	--	--	--	--

**Employing an intern**

Interns are typically graduates who come to work in a business for a short time in (0) ..... to gain experience. (9) ..... done right, the arrangement can work well for both the intern and the business. So here's (10) ..... to do it right.

Above all, you need to think carefully about what you want to gain from employing an intern. Your priority might be to create stronger ties (11) ..... your local community, for example, or to provide a way of getting young ideas into the business – (12) ..... it is, you need to have a clear vision from the outset.

Then you need to give careful thought (13) ..... the recruitment process. (14) ..... the fact that an intern may only be with you for a short time, they will still be privy to the innermost workings (15) ..... your business, so you should take the time to choose carefully. You need to find someone (16) ..... qualities match those you would look for in a permanent employee.

**Advice**

9 You need a conjunction here. There are two possibilities, but you must only write one of these.

10 You need a connector that conveys the idea of 'the way in which'.

11 The preposition you need here is often used with synonyms of 'ties' like 'connections', 'links' and 'associations'.

12 This is one word that means 'no matter what'.

13 Read the whole phrase, not just the previous word, before deciding which preposition you need here.

14 The word you need is part of a connecting phrase that has the same meaning as 'although'.

15 You are looking for the right preposition here.

16 Which relative pronoun would make this sentence hang together?

Review

Answer the questions about Reading and Use of English Part 3.

- 1 Why is it better to read the whole text before you start trying to fill the gaps?
- 2 Is spelling important in this part of the exam?
- 3 What sorts of change do you usually have to make?
- 4 If you know that a noun is needed, what other things do you need to think about?

Useful language: spelling correctly

**Tip!** You need to spell the words you write correctly to gain the marks, so it is worth spending time learning the spellings of words that students typically find difficult.

1 Find a word that matches the definition. You are given the first letter(s). The words are all ones that students frequently misspell.

- 1 a place where you live ac.....
- 2 a group of people who take decisions c.....
- 3 try to reach a business or political agreement n.....
- 4 start (noun) b.....
- 5 relating to work that needs special education or training p.....
- 6 suitable a.....
- 7 the opposite of boring i.....
- 8 the way words are said p.....
- 9 essential n.....
- 10 get r.....

2 Use the word in capitals to make a word which fits the gap. The words are all frequently misspelt.

- 1 This kind of food is ..... of the region.
- 2 Students ..... write a dissertation in their final year.
- 3 Helen was ..... that she didn't get the job.
- 4 The weather can be very ..... at this time of year.
- 5 I think Erica's sculptures are ..... original.
- 6 Sarah has done a course in ..... administration.
- 7 It's ..... that Patsy should behave so rudely.
- 8 The students' antics caused their college some .....

- CHARACTER
- NORM
- APPOINT
- CHANGE
- MARVEL
- BUSY
- SHAME
- EMBARRASS

Useful language: noting words from the same root

Fill the gap in each sentence with a word based on the word in capitals for that set.

**Tip!** Write down words formed from the same root in one place to help you remember them.

DEVELOP

- 1 There have been some interesting ..... at work recently.
- 2 Paul has decided he would like to become a property .....
- 3 Although the north of the country is industrial, the south is relatively .....

INTERPRET

- 4 The argument was simply because Matilda totally ..... something I said.
- 5 The rules are vague and open to ..... in different ways.
- 6 Simultaneous ..... earn a good salary, but their work can be stressful.

APPLY

- 7 The regulations are ..... to anyone entering the country by sea.
- 8 Dave didn't get a university place in 2013, but he ..... in 2014 and was accepted then.
- 9 How many job ..... did you fill out before you eventually found work?

**Follow the exam instructions, using the advice to help you.**

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).

Mark your answers on the separate answer sheet.

Example: 

0	I	N	C	I	D	E	N	C	E										
---	---	---	---	---	---	---	---	---	---	--	--	--	--	--	--	--	--	--	--

**Exercise and happiness**

There is evidence to show that regular exercise and sport are associated not only with physical fitness but also with a lower (0) ..... of depression. Scientists have been conducting research to discover why people who exercise on a regular (17) ..... frequently report that physical activity improves their mood, making them feel calmer and less (18) ..... Explanations as to precisely why it is mood-enhancing differ, with some researchers arguing that exercise may be acting as a (19) ..... from negative thoughts, while others claim that it is developing a (20) ..... of a new skill that is the most (21) ..... factor.

In addition, it is (22) ..... true that the social contact which participation in sporting activities often involves also plays its part in mood enhancement.

Whatever the reasons may be why (23) ..... activity should have such a powerful effect on how people feel, it has been shown that exercise is as potent as any medication against (24) .....

**INCIDENT**

**BASE**

**APPREHEND**

**DIVERT**

**MASTER**

**SIGNIFY**

**DENY**

**VIGOUR**

**DEPRESS**

**Advice**

17 What part of speech is required here?

18 If you are not sure what the adjective form of 'apprehend' is, perhaps you know the adjective form of 'comprehend' and this may help you.

19 Remember that the final consonant of a word sometimes changes when the word becomes another part of speech.

20 There are two possible abstract nouns with this root - 'masterfulness' and 'mastery' - but which fits the meaning here?

21 Do you need a positive or a negative word here?

22 Do you need a prefix here or not?

23 Remember also the spelling change that occurs in the middle of this word when you add the adjective suffix.

24 Thinking about the noun forms of other words ending in '-press' (e.g. 'impress', 'suppress', 'compress') may help you to find the right form here.

**Review**

**Answer the questions about Reading and Use of English Part 4.**

- 1 What is the maximum number of words you can write in Part 4?
- 2 How many words do contractions like *don't* or *wasn't* count as?
- 3 Can you change the form of the word in capitals?
- 4 How many marks are there for each sentence?

**Useful language: choosing the right expression**

**1** Choose the correct expression in italics from these sentences written by exam candidates.

- 1 The linguistics lecture last night *resulted in / turned out* to be disappointing.
- 2 I would like you to publish *an apology letter / a letter of apology* in the next issue of your magazine.
- 3 They offered Margot *the opportunity / the possibility* to work in Rome.
- 4 I hope you had no difficulty *to find / finding* your way here.
- 5 I'll *leave / let* you details of my trip when I set off.
- 6 I wouldn't recommend *going / to go* to that conference.
- 7 She took pride in *cleaning and decorate / cleaning and decorating* her new flat.
- 8 No one knows for sure *where he found / where did he find* the information.

**Tip!** This exercise requires accurate use of grammar and vocabulary. It can be useful to focus on errors that students at this level often make so that you avoid similar mistakes.

**2** 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 three and six words, including the word given.

- 1 Please don't forget to take your projects home after school today.  
**LEAVE**  
I must remind you ..... school today.
- 2 Betsy was more likeable than expected.  
**TURNED**  
Betsy ..... likeable.
- 3 It was easy to find the information I needed.  
**DIFFICULTY**  
I ..... hold of the information I needed.
- 4 Where did Lisa go today, I wonder?  
**KNOW**  
I'd love ..... today.
- 5 I thought it was an excellent restaurant for a meal.  
**RECOMMEND**  
I ..... at that restaurant.
- 6 It was such a noisy party that Sven apologised to his neighbours in writing.  
**APOLOGY**  
Sven wrote his neighbours ..... such a noise at the party.
- 7 University was not an option for women in the eighteenth century.  
**OPPORTUNITY**  
Women did ..... to university in the eighteenth century.

**Tip!** Improve your accuracy by paying careful attention to corrections your teacher makes to your written work and try to use the same language correctly in your next piece of writing.

**Follow the exam instructions, using the advice to help you.**

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 **three** and **six** words, including the word given. Here is an example (0).

**Example:**

0 Milly burst out laughing when she saw herself in the mirror.

**SIGHT**

Milly burst into ..... herself in the mirror.

The gap can be filled with the words 'laughter when she caught sight of', so you write:

**Example:**

0

LAUGHTER WHEN SHE CAUGHT SIGHT OF

Write **only** the missing words **IN CAPITAL LETTERS** on the separate answer sheet.

25 They all assume that James will be willing to work late.

**GRANTED**

Everyone ..... that James will be willing to work late.

26 As far as I'm concerned, this is the best college to study at.

**RATHER**

There ..... study at than this one.

27 You need to make up your mind about the topic for your dissertation soon.

**COME**

You must ..... about the topic for your dissertation soon.

28 Given that Sarah hasn't contacted us, I think she probably caught her flight.

**MISSED**

If Sarah ..... have been in touch with us.

29 My boss said I should do some work on my French so I could take part in meetings.

**BRUSH**

My boss encouraged ..... so I could take part in meetings.

30 Tina said she was pleased I had let her know what was going on.

**PICTURE**

Tina thanked me ..... about what was going on.

**Advice**

25 Does 'everyone' need a singular or a plural verb?

26 Which auxiliary or modal verb is used with 'rather' to mean 'prefer'?

27 Which verb + preposition collocates with 'a decision' and means 'decide'?

28 Think about the meaning of both sentences – do you need to talk about Sarah catching or missing the plane in the second sentence?

29 'Encourage' takes the same structure as several other verbs relating to how people affect what others do, e.g. 'want', 'tell', 'ask', 'persuade'.

30 Which idiom with 'picture' has the meaning of 'keep someone informed'?

Page 24 Task information

Page 26 Action plan

## Review

Tick (✓) the pieces of advice which you think are good tips for Reading and Use of English Part 5.

- |   |  |
|---|--|
| <p>1 Read the text carefully before looking at the questions.</p> <p>2 Read the questions carefully and make sure you choose the answer that matches the question.</p> <p>3 When answering a question, find the relevant bit of text and read it again very carefully.</p> <p>4 Do not expect to understand every word in the text.</p> | <p>5 You can often work out the meaning of unfamiliar words and expressions from the context.</p> <p>6 Do all the questions you can first, then go back and look again at the harder ones.</p> <p>7 Do not leave any questions out – if you are not sure of the answer, pick the one that seems most likely.</p> |
|---|--|

Follow the exam instructions, using the advice to help you.

You are going to read an article from a magazine written by a man who teaches survival skills. For questions 31–36, choose the answer (A, B, C or D) which you think fits best according to the text.

Mark your answers on the separate answer sheet.

**Tip!** Help yourself prepare for the Reading and Use of English paper by reading a variety of types of text in English.

**Tip!** Remember that many words in English have a number of different meanings. If something does not seem to make sense in its context, consider whether it might have a different meaning.

## The importance of fire

We share our lives on this incredible planet with many other creatures, each of which has its own special trait or survival skill, a characteristic attribute by which it can be defined. Our special trick gives us the impression that we are in some way elevated above other animals, but of course we are not; it is important to remember that we are mammals, upright walking creatures, descended from an ancient line of apes believed to have originated in Africa. With a free thumb, we have the ability to fashion tools easily. It is believed that we have been making tools for more than 2.5 million years. Yet that does not define us. Other animals can make tools, too: sea otters use stones to break open oyster shells, and other primates even fashion weaponry for hunting.

What I believe defines us as human is our mastery of fire. Before we assume that we are the only users of fire in nature, we should think again. Just last year I watched hawks in Australia pick up burning sticks from a bushfire and drop them to spread the fire, flushing out or scorching potential prey. But no other creature has been found who can make fire at will.

See next page 

In the world of archaeology, the earliest sign of human control of fire is a hotly debated topic, with few definite remains surviving from such antiquity. However, evidence appears to show fire hearths dating from one million years ago. It is reasonable to assume that fire was originally obtained from natural sources such as bushfires, which could then be kept burning.

Fire altered humankind's potential for ever. Now, we wielded a tool powerful enough to keep even the most ferocious early Palaeolithic predators at bay; the fear of nocturnal dangers was dispelled; and the fire became a focus for life, around which our forebears could gather in good cheer. (That sight is still played out nightly in the villages of the San Bushmen of the Kalahari.) In the flames and coals of their fires, our ancestors learned to alter their food, to improve its flavour, to neutralise plant toxins and destroy harmful bacteria. Consequently, our dietary range grew and diversified. It has been argued that our 'fire-improved' diet may well have been a catalyst for the development of our large brain.

Until fire was harnessed, the length of the day was determined by sunlight; firelight extended the working day, made time available to communicate, to share ideas and be creative. In the sign language of Native Americans, the concept of meeting for a talk is defined by coming to a fire and sharing ideas, and even today the footlights of our theatres mimic the flickering light of a fire on the face of an ancestral storyteller. We don't have to have been there to realise that the question of how to make fire from scratch would have occupied the minds gathered at the campfire. If I could travel back in time, I would hope to witness the first of our ancestors achieving this remarkable skill. The consequences of that first ember were astonishing. No modern invention comes close in importance to the creation of the first fire. For more than 30 years, I have been teaching students how to make fire, by every primitive means known. Although we will never know which was the first method of fire-lighting, some things never change. Each time a student succeeds in friction fire-lighting, their face lights up with a huge sense of achievement. Like an ancient ritual, the drama of the first fire is relived.

Being able to make fire at will brings confidence. Our ancestors were able to spread out, exploring their landscape in smaller foraging parties with fire for safety and with smoke to locate each other again. (I have witnessed Aboriginals in Australia's Arnhem Land watching for smoke across flooded swamps to track the movements of family members.) Now, even colder landscapes posed little obstacle as our ancestors migrated across the planet, perhaps clinging to the unexplored coastline or following seasonal migrations of game inland. The fireside became our most important laboratory. Here, as we stared into the flames, we observed the way fire could transform materials. We learnt to harden the points of wooden spears, to soften thermoplastic tree resins and use them as adhesives. Here, too, we would discover that clay could be hardened into pottery. The process of scientific investigation was reinforced along the way through observation, hypothesis and experimentation. Inevitably, we discovered metal and the rest is history. Everything flows from here, from the clothes we wear to the incredible devices contained in our pockets and the means by which my words reach you now. All this derives from our mastery of fire.

31 What is the main point the writer is making about the human ability to make tools?

- A It is only possible because of the way the human hand is structured.
- B It is important but not the unique talent that it is sometimes considered to be.
- C It is one of the characteristics that sets people apart from most other creatures.
- D It has allowed human beings to develop the way of life that they have.

32 What impressed the writer about the hawks he observed in Australia?

- A They were not afraid of fire.
- B They seemed to be cooking their prey.
- C They were able to start a fire.
- D They took advantage of a bushfire.

33 The writer says that archaeologists investigating people's relationship with fire

- A have proved that humans have sat round fires for at least a million years.
- B disagree about exactly when and how people began to master fire.
- C have found evidence to show people first took fire from fires occurring in nature.
- D are still searching for remains to support their theories about the control of fire.

34 According to the text, the San Bushmen of the Kalahari

- A continue to gather around a fire every evening.
- B still cook their food on an open fire in their villages.
- C live in the same way as many generations of their ancestors.
- D use fire to destroy harmful elements in their food.

35 What does the writer say he would like to have experienced?

- A the very first stories that were told around a fire
- B the discussions that led to people being able to make fire
- C the original creation of fire by human hand
- D the way the discovery of fire transformed life for ancient peoples

36 The writer says that being able to light a fire whenever you wished brought confidence because

- A it stopped people fearing the cold.
- B it led to the discovery of metal.
- C it started a scientific revolution.
- D it enabled safer travel.

### Advice

31 If a question asks about the main point or the main reason, then the text is likely to mention several points or reasons, but one will be identifiably more significant than the others.

32 Think carefully about not only what the writer saw but also about what impressed him.

33 Notice the extent of the evidence and proof that archaeologists have uncovered.

34 The information in parenthesis about the Bushmen is referring back in the paragraph rather than forward.

35 The expression 'from scratch' in the relevant section of text means 'from the very beginning', i.e. without making use of naturally starting bushfires.

36 The sentence that follows the one about confidence expands on the idea, explaining why increased confidence was a result of the discovery of how to start a fire whenever one was needed.



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**Review**

**Answer the questions about Reading and Use of English Part 6.**

- 1 What is the connection between the four texts?
- 2 There are four questions. Does that mean that there will always be one A, one B, one C and one D answer?
- 3 Will you find the answer to each question by looking at just one of the texts?
- 4 Is it better to read the questions or the texts first?

**Follow the exam instructions, using the advice to help you.**

You are going to read extracts from articles in which four writers give their opinions on the relationship between the study of literature and job prospects. For questions **37–40**, choose from the extracts **A–D**. The extracts may be chosen more than once.

**Tip!** Remember to look quickly at the questions before you read the texts.

**Tip!** Remember to write down the letters for each of the possible answers after each question and then to score them out as you eliminate them.

Mark your answers **on the separate answer sheet**.

**The relationship between the study of literature and job prospects**

**A**

Most of the lecturers from university literature departments interviewed in our survey said their aim is to provide an education for its own sake rather than to focus on any skill likely to be required in the workplace. However, they also believed that what they were teaching would stand students in good stead in their future employment. Their main argument was that appreciation of writing style makes students more effective employees when they join the workforce. Yet, curiously, none of the lecturers reported actually stressing that point in their classes. As a result, few students ever considered mentioning this skill when it came to applying for work. Had they done so, provided that their claims were reinforced by a well-written application, they might have found it more straightforward to acquire a position.

**B**

Literature students are often concerned about the utilitarian value of what they are doing. This is understandable, but it is misguided. It is undoubtedly true that few jobs will require an employee to discuss a poem's rhyme scheme or to consider the influence of one 19th-century novelist on another. But life is about more than simply one's employment prospects. Literature teaches us about ourselves and other people and why we behave as we do. It encourages us not just to read, but to reflect on what we have read, and this makes us much more rounded people. It achieves this by helping us to examine our assumptions and the ways in which we relate to the world. The lessons of literature have a profound impact on our minds and souls, and surely this is as significant as any of the practical skills whose importance no one questions.

C

When students are worried about the job market, when they perceive an urgent need for job skills and training, how do I argue for the value of the study of literature and the humanities more broadly? Well, I do what any judicious participant in the neoliberal university does: I tell them that the study of literature will make them entrepreneurial. It will make them attractive to employers because they will be adaptable and flexible. They will have good critical-thinking skills and be better writers than most of the people competing for those same positions. They will be able to manipulate and manage a wide range of information. They will become comfortable with ambiguity. They will learn empathy, which will help them deal with people from a wide range of backgrounds. They will become creative problem-solvers, which is so crucial in the 21st-century knowledge economy.

D

The pragmatic English literature student will consider doing a combined degree course. Studying English with another subject, such as psychology or Spanish, will bring enormous benefits in terms of employability. Such graduates will develop a wider range of skills, and far more employers will be prepared to consider their applications. It is also the case that an unusual proportion of joint honours graduates end up in managerial positions. This may be because such students have shown themselves capable of multi-tasking and of coping with an exceptionally heavy workload. The choice of which subject to combine with English is, of course, not unimportant. One with a more transparently practical element is advisable; thus, a foreign language or psychology may prove more sensible choice than, say, history.

Which expert

shares expert B's opinion on the relationship between studying literature and understanding human psychology?

37

has a different opinion from the other experts on whether a literature degree will help with employment prospects?

38

shares expert A's view on the need for students to be aware of the skills they are gaining?

39

shares expert C's view on the way in which literature develops thinking skills?

40

Follow-up

Which of the tips did you follow when you did this task?

**Tip!** If you find one question difficult, leave it and do the other ones – as you do those, you may notice clues that help you with the harder question.

**Advice**  
37 Underline what expert B says on this topic and then look for a parallel idea in one of the other texts.  
38 The first sentence of A may make you want to jump to the conclusion that this expert does not see the value of literature studies from an employer's point of view, but read to the end of the text to check that this is really the case.  
39 Mark the part of the text in which expert A comments on student awareness and what the general point that he is making is.  
40 All the other texts refer to 'skill' or 'skills', but which does so in relation to the development of thinking skills?

◀ **Page 33** Task information

◀ **Page 35** Action plan

**Review**

**1 Put these stages for dealing with Reading and Use of English Part 7 in order (1–6).**

- A Look before and after the gaps for clues as to what must fill the gap.
- B Work through the remaining gaps in turn, checking which of the remaining options fits each one.
- C Look at the title to see what the text is going to be about.
- D Read through the whole text with the paragraphs you have chosen in place – does it all make sense?
- E Read through the text (but not the options) to get an idea of the structure of the text.
- F Read through the options. Are there any paragraphs that you can immediately place?

**2 What goes before and after?**

Go through the exam practice text below and on the following page and underline any words or phrases in both the text and the options (A–G) that seem to refer to something outside that paragraph.

**Follow the exam instructions, using the advice to help you.**

You are going to read an extract from a magazine article. Six paragraphs have been removed from the extract. Choose from the paragraphs **A–G** the one which fits each gap (41–46). There is one extra paragraph which you do not need to use.

**Tip!** Looking immediately before and after the gap will help you to work out what you need to find in the missing text.

Mark your answers on the separate answer sheet.

**Yukon: Canada's Wild West**

*A modern-day minerals rush threatens one of North America's last great wildernesses*

Shawn Ryan recalls the hungry years, before his first big strike. The prospector and his family were living in the Yukon, in a metal shack on the outskirts of Dawson, the Klondike boomtown that had declined to a ghostly remnant of its glory days. They had less than \$300 and no running water or electricity. One night, as wind sneaked through gaps in the walls, Ryan's wife, Cathy Wood, worried aloud that they and their two children might even freeze to death.

41

The minerals rush has reanimated Dawson's bars and hostels, whose facades glow in pastel hues during midsummer's late-night sunset. The scene could be from more than a century ago, with bearded men bustling along wooden sidewalks and muddy

streets, stopping to chat and trade rumors of the latest strikes and price spikes.

42

It's well worth that investment in technology and people. The claim-staking boom may have cooled since the price of gold has stabilized, but an ongoing high demand for minerals and the Yukon's industry-friendly regulations continue to attract mining companies from as far away as China. Shawn Ryan's business is as successful as any of them.

43

In his small office, radios and bear-spray canisters surround a trio of computer screens atop a plywood table. A self-taught geologist, Ryan uses the left-hand screen to

**Advice**

41 What is the situation in the first paragraph of the text? Which paragraph takes the situation a little further?

42 What does the sentence that follows this gap suggest about what has just preceded it?

43 Look at the sentence just before and the sentence just after this gap – what do they tell you about what might be the missing paragraph here?

display the colored maps he generates from his ever-growing database of soil samples, looking for anomalies that might betray a hidden body of precious ore. On the center screen, a blue grid overlays a map of the Yukon, showing the claims he currently owns; since 1996, he and his crews have staked more than 55,000 claims, enough to cover a landmass larger than Jamaica. Ryan uses the right-side screen to track his gold-related holdings, which notch up in value whenever an economic jolt sends investors fleeing to precious metals.

44

Trish Hume, for example, has expressed concern. Though she is involved in mapping work that's mining related, she worries that the Yukon is reaching a tipping point where the environmental and cultural costs of mining outweigh the benefits. "The people coming up and taking out minerals aren't asking what happens to the animals we

hunt, the fish we eat, the topsoil that holds it all together. And when the boom is over, how does our tiny population afford to clean up the toxic mess?" The population is small, but the area of the Yukon is enormous.

45

Walled off by some of the country's highest peaks and largest glaciers, the territory is almost completely unsettled, its sparse population scattered over a few small communities and the capital, Whitehorse. It is also rich in wildlife, an Arctic safari park whose extreme seasonal shifts beckon vast herds of caribou and other animals into motion.

46

It is crucial that such a remarkable environment, as this clearly is, is not lost for ever, destroyed by the businesses anxious to exploit its mineral wealth for their own ends.

- A It is even larger than the state of California, but with only 37,000 inhabitants, it drives an immense wedge between Alaska and the bulk of Canada. From its north coast, the Yukon stretches to the south and south-east, taking in tremendous expanses of lake-dotted tundra, forests, mountains, wetlands, and river systems.
- B At his expanding compound at the edge of town, helicopters thump overhead, fetching GPS-equipped prospectors to and from remote mountain ridges. Ryan is 50 years old, but he radiates the eagerness and intensity of a much younger man. "This is the biggest geochemical exploration project on the planet right now," he says, his grin revealing a couple of missing upper teeth, "and maybe in history."
- C Today, the couple could buy—and heat—just about any house on Earth. Ryan's discovery of what would eventually amount to billions of dollars' worth of buried treasure has helped reinfect the Yukon with gold fever, and fortune seekers have stormed the Canadian territory in numbers not seen since the 1890s.
- D In contrast, the Yukon's early inhabitants hunted bison, elk, caribou, woolly mammoths, waterfowl, and fish, and they competed for resources with carnivores such as wolves and Beringian lions. Due to climate warming and other factors, some of these animals died off. But others, such as the barren-ground caribou, thrived in such numbers that native peoples adapted their own movements and lifestyles to the animals' migrations.

### Advice

44 What does 'for example' suggest about what the writer has just mentioned?

45 Can you find anything in any of paragraphs A–G which connects with the tiny population and the enormous area referred to at the end of the paragraph preceding gap 45?

46 What does the phrase 'as this clearly is' tell you about what must have been in the previous paragraph?

- E Such creatures are especially to be found in the Peel watershed, an immense wilderness which drains an area larger than Scotland. "The Peel watershed is one of the few places left where you still have large, intact predator-prey ecosystems," says a representative of the Yukon Conservation Society. "From wolves and grizzlies and eagles on down, it's a wildlife habitat of global importance."
- F As the material needs of the world's seven billion people continue to grow, the rush to exploit the Yukon's exceptionally rich resources—gold, zinc, copper, and more—has brought prosperity to a once forsaken corner of the continent. But the boom has brought to the fore a growing tension between those who would keep one of North America's last great wildernesses unbroken and those whose success depends on digging it up.
- G But in other ways, things are different now. During the first Klondike stampede, prospectors pried nearby creeks with picks and pans and shovels, and a bartender could sweep up a small fortune in spilled gold dust at the end of a big night. Nowadays mining's heavy lifting is done by a mechanized army of bulldozers, drilling rigs, and flown-in workers.

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Page 40 Action plan

## Review

### Which of these pieces of advice are good ones for Reading and Use of English Part 8?

- 1 Read the questions before you read the texts.
- 2 Read the texts before you read the questions.
- 3 Read one text and find all the questions associated with that text before moving on to the next text.
- 4 As you read the questions, think about other words that might be used to express the same idea.
- 5 Skim the texts first when trying to find an answer, then check you have found the right answer by reading the text in more detail.

### Follow the exam instructions, using the advice to help you.

You are going to read an article about taking up running. For questions 47–56, choose from the sections of the article (A–D). The sections may be chosen more than once.

Mark your answers on the separate answer sheet.

**Tip!** Read the questions first so you know what to look out for as you read the texts.

#### In which section does the writer

explain why a friend's idea not to do something alone turned out to be a good one?

47	
----	--

comment on how she helped herself to overcome a psychological barrier?

48	
----	--

describe what she did to prepare herself physically immediately prior to an event?

49	
----	--

explain why running is an appropriate activity for her?

50	
----	--

mention how she solved a physical problem?

51	
----	--

suggest that something was less daunting than she had anticipated?

52	
----	--

mention receiving some useful pieces of advice?

53	
----	--

say why running is good for your physical wellbeing?

54	
----	--

comment on how an unexpected situation had a negative effect on her?

55	
----	--

reflect on when she realised her initial attitude to running had changed?

56	
----	--

#### Advice

47 What was the friend's idea and where do we learn about how it turned out in practice?

48 What is often a psychological barrier that prevents people from keeping up a sport?

49 What is another way of saying 'immediately prior to'?

50 In which part of the text does the writer refer to her own circumstances, and in which part does she also talk about the benefits of running?

51 What part of the body are runners particularly likely to have a problem with?

52 If you find something 'daunting', how do you feel?

53 What other words might be used instead of 'useful pieces of advice'?

54 Which part of the body is running said to be particularly good for?

55 If something has a negative effect on you, how might it make you feel?

56 What does the writer say about her attitude towards running at the beginning of the text – and which later part of the article refers back to this?

## I want to become a runner

### A

Last year, it began to hit me that I needed to start taking my fitness more seriously. I'd been doing yoga, but it wasn't giving me a cardiovascular workout, and as a sports journalist, I know how important aerobic activity is for heart health.

I'm self-employed with unpredictable working hours, so running seemed a good option. It's free and easy to fit into your life, as you can do it any time, and pretty much anywhere. Unfortunately, I've always found it very dull. A friend suggested I get past this by running with a club, so I signed up for a beginners' course with a club near my home. I strapped on some old trainers and turned up for my first session feeling apprehensive that I wouldn't be able to keep up. But we took it slowly, jogging or walking until we were able to build up to running for 15 minutes. In between the weekly classes, I tried to do one or two runs on my own.

### B

I knew I'd begun to overcome my boredom barrier when I spent 20 minutes jogging in the park on a beautiful summer evening without thinking about when I could stop. The club definitely helped. It's more fun and it isn't as easy to give up. I also picked up some useful tips. The group leader stressed the importance of pacing to maintain energy for the end of a run, and I learnt to focus on pushing out my breath when I felt tired, to help me run more efficiently and in a more relaxed way.

After the first few weeks, I noticed my knees were aching a little, so I went to a specialist running shop and got fitted for shoes to suit my gait – I over-pronate, meaning my foot rolls inwards. The other must-have for me was a running jacket to keep out the wind and chill – essential, as I feel the cold and could easily be deterred by bad weather.

### C

The final session of the running course was a 5km, race, and suddenly I turned competitive. To my surprise, I had become one of the faster runners in the group, so I was nurturing an ambition to win. I made sure I ate well that day, avoiding anything too heavy and drinking plenty of water, with a flapjack two hours beforehand to keep me going. Sadly, two other women streaked ahead of me, but I came in third with a pretty respectable time of 30 minutes 53 seconds. The end of the course coincided with a change in my working circumstances, which meant I could no longer go to the club. I tried to continue on my own, but found it hard to motivate myself.

### D

My solution to this problem was to set myself a goal. I signed up for a 10km event and told friends and family about it, which put pressure on me, in a good way, to train. I began to fit running into my life, for example, running part of the way home from work, about 6km, every week. On race day, I began to feel nervous as, to my alarm, it turned out to be a proper event, with lots of people from running clubs coming with the intention of getting good times. However, I hadn't really allowed enough time to train, so was worried about getting round the course. The first part was uphill, so I struggled at around the 4km mark and had to slow down to a walk for a few minutes. But other than that, I kept going and even enjoyed some of it. I finished in one hour and 13 minutes, not too embarrassing, but my next goal is to run 10km in around an hour.

**Review**

**Correct these statements about Writing Part 1.**

- 1 In Part 1, you have a choice of task.
- 2 You usually have to write a letter.
- 3 You have to write 250 words.
- 4 You can choose which information you use from the text on the question paper.
- 5 It is important to copy phrases carefully from the text on the question paper.

**Reading the question**

Read the task below, then answer these questions about it.

- 1 What is the aim of the essay?
- 2 Which two points will you choose to focus on?
- 3 What examples could you include for each point?
- 4 Which of your two chosen points will you say is more effective, and what reason will you give for this?

- 1 Your class has listened to a panel discussion about how schools can best prepare young people for their future working lives. You have made the notes below:

**Strategies aimed at preparing young people for their future working lives**

- teaching practical skills
- providing information about jobs
- establishing links with local community

Some opinions expressed in the discussion:

"Schools should spend more time teaching practical things like car mechanics, cooking, computer programming, etc."

"Young people need to know about a wide range of possible jobs."

"Kids should have the opportunity to get work experience in local workplaces."

Write an essay discussing **two** of the strategies in your notes. You should **explain which strategy is most likely to be effective, giving reasons** in support of your answer.

You may, if you wish, make use of the opinions expressed in the discussion, but you should use your own words as far as possible.

## Useful language: showing a range of vocabulary

### 1 Read and answer the questions.

- 1 What other examples of practical skills could you use – to avoid just lifting language from the task?
- 2 Can you think of at least three other ways of saying 'provide information about jobs'?
- 3 What examples could you give to illustrate what 'get work experience' might mean in practice?
- 4 What other words could you use to avoid saying 'young people' all the time?
- 5 What other words could you use to avoid saying 'work' all the time?

### 2 Below is a sample answer for the task. Read it and answer the questions.

- 1 Is the answer in the typical essay format?
- 2 Would the writing be likely to have a positive impact on the teacher as target reader?
- 3 Does it deal with two of the three bullet points in the task?
- 4 Does it expand each of these points in a coherent way?
- 5 Has the writer put any opinions presented in the task into their own words?
- 6 Does the writer say which of the two selected points is more important, giving at least one reason to support their opinion?
- 7 Can you find any examples of language that demonstrate a good range of vocabulary or structures?
- 8 Is the organisation of the answer clear?
- 9 What mark out of five do you think this answer got?

**Tip!** The Part 1 task is likely to involve four paragraphs:

- 1 Introduction
- 2 Expansion of one bullet point
- 3 Expansion of a second bullet point
- 4 Explanation of which of these two points is more important

**Tip!** You will not get marks for copying phrases from the information provided, so try to reword language from the input text (what is written on the question paper) as long as it is possible to do this in a natural way.

*One of the essential goals of school education is to ensure that pupils are well prepared for their future lives in the workplace. This is arguably as important a task as teaching such academic subjects as history or chemistry.*

*There are many different ways in which schools can work towards achieving this aim. Firstly, they can make sure pupils learn basic practical skills. In the past, girls used to be taught how to knit and sew while boys learnt metalwork and carpentry. However, these days other skills such as working with spreadsheets or using computer-aided design software may be of more use to young people, both boys and girls, as they are skills that are frequently required in the modern workplace.*

*Another way in which schools can prepare youngsters for their working lives is by providing them with information about a wide variety of different careers. This is essential, as otherwise students would be likely to restrict their job choices to careers already familiar to them, often because of family members' involvement in those fields. It is clearly preferable for young people to be made aware of the enormous range of types of work that is available for them to choose from.*

*Of the two ways outlined above, informing pupils about career opportunities is the more important. This is because, while it is certainly not impossible to learn practical skills later in life, selecting which career path you wish to follow is a decision that cannot be delayed but has to be taken as soon as you leave school.*



Review

Look at the exam task below, then answer these questions.

- 1 What is the issue that you have to discuss?
- 2 How could each of the three points relate to the topic?
- 3 Which two of the three points are you going to focus on?
- 4 To what extent will you use the opinions expressed in the task in your answer?
- 5 Which of the two points you've selected will you say is more effective?
- 6 What reasons will you give in arguing that this point is more effective than the other one?

Follow the exam instructions, using the advice to help you.

You must answer this question. Write your answer in 220–260 words in an appropriate style.

- 1 Your class has listened to a radio discussion about how to help people live healthier lives. You have made the notes below:

Measures to help people to live healthier lives

- education
- legislation
- facilities

Some opinions expressed in the discussion:

“People need to know about the benefits of exercise and a healthy diet.”

“There should be laws that totally ban unhealthy habits like smoking.”

“The government needs to sponsor facilities to make them affordable for everyone.”

**Tip!** Good candidates sometimes lose marks simply because they do not read the question carefully enough. Make sure you do exactly what you are asked to do.

**Advice**

Remember that ‘education’ can refer not just to education in schools but also, for example, to educating the public through media campaigns.

What other unhealthy habits, apart from smoking, might a government consider banning?

What legislation could encourage healthy habits (as opposed to just banning unhealthy ones)?

What sorts of facilities could help people to lead healthier lives?

Write an essay discussing **two** of the measures in your notes. You should **explain which measure is most likely to be effective, giving reasons** in support of your answer.

You may, if you wish, make use of the opinions expressed in the discussion, but you should use your own words as far as possible.

## Review

## Answer these questions about Writing Part 2.

- 1 How many words do you have to write in this part?
- 2 How many paragraphs are you likely to write in an answer of that length?
- 3 Which are the only four types of text you might have to write?

## Organising your writing

- 1 Look at the task below and the sample answer to it. Then answer these questions.

- 1 What is the topic of each paragraph in the sample answer?
- 2 A sentence which introduces or summarises the theme of the paragraph can be called the *topic sentence*. Underline the topic sentence of each paragraph.
- 3 What do you notice about where the topic sentence occurs?

You see this announcement on a website.

We are looking for reviews of the best and the worst music video you have ever seen. Write us a review briefly describing these two videos, explaining why you think they are particularly good or particularly bad and commenting on how important you think music videos are for fans.

Write your review.

## Sample answer

- 1 The best and worst music videos I have ever seen were curiously by the same band. They were both for songs by The Reds, one of my favourite bands of all time. The best one was for their song 'Dream Song', which was one of their first-ever releases. The worst was for 'Night Rider', a hit they had last year.
- 2 The video for 'Dream Song' looked as good as the song sounded. It opened with a young girl lying asleep in a hammock. You were shown what she was dreaming about and it was very beautiful and romantic. It matched the song's lyrics perfectly.
- 3 The video for 'Night Rider' began effectively but soon deteriorated. The dramatic opening sequence of a horseman riding through a dark forest was followed by a rapid sequence of different shots which were not obviously connected and didn't make sense to me. I couldn't understand what relation the pictures had to the music.
- 4 Music videos are popular with fans because they help them to understand the meaning of the songs they accompany. They also enjoy seeing the stars performing. The videos make the music an experience for the eyes as well as the ears. In short, there are a number of reasons why music videos appeal.
- 5 Although music videos like 'Dream Song' can be dramatic and original films, I generally prefer to listen to my music without an accompanying video. That way I can focus more on how the music sounds. I'd much rather use my own imagination to picture what the track relates to.

**2** Now look at these tasks. Write a plan for a four- or five-paragraph answer to each one.

**A** This is part of an email you receive from an English-speaking friend:

... In class, we've been discussing the relationships between teenagers and adults. Can you write and tell me about the situation in your country? How do teenagers and adults see each other? What sorts of things do teenagers and adults tend to disagree about? What do you think could be done to improve the relationship between these generations?


Write your email.

**B** An international sporting organisation has asked your college for information about its students' involvement in sport. As you are class representative, Dr Anna Jones, the College Principal, has asked you to write a report summarising your class's attitude to sport. You should provide information about the class's interest in sport both as participants and as spectators and should suggest at least one way in which the college could do more to encourage students' involvement in sport.

Write your report.

**3** Write a topic sentence for each paragraph of the two tasks you planned in Exercise 2.

### Useful language: good beginnings

 Which do you think is the better beginning for each of the three tasks from Exercises 1 and 2? Why is the other beginning not so good?

- 1a *Music videos are sometimes very good and sometimes very bad.*
- 1b *Music videos differ enormously in terms of originality, production values and appeal.*
- 2a *Thanks for your email. I've found it very interesting to give some thought to your questions about how teenagers and adults get on in this country.*
- 2b *Thanks for your email. I don't have too much news for you at the moment – I've been so busy preparing for my exam that I haven't had time for anything else.*
- 3a *It's hard to believe, but only two-thirds of the students in my class actually bother to participate in any kind of sport.*
- 3b *This report is based on a survey administered to 30 students in the Advanced English class at Shakespeare College in Quebec.*

**Tip!** In real life, emails are sometimes written in extremely informal English using abbreviations and occasionally including unconventional spelling and punctuation. However, in the exam you must take as much care with writing an email as with writing any other type of text – it may be appropriate to use informal language, but do all you can to avoid language errors.

Look at each of the tasks below 2–4 and answer the questions.

- 1 Which task do you think would be the best one for you to choose?
- 2 What factors do you need to consider when choosing a task?

Follow the exam instructions, using the advice to help you.

Write an answer to **one** of the questions 2–4 in this part. Write your answer in **220–260** words in an appropriate style.

- 2 You have received a letter from an English friend:

... Before I come to visit you this summer, I'd like to learn some of your language. What advice could you give me about how best to learn a language? What do you think I'll find most difficult about learning your language? What do you think are the most important things for me to focus on?

Write your **email**.

- 3 The college where you study has funds available for an online subscription to newspapers and magazines. You decide to write a proposal to the College Principal recommending two publications the college should subscribe to. Your proposal should describe each publication, saying why a subscription would benefit students at the college. Your proposal should also explain which of the publications is the most useful, assuming there isn't enough money for both.

Write your **proposal**.

- 4 An international arts magazine has asked readers to send in reviews of live theatre performances **they** have attended. Write a review of a play or other performance you have recently seen at the theatre. Your review should briefly describe the performance and should comment on its strengths and weaknesses. You should also give your opinion on how good a venue the particular theatre where you saw the performance is.

Write your **review**.

### Advice

*2 Think about the style you need for an email to a friend. What sort of words would be appropriate? Would you use contractions?*

*3 In a proposal, it is important to be persuasive, but in a way that is as clear, rational and objective as possible. Headings may help you do this effectively.*

*4 A review has to interest readers from the start, so it is important to begin effectively – with a question, perhaps.*

**Review**

**Answer these questions about Listening Part 1.**

- 1 You are given time before the recording starts. What can you usefully do with this time? Why is it useful?
- 2 You are given some time between the first and second time you hear the recording. How can you best use this time?

**Reading the questions**

- 1 Prepare for the exam practice task on page 93 by reading the questions and options. Answer the following questions about them.

**Extract One**

- 1 Whose opinion does the first question focus on?
- 2 Does the second question focus on fact or opinion?
- 3 Whose intention does the second question focus on?

**Extract Two**

- 1 What are the two speakers discussing?
- 2 How do the three possible reactions offered in Question 3 differ?
- 3 Is Question 4 asking about something the man has already done?

**Extract Three**

- 1 From the wording of Question 5, who is more likely to be the boss – the man or the woman?
  - 2 Whose feelings must you focus on in answering Question 6?
  - 3 What do the options for Question 6 suggest about what they are discussing?
- 2 Look at the options suggested for Questions 1 to 6. Do any of them stand out as being more or less likely than the others?

**Tip!** Reading the questions before you hear the recording will help you follow what the recording is about.

**1.13 Follow the exam instructions, using the advice to help you.**

You will hear three different extracts. For questions 1–6, choose the answer (A, B or C) which fits best according to what you hear. There are two questions for each extract.

**Tip!** Often the questions in Part 1 check understanding of chunks of recording rather than of specific details, so listen carefully to get a general understanding of what is said.

**Extract One**

You hear two business people discussing a workshop they have just attended.

- 1 What do they agree about?
  - A The presenter had some original ideas.
  - B The topic of the workshop was very useful.
  - C The participants made some sensible suggestions.
- 2 What is the woman planning to do next?
  - A make a change to her habits
  - B read about a related issue
  - C ask someone for advice

**Extract Two**

You hear two students talking about a project they are working on.

- 3 How does the woman feel about the comments they have received from their tutor?
  - A She is disappointed that he did not notice an improvement in their work.
  - B She is frustrated that he failed to offer some guidance at an earlier stage.
  - C She is annoyed that he is questioning the accuracy of their work.
- 4 What does the man promise to do?
  - A provide some visual material
  - B carry out a small experiment
  - C check some information

**Extract Three**

You hear two colleagues discussing an issue at work.

- 5 The man would like the woman to
  - A take part in a meeting with him.
  - B redo a recently completed task.
  - C change another colleague's point of view.
- 6 What has surprised the woman?
  - A some fluctuations in the company's sales
  - B the interest in the company from other countries
  - C a decrease in the company's production costs

**Advice**

1 In a question that asks about agreement, it often happens that the opinions in the distracting options are stated by one of the speakers only. Listen carefully for the statement that they both agree is true.

2 People often talk about plans using 'going to'. If you hear this form, it may signal that you are about to hear the answer.

**Advice**

3 Focus on the gist of what the woman says. She will probably not use the specific words 'disappointed', 'frustrated' or 'annoyed'.

4 The dialogue is likely to mention all three of the actions in the options, but perhaps the distracting actions have already been done or will be done by someone else.

**Advice**

5 With a question like 5, the answer might come from a number of different clues throughout the recording, so keep both questions in mind as you listen, rather than waiting to hear the answer for 5 and then listening out for 6.

6 Each of these options has two elements – you must make sure you find an answer where both of these elements match.

Review

Answer these questions about Listening Part 2.

- 1 When you read the questions before you listen to the recording, what should you think about?
- 2 Is it necessary to spell the words correctly?
- 3 Will you need to make changes to the words you hear so they fit the grammar of the gapped sentence?
- 4 How many words will you need to write in each gap?

Answering accurately

1 14 Spelling is important in this part of the exam. Listen and write down the ten phrases you hear. They all use words that are frequently misspelt.

2 You must make sure that what you write both fits grammatically and makes sense. Replace the words in italics below so that the sentences are both grammatically correct and make sense.

- 1 Claire Davis was working as a *mechanical engineering* before she lost her job.
- 2 On returning to work after suffering from *broke a leg*, Claire learnt she had lost her job.
- 3 Claire almost immediately decided to visit *American*.
- 4 Claire decided to spend time improving her *swim* when she returned from her trip.
- 5 Claire loved seeing *the France* when she was working as a holiday representative.
- 6 Claire now realises that her life in the past was very *unsatisfactorily*.
- 7 Claire would advise other people who lose their jobs not to *worrying*.
- 8 Claire has no feelings of *angry* towards the people who made her redundant.

**Tip!** You will not be expected to write something in a different form to what you hear on the recording. Listening carefully will help you avoid mistakes of the kind found on in Exercise 2.

**Tip!** Another aspect of writing accurately is recognising and avoiding distraction. With many questions in Listening Part 2, you will hear two things that would be a logical answer to the question. For example, if the question says 'Laura worked as a ...', the recording will mention at least two jobs.

3 15 Listen to the recording and answer these questions about each item (1-4).

- Which words do you hear that could fill the gaps in these sentences?
- Which is the correct word?
- Why is the other word incorrect?

George was born in (1) ..... in the 1950s.

George describes his childhood as (2) .....

George decided to study (3) ..... at university.

George's first job was as a (4) ..... in New York.

**16** Follow the exam instructions, using the advice to help you.

You will hear a woman called Sally Batting talking about her experiences in the Antarctic. For questions 7–14, complete the sentences with a word or short phrase.

**Tip!** As you read the questions before listening, think about what words might be used to indicate that you are about to hear the answer. Remember that the recording will usually use synonyms rather than the exact words in the questions.

**SALLY BATTING: CYCLING IN THE ANTARCTIC**

Sally's favourite (7) ..... inspired her to go to the Antarctic.

Sally travelled mainly on (8) .....  
..... on her first visit to the Antarctic.

It was the (9) ..... that first struck Sally about the Antarctic.

After two years working as a (10) ..... ,  
..... Sally decided to return to the Antarctic.

Sally's favourite part of her cycle ride across Antarctica was the  
..... (11) ..... stage.

Sally found the (12) .....  
..... the hardest thing to deal with in the Antarctic.

While cycling across the Antarctic, Sally kept in touch with her family through a  
..... (13) .....

A (14) ..... was what Sally missed most on her long cycle trip.

**Advice**

7 How might the recording express 'favourite' differently?

8 What kind of word would you expect to fill gap 8?

9 What are you going to be listening for here?

10 What kind of word is going to fit here?

11 'Stage' does not mean part of a theatre here – what is it likely to be referring to?

12 How might the speaker express the idea of 'hardest thing to deal with'?

13 What answer would you predict here? You may not predict the right word, but predicting may help you to catch the correct answer.

14 What might you predict as the answer here? Try to think of three or four possibilities.

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**Review**

**Answer these questions about Listening Part 3.**

- 1 Why is it a good idea to read the questions before listening to the task?
- 2 Why is it useful to think about other ways of saying the points made in the questions and the options?
- 3 Do the questions come in the order that you hear the answers?
- 4 If you are not sure of the answer, should you guess or leave a blank?

**Useful language: topic vocabulary**

Match the words in the box with their definitions. Use a dictionary to help you.

start-up   external   in-house   entrepreneur  
 erratic   recruitment   challenging   diversify  
 undercharge   mentor   take on   skill

- 1 employ
- 2 person who starts their own business
- 3 sell for too low a price
- 4 start making new products or offering new services
- 5 technical ability
- 6 experienced person who gives advice to new employees
- 7 not regular
- 8 from outside an organisation
- 9 process of finding people to work for a company
- 10 business in its early stages
- 11 testing your abilities or determination
- 12 done within an organisation rather than by people from outside

**Using the preparation time**

- 1 Look at the exam instructions and questions (15–20) on the next page, without reading the options (A–D). In one sentence, what do they tell you about what you are going to hear?
- 2 Now look at questions 15 to 20 in more detail. What do they tell you about what you are going to hear? Tick (✓) the points that you think you will hear about.
  - 1 Paul’s work experience before he set up his own business
  - 2 Paul’s motivation in setting up his own business
  - 3 the different sorts of people Paul has as clients
  - 4 Paul’s life outside the workplace
  - 5 what Paul finds challenging about his work life
  - 6 Paul’s approach to using a mentor
  - 7 Paul’s explanation for his own success
  - 8 how Paul feels he has changed
  - 9 Paul’s plans for the future

 **17** Follow the exam instructions, using the advice to help you.

You will hear an interview with an IT consultant called Paul about how he started his own business. For questions 15–20, choose the answer (A, B, C or D) which fits best according to what you hear.

- 15 What does Paul say about the first years of his working life?
- A He got a teaching post in the university where he had studied.
  - B His first job began to feel rather monotonous as time went by.
  - C The kind of tasks he was instructed to do gradually changed.
  - D The work became less enjoyable when some colleagues moved away.
- 16 What does Paul say made him decide to start his own consultancy business?
- A He was persuaded to do so by some friends.
  - B He read a book which inspired him to take action.
  - C He thought he could take advantage of a growing trend.
  - D He realised he had the skills to make a success of his own company.
- 17 What does Paul suggest is his favourite type of client?
- A people he knew when he was a student
  - B people recommended by agents
  - C people he has met at conferences
  - D people he has worked with previously
- 18 What does Paul find the most difficult aspect of running his business?
- A gaining a quick understanding of an unfamiliar situation
  - B setting fees that match the effort involved
  - C making a good impression on a new team of people
  - D getting reliable advice from financial experts
- 19 What does Paul say about the way he uses a business mentor?
- A He uses his mentor differently from the way others use theirs.
  - B He finds his mentor often comes up with fresh ideas for his business.
  - C He gets information about the latest business theories from his mentor.
  - D He likes to get his mentor's reactions to plans that he is considering.
- 20 Paul explains that in the coming year he is going to
- A employ some new consultants.
  - B have more variety in his work.
  - C move to a more convenient office.
  - D learn some additional skills.

## Advice

15 Can you think of a synonym for 'working life'?

16 What phrasal verb is often used meaning 'start (a business)'?

17 Paul is likely to mention all these types of clients. How might he convey the idea of one of these types being his favourite?

18 How might Paul express the idea of something as the 'most difficult aspect'?

19 How could each of the four options here be expressed differently?

20 What is another way of saying 'in the coming year'?

Review

Answer these questions about Listening Part 4.

- 1 How many speakers do you have to listen to?
- 2 What is the connection between the speakers?
- 3 How many questions do you answer for each speaker?
- 4 With each speaker, do the answers to the questions come in the order they are written on the page?
- 5 What must you do before you listen to the speakers?
- 6 How many options do you have to choose from?
- 7 How might the speakers distract listeners into choosing the wrong answer?
- 8 Is it better to do the first set of questions the first time you hear the recording and then do the second set of questions the second time you hear it?

Reading the questions

1 Look at TASK ONE on the next page. If the speaker says these things, what is the answer?

- 1 'It's not very big, but I like being on the edge of town – it's quick and easy either to get to the centre or to go out into the countryside.'
- 2 'I didn't think I'd enjoy being so high up, but I love being able to see right over the city.'
- 3 'There's a grocer's underneath, which is really handy when I need to buy bread or milk.'
- 4 'I love waking up to the gentle sound of the water lapping outside the window.'
- 5 'My room looks out over the fields, and in spring I wake up to the sound of lambs baaing under my window.'
- 6 'My kitchen is what used to be the ticket office and my sitting room was once a waiting room.'
- 7 'I often babysit my nephews in exchange for being charged much lower rent than I'd normally have to pay for a bedsit.'
- 8 'I love the picturesque thatched roof and the uneven floors, and everyone says how pretty it is.'

**Tip!** Use the preparation time well. Think about the meaning of the options and how the speakers might give the answers using different words from those on the question paper.

2 Note down one or two other phrases that might be used to describe each type of accommodation (A-H).

3 Look at TASK TWO. Answer these questions about the options.

- 1 How might someone explain that a place *can be noisy*?
- 2 What is another way of saying that *parking is difficult*?
- 3 What are some synonyms for *expensive*?
- 4 How else can you say that you have a *long journey to work*?
- 5 How else can you say that a place *lacks storage space*?
- 6 What words and phrases might be used to talk about the *reputation* of a neighbourhood?
- 7 How might the point that a place *doesn't have interesting views* be expressed?
- 8 What are some phrases that could be used to suggest that a *building is in need of repair*?

**Tip!** Remember, of course, that some of these phrases may also be used to distract you into choosing an incorrect answer, so make sure you listen to the *whole* of what each speaker says before choosing your answer.

**18** Follow the exam instructions, using the advice to help you.

You will hear five short extracts in which people are talking about where they live.

### TASK ONE

For questions 21–25, choose from the list (A–H) where each speaker currently lives.

- A in a cottage in a village
- B above a shop in a town
- C in a converted railway station
- D in a top-floor city flat
- E in a room in a relative's house
- F in a house in the suburbs
- G on a farm
- H in a houseboat

While you listen you must complete both tasks.

- Speaker 1  21
- Speaker 2  22
- Speaker 3  23
- Speaker 4  24
- Speaker 5  25

### TASK TWO

For questions 26–30, choose from the list (A–H) what each speaker finds difficult about the place where they live.

- A It can be noisy.
  - B Parking is difficult.
  - C The rent is expensive.
  - D It's a long journey to work.
  - E It lacks storage space.
  - F The area has a reputation for being boring.
  - G It doesn't have interesting views from the windows.
  - H The building is in poor repair.
- Speaker 1  26
- Speaker 2  27
- Speaker 3  28
- Speaker 4  29
- Speaker 5  30

**Review**

**Which of these are the two main aims of Speaking Part 1?**

- |   |   |
|---|---|
| 1 To relax candidates by asking some simple questions     | 4 To notice how well candidates interact with each other            |
| 2 To see how well candidates can answer complex questions | 5 To test candidates' ability to give personal information fluently |
| 3 To check the accuracy of candidates' pronunciation      |   |


**Useful language: talking about yourself**

**1** Work with a partner if possible to ask and answer these questions.

- |  |  |
|--|--|
| • Where do you come from?                      | • How have you learnt English?   |
| • Where exactly do you live?                   | • What have you found the most effective and enjoyable ways of improving your English? |
| • What do you think of it as a place to live?  | • Which English-speaking countries have you visited, if any?                           |
| • Who do you live with?                        | • What do you enjoy doing in your spare time?  |
| • What is your first language?                 |  |
| • How does that language compare with English? |  |

**2** Write five more questions that might be asked in this part of the test, one for each of the topics suggested. Then take turns with a partner, asking and answering each other's questions.

- |                         |                           |
|-------------------------|---------------------------|
| 1 People: .....         | 4 Travel: .....           |
| 2 Work and study: ..... | 5 Where you live: .....   |
| 3 Leisure: .....        | 6 Learning English: ..... |

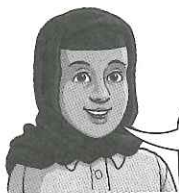
**3**  Look at these examples of candidates' responses to the same question from the interlocutor. Then answer these questions:

- What is the problem with each response?
- How could the response be improved?

**Interlocutor:** What do you see yourself doing in the future?

**Tip!** Remember: you can invent information about yourself if you wish.

**Tip!** It is not a good idea to prepare answers which you learn and use word-for-word, as this will sound unnatural and inappropriate. However, practising talking about yourself with a partner will help you speak confidently and fluently in this part of the test.



**a** 'I don't know. I'm not sure yet.'

**b** 'It depends of my exam results. I am interesting for a lot of things. I hope I am going to get a work the next year after I will finish my career at the university. I am studying the informatics so I think I get easily a good work.'



**c** 'Who knows? It is hard to know what life will bring us. Sometimes happiness, sometimes sadness. If the right party wins the next election, then the future will be much better for everyone in this country.'

Do the exam task, following the instructions below.

**Part 1** 2 minutes (3 minutes for groups of three)

The interlocutor will ask you some questions about yourself, your home, work or studies and familiar topics.

Good morning/afternoon/evening. My name is ..... and this is my colleague .....

And your names are?

Can I have your mark sheets, please?

Thank you.

First of all, we'd like to know something about you.

- Where are you from?
- How long have you lived here/there?
- What do you do?
- What do you enjoy most about your job/course?

The interlocutor will then ask you some questions about one or two other topics, for example:

- What kind of TV programmes do you most enjoy?
- Tell me about a special meal that you recently had.
- How do you feel about extreme sports?
- What would be your ideal job?

**Tip!** Do not give very brief answers. For example, in answer to *What would be your ideal job?* Do not just say: *Journalism.*

Say instead:

*Well, what I'd really like to do is be a journalist and I'd love to work on a big national newspaper. I enjoy writing and I'm really interested in current affairs, so it seems like the ideal job for me. I'd particularly like to be a foreign correspondent ...*

**Tip!** If you cannot think of an answer immediately, give yourself a little more time to think by using phrases like: *I'm not sure ..., It's hard to say ..., I'm never sure what to say when people ask me that.*

## Test 2 Training Speaking Part 2

Page 63


Task information

### Review



**Work with a partner if possible and discuss whether these statements about Speaking Part 2 are true or false. If the statement is false, correct it.**

- 1 In Part 2, you have to speak for two minutes.
- 2 You have to comment on three pictures.
- 3 The interlocutor will ask you a question relating to the pictures and another question will be written above the pictures.
- 4 You have to describe the pictures in as much detail as possible.
- 5 Your partner will have to speak for a minute on the same set of pictures as yours.
- 6 You may help your partner if they are finding it hard to think of enough to say.
- 7 After your partner has spoken for a minute, the interlocutor will ask you a question and will give you a minute to reply.

### Useful language: a sample response

- 1  This is the beginning of what one candidate said about the pictures on page S6. Fill each gap with one appropriate word.

The first picture I'd like to discuss (1) ..... two people (2) ..... married. This is obviously a very important ceremony for (3) ..... of them. It would (4) ..... involved a lot of preparations (5) ..... the part of the bride and the groom and their families as (6) ..... . They'd have had (7) ..... do all sorts of things like (8) ..... decisions about venues, choosing (9) ..... to wear, getting (10) ..... hair done and so (11) ..... . They (12) ..... well have had to organise a honeymoon too ...

- 2  Listen to the recording and check your answers.
- 3 Work with a partner if possible. You should each talk about one of the other pictures on page S6, answering both the questions.
- 4 What would you say if you were the listening candidate and the interlocutor then asked you:
  - Which of these ceremonies do you think would be most significant for the people?
- 5  Listen to the recording of a possible answer by the listening candidate.

Do the exam task, following the instructions below.

**Part 2** 4 minutes (6 minutes for groups of three)

Work in groups of three if possible. One of you is the interlocutor and the other two are the candidates. The interlocutor should lead the task using the script below. Refer to the pictures on pages S7 and S8.

The interlocutor will give you three pictures and ask you to talk about two of them on your own for about a minute. You will then be asked a question about your partner's pictures which you will need to answer in no more than 30 seconds.

**Interlocutor** In this part of the test, I'm going to give each of you three pictures. I'd like you to talk about **two** of them on your own for about a minute, and also to answer a question briefly about your partner's pictures.

(Candidate A), it's your turn first. Here are your pictures. They **show people who need some help**.

I'd like you to compare **two** of the pictures and say **what you think has happened in each case and how the people might be feeling**.



After 1 minute

All right?

Thank you.

(Candidate B), which person do you think needs the most help? (Why?)



After approximately 30 seconds

Thank you.

Now, (Candidate B), here are your pictures. They show **people listening to music**.

I'd like you to compare **two** of the pictures and say **what kind of music the people are listening to and how the music might affect the way they feel**.



After 1 minute

All right?

Thank you.

(Candidate A), which people do you think are enjoying listening to music the most? (Why?)



After approximately 30 seconds

Thank you.

**Tip!** Try to use modals to express what you think *might* or *could* be happening in the pictures, e.g. *From the expressions on the children's faces, I think they might be feeling excited or The man at the front looks as if he could be getting a little bit anxious or impatient.*



# Test 2 Training Speaking Parts 3 and 4

Pages 65 and 67 Task information

## Part 3

### Review

Choose the correct way to complete these statements about Speaking Part 3.

- 1 The prompts in Part 3 *are / are not* on the same theme as the pictures in Part 2.
- 2 Part 3 *is / is not* more like a conversation than Part 2.
- 3 It *is / is not* important that you come to a decision in Part 3.
- 4 You *should / should not* invite the interlocutor to give their opinion in Part 3.
- 5 It *is / is not* important that you and your partner should agree in Part 3.
- 6 It *is / is not* essential to discuss all the prompts you are given in Part 3.

## Part 4

### Review

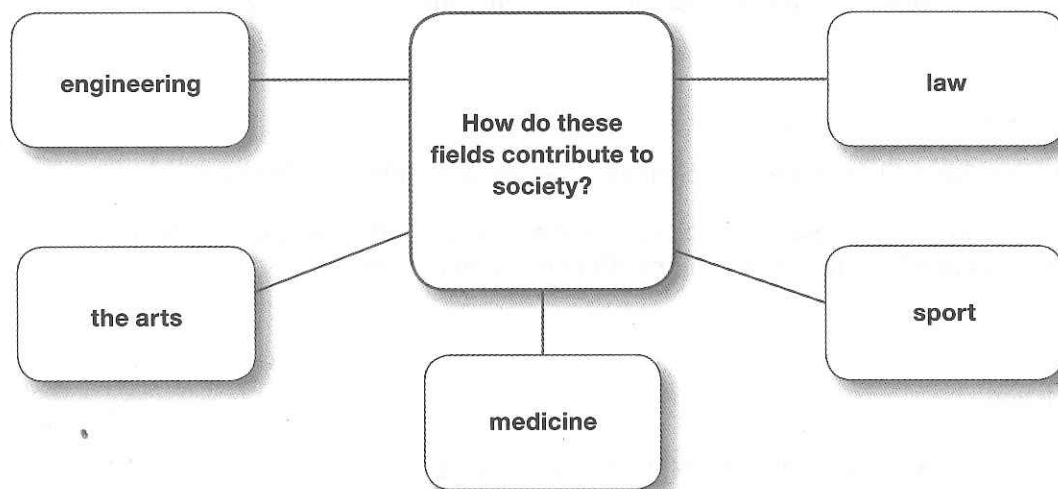
Choose words from the box to complete the paragraph about Speaking Part 4.


develop   discussion   interlocutor   explain   opinion   topic   way

In Part 4, you will continue your (1) ..... of the (2) ..... that was the focus of Part 3. The (3) ..... will ask you some further questions to (4) ..... this theme further. You are likely to be asked to give your (5) ..... and to (6) ..... why you think that (7) .....

### Useful language: choosing the right words

1 Look at the exam task below. Think about what you would say in answer to the question.



2  21 Look at how some students dealt with the first part of the task. Choose the correct alternative in italics. Then listen to the recording and check your answers.

A: Shall I start? I think they all contribute to society *but / and* in very different *manners / ways*. For example, medicine is probably the most important, because it makes it possible for people to live longer and healthier lives and so contribute more to society. *Do you / Are you* agree?

B: Well, up to a *bit / point*. I agree that medicine is very important, but *so / also* are other fields like sport.

A: Well, yes, that *does / goes* without saying, but surely it's the *case / matter* that you can't fully enjoy sport unless you're in good health.


B: OK, *fair / good* enough. So what do you *believe / think* about the arts? I can't help *wondering / thinking* whether they really contribute all that *many / much* to society.

A: But *surely / certainly* they make a huge contribution. They enrich people's lives enormously, for a *start / beginning*.

3 Work with a partner if possible. Choose two of the fields in the prompts and discuss them with your partner, considering how valuable a contribution each makes to society. Try to use some of the correct expressions from the previous exercise.

4 Work with a partner if possible. Discuss with your partner what questions the interlocutor might ask in Part 4 to extend and develop the topic. Note down three possible questions.

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

5  22 Now listen to the recording. Write down the three questions the interlocutor actually asked.

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

6 Work with a partner if possible and discuss your questions and those from the recording.

**Do the exam task, following the instructions below.**

**Tip!** Remember that this is not a monologue. Make sure you listen to your partner and respond to what he or she says.

**Part 3**

4 minutes (6 minutes for groups of three)

**Work in groups of three if possible. One of you is the interlocutor and the other two are the candidates. The interlocutor should lead the task using the script below. Refer to the task sheet on page S9.**

**The interlocutor will give you a task sheet to discuss together.**

**Interlocutor** Now, I'd like you to talk about something together for about two minutes.

**Here are some things people consider when choosing to live in a rural area** and a question for you to discuss. First you have some time to look at the task. (*About 15 seconds*)

Now, talk to each other about **how important these considerations are when choosing to move to a rural area.**



*After 2 minutes*

Thank you. Now you have about a minute to decide **which of these things can affect life in a rural area the most.**



*After 1 minute*

Thank you.

**Advice**

*Try to think of a way in which each aspect of life is better in a rural community and a way in which each aspect of life is not as good there as in a city.*

**Part 4**

5 minutes (8 minutes for groups of three)

Work in groups of three if possible. One of you is the interlocutor and the other two are the candidates. The interlocutor should lead the task using the script below.

The interlocutor will ask some general questions which follow on from the topic in Part 3.

**Interlocutor**

- How would life in a modern megacity differ from life in an ordinary city or large town? (Why?)
- How different are holidays in the countryside from those in a city? (Why?)
- What impact does people commuting to work from a village to a city have on life in the village? (Why?)
- What advice would you give to someone from a rural area who was planning to go and live in a megacity? (Why?)
- What do you think governments and city councils should do to improve life in big cities? (Why?)

Thank you. That is the end of the test.

**Tip!** If you are asked to discuss a question together, do that. If the question is addressed to one of you, answer it alone.

**Tip!** Always try not just to give your opinion, but also to give a reason for it or an example.

**Advice**

- If you find it hard to think of an answer to this immediately, start describing the characteristics of a megacity – and then move from there towards thinking about how these characteristics affect people's lives.
- Thinking about specific aspects of holidays may help you think of things to say, e.g. travel, accommodation, food, sporting activities, entertainment, meeting people, etc.
- If you are asked a question that you have never thought about before, do not be afraid to start with what might seem like an obvious answer to the question and see where this leads you – you could say, for example: 'That's an interesting question. I've never actually thought about it before, but I suppose it must mean that there are relatively few people in the village during the day. I guess that would have a considerable impact on things like the village shop, ...'
- Again, thinking about specific aspects of the quality of everyday life may help you to come up with ideas, e.g. getting to work, choosing living accommodation, sustaining relationships, enjoying leisure time, staying healthy, etc.
- Do not think too long about what might be the most important measure that governments could take – go for the first idea that comes to you and develop that.

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).

Mark your answers on the separate answer sheet.

**Example:**

0 A occurrence      B presence      C life      D existence

0	A —	B —	C —	D —
---	--------	--------	--------	--------

**The lightest materials in the world**

Aerogels are the lightest solid materials in (0) ..... . Invented in 1931, they are gels (like hair gel) in which gas has been (1) ..... for the liquid. They have unique (2) ..... that have still to be exploited to the (3) .....

Aerogels can be rigid – making them suitable for windows – or flexible; the latter type could be used for blankets and outdoor clothes. As well as being extremely lightweight – air can (4) ..... as much as 99.8% of the material – aerogels are remarkably effective as insulators: a flower placed on a piece of aerogel held over the flame of a Bunsen burner will be (5) ..... by the heat.

This means that aerogels have considerable (6) ..... for use in the building and construction (7) ....., instead of conventional insulation. However, production costs are very high, so even though it is the best insulator we have, its use is currently limited, mostly to drilling operations and other (8) ..... environments.

- 1 A substituted      B replaced      C changed      D relieved
- 2 A possessions      B belongings      C contents      D properties
- 3 A total      B full      C extent      D entirety
- 4 A put in      B make up      C fill in      D build up
- 5 A unaffected      B unconcerned      C uninfluenced      D unimpressed
- 6 A possibility      B ability      C potential      D capacity
- 7 A category      B division      C sector      D region
- 8 A extreme      B intense      C excessive      D immoderate

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)**.

Write your answers **IN CAPITAL LETTERS** on the separate answer sheet.

Example: 

0
---

T	O	O																	
---	---	---	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--

**Applying for your first job?**

Getting a job is **(0)** ..... important to leave to chance; **(9)** ..... all, work is likely to play a significant role in your life for many years. So before sending in any applications, think hard about **(10)** ..... would really suit you. Concentrate on jobs for **(11)** ..... you have an aptitude – **(12)** ..... can be very demoralising to have your application turned down. Ideally, your job should be not only one you can do well, **(13)** ..... also one that makes you look forward to going to work every morning.

It's important to consider the culture of the organisations you're applying **(14)** ..... . Some companies are **(15)** ..... obsessed with results and profits that employees are under stress all the time. You need to be clear in your own mind **(16)** ..... or not you could work in an environment like that.

Making an effort in the early stages of applying for a job will almost certainly pay off in the long run.

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)**.

Write your answers **IN CAPITAL LETTERS** on the separate answer sheet.

**Example:**

0	F	A	S	C	I	N	A	T	I	N	G						
---	---	---	---	---	---	---	---	---	---	---	---	--	--	--	--	--	--

**Introduction to Mexico’s long history**

Mexico has a long and **(0)** ..... history. For some people, Mexico is synonymous with the Aztecs, who dominated the country from the fourteenth century until they declined in the sixteenth, as a result of **(17)** ..... by the Spanish, and disease. But before the arrival of Europeans, a number of **(18)** ..... existed in different parts of Mexico, going back at least to the Olmecs. The Olmecs are virtually **(19)** ..... now, but they flourished for over a millennium, from around 1500 BC.

*Mexico from the Olmecs to the Aztecs*, by Michael D. Coe and Rex Koontz, is an excellent introduction to the period, and a very **(20)** ..... guide to these early **(21)** ..... . The authors draw on numerous recent **(22)** ..... , and discuss topics ranging from the beginnings of agriculture and writing to **(23)** ..... against the ruling elite.

Of particular interest is the authors’ discussion of recent developments in radiocarbon dating. The **(24)** ..... of these are likely to transform our understanding of the timescale of the region.

**FASCINATE**

**CONQUER**

**CIVILISE**

**KNOW**

**INSTRUCT**

**INHABIT**

**DISCOVER**

**RISE**

**IMPLY**

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 **three** and **six** words, including the word given. Here is an example (0).

**Example:**

0 People think the first email was sent in 1971.

**THOUGHT**

The first email ..... in 1971.

The gap can be filled with the words ‘is thought to have been sent’, so you write:

**Example:**

0

IS THOUGHT TO HAVE BEEN SENT

Write **only** the missing words **IN CAPITAL LETTERS** on the separate answer sheet.

25 I'm sure Ben wasn't pleased when Myra arrived, because he's never liked her.

**CAN'T**

Ben has never liked Myra, so he ..... see her arrive.

26 Jenny very rarely follows other people's advice.

**EVER**

Jenny ..... other people advise her to do.

27 I eventually realised that the woman waving at me was an old friend.

**TURNED**

I couldn't at first see who was waving at me, but she ..... an old friend.

28 It was the most dangerous situation I had ever been in.

**A**

Never before ..... dangerous situation.

29 When the managing director resigned unexpectedly, the company struggled to replace him.

**FILL**

The company struggled ..... by the unexpected resignation of the managing director.

30 The millionaire had made it clear how he wished his donation to be allocated, and that was how it was done.

**ACCORDANCE**

The millionaire's donation was allocated ..... wishes.



You are going to read a review of a book about birds. For questions 31–36, choose the answer (A, B, C or D) which you think fits best according to the text.

Mark your answers on the separate answer sheet.

### ***Birdlife*, by Glenda Hurst, reviewed by Carl Truman**

Birds are present in our lives in so many ways – as pets, as part of many people's diet, even as a source of inspiration – that Glenda Hurst's *Birdlife* is, in some respects, a welcome miscellany of fact and fiction. Her previous book, *Gold*, was a best-seller, and Hurst has, understandably, chosen to repeat a winning formula. In that book, each chapter focused on a different aspect of the metal, from its financial use to edible gold leaf, but the apparently random order of chapters meant *Gold* lacked continuity: there was no sense of the author presenting a case and leading us through the steps of her argument. While each chapter was interesting enough in itself, overall the book seemed lightweight, a series of magazine articles. Nevertheless, *Gold* sold in large numbers, and I see no reason why *Birdlife* should not repeat that success.

Birds have played a role in myths for millennia, from ancient China to Egypt to Central America, and birds are often used as symbols: the dove to represent peace, the eagle for power and so on. In her chapter on mythology, Hurst takes the reader on a world tour at breakneck speed, but the lack of comparison and cross-referencing means that readers are often left to their own devices if they wish to interpret the information or identify similarities between cultures. Furthermore, this approach means that a fair amount of potentially tedious repetition is unavoidable. There is a great deal of detail and not enough synthesis, leaving the reader wondering what point, if any, is being made.

I enjoyed the chapter on birds working with human beings. It gives the familiar example of taking canaries into mines so that if methane or carbon dioxide is present, its effect on the bird gives the miners early warning of danger. However, I suspect I am not alone in being unfamiliar with the East African honeyguide, a wild bird which leads people to bee colonies. The men searching for honeycomb make specific noises, and when the honeyguide hears them, it replies, with a particular call that it restricts to that one situation. The people smoke out the bees and take the honeycomb, leaving a little as a reward for the bird – which in this way avoids having to tackle the bees itself. This is thought to be the only instance of birds in the wild deliberately communicating with human beings to the advantage of both parties.

An area that has seen a great deal of research in recent years is bird migration, a phenomenon that used to be totally misunderstood: a couple of centuries ago, it was thought that birds that disappeared for the winter were hiding in mud. We now know a great deal about migration. The Arctic tern, for instance, breeds in the Arctic, flies south to the Antarctic in August or September, arriving back in May or June – a round trip of over 70,000 kilometres. And the bird appears to be determined to reach its destination: even if fish are being caught below it, and birds that are not migrating dive down to steal some, the Arctic tern cannot be deflected from its journey. Although the Arctic tern holds the record, feats on this scale are far from rare.

*Birdlife* ends with a short epilogue in which Hurst lays out her vision of an ideal future: restoring habitats that have been transformed by drainage or by grubbing up hedges, in both cases to improve agriculture; from the birds' point of view, their habitat is damaged or even destroyed. It is here that Hurst reveals her true colours, as food production comes a poor second to protecting an environment in which birds can thrive. Reverting to the farming methods of the past is a forlorn hope, however: she can hardly expect us to sacrifice the enormous increase in agricultural output that we have achieved, when even that is not enough to feed the world's population.

While *Birdlife* has little to say to serious ornithologists, professional or amateur, if picked up in an airport bookshop or given as a present, it might well broaden the horizons of others.

- 31 The reviewer mentions *Gold* in order to
- A emphasise the wide range of topics that Hurst covers in each book.
  - B explain what he sees as a weakness in Hurst's approach.
  - C support his opinion that *Birdlife* deserves to be very popular.
  - D express his disappointment with *Birdlife* in comparison with *Gold*.
- 32 The reviewer suggests that in the chapter on birds in mythology, Hurst
- A misses opportunities to draw conclusions from the information she presents.
  - B misunderstands the significance of some of the myths that she mentions.
  - C uses repetition rather than discussion to support her interpretations.
  - D tries to cover too wide a range of cultures.
- 33 The reviewer refers to the honeyguide to suggest that birds
- A and human beings can co-operate to their mutual benefit.
  - B can be trained to assist human beings.
  - C could be exploited by human beings to a greater extent.
  - D are not as useful to human beings as is sometimes claimed.
- 34 The phrase 'feats on this scale' (line 27) refers to the ability of some birds to
- A avoid getting distracted.
  - B survive without eating.
  - C live in cold climates.
  - D fly long distances.
- 35 What does the reviewer say about the epilogue?
- A It overestimates the damage done to birds by changes in agriculture.
  - B It reveals Hurst's lack of understanding of certain subjects.
  - C It is unlikely to have the effect that Hurst would like.
  - D It convinced him that Hurst's concern for birds is justified.
- 36 In the text as a whole, the reviewer gives the impression of thinking that *Birdlife*
- A reveals how much more there is to discover about its subject.
  - B is readable without providing new insights into the subject.
  - C provides a clear overview of a subject with many facets.
  - D is unusual in bringing together diverse aspects of the subject.

You are going to read extracts from an article in which four artists give their views on the creative process. For questions 37–40, choose from the artists A–D. The artists may be chosen more than once.

Mark your answers on the separate answer sheet.

### The artist at work

*Four artists give their views on how they create their work.*

#### A

When you convert something from the real world into a painting, it has to function within the painting. And when it comes down to it, everything is a form of geometry on a flat surface, so when I look at something and consider using it in a painting, I spend ages trying to make sure that the geometry will work. With one object, I might see pretty quickly how to compose the painting, but I might reject another one because it just doesn't seem right. Then I work out how to get from that starting point to the finished painting. At the back of my mind, there's always the nagging thought that really, I want people to look at the finished painting and make some sense of it, regardless of what that is. All in all, I'm under so much self-imposed pressure while I'm working that it's a great relief when a painting is finished.

#### B

What my drawings depict doesn't concern me as much as drawing them. I'm just not interested in knowing about, say, what images tell us. That cat, those stairs, this or that tree is really just a support for the drawing itself. They're all chosen pretty arbitrarily, as a means to a drawing's own end. People have the habit of reading an image, but my activity is different from that of a reader. This really works for me when the drawing itself is allowed to appear slowly on behalf of the things it depicts. I really let the painting evolve in its own way, until I realise that it's complete. I'm always surprised how tense I feel while I'm painting, though – it's a bit like giving birth. And when I finish, it generally takes me days to recover.

#### C

People often describe my paintings as abstract. I don't consider them abstract because I'm working from a somewhat indistinct and hazy place towards a very specific and concrete image. I'm constructing an image from an object or shape that has to mean something to me, though it may be nothing to other people, and I try to define it very clearly, so it becomes legible. But if in the end people can't see it as I do, so be it. After making that initial choice, I let the painting itself take over – it's a very spontaneous process. I usually feel as though I'm in the hands of the painting, almost its slave, having to do whatever it requires, however unreasonable it seems at the time. When the painting's complete, I have a strong emotional reaction, a kind of euphoria at having survived.

#### D

I'm usually surprised by how my paintings turn out, because I don't feel I exert control over what happens. The subject slips away if you try to grab it. When I paint a real place, it's less a celebration of the ordinary than a demonstration of the idea that by painting something that is apparently nothing, it has the opportunity to become everything in the eyes of anyone who sees it. I suppose that's one of my motives for painting – to make people observe. Why I happened to paint this place rather than that has no significance – it could simply be finding somewhere to sketch without being run over (I usually sketch in the street). It's what I do with it then that matters. I know artistic creation is often seen as a struggle with something inside; well, for me it's almost the reverse, almost a relaxation – painting is an escape from the demands of everyday life.

**Which artist**

shares artist C's opinion on whether other people should share the artist's interpretation of their paintings?

37

expresses the same opinion as artist D regarding the choice of subject matter?

38

has a different opinion from artist C on how they experience the act of painting?

39

expresses a different view from the others on whether the painting process should be consciously planned?

40

You are going to read an extract from a magazine article. Six paragraphs have been removed from the extract. Choose from the paragraphs **A–G** the one which fits each gap (41–46). There is one extra paragraph which you do not need to use.

Mark your answers on the separate answer sheet.

**Is work changing?**

Cromford Mill, in the north of England, is now a museum, but when it was constructed in 1771, it was the site of one of the most influential workplace experiments ever seen. This was where textile entrepreneur Richard Arkwright set up shop. Cotton-spinning had been a cottage industry, but at Cromford Mill, spinners from all around came together to use machines provided by Arkwright. It was the world's first factory, and it was soon followed by many more.

41

There are good reasons why the model has flourished. Centralising production allowed for dramatically greater efficiency. And bosses – then as now suspicious that workers were not always working hard – could keep an eye on them.

42

Two of the biggest forces changing work and the nature of the company are technology and demographic shifts. Unskilled work still exists, as does highly skilled work, but the jobs in the middle have to a large extent been automated or outsourced away. Furthermore, technology has made the move to an economy based on knowledge, not skills, possible.

43

As a result of such changes, many of the old certainties are breaking down. You often hear it said that people used to work for money – very much a hangover from the Industrial Revolution, when work was viewed as a straight trade of time for money – but now it's claimed that we are more interested in having rewarding work.

44

In other words, what we mean by the workplace is changing – it's no longer always a grand (or otherwise) building with the company's name on top. Increasingly, we can work anywhere – in a coffee shop or at the kitchen table. The demand that employees work in more flexible ways is encouraging this trend, with workers (especially younger generations) no longer expecting to be chained to a desk from nine to five every day.

45

In a world of decentralised, non-hierarchical organisations, permanent full-time employment could become the exception. So will the firm of the future be made up of loose groupings of self-employed people, forming and re-forming on a project-by-project basis? Will workers effectively be their own chief executives, using technology to sell their skills to the highest bidder and with little attachment to a place of work, each other or the firms that employ them? It's tempting to think so, but reality is starting to interfere with this picture.

46

There is one particular reason why tomorrow might turn out to be not so different from today: human nature. We are social creatures and tend to be at our best in groups rather than operating alone. Work is where we bond, gossip, fight, love and hate – in short, it's where we live.

So the prospects for at least some of the familiar aspects of the old Arkwrightian corporate model may not be quite so bleak as painted. Yes, things are changing, but the advocates of the brave new, networked world should remember that work is not the only – or, arguably, even the most important – thing we do when we are at work.

- A In addition, we are all living longer and working for longer. In fact, in some countries there are now reckoned to be four or even five distinct generations making up the workforce.
- B For firms, this can seem a no-brainer – they save money on expensive office space while giving their employees a valuable and appreciated perk. It can be tough to implement, though video conferencing and private networks have improved things greatly.
- C But times are changing, and the pace and uncertainty of the modern world demand more flexibility and responsiveness than hierarchies like this can provide. Organisational structures need to be based on serving the customer rather than preserving the rank and status of managers.
- D This is true up to a point, but perhaps more significant is the erosion of the boundary between work and other parts of life – education, leisure, play; between me-in-work and me-in-my-own-time.
- E Above all, this format is popular because it works. Or rather, it worked, as, after over 200 years, some observers reckon that the end of employment as we have known it may be near. Are they right?
- F Of course, we are living in a time of disruption, change and novelty, but the fact is that there are also strong continuities with the past. As a result, that unstructured form of work may remain a dream.
- G This groundbreaking idea has become the norm for millions of us to this day, whether we are architects or economists, agronomists or oculists, because modern offices are based on exactly the same principles. They are places where you go in order to work for specific hours, using facilities and equipment provided by your employer to do a job, for a wage.

You are going to read a magazine article in which five careers advisers write about going to university. For questions **47–56**, choose from the extracts (**A–E**). The extracts may be chosen more than once.

Mark your answers **on the separate answer sheet**.

---

**Which careers adviser**

recommends being prepared for any job applications young people might make?

47	<input type="checkbox"/>
----	--------------------------

claims that the public perception of students applies only to a minority?

48	<input type="checkbox"/>
----	--------------------------

suggests doing what is necessary for students to feel at ease in their room?

49	<input type="checkbox"/>
----	--------------------------

mentions some potential drawbacks of working during term time?

50	<input type="checkbox"/>
----	--------------------------

warns of the danger of borrowing money?

51	<input type="checkbox"/>
----	--------------------------

recommends formulating a financial plan to cover a period of time?

52	<input type="checkbox"/>
----	--------------------------

suggests being adventurous with regard to non-academic interests?

53	<input type="checkbox"/>
----	--------------------------

contrasts university studies with studying at school?

54	<input type="checkbox"/>
----	--------------------------

recommends caution concerning socialising?

55	<input type="checkbox"/>
----	--------------------------

points out that students are not the only ones affected by being away from their loved ones?

56	<input type="checkbox"/>
----	--------------------------

## Going away to a UK university

### A

Going away to university is likely to be a major turning point in your life. After all, it's probably your first time away from your home and family, perhaps living in a room that is far less comfortable than you are accustomed to, and having to take responsibility for yourself, for everything from getting up in the morning to making sure you can afford whatever textbooks you need. Your experience until now has probably been that homework was pretty much regulated, with repercussions if you didn't do it; a degree course requires far more independent work. A few people go to university determined to prioritise their social life. Although that tends to be the stereotype that everyone knows, most students are level-headed, and don't merit the bad reputation that they suffer from as a group.

### B

Unless you have an income of your own, or your parents provide you with one, being a student can make you wonder where your next meal is coming from. It's useful to draw up a budget, listing your likely outgoings during the term – not forgetting the rent for your room, if you pay in instalments – and how much you'll have available. If the figures don't balance, the only way to survive may be to find part-time work, such as serving in a restaurant two or three evenings a week. At least you'll meet members of the general public, which is preferable to spending your entire time with other students. However, there's the danger of falling behind with your studies, or not having enough time to sleep. And let's face it, if your friends are planning a fun evening and you have to go to work instead of joining in, it could be very frustrating!

### C

As soon as you arrive, you'll start meeting new people. It may be that nobody you know from school has gone to the same university, so you're surrounded by strangers. Certainly get to know as many people as possible, but remember that initial enthusiasms can soon fade, so if a friendship doesn't endure more than a week or two, it's no

reflection on you. On the same subject, don't let yourself get caught up in a group that is more affluent than you are: unless you can withstand pressure easily, you might try to keep up with them, and find yourself heavily in debt. Many students look for part-time jobs to supplement their income, but this may not always be advisable.

### D

Many universities hold a 'freshers' week' for new students, which is a chance to meet people, make new friends and join university clubs. It's all too easy to just carry on with what you did while you were at home – tennis, singing, or whatever. Instead, you should see this as a good chance to try something new, or something you'd never imagined doing before. Universities often cater for minority interests, for instance providing facilities for sports that are uncommon elsewhere. If you need to earn some money, this may also be a good time to find out from the university about internal work opportunities, perhaps in the library or the registrar's department. Ensure your CV is up-to-date and accessible on your computer, because you'll need to produce it every time you go after a position.

### E

Whether you're living in a university hall of residence or sharing a flat, you should make your space truly yours; paradoxically, this is particularly important if getting a job means you spend very little time there. Ideally, it will have an area for studying: as you probably found when you were at school, a comfortable chair is a good aid to reading and writing. You shouldn't need to spend any money – some photos or favourite posters brought from home are enough to make a big difference. Even if you're only going to be there for a matter of months, living and studying will be much less challenging if you have a comfortable base. Remember, too, that your going to university may be a big change for your family, so don't live so much in the present, exciting though it is, that you forget to keep in touch with them.



You **must** answer this question. Write your answer in **220–260** words in an appropriate style on the separate answer sheet.

- 1 Your class has listened to a panel discussion about the benefits to a country of people gaining experience of life abroad. You have made the notes below:

**Benefits to a country of people spending time abroad**

- business
- culture
- understanding

Some opinions expressed in the discussion:

“People who’ve spent time abroad are then well equipped to conduct business with different countries.”

“It teaches people about different traditions in local cultures.”

“People become aware that there are other ways of looking at the world.”

Write an essay discussing **two** of the benefits in your notes. You should **explain which benefit you think is most important, giving reasons** in support of your answer.

You may, if you wish, make use of the opinions expressed in the discussion, but you should use your own words as far as possible.

Write an answer to **one** of the questions **2–4** in this part. Write your answer in **220–260** words in an appropriate style on the separate answer sheet. Put the question number in the box at the top of the page.

---

- 2 The firm that you work for would like to use an external IT company to maintain equipment and train employees. Write an email to an IT company that has been recommended to you.

Your email should explain

what your firm does, what kind of maintenance work you require, and why your training needs are urgent.

Write your **email**.

- 3 You recently completed a new course at an international college. The College Principal has asked you to write a report on the course highlighting its strengths and weaknesses. You should also make recommendations about how the course could be improved.

Write your **report**.

- 4 Your local town council would like to improve the appearance of the town by creating more green spaces and by introducing more street art such as sculptures or wall paintings. Write a proposal for the council in which you make specific suggestions about both green spaces and street art. Your proposal should also explain how you think your suggestions will improve the quality of life in your town.

Write your **proposal**.

 **01** You will hear three different extracts. For questions 1–6, choose the answer (A, B or C) which fits best according to what you hear. There are two questions for each extract.

---

**Extract One**

You hear two friends discussing the woman's new job.

- 1 What is the woman doing during the conversation?
  - A admitting that she has made a mistake
  - B justifying a decision she has made
  - C complaining about too much work
  
- 2 With regard to her working hours, the woman is pleased that
  - A she now starts work later than she used to.
  - B she doesn't need to work on Friday afternoons.
  - C she can sometimes work when nobody else is present.

**Extract Two**

You hear two friends discussing a play they have both seen.

- 3 What did the woman think of the play they saw?
  - A She was disappointed with the production.
  - B She found it an entertaining production.
  - C She had her eyes opened by the production.
  
- 4 What do they agree was an effective aspect of the production?
  - A the lighting
  - B the sound
  - C the scenery

**Extract Three**

You hear a man telling a friend about a phone call he has just had.

- 5 How does the man feel about Isabel not helping him?
- A He is surprised that she has changed her mind about it.
  - B He is annoyed that she won't do what she had agreed to do.
  - C He is disappointed that she is unexpectedly prevented from doing it.
- 6 How will the man solve his problem?
- A He'll ask somebody else for a lift to the conference.
  - B He'll cancel his booking for the conference.
  - C He'll arrive late at the conference.



You will hear a woman called Susan Foster talking about holidays organised by the company that she works for. For questions **7–14**, complete the sentences with a word or short phrase.

### BENNETT'S HOLIDAYS

The company originally organised inclusive one-day trips by **(7)** .....  
from Manchester to the English Lake District.

The company now specialises in holidays in **(8)** ..... and South America.

Susan uses the word **(9)** '.....' to sum up her opinion of Buenos Aires.


One option in Buenos Aires is to go up in a **(10)** ..... at sunset for an aerial view of the city.

Susan is particularly impressed by the **(11)** ..... of Montevideo.

One tour includes a three-day visit to see mountains and **(12)** .....

Susan mentions the penguins and two species of **(13)** .....  
that can be seen off the Valdes Peninsula at certain times of the year.

A holiday in Argentina can include a one-day round trip by train to a **(14)** .....

 03 You will hear a conversation on a local radio station between a presenter and Angela Staveley, the director of an arts festival in the town of Marston. For questions 15–20, choose the answer (A, B, C or D) which fits best according to what you hear.

---

- 15 What was the town council's main reason for holding a festival?
- A to celebrate an important landmark in the town's history
  - B to encourage different groups of people to mix
  - C to collect money for local charities
  - D to raise the town's profile
- 16 Angela was appointed as festival director because of her
- A experience of running festivals.
  - B skill at managing large-scale events.
  - C useful contacts with artists and performers.
  - D familiarity with a wide range of arts.
- 17 What difficulty has Angela had organising the festival?
- A making sure everything is done in time for the festival
  - B raising enough funding to cover the full cost of the festival
  - C making use of all the offers of help she has received
  - D finding people with the areas of expertise she needs
- 18 How does Angela feel that organising the festival is affecting her?
- A It is teaching her a great deal about working with people.
  - B It is making her aware that her reactions are sometimes inappropriate.
  - C It is proving to her that she can cope with stress better than she thought.
  - D It is making her realise that she should change the way she works.
- 19 Angela and the interviewer agree it is a good idea for the programme
- A to present the widest possible variety of art forms.
  - B to form connections that make one event lead into the next.
  - C to make links between the events and aspects of the town.
  - D to give local clubs and organisations an active role in the festival.
- 20 How does Angela feel about organising another festival in the future?
- A She would want to take part in the early decision making.
  - B She would be interested in organising one that is not for the arts.
  - C She would like to have a different role in a festival.
  - D She would need to have more assistants.

04 You will hear five short extracts in which people are talking about speaking to the store manager in a shop.

**TASK ONE**

For questions 21–25, choose from the list (A–H) the reason each speaker gives for speaking to the store manager.

- A to exchange a faulty purchase
- B to cancel a delivery
- C to get the price of a purchase reduced
- D to place a special order
- E to get information about some products
- F to complain about poor service
- G to return an unwanted item
- H to praise a shop assistant

- Speaker 1
- Speaker 2
- Speaker 3
- Speaker 4
- Speaker 5

**TASK TWO**

For questions 26–30, choose from the list (A–H) how each speaker felt after speaking to the store manager.

While you listen you must complete both tasks.

- A shocked that the manager didn't believe them
- B disappointed that their loyalty to the store was undervalued
- C relieved that the manager seemed sympathetic
- D confused by the manager's attitude
- E embarrassed at having made a mistake
- F determined never to go to the store again
- G reluctant to accept the manager's offer
- H irritated by the manager's behaviour

- Speaker 1
- Speaker 2
- Speaker 3
- Speaker 4
- Speaker 5

**Part 1**

2 minutes (3 minutes for groups of three)

**The interlocutor will ask you some questions about yourself, your home, work or studies and familiar topics.**

Good morning/afternoon/evening. My name is ..... and this is my colleague .....

And your names are?

Can I have your mark sheets, please?

Thank you.

First of all, we'd like to know something about you.

- Where are you from?
- What do you enjoy about learning English?
- What do you do?
- How long do you plan to continue doing that?

**The interlocutor will then ask you some questions about one or two other topics, for example:**

- How important do you think it is to get on well with your neighbours?
- Tell me about a special journey you have made.
- What kind of music do you enjoy most?
- What famous person would you most like to have dinner with?



## Part 2

4 minutes (6 minutes for groups of three)

Work in groups of three if possible. One of you is the interlocutor and the other two are the candidates. The interlocutor should lead the task using the script below. Refer to the pictures on pages S10 and S11.

The interlocutor will give you three pictures and ask you to talk about two of them on your own for about a minute. You will then be asked a question about your partner's pictures which you will need to answer in no more than 30 seconds.

**Interlocutor** In this part of the test, I'm going to give each of you three pictures. I'd like you to talk about **two** of them on your own for about a minute, and also to answer a question briefly about your partner's pictures.

(Candidate A), it's your turn first. Here are your pictures. They show **people who are laughing**.

I'd like you to compare **two** of the pictures and say **what you think the relationships between the people are, and why they are laughing**.

All right?



After 1 minute

Thank you.

(Candidate B), **which people do you think will laugh for the longest time? (Why?)**



After approximately  
30 seconds

Thank you.

Now, (Candidate B), here are your pictures. They show **people learning a new skill**.

I'd like you to compare two of the pictures and say **why people want to learn skills like these, and how difficult these skills might be to learn**.

All right?



After 1 minute

Thank you.

(Candidate A), **who do you think will have most difficulty learning this new skill? (Why?)**



After approximately  
30 seconds

Thank you.

**Part 3**

4 minutes (6 minutes for groups of three)

Work in groups of three if possible. One of you is the interlocutor and the other two are the candidates. The interlocutor should lead the task using the script below. Refer to the task sheet on page S12.

The interlocutor will give you a task sheet to discuss together.

**Interlocutor**

Now, I'd like you to talk about something together for about two minutes.

**Here are some factors that might influence people's job choices** and a question for you to discuss. First you have some time to look at the task. (*About 15 seconds*)

Now, talk to each other about **how these factors might influence a person's job choices**.



After 2 minutes

Thank you. Now you have about a minute to decide **which of these factors you think is the most important to consider**.



After 1 minute

Thank you.

**Part 4**

5 minutes (8 minutes for groups of three)

Work in groups of three if possible. One of you is the interlocutor and the other two are the candidates. The interlocutor should lead the task using the script below.

The interlocutor will ask some general questions which follow on from the topic in Part 3.

**Interlocutor**

- Do you think it's better to work in one place for life or to change jobs frequently? (Why? / Why not?)
- What are the advantages of working for a small company rather than a large one? (Why?)
- Do you consider ambition to be a positive or a negative quality? (Why?)
- What kinds of jobs deserve the highest salaries? (Why?)
- What should employers do to help employees enjoy their work? (Why?)

Thank you. That is the end of the test.

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).

Mark your answers on the separate answer sheet.

**Example:**

0    A turned                    B made                    C allowed                    D enabled

0	A	B	C	D
	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Research into television technology**

Why do old television programmes look so strange and formal? And how has technology (0) ..... modern shows possible? Researchers will (1) ..... these questions in a study into the history of television technology since 1960, the first of its (2) ..... in the country. From the over-rehearsed (3) ..... of early black-and-white news interviews to the filming of reality television, a team (4) ..... by Professor John Ellis, of Royal Holloway, University of London, will research the technological (5) ..... and developments that have given programmes their unique appearance. 'With a huge amount of archive programming now being shown by satellite and cable channels, there has never been a more important time to tell the story of how it was filmed,' Professor Ellis said.

Researchers will work with (6) ..... television technicians to discover how the technology available over the years, and what it could and couldn't do, (7) ..... changes within the industry. They will film (8) ..... of old programmes and interview technicians about the difficulties they had adapting to technological changes.

- 1    A search                    B explore                    C seek                    D enquire
- 2    A brand                    B class                    C category                    D kind
- 3    A feel                    B touch                    C sight                    D taste
- 4    A ruled                    B governed                    C headed                    D controlled
- 5    A limitations                    B bans                    C handicaps                    D borders
- 6    A archaic                    B bygone                    C former                    D outgoing
- 7    A hurried                    B drove                    C exerted                    D pressed
- 8    A duplicates                    B reconstructions                    C likenesses                    D replicas

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).

Write your answers **IN CAPITAL LETTERS** on the separate answer sheet.

Example: 

0
---

I	N	T	O																
---	---	---	---	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--

**The early human race**

Scientists traditionally believed that a species which ranged over parts of Africa, Europe and Asia, eventually developed (0) ..... both Homo sapiens (the species modern human beings belong to) and Neanderthals. (9) ..... Neanderthals, who evolved in Europe and Asia, Homo sapiens emerged in Africa, later spreading into Europe and replacing Neanderthals.

Not (10) ..... ago, some remains of what appeared to be a distinct species of early human beings were found in Siberia, but it was far (11) ..... clear where this group – given the name ‘Denisovans’ – fitted into the picture. They were assumed to have hardly (12) ..... connection with Homo sapiens.

However, tests on fossils in Spain have uncovered DNA that includes Denisovan material. This suggests that they, or at (13) ..... their DNA, might have spread much further than was previously thought, interbreeding (14) ..... Homo sapiens, and possibly also Neanderthals. (15) ..... the precise connection may have been, the population dynamics are potentially very complex.

We would know nothing about the relationship were (16) ..... not for recent advances in DNA retrieval and sequencing.

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).

Write your answers **IN CAPITAL LETTERS** on the separate answer sheet.

Example: 

0
---

C	O	M	M	I	T	M	E	N	T								
---	---	---	---	---	---	---	---	---	---	--	--	--	--	--	--	--	--

**The ICT4D (Information and Communication Technologies for Development) Collective**

The ICT4D Collective was initiated in 2004 and is a group of people with a (0) ..... to undertaking the highest possible quality of research in the field of ICT4D, and making the results of this available freely to the (17) ..... community. We do this (18) ..... in the interests of poor people and (19) ..... communities, wherever they may be found. Membership of the Collective implies strict (20) ..... with its basic principles of membership and partnership.

- COMMIT**
- GLOBE**
- PRIME**
- MARGIN**
- COMPLY**

Based at Royal Holloway, University of London, the Collective carries out research and undertakes teaching at undergraduate and postgraduate levels. The Collective also operates as a (21) .....

**CONSULT**

The Collective draws on the (22) ..... of staff, postgraduates and undergraduates in a range of academic departments. We welcome (23) ..... work with colleagues across the world who share our core objectives, and wish to establish partnerships with us to deliver practical ICT4D activities that will (24) ..... poor people.

- EXPERT**
- COLLABORATE**
- POWER**

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 **three** and **six** words, including the word given. Here is an example (0).

**Example:**

0 'Marilyn didn't crash the car, John did,' Keith said.

**IT**

According to ..... who crashed the car, not Marilyn.

The gap can be filled with the words 'Keith it was John', so you write:

**Example:**

0

KEITH IT WAS JOHN

Write **only** the missing words **IN CAPITAL LETTERS** on the separate answer sheet.

25 The film was so confusing, I couldn't follow what was happening.

**SUCH**

It was ..... no idea what was happening.

26 The finance director disagreed with the company's change of policy, so she resigned.

**RESULTED**

The finance ..... her disagreement with the company's change of policy.

27 I have yet to meet anyone as considerate as my cousin.

**EVER**

My cousin is the ..... met.

28 It can take time to get used to a major change in your life.

**TERMS**

It can take time to ..... a major change in your life.

29 Without Miranda, I would never have managed to find a house that suited me.

**STILL**

If it hadn't ..... be looking for a suitable house.

30 It was difficult to work out what had happened, because of the conflicting witness statements.

**PIECE**

The conflicting witness statements ..... what had happened.

You are going to read part of a book about the study of languages. For questions 31–36, choose the answer (A, B, C or D) which you think fits best according to the text.

Mark your answers on the separate answer sheet.

### Language change

The phenomenon of language change probably attracts more public notice and criticism than any other linguistic issue. There is a widely held belief that change must mean deterioration and decay. Older people observe the casual speech of the young, and conclude that standards have fallen markedly. They place the blame in various quarters – most often in the schools, where patterns of language education have changed a great deal in recent decades, but also in state public broadcasting institutions, where any deviations from traditional norms provide an immediate focus of attack by conservative, linguistically sensitive listeners.

It is understandable that many people dislike change, but most of the criticism of linguistic change is misconceived. It is widely felt that the contemporary language illustrates the problem at its worst, but this belief is shared by every generation. Moreover, many of the usage issues recur across generations: several of the English controversies which are the focus of current attention can be found in the books and magazines of the 18th and 19th centuries – the debate over *it's me* and *very unique*, for example. In 1863, Henry Alford listed a large number of usage issues which worried his contemporaries and gave them cause to think that the language was rapidly decaying. Most are still with us, with the language not obviously affected.

There are indeed cases where linguistic change can lead to problems of unintelligibility, ambiguity, and social division. If change is too rapid, there can be major communication problems, as in contemporary Papua New Guinea, where by some counts over 800 languages have evolved, most spoken by fewer than 3,000 people. But as a rule, the parts of language which are changing at any given time are tiny in comparison to the vast, unchanging areas of language. Indeed, it is because change is so infrequent that it is so distinctive and noticeable. Some degree of caution and concern is therefore always desirable, in the interests of maintaining precise and efficient communication; but there are no grounds for the extreme pessimism and conservatism which is so often encountered.

For the most part, language changes because society changes. To stop or control the one requires that we stop or control the other – a task which can succeed to only a very limited extent. Language change is inevitable and rarely predictable, and those who try to plan a language's future waste their time if they think otherwise – time which would be better spent in devising fresh ways of enabling society to cope with the new linguistic forms that accompany each generation. These days, there is in fact a growing recognition of the need to develop a greater linguistic awareness and tolerance of change, especially in a multi-ethnic society. This requires, among other things, that schools have the knowledge and resources to teach a common standard, while recognizing the existence and value of linguistic diversity. Such policies provide a constructive alternative to the emotional attacks which are so commonly made against the development of new words, meanings, pronunciations, and grammatical constructions. But before these policies can be implemented, it is necessary to develop a proper understanding of the inevitability and consequences of linguistic change.

Some people go a stage further, and see change in language as a progression from a simple to a complex state – a view which was common as a consequence of 19th-century evolutionary thinking. But there is no evidence for this view. Languages do not develop, progress, decay, evolve, or act according to any of the metaphors which imply a specific endpoint and level of excellence. They simply change, as society changes. If a language dies out, it does so because its status alters in society, as other cultures and languages take over its role: it does not die because it has 'got too old', or 'become too complicated', as is sometimes maintained. Nor, when languages change, do they move in a predetermined direction. Some are losing inflections (endings, like 's' to indicate plurality); some are gaining them. Some are moving to an order where the verb precedes the object; others to an order where the object precedes the verb. Some languages are losing vowels and gaining consonants; others are doing the opposite. If metaphors must be used to talk about language change, one of the best is that of the tide, which always and inevitably changes, but never progresses, while it ebbs and flows.

- 31 In the first paragraph, what point does the writer make about languages?
- A Young people tend to be unaware of the differences between their language and that of older people.
  - B The way that schools teach language is raising awareness of language change.
  - C Many people believe that any change in a language is undesirable.
  - D Public understanding of how languages develop is increasing.
- 32 The writer mentions *it's me* and *very unique* in the second paragraph to show that
- A recent controversies may be nothing new.
  - B the speed of linguistic change is greater than in the past.
  - C every generation has its own list of unacceptable changes.
  - D a linguistic change may take place over a long period.
- 33 What is the writer's intention in referring to Papua New Guinea?
- A to challenge a prevailing view concerning linguistic change
  - B to give an example of linguistic change that is unusual
  - C to show the danger of making generalisations about linguistic change
  - D to illustrate conflicting views about the potential effects of linguistic change
- 34 In the third paragraph, the writer claims that
- A the public are inconsistent in the value they place on accurate communication.
  - B changes that take place in a language can be difficult to reverse.
  - C caution is necessary when attempting to measure language change.
  - D public attention to linguistic change reflects the essential stability of languages.
- 35 What point does the writer make in the fourth paragraph?
- A Trying to prevent change should have a lower priority than dealing with its effects.
  - B Multi-ethnic societies need a shared language to make communication possible.
  - C Language change tends to be tolerated in multi-ethnic societies.
  - D The emergence of new linguistic forms often leads to communication difficulties.
- 36 In the fifth paragraph, the writer argues against the notion that languages
- A change in apparently random ways.
  - B improve by becoming increasingly complex.
  - C should in some circumstances be allowed to die out.
  - D can be categorised according to stages in their evolution.



You are going to read four reviews of a book about documentary films. For questions 37–40, choose from the reviews A–D. The reviews may be chosen more than once.

Mark your answers on the separate answer sheet.

### Documentaries – do they have a future?

*Four reviewers comment on journalist Sharon Miller's book*

#### A

The documentary has recently become a field of serious study, the latest entrant to which being Sharon Miller's new book. As a journalist, her credentials might be regarded as somewhat suspect, but in fact not being a filmmaker herself enables her to take a more objective approach than is often the case. For example, she criticises the TV companies for not satisfying the public's appetite for quality documentaries, but without the anger that a documentary maker might feel. It is hard to fault her analysis of this situation. The same applies to Miller's final chapter, in which she explains why documentaries shown on the big screen will eventually evolve into full-length films commanding as much attention as the standard cinema material. She may prove wrong on detail, but her conclusions are convincing. Miller rarely makes claims she cannot substantiate, and her thorough reading of much of the existing literature clearly informs her argument.

#### B

It is a relief to read that Miller believes the documentary has a glorious future, even if I would reach the same destination by a different route. However, that is one of few assertions that I can concur with; for instance, she blames television companies for their caution with regard to documentaries, without taking into account the numerous constraints that they suffer. Miller is, no doubt, a skilled journalist, and can put together a plausible article whenever one is required. But while that may suit a newspaper which is read and then forgotten, a book stakes a claim to be long-lasting; and Miller is clearly unaware of many aspects of the world in which documentary makers operate. To her credit, though, she has included an extensive bibliography, but to be brutally frank, the book is no more than a just-about-adequate summary of earlier studies.

#### C

Sharon Miller, while primarily a journalist, has also written an excellent introduction to the sociology of social media, and her new book, *Documentaries*, is further evidence that she is a writer to be reckoned with. Her reading on the subject is extensive, and forms a firm foundation for her argument, that the documentary film is far from being the endangered species it seemed not long ago. With a few minor reservations, I was carried along by her optimism about its future. It is only when Miller turns her attention to documentaries on television that I feel the need to take issue with her. Although many of the television companies are certainly as guilty of ignoring the documentary as she claims, there are also many, admittedly smaller, companies that have done sterling service in stretching the boundaries of the genre.

#### D

As a former television programme controller myself, I can back up Sharon Miller's opinion of the TV companies' attitude towards documentaries. The little that some companies have done to advance the genre is easily outweighed by the harm done by the majority. I was also taken by her overview of earlier studies of the documentary. It is thorough, and she is careful to ensure that both her facts and her opinions are consistent with what her predecessors have established. The only time she comes to grief, in my view, is in the rosy future she promises for the documentary: the evidence underpinning her assertion simply doesn't stand up to close scrutiny. What it comes down to is that Miller's work is rather too hit-and-miss: she picks a topic – the documentary – apparently at random, and does a fair amount of research into it, but it takes the inside knowledge she lacks to turn that into the definitive account she was aiming to write.

**Which reviewer**

has a different opinion from reviewer B regarding Miller's view of the future of documentaries?

37	<input type="checkbox"/>
----	--------------------------

shares an opinion with reviewer C on the subject of Miller's qualifications for writing the book?

38	<input type="checkbox"/>
----	--------------------------

takes a different view from the others on Miller's use of earlier studies?

39	<input type="checkbox"/>
----	--------------------------

holds the same opinion as reviewer A concerning Miller's position on television documentaries?

40	<input type="checkbox"/>
----	--------------------------

You are going to read an article about exploration of a glacier in the Alps. Six paragraphs have been removed from the extract. Choose from the paragraphs **A–G** the one which fits each gap (41–46). There is one extra paragraph which you do not need to use.

Mark your answers on the separate answer sheet.

**Exploring the Gorner Glacier**

Towering above the Alpine villages of Switzerland, Italy and France, the imposing peaks of the Matterhorn and its neighbours have long been a desirable destination for mountaineers and explorers alike. Today, while cable cars and a mountain railway transport hordes of tourists to the more accessible areas, pioneering exploration continues, not on the surface, but far out of sight in the icy depths of the second-largest glacier system in the Alps, on the eastern side of the tourist town of Zermatt.

41

At the end of October last year, I joined a seven-person British team that was returning to the Gorner Glacier for its second expedition exploring, mapping and photographing the sub-glacial world of moulins – well-like shafts through which meltwater drains from the surface of the glacier – and the ice caves that they help to create.

42

The weather seemed calm and benign, but overnight, considerably more snow fell than had been forecast and the next day, the Gornergrat mountain railway – the first stage in our journey up to the glacier – was closed. The advance party, they later told us, was completely snowed in.

43

Thankfully, the weather eventually cleared, and the following day we began digging out a path from our camp towards the glacier. Meanwhile, the advance team was heading back towards us. Eventually both teams met up, shared a few jokes and plodded back up to our temporary

camp for a meal and a good night's sleep before we started the work we had come to do.

44

I flitted between both parties, desperately trying to capture as many images of this wonderful environment as possible. The dramatically sculpted ice walls reminded me of shapes I'd seen before in cylindrical caves formed in limestone. Looking up, I noticed rocks and pebbles of varying sizes emerging from the roof of the ice caves.

45

Typically moving at about 15 metres a year, the Gorner Glacier picks up speed due to meltwater falling through these moulins and acting as a lubricant along its base. Although the glacier has a total area of more than 50 square kilometres, making it the second largest glacial system in the Alps, it has receded every year since 1892 – since then it has shrunk by almost 2.5 kilometres, including a staggering 290 metres over the summer of 2007.

46

Seeing how vast and extensive the glacier's moulins and ice-cave systems can be gives an indication of just how much water flows through them during the summer. Sadly, this is also an indicator of the rate at which the Alps' majestic rivers of ice are shrinking. One member of the team, Sam Doyle, a glaciologist from the University of Aberystwyth, spends most of his time in Greenland, studying the rate at which the ice sheet is moving. He was concerned to see many similarities between the moulins on the Gorner Glacier and the movement of the ice sheet.

- A** So, a day later than planned, we travelled up the mountain to the station, the starting point for our hike to the glacier. When we alighted, however, we discovered an expanse of knee-deep snow. It was too late to cover the three kilometres we still needed to travel, so we set up camp close to the station.
- B** We arrived in Zermatt late in the evening, heavily laden with equipment and enough food for a week. By now, the three members of the group who had already left to set up camp on the edge of the glacier were probably tucked up in their sleeping bags, awaiting our arrival the next morning.
- C** All these fascinating sights kept me engrossed in my photography. Meanwhile, members of the two teams set about surveying the caves, while others rigged ropes around large areas of meltwater and moulins that led to other levels of the system.
- D** Here, two big glaciers fall into the deep on either side of Monte Rosa, the highest mountain in Switzerland. To the left is the Findelen Glacier and to the right is the 14-kilometre-long Gorner Glacier.
- E** We set off to follow the advance party as best we could, given the difficult weather conditions, while they waited in the shelter of their tents. There was great relief all round when we finally reached them.
- F** We had two great days exploring the spectacular world beneath the glacier's surface. More moulins had opened up since last year's expedition, and the team split into two and began abseiling down into those that looked the most encouraging.
- G** This was one reason why it was so important to identify what exactly was happening. We discovered, surveyed and photographed three enormous ice caves. Descending through one moulin, we followed an eight-metre-deep trench where the water had carved its way through the ice.

You are going to read a magazine article in which four fashion designers write about their careers. For questions 47–56, choose from the extracts (A–D). The extracts may be chosen more than once.

Mark your answers **on the separate answer sheet**.

**Which designer**

- |  |    |                      |
|--|----|----------------------|
| set up a business despite feeling unqualified?                           | 47 | <input type="text"/> |
| found a job through a personal contact?                                  | 48 | <input type="text"/> |
| has broadened the range of products they manufacture?                    | 49 | <input type="text"/> |
| found that their early success did not continue?                         | 50 | <input type="text"/> |
| regrets accepting a job they were offered?                               | 51 | <input type="text"/> |
| mentions impressing other people with their enthusiasm?                  | 52 | <input type="text"/> |
| was surprised by the help they received from more experienced designers? | 53 | <input type="text"/> |
| has found that working in fashion is different from what they expected?  | 54 | <input type="text"/> |
| realised the need to develop skills that were in demand?                 | 55 | <input type="text"/> |
| learnt how to run a company before starting their own?                   | 56 | <input type="text"/> |

## A career in fashion

*Four fashion designers write about their careers.*

### Fashion designer A

Fashion wasn't my first choice of career: I only thought of it when I threw in a disastrous job in advertising, and sat wondering what to do next. A friend pointed out that I'd always been keen on fashion, and that made me realise that was what I wanted to do. I managed to get a place on a fashion course, and the tutors were very positive about my designs. I even won a couple of awards. Of course that made me think that when I left college I'd just walk into a job, but I soon found out my mistake! Eventually, though, I managed to talk my way into an interview with a fashion business, and they took me on – they told me afterwards that I seemed over-confident, but my saving grace was that I was so eager to learn more about clothes design. It wasn't a very good job, really, but at least it gave me good experience for the next one I got.

### Fashion designer B

As a child, I loved the glamour of the world of fashion and daydreamed about being the person whose designs the models were wearing. I took a fashion course, then begged for a job with a small fashion business. I think they took me on as a favour, really, because to be honest I had very little to offer them. Still, it was invaluable for me. It was a great introduction to the manufacturing process, and the boss seemed happy to teach me all about the business side of things. That really stood me in good stead when I eventually left to start my own fashion design business. Since then, we've branched out into household goods like tablecloths and bedding. It's still early days, so we'll wait and see how that goes. But don't let anyone tell you it's an easy life. There may be a touch of glamour occasionally, but nine-tenths of the time it's sheer hard work, long hours and a lot of stress.

### Fashion designer C

In my first job interview after leaving college, they wanted someone with strong skills in computer-aided design – CAD – and my college hadn't offered that as an option, so I didn't have a chance. That made me realise I needed to learn CAD, and I enrolled on a course, and got a job in a supermarket to finance it. When I finished, a tutor on the course put me in touch with a fashion business she knew, even though they weren't advertising for designers. Her recommendation must have swung them in my favour, because they took me on. It wasn't ideal, though, as it was a very inward-looking firm, and I didn't get the chance to go to fashion shows or network with other designers, which you need to do if you want to start your own business. In retrospect, I think I'd have been better off setting up on my own as soon as I got the CAD qualification, even though it would have been very hard work.

### Fashion designer D

There are lots of people chasing very few jobs in fashion, so it's hard even to get as far as an interview – and a lot of firms don't even advertise: they can find staff more cheaply through contacts or unsolicited applications that people have sent in. After college, I applied to dozens of firms, but got nowhere. It was very demoralising. So I took a chance and started a firm with a couple of friends who were in the same boat. What we knew about running a company you could write on the back of an envelope – we all saw ourselves as designers, not business people – but somehow we muddled through. To a great extent, that was down to contacts we met at networking events: a couple of established designers gave us some invaluable advice on how to market our designs. Without that, we'd probably have gone under in the first six months. And given that we were trying to compete with them, it was remarkably generous of them.

You **must** answer this question. Write your answer in **220–260** words in an appropriate style on the separate answer sheet.

- 1 Your class has listened to a radio discussion about how important it is to keep up-to-date with aspects of culture and current affairs. You have made the notes below:

Aspects of culture and current affairs where people like to keep up-to-date

- news
- fashion
- the arts

Some opinions expressed in the discussion:

“Being well-informed about what’s going on in the world may help us to avoid problems in future.”

“Fashionable clothes make people look more interesting – and they don’t need to be expensive.”

“Knowing about the latest books and films gives you lots of interesting things to talk about.”

Write an essay discussing **two** of the aspects in your notes. You should **explain which aspect is most important to keep up-to-date with, giving reasons** in support of your answer.

You may, if you wish, make use of the opinions expressed in the discussion, but you should use your own words as far as possible.

Write an answer to **one** of the questions **2–4** in this part. Write your answer in **220–260** words in an appropriate style on the separate answer sheet. Put the question number in the box at the top of the page.

---

- 2 A website has asked readers to write reviews of videos that ordinary people have posted online. You decide to write a review comparing two videos, one that you enjoyed and one that you didn't.

Your review should briefly describe each of the videos and should explain why one was good and the other was not.

Write your **review**.

- 3 You work for an international company. Someone from the Australian branch of your company is coming to work in your branch for three months. Write a letter to your Australian colleague, explaining what you think is distinctive about your branch and the people who work there. You should also give some advice about how the visitor can make the most of their free time while they are in your country.



Write your **letter**.

- 4 An international organisation is investigating transport issues in different towns. You have been asked to write a report in which you give information about the traffic situation in your town.

Your report should briefly describe the public transport system, discussing whether it meets the needs of the local population. It should also explain what the most serious traffic problem in the town currently is.

Write your **report**.



  05 You will hear three different extracts. For questions 1–6, choose the answer (A, B or C) which fits best according to what you hear. There are two questions for each extract.

---

**Extract One**

You hear two friends discussing an art exhibition.

- 1 The woman was disappointed that
  - A the exhibition did not match its advance publicity.
  - B her favourite artist was not represented.
  - C the paintings were poorly displayed.
  
- 2 What is the man's attitude towards art exhibitions?
  - A They make him feel that he doesn't know enough about art.
  - B He assumes he won't like the people who regularly attend.
  - C It annoys him that paintings aren't discussed in enough depth.

**Extract Two**

You hear two friends, Tony and Marion, discussing a problem at Tony's workplace.

- 3 In Tony's opinion, a colleague is treating him badly because
  - A he has a different standard of living from her.
  - B he is the newest member of the department.
  - C he is much younger than she is.
  
- 4 What do they agree that Tony should do?
  - A look for a new job
  - B ask his line manager for help
  - C talk to the person who is treating him badly

**Extract Three**


You hear a writer called Ross telling a friend called Erica about a problem he has with his publisher.

5 Why is Ross annoyed about what his publisher wants him to do?

- A He hasn't been consulted about the changes.
- B He will have to cancel his holiday.
- C He won't be paid for the extra work.

6 Why does Erica talk about her cousin?

- A to suggest to Ross that he should not overreact
- B to remind Ross of his motives for writing the book
- C to encourage Ross to negotiate with his publisher

 06 You will hear Jack Charlesworth, the manager of a UK supermarket, talking to a group of business students about his work. For questions 7–14, complete the sentences with a word or short phrase.

---

### WORKING IN A SUPERMARKET

Jack's main concern is what he calls the customers' (7) .....

Jack believes it is important to treat customers in a friendly way, particularly if they feel (8) .....  
on arrival.

Managers and other staff working as (9) ..... look for customers who need help.

All staff are encouraged to contribute to a (10) .....

The store sometimes organises what Jack calls a (11) '.....',  
for employees to consult him about promotion.

Some of the supermarket staff start work at 6 am to deal with all the (12) .....  
that has been delivered to the store.

The store uses a (13) ..... system to order goods from the distribution centre.

When placing orders, managers always evaluate the impact of various things, including the  
(14) ....., on sales.

07 You will hear a geology professor asking two students, Cathy and Jason, about a field trip they have just returned from. For questions 15–20, choose the answer (A, B, C or D) which fits best according to what you hear.

- 15 What do Cathy and Jason agree was disappointing?
- A the length of the field trip
  - B the number of people participating
  - C the type of accommodation they had
  - D the level of support from the tutors
- 16 They both think they benefited from the field trip by learning
- A not to get distracted.
  - B to consider other people's opinions.
  - C to trust his own judgment.
  - D not always to follow his first idea.
- 17 How does Cathy feel about her project?
- A She is not certain that she chose the topic wisely.
  - B She thinks she has done as well as she can.
  - C She wonders if her approach to the topic is mistaken.
  - D She hopes she has done some original work.
- 18 What do they agree about the field trip in relation to the rest of their course?
- A It brought the subject to life.
  - B It was enjoyable without contributing significantly to their understanding.
  - C It was useful but should have been shorter.
  - D Its timing has negatively affected other aspects of their studies.
- 19 What does Jason suggest about the impact of the field trip on his feelings about geology?
- A It has revived his initial enthusiasm for the subject.
  - B It has reinforced his reservations about geology as a career.
  - C It has demonstrated to him that he lacks some skills that geology requires.
  - D It has raised fresh doubts about his enjoyment of the subject.
- 20 What type of work does Cathy expect to do when she graduates?
- A developing alternative sources of energy
  - B minimising the environmental impact of fossil-fuel extraction
  - C encouraging a reduction in energy consumption
  - D increasing the efficiency of fossil-fuel extraction



You will hear five short extracts in which people are talking about their leisure activities.

**TASK ONE**

For questions 21–25, choose from the list (A–H) the original reason each speaker gives for choosing their leisure activity.

- A They wanted to get fit.
- B They wanted to make new friends.
- C They wanted mental stimulation.
- D A friend recommended it.
- E They were told they weren't suited to doing it.
- F It was popular with other students.
- G They wanted a career doing that activity.
- H One of their parents introduced them to it.

- Speaker 1  21
- Speaker 2  22
- Speaker 3  23
- Speaker 4  24
- Speaker 5  25

**TASK TWO**

For questions 26–30, choose from the list (A–H) how each speaker feels about their leisure activity now.

While you listen you must complete both tasks.

- A aware they are less skilled than they thought
- B surprised at the standard they have reached
- C unsure whether or not to continue
- D delighted they have achieved a target
- E concerned they made a poor choice
- F disappointed that they cannot carry on
- G pleased they have become well known
- H puzzled by its lack of popularity

- Speaker 1  26
- Speaker 2  27
- Speaker 3  28
- Speaker 4  29
- Speaker 5  30

**Part 1**

2 minutes (3 minutes for groups of three)

**The interlocutor will ask you some questions about yourself, your home, work or studies and familiar topics.**

Good morning/afternoon/evening. My name is ..... and this is my colleague .....

And your names are?

Can I have your mark sheets, please?

Thank you.

First of all, we'd like to know something about you.

- Where are you from?
- Where do you work/study?
- What do you enjoy most about your work/study?
- When did you start learning English?

**The interlocutor will then ask you some questions about one or two other topics, for example:**

- How important is sport in your life?
- Tell us about a story that is currently in the news.
- What was your journey here like today?
- Which time of year do you enjoy most?

**Part 2**

4 minutes (6 minutes for groups of three)

**Work in groups of three if possible. One of you is the interlocutor and the other two are the candidates. The interlocutor should lead the task using the script below. Refer to the pictures on pages S13 and S14.**

**The interlocutor will give you three pictures and ask you to talk about two of them on your own for about a minute. You will then be asked a question about your partner's pictures which you will need to answer in no more than 30 seconds.**

**Interlocutor** In this part of the test, I'm going to give each of you three pictures. I'd like you to talk about **two** of them on your own for about a minute, and also to answer a question briefly about your partner's pictures.

(Candidate A), it's your turn first. Here are your pictures. They show **people putting on a performance for an audience.**

I'd like you to compare **two** of the pictures and say **what you think the performance is about, and how memorable the performances might be for the audience.**

All right?



After 1 minute

Thank you.

(Candidate B), which performance do you think requires the most talent? **Why?**



After approximately  
30 seconds

Thank you.

Now, (Candidate B), here are your pictures. They show **people dancing in different situations.**

I'd like you to compare **two** of the pictures and say **why the people are dancing in these situations and what they might be feeling.**

All right?



After 1 minute

Thank you.

(Candidate A), which people do you think are enjoying dancing the most? **(Why?)**



After approximately  
30 seconds

Thank you.

## Test 4

## Speaking Parts 3 and 4

### Part 3

4 minutes (6 minutes for groups of three)

Work in groups of three if possible. One of you is the interlocutor and the other two are the candidates. The interlocutor should lead the task using the script below. Refer to the task sheet on page S15.

The interlocutor will give you a task sheet to discuss together.

**Interlocutor** Now, I'd like you to talk about something together for about two minutes.

**Here are some subjects that children usually do at school** and a question for you to discuss. First you have some time to look at the task. (*About 15 seconds*)

Now, talk to each other about **how important studying these subjects is for a person's future life.**



After 2 minutes

Thank you. Now you have a minute to decide **which of these subjects requires the most study time at school.**



After 1 minute

Thank you.

### Part 4

5 minutes (8 minutes for groups of three)

Work in groups of three if possible. One of you is the interlocutor and the other two are the candidates. The interlocutor should lead the task using the script below.

The interlocutor will ask some general questions which follow on from the topic in Part 3.

- Interlocutor**
- To what extent should students be able to choose what they study at school? (Why?)
  - Should it be the responsibility of schools to teach moral values to young people? (Why? / Why not?)
  - What – if any – are the advantages of single-sex education? (Why?)
  - How can young people benefit from school trips and other school activities outside the classroom? (Why?)
  - What would you say are the qualities of a good teacher? (Why?)

Thank you. That is the end of the test.



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).

Mark your answers on the separate answer sheet.

**Example:**

0    A thoughts            B ideas            C wits            D emotions

0	A	B	C	D
	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

**Why do we love horror films?**

Why will some people pay good money to be scared out of their (0) ..... ? As someone who has seen just one horror film in their life, this never ceases to (1) ..... me. You can keep your horror; to be (2) ....., I would rather have surgery without anaesthetic. But according to psychologists, the fear we (3) ..... is safe: we know that when the film ends, we'll be unharmed.

Horror films make our hearts (4) ....., and that's part of what (5) ..... to us: if our lives are uneventful, we seek excitement – in fact, it's good for our nervous system.

A study carried out in 1995 showed that the higher people (6) ..... on a scale that measures sensation-seeking, the more likely they are to be fans of horror films. People in their teens and twenties tend to seek out (7) ..... experiences, and this makes them the biggest audience for horror films. That usually (8) ..... with age: maybe we start to realise that real life is scary enough.

- 1    A daze            B baffle            C elude            D defy
- 2    A direct            B clear            C distinct            D honest
- 3    A crave            B wish            C yearn            D long
- 4    A shake            B batter            C pound            D knock
- 5    A attracts            B engages            C entices            D appeals
- 6    A score            B mark            C grade            D point
- 7    A severe            B burning            C intense            D fierce
- 8    A fades            B dissolves            C disintegrates            D pales

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).

Write your answers **IN CAPITAL LETTERS** on the separate answer sheet.

Example: 

0
---

O	N	E																
---	---	---	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--

**Attention all teachers!**

Donna-May Photography is (0) ..... of the leading digital photography services in the region. Whatever the event may be – concert, sports day, prize-giving, etc. – your school needs photographs of the pupils, (9) ..... is where we come in. We pride (10) ..... on offering top-quality service and memorable photos.

But (11) ..... of just listening to us (and of course we’re biased!), (12) ..... not read this letter from a happy headteacher?

“A huge thank you for the photos you took of our school concert. We’re sure our pupils will regard them (13) ..... perfect mementos of a very special occasion. (14) ..... several complications arose before the concert began, Jane, your photographer, stayed calm and unperturbed.

Numerous parents were present, and many have commented to me on (15) ..... well Jane interacted with the children. In the end, everything went very smoothly, and the children had a wonderful afternoon. Next time we arrange an event like this, we’ll (16) ..... in touch!”

To find out more, please visit our website, [www.donna-mayphotography.com](http://www.donna-mayphotography.com).

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).

Write your answers **IN CAPITAL LETTERS** on the separate answer sheet.

Example: 0 

P	E	R	S	O	N	A	L												
---	---	---	---	---	---	---	---	--	--	--	--	--	--	--	--	--	--	--	--

**A history of science and scientists**

Science can be a very (0) ..... activity. Throughout history, scientists, with few (17) ....., have carried out their investigations, motivated not by a desire for glory or wealth, but by a need to satisfy their own (18) ..... about the world around them. Some have gained lasting fame, while others have kept their (19) ..... to themselves, not caring about the (20) ..... of others.

- PERSON**
- EXCEPT**
- CURIOUS**
- DISCOVER**
- RECOGNISE**

Scientists build on the research of their predecessors, but they usually make their own contributions individually. I therefore decided to take a (21) ..... approach to the history of science, in the hope of learning, to some degree, what makes scientists tick. There are even, I think, one or two somewhat surprising (22) ..... contained in this book.

- BIOGRAPHY**
- REVEAL**

This approach is out of favour with today's (23) ....., who may well dismiss me as being old-fashioned. But I trust that even if they consider my approach (24) ....., they will still give my comments a fair hearing.

- HISTORY**
- ACCEPT**

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 **three** and **six** words, including the word given. Here is an example (0).

**Example:**

- 0 I'm sure the college will offer financial assistance to students who can't afford the fees.

**BOUND**

Students who can't afford the college fees ..... financial assistance.

The gap can be filled with the words 'are bound to be offered', so you write:

**Example:**

0

ARE BOUND TO BE OFFERED

Write **only** the missing words **IN CAPITAL LETTERS** on the separate answer sheet.

- 25 We'll have to cancel the meeting if we can't find a suitable venue.

**CALL**

We'll have to ..... we find a suitable venue.

- 26 Henry never misses a party if he can help it.

**UP**

Henry ..... opportunity.

- 27 Many people wrongly believe that all Australians spend their free time on the beach.

**POPULAR**

Contrary ..... all Australians spend their free time on the beach.

- 28 Karen hasn't got any money, which is why her clothes are quite shabby.

**DUE**

The shabbiness of Karen's clothes ..... of money.

- 29 Only when Sarah left did it become clear how much she had contributed to the company's success.

**EXTENT**

It was not ..... of her contribution to the company's success became clear.

- 30 Jeremy struggled to fully understand the sheer scale of the challenge he faced.

**HARD**

Jeremy found ..... grips with the sheer scale of the challenge he faced.

You are going to read the introduction to a book about *déjà vu*. For questions 31–36, choose the answer (A, B, C or D) which you think fits best according to the text.

Mark your answers on the separate answer sheet.

### 'I've been here before': the *déjà vu* feeling

Most people – two out of three, according to surveys – have experienced *déjà vu* (French for 'already seen'). It is that weird sensation of having 'been here before' or having 'lived this moment already'. You may be visiting some entirely unfamiliar town, for instance, and 'realise' that you have already been in that precise spot, even though you know it is impossible. The feeling goes way beyond any vague sense of having seen or done something similar before – it feels identical to a past experience. Yet trying to pin down the memory is like trying to catch a dream – just as you think you are homing in on it, it turns to vapour. The eeriness of this has led to all sorts of spooky theories. A popular one is that it is the memory of a dream in which the person has lived through the current moment in advance. In recent years, however, neuroscientists have discovered enough about perception and memory to piece together a more plausible explanation.

Every conscious experience we have is 'constructed' by our brain out of lots of different components, rather as a car might be made in a factory. We tend to think of an event as a bundle of sensations: sight, sound, etc., but there is actually much more to it. If you (literally) bump into someone in the street, for example, you will be aware of the sight of them, the touch of them as you bump, the sound each of you makes, and so on. But you will also be aware of the meaning, tone and intention of the sound, the pain from the bump, a sense of irritation or embarrassment; a thought, perhaps, that you, or the other person, is clumsy, and so on. There is much more to experience than simple sensations.

One very important 'component' that often gets added is a sense of familiarity. This is generated in the deep part of the brain that creates emotions. The sense of 'Ah yes! I recognise this!' usually only gets attached to experiences which 'match' stored memories. Sometimes, though, the part of the brain which generates the feeling of familiarity attaches it to an experience that is actually quite novel. This is what seems to happen in *déjà vu*. The brain then tries to dig out matching memories, but of course they aren't there – hence the maddening feeling of chasing shadows.

For most people, *déjà vu* is a rare and fleeting phenomenon, intriguing rather than disturbing. And it doesn't seem to be unhealthy – indeed, *déjà vu* is most commonly reported by people who are young, intelligent and well-educated. Given that it is actually a minor brain malfunction, this may seem strange. The explanation may be that young brains are more 'recognition sensitive', so they are more easily triggered into familiarity mode. Similar sensitivity may also be a factor in intelligence – bright people 'see things' more readily than others, and intelligent people tend to go on to higher education. So *déjà vu* may be a side effect of having a brain that is quick to recognise things.

For an unfortunate few, though, *déjà vu* is a constant companion, and a serious blight on their lives. Dr Chris Moulin is a psychologist who is studying this strange disorder. He first came across it when he was working in a memory clinic: 'We had a peculiar referral from a man who said there was no point visiting the clinic because he'd already been there, although this would have been impossible. *Déjà vu* had developed to such an extent that he had stopped watching TV because it seemed to be a repeat. He even believed he could hear the same bird singing the same song in the same tree every time he went out.'

Apart from the sheer tedium of chronic *déjà vu*, the condition can also get people into social difficulties. 'Some patients feel that everyone they meet is familiar, and this makes them dangerously trusting of strangers,' says Moulin. 'If they don't constantly remind themselves that the sensation is false, they are at risk of being exploited.' So next time you find yourself 're-living' an experience, don't struggle to recall the previous time. Just sit back and relax. And make sure that you don't sign on the dotted line until the moment has passed.

- 31 What point does the writer make about *déjà vu* in the first paragraph?
- A Scientists tend to disbelieve people who claim to have had the experience.
  - B The experience is more common than scientists are prepared to admit.
  - C Many previous attempts to explain it were based on unscientific beliefs.
  - D Some evidence of a non-scientific cause cannot be disproved.
- 32 Why does the writer mention manufacturing a car?
- A to indicate that our experiences are more complex than we realise
  - B to suggest that many of the experiences people have are similar
  - C to show that different experiences tend to consist of the same components
  - D to emphasise the role of other people in the experiences we have
- 33 According to the third paragraph, *déjà vu* seems to be caused by
- A emotions that are normally linked with different experiences becoming confused.
  - B an experience arousing an emotion which is linked with similar previous experiences.
  - C the brain failing to distinguish between different emotional responses.
  - D a feeling of recognition mistakenly being linked with a new experience.
- 34 According to the fourth paragraph, *déjà vu* is probably caused by
- A a person's lack of patience.
  - B the level of education that a person achieves.
  - C a useful attribute of some people's brains.
  - D the environment in which some people are brought up.
- 35 Chris Moulin gives the example of a man
- A whose experience of *déjà vu* could not be treated.
  - B who thought that actual and potential experiences duplicated previous ones.
  - C who blamed television for making his condition worse.
  - D who found the familiarity of his experiences somewhat comforting.
- 36 What advice does the writer give to people who frequently experience *déjà vu*?
- A to avoid situations where there is a risk of experiencing *déjà vu*
  - B not to trust others until they have evidence that they will not be exploited
  - C to check with people they meet whether or not they have met previously
  - D not to commit themselves to something on the basis of its apparent familiarity

You are going to read four reviews of a production of Shakespeare's play *Hamlet*. For questions 37–40, choose from the reviews A–D. The reviews may be chosen more than once.

Mark your answers on the separate answer sheet.

### ***Hamlet*, by William Shakespeare, at the Granary Theatre**

*Directed by Carol Barlow, starring Paul Mason as Hamlet*

#### **A**

Carol Barlow has come up with a great number of ingenious devices to distinguish her production of *Hamlet* from the thousands that have gone before. I just wasn't sure how they fitted together to make a coherent whole, and would have been happier with fewer notions, better thought through. Perhaps Barlow's intention was to hold up a mirror to the fragmentary nature of today's world, and if so, she could be said to have succeeded. Paul Mason, playing the role of Hamlet for the first time, certainly delivers his lines thrillingly, the range and resonance of his voice contributing in no small measure. Yet it remained a performance: his gestures and mannerisms kept reminding us that we were watching an actor. As the final curtain fell, I realised I knew the character of Hamlet no better than I did at the beginning.

#### **B**

Hamlet is a complex character, which gives scope for many different interpretations. However, there needs to be internal consistency: arbitrarily hugging another character one minute and ignoring them the next tells us nothing about Hamlet himself. Paul Mason seems to want to impress us with all the vocal tricks in his repertoire – and there are many – but long before the final curtain, I wished the character had been killed off in Act 1. As director, Carol Barlow seems to have brainstormed ideas for the production, thrown them up in the air, and let them fall at random. The result is a mishmash that for some unfathomable reason is set in the 1920s. Productions of *Hamlet* often reflect the spirit of the age, so a number of modern versions focus on notions of mental disorder, but Barlow's production tells us nothing about Shakespeare's own time, or about today's world.

#### **C**

Paul Mason isn't an obvious choice to play Hamlet – he's too old, and his acting is idiosyncratic; yet somehow he pulls it off. His quirks and eccentricities convey the depth of Hamlet's despair, and his need to present a mask to the world. Initially I found his delivery mannered, but it soon drew me in, and immersed me in the character's predicament and his fractured personality. By the end, I could have gone on listening to him for hours. However, Mason was the redeeming feature of the evening. Barlow continually gives the audience new and highly distracting things to think about. For instance, she sets *Hamlet* in the 1920s, and the costumes, gorgeous though they are, hardly lend themselves to carrying a sword, as many of the characters do. It just made the setting neither modern nor of Shakespeare's own time, or even of the time of the historical Hamlet.

#### **D**

How can an audience be made to see a play as well-known as *Hamlet* with fresh eyes? Director Carol Barlow has met the challenge with astonishing bravura. By moving it into the 1920s, she shows the universality of the play's themes, despite the distraction provided by the stunning costumes. Similarly, Barlow's sheer inventiveness teeters on the brink of confusing us and overwhelming the play, but just stops short. My jaw dropped as one mind-boggling and exhilarating idea succeeded another. But Paul Mason's Hamlet! Why on earth did Barlow choose him for the part? As a comic character, he might get away with his over-the-top facial expressions, but as Hamlet he made it impossible for the audience to sympathise, let alone identify, with him. His delivery was a parody, with neither intonation nor stress bearing any relation to the meaning of Shakespeare's lines.

**Which reviewer**

shares reviewer B's opinion regarding the production's relevance to the present day?

37	<input type="checkbox"/>
----	--------------------------

holds a different opinion from the other reviewers as to whether Mason gives insight into the character of Hamlet?

38	<input type="checkbox"/>
----	--------------------------

has the same view as reviewer C on the way Mason speaks?

39	<input type="checkbox"/>
----	--------------------------

has a different view from reviewer A about the director's ideas for the production?

40	<input type="checkbox"/>
----	--------------------------



You are going to read part of a newspaper article about an Australian cycling champion. Six paragraphs have been removed from the article. Choose from the paragraphs **A–G** the one which fits each gap (41–46). There is one extra paragraph which you do not need to use.

Mark your answers on the separate answer sheet.

**The forgotten story of a phenomenal Australian cyclist**

With his glasses taped to his head and a heavy, bone-shaking push bike for a ride, the lanky 18-year-old seemed an unlikely prospect when he turned up for his first club cycling race one day in 1946. Yet, when he died 12 years later, there was a feeling that Russell Mockridge had not yet reached his full potential.

41

Someone who achieved this degree of success throughout his cycling career was likely to be self-confident, and might even be forgiven for arrogance. Yet, with his two feet on the pavement, Mockridge was a retiring and painfully shy man. He couldn't handle the 'roughness' of most other cyclists, who referred to him in his young days as 'The China Doll'. For his part, Mockridge preferred to spend time with English literature.

42

Officials looked at the skinny Mockridge, at his do-it-yourself bike shoes and at his battered roadster with its handlebars turned down, and wondered what they were seeing. The disbelief grew when Mockridge innocently asked if it would be all right if he stayed out in front all the way – he was concerned that his poor eyesight might cause an accident and endanger other cyclists.

43

The official was amazed. 'Well, you certainly won the race and probably have the fastest time, but we don't actually know what your time for the distance is, so we can't give

you that one,' he told Mockridge. However impressed he might have been, he could hardly have foreseen that this was just the start of Mockridge's run of victories.

44

At the Australian 200km road championship, Mockridge was the sole member of his team left riding when it came down to the last few hundred metres. The pack was well ahead and beginning their final sprint while Mockridge, whose appetite was astounding, lagged behind finishing off a snack from his food bag.

45

Another of Mockridge's mad final dashes, on the last day of the 1957 Sun Tour, was one of the most memorable rides of his career. Neck and neck with George Goodwin, Mockridge threw himself into the wending steep hillsides. Goodwin then found himself desperately hanging onto Mockridge's back wheel as the champion unleashed a ride that simply destroyed 28 of Australia's best riders.

46

Goodwin crossed the finish line in a final sprint just ahead of Mockridge – a very rare defeat that Mocka suffered in what can only be considered a brilliant and inspirational career. He deserves to be remembered as one of the greatest cyclists of all time.

- 6).
- A How fast were the pair pedalling? About 100km/h or more. In fact, they were travelling so quickly that the two police motorcycle escorts had sparks shooting up from their footrests hitting the bitumen as they negotiated the treacherous curves.
- B This impression of weakness that Mockridge gave was reinforced by his weak vision – he couldn't see the other side of the road without glasses. It was a defect that barred him from most sports, particularly his beloved Australian Rules Football. He was 18 when he entered the weekly Geelong Amateur Cycling Club 40km road race because he was suffering from lack of exercise.
- C The next week, and the next, Mockridge again won, and a cycling legend was born. In the following few months, he won eight of his 11 starts. Mockridge was hailed as an emerging champion and his rise from club rider to Olympic champion was meteoric.
- D Despite his disappointment, it was during this tour that Mockridge set his sights on making the Australian team for the next Olympic Games. In the lead-up to selection, he won all ten Olympic qualifying races in Australia, then left for Europe.
- E Any laughter died when Mockridge settled down to his machine-like rhythm and burned off other competitors. Alex McPherson, who was timing the cyclists for the club, waved them past the halfway mark, and hopped into his car to greet the finishers. When he arrived, he found Mockridge waiting and puzzled.
- F His coaches and teammates had given up on him, as Mockridge still trailed well in the rear, but once he was ready to get back to the matter in hand, he settled into some serious pedalling. Ken Graves was being acclaimed the winner by announcers just as Mockridge burst through the pack and cut him down, snatching victory out of almost certain defeat.
- G By then 'Mocka', a freakish and courageous talent, had won two Olympic and two Empire gold medals and countless world records. In his day, his feats were as acclaimed as those of other Australian sporting icons, such as cricketer Don Bradman.

You are going to read four descriptions of research being carried out by staff of a music college. For questions **47–56**, choose from the extracts (**A–D**). The extracts may be chosen more than once.

Mark your answers **on the separate answer sheet**.

**Which section mentions the following?**

- |   |   |    |  |
|---|---|----|--|
| some unexpected information concerning a particular musician                                    | <table border="1"><tr><td>47</td><td></td></tr></table> | 47 |  |
| 47  |   |    |  |
| a description of the methodology used to generate data  | <table border="1"><tr><td>48</td><td></td></tr></table> | 48 |  |
| 48  |   |    |  |
| the researcher's hope that future research will be carried out into the same materials          | <table border="1"><tr><td>49</td><td></td></tr></table> | 49 |  |
| 49  |   |    |  |
| how some of the material in a planned book will be structured                                   | <table border="1"><tr><td>50</td><td></td></tr></table> | 50 |  |
| 50  |   |    |  |
| a wish to assist performers   | <table border="1"><tr><td>51</td><td></td></tr></table> | 51 |  |
| 51  |   |    |  |
| the use of source material not previously known   | <table border="1"><tr><td>52</td><td></td></tr></table> | 52 |  |
| 52  |   |    |  |
| exploration of the business context in which performances were given in a particular period     | <table border="1"><tr><td>53</td><td></td></tr></table> | 53 |  |
| 53  |   |    |  |
| the influence that artists had on one another   | <table border="1"><tr><td>54</td><td></td></tr></table> | 54 |  |
| 54  |   |    |  |
| how discoveries in the field of music relate to ones in an academic discipline other than music | <table border="1"><tr><td>55</td><td></td></tr></table> | 55 |  |
| 55  |   |    |  |
| the use of materials that have previously been studied from a different perspective             | <table border="1"><tr><td>56</td><td></td></tr></table> | 56 |  |
| 56  |   |    |  |

## Some current research by staff of the Department of Music

### A

Bernice Mitchell is engaged in researching law-court records from London in the first half of the 18th century, for the light they throw on the city's professional music world of the time. While the materials are familiar to legal researchers, this is thought to be the first time that their relevance to the history of music has been recognised. One objective of the research is to provide guidance on access to the materials and on their interpretation, in the expectation that more scholars will be encouraged to investigate this fascinating resource. To date, Mitchell's research has concentrated on the opera houses, and the documents have yielded considerable new insights into numerous issues, including their management, contracts with singers, musicians and composers, their working conditions, and performance fees. Mitchell is about to broaden her research, to include a detailed comparison between the 18th- and 21st-century conditions in which opera houses flourished – or not, as the case may be.

### B

James Rowe's project is being carried out in collaboration with London's Science Museum. Visitors are asked to participate in a series of experiments designed to yield information about the effect of music on the perception of time passing, and so far, more than 800 people have taken part. Participants listen to a piece of music, and are then asked about its duration and their responses to it, including enjoyment and familiarity. They are also asked about personal details, including their musical preferences and level of musical training, if any. Preliminary findings indicate that people who enjoy the music think it lasted longer than those who dislike it. In a follow-up experiment, visitors are asked to memorise a list of random words while listening: this appears to have the effect of shortening the perceived duration of the music. Some of the findings are in line with current theories in psychology about the perception of time, while others appear to contradict them. The results of the research will be published next year.

### C

The topic that Colin Saunderson has chosen for his current research is the creative milieu of Paris in the early 20th century, when musicians, painters, sculptors, intellectuals and many others contributed to a ferment of creativity that left its mark on all concerned. Although the topic has already been well researched, a recently discovered archive of unpublished letters is proving a mine of information on the response of the common man and woman – the concert audiences – to the immense creativity they observed. It is also adding some surprising detail on the mannerisms of several famous musicians. The research takes into account amateur music-making at that time, and the use of music in plays. Saunderson hopes the volume he is engaged in writing will provide a more nuanced view of that world than many of the existing studies. One section will quote extensively from the letters, with the extracts presented on a month-by-month basis. The intention is that this will give the reader a sense of history unfolding in front of their eyes.

### D

Ray Hutchinson has published numerous books and articles on the physical and psychological demands of music-making, and in his latest research, he is focusing on how musicians manage the daily challenge of making ends meet, and the influence of career insecurity on their way of life. Many of those who are not on the payroll of a permanent orchestra or music college live a hand-to-mouth existence, all too often forced to supplement their meagre and sporadic income by working in ways that will allow them to take time off when the musical engagements come in; for example, Hutchinson interviewed a professional flautist whose bread-and-butter job, rather incongruously, is as a butler who can be hired by the day! Hutchinson's aim is not only to discover the survival strategies that musicians employ, but also to share tips and resources, in order to help them to maximise their professional opportunities.

You **must** answer this question. Write your answer in **220–260** words in an appropriate style on the separate answer sheet.

- 1 Your class has listened to a radio discussion about the advantages of being self-employed rather than working for someone else. You have made the notes below:

**Advantages of being self-employed**

- time
- decision making
- money

Some opinions expressed in the discussion:

“You don’t have to work from nine to five every day.”

“You’re in charge of the decisions that affect what you do.”

“If you work hard, you make money for yourself, not someone else.”

Write an essay discussing **two** of the advantages of being self-employed in your notes. You should **explain which advantage you think is most significant, giving reasons** in support of your answer.

You may, if you wish, make use of the opinions expressed in the discussion, but you should use your own words as far as possible.

Write an answer to **one** of the questions **2–4** in this part. Write your answer in **220–260** words in an appropriate style on the separate answer sheet. Put the question number in the box at the top of the page.

- 2 An international organisation is offering travel grants to students to carry out a research project in another country. Applicants should write a proposal in which they describe what type of research project they would like to do abroad. The proposal should also explain how the proposed activity would benefit others as well as the applicant.

Write your **proposal**.


- 3 You have read a magazine article which argues that big national celebrations are a waste of time and money. Write a letter to the magazine in which you describe a national celebration in your country. You should explain how this celebration is not only enjoyable for citizens but also has a useful social purpose.

Write your **letter**.

- 4 A travel website has asked readers to submit a review of a tourist destination that they have visited.

The review should discuss both positive and negative aspects of the destination and should also suggest ways in which it could be made more attractive to tourists.

Write your **review**.

 **01** You will hear three different extracts. For questions **1–6**, choose the answer (**A**, **B** or **C**) which fits best according to what you hear. There are two questions for each extract.

---

**Extract One**

You hear two members of an amateur choir discussing a forthcoming concert.

- 1** The woman is worried that
  - A** the choir may not be ready for the concert.
  - B** some choir members are missing too many rehearsals.
  - C** the concert may not attract a large enough audience.
  
- 2** What is the man doing when he speaks?
  - A** asking the woman to help him with something he is going to do
  - B** trying to avoid doing something he had agreed to do
  - C** explaining why he will do something late

**Extract Two**

You hear two people talking about making new friends.

- 3** The man says that, compared with southerners, people in the north of the country
  - A** are easier to get to know well.
  - B** are more likely to talk to strangers.
  - C** are more open to making long-term friendships.
  
- 4** What does the woman say about making friends in her dance class?
  - A** It took longer than she had expected.
  - B** Other people were too busy to spend time with her.
  - C** She was generally ignored by other people.

**Extract Three**

You hear two friends discussing a television programme about genetics.

- 5 What is the man's opinion of the programme?
- A It was less informative than he had anticipated.
  - B It make him realise he knew less about the subject than he thought.
  - C It assumed the audience already had some knowledge of the subject.
- 6 What aspect of the programme do the two people disagree about?
- A the length of the programme
  - B the value of the demonstrations
  - C the presenter's speed of delivery





You will hear a student called Caroline talking about her research project into rivers that have been made to flow underground. For questions 7–14, complete the sentences with a word or short phrase.

### RESEARCH INTO RIVERS PUT INTO UNDERGROUND PIPES

In the 18th and 19th centuries, many rivers were covered over in order to deal with (7) ..... that was being caused.

One advantage of covering rivers was that (8) ..... carried by water were less likely to spread.

Putting rivers into pipes prevented the creation and survival of (9) ..... for plants and fish.


Fish were unable to move through a pipe if there was a change in (10) ..... between sections.

A (11) ..... or a break in a pipe can increase the risk of flood damage.

Caroline mentions a (12) ..... that was made unsafe by a river underneath the building.

Old maps and other (13) ..... are useful for locating unknown rivers.

Caroline uses software and old maps to identify (14) ..... that might be the site of an underground river.

 03 You will hear an interview for a student magazine with Penny and Giles, who have both just returned to Britain after travelling around the world. For questions 15–20, choose the answer (A, B, C or D) which fits best according to what you hear.

---

- 15 Why did Giles decide to stay abroad for more than one year?
- A to decide which country he would eventually settle in
  - B to gain work experience in a number of countries
  - C to try and get his articles published in different countries
  - D to become familiar with the cultures of other countries
- 16 What did Penny and Giles both find unexpected about their time abroad?
- A how little they knew about other countries
  - B how difficult it was to learn other languages
  - C how unadventurous they were about food
  - D how many people were willing to talk to them
- 17 What aspect of tourism does Penny criticise?
- A the motives that some tourists have for travelling
  - B its effect on traditional crafts
  - C the physical changes that are made to some places
  - D its economic impact on an area
- 18 Giles's reference to an incident that happened in Thailand is probably intended to illustrate
- A his wish to avoid commitments.
  - B his pleasure in making new friends.
  - C his sense of responsibility.
  - D his difficulty in learning foreign languages.
- 19 In relation to what he does in the future, Giles has decided
- A to work abroad for a period as a journalist.
  - B to go ahead with his plan of becoming a travel journalist.
  - C to maximise his chances of getting work eventually.
  - D to change to a career in politics.
- 20 Penny says that when she arrived back home, she felt that
- A some parts of her trip had been disappointing.
  - B in some ways Britain seemed strange to her.
  - C the best part of her life seemed to be over.
  - D it was a relief to resume her usual way of life.



You will hear five short extracts in which people are talking about their jobs.

**TASK ONE**

For questions 21–25, choose from the list (A–H) the mistake that each speaker made in their job.

A failing to recognise somebody

B entering incorrect data

C breaking a company rule

D being rude to a colleague

E misunderstanding instructions

F failing to report a possible breach of rules

G missing a deadline

H passing responsibility to someone else

Speaker 1

Speaker 2

Speaker 3

Speaker 4

Speaker 5

**TASK TWO**

For questions 26–30, choose from the list (A–H) what each speaker particularly likes about their job.

While you listen you must complete both tasks.

A having flexible working hours

B getting on well with colleagues

C being trusted by their employer

D feeling satisfied with the quality of their work

E having their contribution recognised by their employer

F being paid for overtime

G finishing work early one day a week

H having a friendly relationship with customers

Speaker 1

Speaker 2

Speaker 3

Speaker 4

Speaker 5

**Part 1**

2 minutes (3 minutes for groups of three)

**The interlocutor will ask you some questions about yourself, your home, work or studies and familiar topics.**

Good morning/afternoon/evening. My name is ..... and this is my colleague .....

And your names are?

Can I have your mark sheets, please?

Thank you.

First of all, we'd like to know something about you.

- Where are you from?
- How long have you lived here/there?
- Where do you study English?
- How do you plan to use English in the future?

**The interlocutor will then ask you some questions about one or two other topics, for example:**

- How do you think the place where you live will change over the next few years?
- How important is reading in your life?
- Tell us about a film that you have recently seen.
- Where would you go if you had a month's holiday and a lot of money?