

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 S16 and S17.

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 doing different leisure activities**.

I'd like you to compare **two** of the pictures and say **why the people might have chosen to do these activities, and how beneficial doing these activities might be for the people**.

All right?



After 1 minute

Thank you.

(Candidate B), **which of these leisure activities do you think appeals to most people? (Why?)**



After approximately
30 seconds

Thank you.

Now, (Candidate B), here are your pictures. They show **people wearing some unusual clothes**.

I'd like you to compare **two** of the pictures, and say **why the people might be dressed in these ways, and how important you think the clothes are to the people**.

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 5

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 S18.

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 aspects of life which are influenced by technology 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 technology impacts on these aspects of life.**



After 2 minutes

Thank you. Now you have a minute to decide **which aspect of life is influenced by technology in the most significant way.**



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

- How do you think technology will develop in the future? (Why?)
- How do the attitudes of older and younger generations towards technology differ? (Why?)
- Which technological development do you think has had the most positive effect on society? (Why?)
- Do you think parents should impose time limits on a child's use of the computer? (Why? / Why not?)
- What effects do you think computer use has had on literacy? (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 bridging B fastening C unifying D linking

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

Emotions and the body

Most languages have expressions like 'to get cold feet', (0) emotions to different parts of the body. It now seems these associations are (1), with the same emotions rooted in the same location, regardless of a person's country of (2)

Scientists from Aalto University, Finland, (3) an experiment using more than 700 volunteers from Finland, Sweden and Taiwan. Participants were shown emotional videos, pictures of facial expressions and stories intended to (4) certain feelings. They then used computer-generated human silhouettes to (5) where on their bodies they had felt any stimulus.

The results showed (6) patterns of bodily sensations associated with each of the basic emotions. Many emotions provoked changes in the face, while throat and belly sensations only really appeared in participants feeling disgust. In contrast with all the other emotions, happiness was associated with (7) sensations all over the body.

The authors said their study could in future be applied to the treatment of emotional (8) such as depression and anxiety.

- | | | | | |
|---|---------------|----------------|----------------|-----------------|
| 1 | A thorough | B universal | C sweeping | D expansive |
| 2 | A beginning | B source | C initiation | D origin |
| 3 | A conducted | B administered | C directed | D operated |
| 4 | A trigger | B set | C pioneer | D touch |
| 5 | A design | B plan | C map | D programme |
| 6 | A steady | B consistent | C proportional | D solid |
| 7 | A uplifted | B glorified | C maximised | D enhanced |
| 8 | A disruptions | B distractions | C disorders | D displacements |

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

F	O	R																	
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College news

Professor Tim Scholes has been nominated (0) a national award, the Taymon Environmental in recognition of his research into the impact of deforestation (9) land in the Amazon basin. He is interested in its potential benefits for agriculture and the risk of desertification, a process by (10) formerly fertile land becomes desert. Scholes's most recent study was undertaken (11) part of an international project led by Professor Clara Berminton.

According to Scholes, a lucrative prize (12) the Taymon would make a significant contribution to his research for the next stage of his research. The awards ceremony will (13) place in London on 19 March. Scholes jokes that he (14) well be the first person in the Taymon's history to be nominated six times without winning. If (15) this prove to be the case, though, Scholes won't be too upset. He believes the publicity generated by the event will raise awareness of the problem of deforestation, if (16) else.

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

R	E	T	A	I	L	E	R												
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Job opportunity in IT

The company is a major (0) , with stores throughout the country.

RETAIL

A vacancy has (17) arisen to join its information technology (IT) department.

EXPECT

The company is planning to open a distribution centre at the beginning of next year, and requires a computer service (18) to start work as soon as possible. He or she will join an existing team responsible for the (19) of a new computer system before the opening of the distribution centre. The team's duties will also cover the upgrading, repair and (20) of the computer systems currently in operation in the company's stores, and provide support to users.

TECHNICAL

INSTALL

MAINTAIN

Formal IT qualifications are (21) but not essential, provided you have a thorough working knowledge of computer hardware and software, excellent problem-solving skills and a (22) to keep up-to-date with IT developments.

DESIRE

WILL

The company aims to achieve (23) in every aspect of its activities, and expects all its (24) to be committed to the same goal.

EXCEL

EMPLOY

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 didn't think you should mention Caroline's new job to her parents.

SAY

I thought it would be best if you Caroline's new job to her parents.

The gap can be filled with the words 'didn't say anything about', so you write:

Example:

0

DIDN'T SAY ANYTHING ABOUT

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

25 Kathy's nomination for an award for bravery came as a surprise to her.

ABACK

Kathy being nominated for an award for bravery.

26 Nobody was in the building when the fire occurred.

TIME

The building was the fire.

27 Even though the company offered him a higher salary, David was still dubious about accepting the job.

DESPITE

David was still dubious about accepting the job, him a higher salary.

28 Sheila missed her train because her husband couldn't drive her to the station.

LIFT

If Sheila's husband had been able to have caught her train.

29 The children paid little attention to the dogs.

NOTICE

The children didn't the dogs.

30 Local residents have been opposed to the proposal since 1996.

DATES

Local residents' to 1996.

You are going to read the introduction to a book by Helen Thornton about the history of drama. 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.

Introduction

Any writer who boldly attempts to write a history of drama, covering every corner of the world in which the genre has flourished, risks ending up with egg on his or her face, and remaindered copies of the book selling for next to nothing. After all, there already exist a number of excellent works on the subject, so I have to ask myself, have I come to the party empty-handed? That would indeed be humiliating.

I am, I hope, realistic enough to accept that yet another history of drama is unlikely to disturb the bestseller lists; all I can do is rely on the casual browser in a bookshop or book-selling website to read a page or two of this work and feel sufficiently intrigued to want to read more – whether or not they are persuaded by my opinions. I hope to convey something of the fascination I have long experienced for drama, in the belief that enthusiasm, like measles, is catching.

The idea of writing this book came to me five years ago, sparked by reading, in a single sitting, James K. Hyde's slim volume that purported to trace the historical development of drama around the world, but in fact played down the value of any plays that have not survived in written form, or are in languages other than Hyde's own. His attitude – and the fact that he simply couldn't see the value of so much work that can, however loosely, be termed 'drama' – infuriated me to such a degree that I couldn't sleep. In the small hours of the morning, I made up my mind to write my own book, to counterbalance his very circumscribed view of 'good drama'. That decision made, I calmed down and fell asleep.

When I woke the following morning, I was aghast at my foolhardiness. I am far from being an expert on world drama: my particular field is the plays of ancient Greece and Rome. In relation to the drama of other times and places, I have a lively interest, but there are serious gaps in my knowledge. Hence the five-year gestation period that the book has undergone, a period that has seen me carry out a great deal of research, both in libraries and in theatres around the world.

Writing a book like this requires ground rules, one of which is a decision as to whether it should be 'academic', 'popular' or something in between – whatever that may be. As an academic myself, teaching university students of drama, I am under some pressure to write for my colleagues in the field, complete with quotations in the original Greek, Chinese or Sanskrit, footnotes on every page, and a long bibliography in an appendix, listing the numerous sources I have drawn on. That may look good on my CV when I apply for promotion at my university, but it would attract a tiny readership – and I'm arrogant enough to want my labours to be recognised and appreciated by many, on the basis that the harder I've
line 25 worked, the more readers and – I must confess – praise I want. So that was the road I went down.

In this book, I have aimed to consider a representative sample of plays, of whatever length and written in whatever language. Not to mention plays that haven't survived in written form, though we have information about them, and ones that are ceremonies rather than plays as we understand the term today. Working out a principle to bring order out of this chaos was difficult enough in itself. One option was to focus on the playwrights, but so many of them are anonymous. Another possibility, which had a certain appeal, was to take one genre at a time – tragedy, comedy, farce and so on – and trace its development over the centuries. After considerable agonising, I finally opted for looking at particular locations at particular times. What drama was available? Who was allowed to attend? How did plays written for performance at a royal court differ from those for the general public? To what extent did the plays mirror or challenge the values and beliefs of their audiences? I have spent hours burning the midnight oil as I struggled to reach some tenable conclusions regarding these and many more questions.

In the end, all I can do is present the fruits of my labours and hope – like the spoken prologues of many plays – that you, my readers, will be indulgent and excuse the limitations of this book.

- 31 In the first paragraph, Thornton expresses her concern that
- A the task she has taken on is too difficult for her.
 - B she has relied too heavily on existing books.
 - C there is little interest in books about drama.
 - D she has nothing new to say on the subject.
- 32 According to the second paragraph, Thornton's purpose in this book is to
- A make readers feel as she does about drama.
 - B write a book that might sell in larger quantities than expected.
 - C convince readers that her interpretations of drama are correct.
 - D explore different emotional responses to drama.
- 33 Why did Thornton decide to write this book?
- A The author of another book encouraged her to write it.
 - B She was annoyed by the narrow focus of a book she had read.
 - C Another book opened her eyes to drama from around the world.
 - D She felt that a book she had read failed to distinguish between good and bad drama.
- 34 What does Thornton explain in the fourth paragraph?
- A why the book has taken her a long time to write
 - B the difficulties she faced in researching the book
 - C why the book concentrates on ancient Greece and Rome
 - D how she feels now that the book is complete
- 35 What does *that* (line 25) refer to?
- A making the book academic in nature
 - B providing information about her source material
 - C trying to make the book appeal to a wide audience
 - D applying for promotion at the university where she teaches
- 36 In structuring her book, Thornton has
- A organised the material chronologically.
 - B described the work of one playwright at a time.
 - C concentrated on different dramatic genres in turn.
 - D attempted to place plays in their social context.

You are going to read extracts from articles in which four experts give their views on a proposed new airport for London. For questions 37–40, choose from the experts A–D. The experts may be chosen more than once.

Mark your answers on the separate answer sheet.

Proposal to build a new airport for London, possibly on an artificial island in the estuary of the River Thames

A Larry Jones

Air travel is increasing worldwide, and with London's existing airports operating at close to capacity, we face a stark choice: expansion or an additional airport? A significant benefit of a new-build is that the current airports wouldn't then require new runways – which are strenuously opposed by local residents. In addition, new flight paths could avoid contributing to air and noise pollution over London. A new airport is a new opportunity, and should be designed with an eye on current and future developments in aeronautics: it could take planes with a greater capacity even than the biggest used now, which would at least reduce the impact of the expected growth in total passenger numbers. The Thames estuary is home to vast numbers of birds, which would be seriously affected by an airport. However, if it comes to a choice between birds and people, I'm afraid our own species has to come first.

B Karen Macmillan

The more idealistic among us may believe that the world's love affair with air travel is nearing its end, but I'm certainly not one of them. We can't avoid providing for the additional airport capacity likely to be required over the next 30 to 50 years, and for my money, that means a new airport in the Thames estuary. Even if construction goes ahead, however, it will only be a matter of time before expansion of the existing airports will become inevitable. At least an airport in the estuary would save Londoners from the extra pollution resulting from the alternative, as its flight paths could be largely or entirely over water. Admittedly, it is unfortunate that the Thames estuary provides habitats for many species of birds. Ways will have to be found to mitigate the effects, while enabling construction of the airport to go ahead.

C Bernie Dodd

We share this planet with innumerable other species, all of which – including ourselves – are interdependent. Our wanton disregard of our environment is harmful not only to its other inhabitants, but also to ourselves. Constructing an airport in the Thames estuary would be so destructive of wildlife that it shouldn't even be considered. Yes, some argue that it would benefit the existing airports, but better to bite the bullet and expand those we have now than wreak havoc on a hitherto unspoilt part of the country. Besides, the claim that a new airport would reduce noise and improve air quality in London simply doesn't hold water: maybe it wouldn't worsen the current situation, but that's the best we could hope for. At present, there seems to be no prospect of the air travel frenzy dying down, but let's limit the damage to areas that are already damaged.

D Isabel Smith

Is it really the case that London needs an additional airport? Technology is progressing fast, and with wide-bodied aircraft, fewer flights are needed for the same number of passengers. Besides, the advent of quieter planes will mean that runways that are currently closed at night, because of noise, will be able to operate round the clock. The existing airports will be able to handle growth in passenger numbers for years to come, without needing any new runways to be constructed. Perhaps some carriers would transfer their operations to a Thames estuary airport, and that would lead to an improvement in London's air quality, but a new airport would involve destroying the habitats of thousands of wetland birds, with – to my mind – no justification. A new airport should be ruled out.

Which expert

expresses a different view from Jones on whether a new airport would remove the need for additional runways at existing airports?

37

shares Smith's view about wildlife in the Thames estuary?

38

shares Smith's view about the total number of flights required in the future?

39

has a different opinion from the others about the effects a new airport would have on pollution in London?

40

You are going to read an article about a woman who invented the concept of computer software. 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.

How the concept of software was invented

In 1842, more than a century before the start of the information age, in a brilliant flash of penetrating insight, Ada Lovelace had a glimpse of the future. She saw that with suitable modifications, Charles Babbage's proposed Analytical Engine would be capable of much more than its intended purpose of simple mathematical calculation.

Ada Lovelace was born in London in 1815, the daughter of the poet Byron. She never met her father: her parents separated a month after her birth, he left England four months later and eventually died abroad. Her upbringing was unusual for the period, in that her mother was determined she should have a thorough grounding in logic, mathematics and the sciences. To that end, Ada was provided with a succession of tutors.

41

Among their number was the mathematician, philosopher, inventor and Professor of Mathematics at the University of Cambridge, Charles Babbage, one of several people credited with being 'the father of the computer'. His importance lies in the fact that he invented several devices which paved the way for modern computers. Lovelace was introduced to him while still in her late teens, and soon afterwards visited his workshop to see his 'Difference Engine'.

42

The device was incomplete, weighed over a ton and was not yet working. Despite these limitations, Lovelace grasped its true significance; whereas Babbage saw it purely being used to increase the accuracy of mathematical processes, it was Lovelace who saw its far greater potential.

43

At this event, Babbage described his proposal for a more advanced computing machine, his Analytical Engine. A mathematician who was present subsequently wrote up the ideas in a memoir in French, and Babbage asked Lovelace to translate it. Because she understood the machine so well, at his request she added a comprehensive set of notes to her translation, much longer than the memoir itself. It was these notes that have established her importance in the development of computers.

44

In this insight, she anticipated the development of both modern computing and artificial intelligence by more than a hundred years. Again, she saw that the Analytical Engine could be used to do much more than even Babbage perceived.

45

The memoir, and Lovelace's notes, attracted little attention at the time, but that does not detract from her achievement, the essence of which is that she grasped how to create physical instances of wholly abstract concepts. In any computer, it is the software which gives the hardware the ability to perform its wonders, a totally new, and very strange, idea for the time.

46

Although her insight is astonishing, that is not all that Lovelace should be remembered for. She also demonstrated beyond any possibility of doubt that women could attain the highest levels of scientific understanding and achievement – something that seemed remarkable in her lifetime. She helped to blaze a trail for later generations of women to become scientists.

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- Part 7
- A** Neither this prototype nor his later devices were completed in his lifetime, although working versions have since been built. However, his efforts to construct them aroused widespread interest, particularly when he attended a scientific conference in Italy and presented his work.
- B** Of course, the same could be said of many scientists: Leonardo da Vinci, for instance, designed flying machines several centuries before they became a reality, but at least he had the advantage of having seen birds flying.
- C** Unlike him, Lovelace realised that it could be set to execute any logically coherent sequence of instructions. This in effect made her the world's first computer programmer, as she demonstrated in the document.
- D** In them, as well as describing the revolutionary implications of Babbage's ideas, Lovelace wrote out the first computer program and made the sensational suggestion that such a device should be able to compose music if a suitable set of rules could be devised.
- E** One of these was Augustus de Morgan, a leading mathematician of the time. De Morgan soon confirmed Ada's outstanding mathematical ability and, importantly, communicated his admiration to his scientific friends. As a result, long before women were eligible to study for degrees, Ada came to more than hold her own with the leading scientists of the day.
- F** This realisation, that the right instructions could enormously increase the capabilities of the device, is extraordinary for such an early stage in the history of the computer. Lovelace could see beyond the relatively rudimentary nature of Babbage's machines to the immense possibilities opened up by programmable computers.
- G** This mechanical calculator was Babbage's first invention. He, like others before him, had realised that logarithmic tables – at that time produced by human 'calculators', and notoriously full of errors – could be generated by machinery.

You are going to read four extracts from an article about customer service. 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.

In which section does the writer

suggest that customers' comments may be more honest if not made to staff?

47	
----	--

mention the effect on sales if customers believe staff are not interested in them?

48	
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say that presenting alternative courses of action can lead to a win-win situation?

49	
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point out that if assistants do more than the minimum, customers are likely to return?

50	
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advise staff how to respond if a customer is dissatisfied?

51	
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state that poor service stays in customers' minds?

52	
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refer to contact with customers through a range of channels?

53	
----	--

give an example of customers responding to employees in the same way they are treated?

54	
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point out that customers' behaviour may not be explained by what has happened to them in the store?

55	
----	--

mention the value of customers recommending a business to other people?

56	
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The importance of good customer service

A

"The customer is always right" is a famous business slogan. The underlying truth behind this statement is recognising that customers are the life blood for any business. Understanding the importance of good customer service is essential for a healthy business in creating new customers, keeping loyal customers, and developing an effective referral system for future customers. Excellent customer service begins at the initial greeting, whether that's in person, on the phone, or via email. In all of these situations, using good people skills will increase the chances of creating a positive impression. For example, saying hello with a smile to a customer who has just walked in the door will invite that person in and make them feel welcome. On the other hand, when an employee doesn't acknowledge the client, or implies they are an inconvenience, that customer immediately feels slighted, and that negative feeling doesn't get the customer in a buying mood.

B

If the employee gives good customer service on the phone, the initial greeting will be courteous. This makes the client feel comfortable. In turn, the customer will appreciate the pleasant greeting and usually be more agreeable on the other end of the phone. This is a much better situation for the client than leaving messages on answering machines, never getting any returned phone calls, or trying to extract some product information from an uncaring employee. Of course, good customer service goes beyond the initial contact. Answering customers' questions and helping them choose the right product or service that best fits their needs is a great example of going the extra mile. This kind of service establishes goodwill, and will eventually lead to loyal customers. Even if that person doesn't purchase anything at that time, the good shopping experience will encourage repeat business.

C

Think about how you've been treated whenever you've been the customer. If you've ever had a bad experience with a company, you know that it's not easy to forget the encounter. Perhaps a shop assistant was too busy stocking shelves to help you pay for your items. Maybe there wasn't anyone around to answer your questions or help you with some additional information. You might have had to deal with an employee who won't help you because of some company rule. In any of these instances, the managers or the owner of the store usually aren't made aware of the poor customer service. Instead, the people that do hear about it are many of the customer's family and friends. Word travels very fast when it comes to communicating negative experiences to the world. Especially with any internet business transactions, product reviews are quite common. Whether it's positive or negative feedback about a product or service, people write without inhibition about their shopping experiences.

D

When dealing with clients, sometimes there are situations that need to be resolved. If the customer is upset about a product or service they've received from the company, the first thing an employee should do is to listen. By taking the time to hear the entire complaint through, the customer feels that you care. Occasionally, the issue is actually not related to your company at all, but the initial problem is merely a catalyst for that person's frustration about other things. Either way, attentive listening will break down that barrier and begin to build a bridge to fix the situation. Usually, discussing different options will bring about a positive outcome for both sides. The retail business is extremely competitive, and there are no guarantees of a company's survival. Of course, other factors play a part, such as value for money, convenient opening hours, and so on, but in the long run, treating people fairly and with respect is the best recipe for success in retailing.

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 watched a television debate about what should be done to ensure that natural resources, such as water and oil, are not wasted. You have made the notes below:

Ways to ensure natural resources are not wasted

- laws
- media
- industry

Some opinions expressed in the discussion:

“The best method would be to make wasting natural resources a criminal offence.”

“Newspapers and TV can have a very powerful impact on people’s behaviour.”

“Companies should take the lead by avoiding unnecessary packaging.”

Write an essay discussing **two** of the ways in your notes. You should **explain which way you think is most 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.

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 TV company is preparing a series of documentary programmes about different workplaces. You think one of these programmes could feature your workplace. Write a proposal to the TV company in which you describe what people at your workplace do and explain why this would be of interest to viewers. Your proposal should also make some suggestions about the general approach the programme about your workplace could take.

Write your **proposal**.

- 3 A sports website has asked for reviews of sports facilities in your area. Write a review of some sports facilities you have used.

Your review should explain who the facilities are most suitable for and describe your own experience of using them. You should also recommend at least one way in which these facilities could be improved.

Write your **review**.

- 4 An electronics company has invited customers to write a report on an electronic gadget. Write a report on an electronic gadget that you regularly use, such as a mobile phone or a games console.

Your report should outline the gadget's capabilities and what you use it for. It should also comment on the extent to which the gadget meets your needs.

Write your **report**.



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 a new job that the man is about to start.

- 1 What attracted Donald to his new job?
 - A He will be able to live within easy reach of mountains.
 - B He will be back in the town where he was brought up.
 - C He will have more responsibility than he had previously.

- 2 Donald thinks the problem with selling his house is that
 - A it is in a locality that is unattractive.
 - B it lacks some amenities that are generally expected.
 - C it is too unusual for the people who want a house at that price.

Extract Two

You hear two friends discussing a novel.

- 3 What does the man think about the book?
 - A He could identify with the main character.
 - B He felt it was inconclusive.
 - C He didn't get used to the style.

- 4 Why does the woman want to read the novel?
 - A It has just won an award for fiction.
 - B It has been chosen by the book club she belongs to.
 - C It was written by an author whose work she enjoys.

Extract Three

You hear a husband and wife discussing new appliances for their home.

- 5 Why are they going to contact the shop?
- A to ask for the dishwasher to be exchanged for a different model
 - B to ask for some information for customers to be corrected
 - C to ask for a refund of the money they paid for delivery
- 6 What do they agree about the cooker the woman mentions?
- A It would be too complicated to operate.
 - B There is not sufficient room for it in the kitchen.
 - C They would not use it enough to justify the expense.



You will hear Gavin McFarland, the manager of a football club, talking to some students about his work. For questions 7–14, complete the sentences with a word or short phrase.

A FOOTBALL MANAGER'S LIFE

Like most football managers, Gavin has got very little (7) in his job.

Only Gavin's title is printed on the (8) that identifies his office.

Unlike many football managers, Gavin doesn't live in (9)


Most clubs have very limited (10) of all types, compared with some well-known clubs.

Last summer, Gavin painted all the (11) in the club.

The most important part of Gavin's job is the (12) of suitable footballers.

Gavin enjoys meetings with (13)

Yesterday's training focused on developing the players' skills at (14) , and making it fun.

 07 You will hear an interview on local radio with Jane Robinson, the Public Relations Officer of a company developing a former air base. For questions 15–20, choose the answer (A, B, C or D) which fits best according to what you hear.

- 15 What benefit of the Buckworth East development does Jane emphasise?
- A It will mean the shops in Buckworth village will have more customers.
 - B It will remove pressure on other villages in the area.
 - C It will form a self-supporting community.
 - D It will fulfil the council's requirement for new housing in Buckworth village.
- 16 Jane admits that the development is likely to
- A provide housing that is too expensive for many people.
 - B cause a large increase in the use of cars during the rush hour.
 - C provide too few jobs to meet the needs of new residents.
 - D create parking problems for residents with cars.
- 17 The interviewer thinks local people protesting against the plan are right with regard to
- A protection of the environment.
 - B public transport links.
 - C the amount of housing planned.
 - D facilities for pre-school children.
- 18 With regard to objections, Jane makes the point that
- A they shouldn't prevent basic requirements from being provided.
 - B it is necessary to explain why some objections have to be overruled.
 - C they are rarely based on accurate information.
 - D it is useful to evaluate the motives of objectors.
- 19 Concerning the relationship between residents of Buckworth East and of the existing village, Jane says that
- A a shared building is planned that will bring the communities together.
 - B new residents are unlikely to be interested in the existing community.
 - C part of the responsibility for integration lies with existing residents.
 - D the focus of village activities is likely to move to the new site.
- 20 According to the interviewer, what is the overall opinion of villagers?
- A They resent the fact that their views have been overruled.
 - B They believe the development is undesirable but inevitable.
 - C They welcome the opportunities that the development will create.
 - D They think the development will seriously damage village life.

You will hear five short extracts in which people are talking about living in a foreign country.

Test 6

Listening Part 4

TASK ONE

For questions 21–25, choose from the list (A–H) the reason why each speaker moved abroad.

- A to get a better job afterwards
- B because a foreign organisation approached them
- C to study at a well-known institution
- D to work on an international project
- E to accompany their partner
- F to have more job opportunities
- G because their research could best be done abroad
- H because their employer asked them to relocate

- 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 mentions about their experience of living abroad.

While you listen you must complete both tasks.

- A reassessing their work–life balance
- B realising the benefit of encountering other cultures
- C not being able to adapt to the way of life
- D re-evaluating their ideas about their own country
- E meeting a number of people who became good friends
- F their personal relationships being put under strain
- G gaining insight into their strengths and weaknesses
- H learning to be less materialistic

- 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 do?
- How did you get here today?
- What is a typical day like for you?

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

- How do you think your life might change over the next five years?
- What kind of films do you enjoy?
- Tell me about something surprising that has happened to you.
- How good is the place where you live for someone of your generation?

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 S19 and S20.

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 having a meal together**.

I'd like you to compare **two** of the pictures and say **why the people might have chosen to eat together in these places, and what they might be talking about**.

All right?



After 1 minute

Thank you.

(Candidate B), **who do you think will remember the situation for the longest time? (Why?)**



After approximately
30 seconds

Thank you.

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

I'd like you to compare two of the pictures and **what skills the people might need to do their jobs well, and what disadvantages these jobs might have**.

All right?



After 1 minute

Thank you.

(Candidate A), **which job do you think is the most rewarding? (Why?)**



After approximately
30 seconds

Thank you.

Test 6

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 S21.

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 ways in which people often study 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 effective these ways of studying are**.



After 2 minutes

Thank you. Now you have a minute to decide **which of these ways of studying is the most demanding**.



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 people learn more on their own or when they study with a friend? (Why? / Why not?)
- To what extent does the best way of studying change according to what subject is being studied? (Why?)
- What study advice should schools give to young people who are about to go on to higher education? (Why?)
- Why are evening classes popular with many people who work during the day?
- What are the advantages and disadvantages of online courses? (Why?)

Thank you. That is the end of the test.

Answer keys and transcripts

Test 1

Key

Reading and Use of English Part 1

Training

Useful language: putting words in context

- 1 'Work' is uncountable and so cannot be preceded by 'a'. Jackie has got a good job as ...
- 2 'Count' must be followed by 'on'. You can expect George to be willing ...
- 3 'Worry' would be followed by 'about asking'. Don't hesitate to ask if you need ...
- 4 You 'explain' something 'to' someone. The hotel receptionist will inform/tell you how to get to the conference centre.
- 5 'Travel' can't be used with the definite article. The train journey from Moscow to ...
- 6 'Police' takes a plural verb, so it would have to be: A police officer is questioning the person ... The police are questioning ...

Useful language: identifying collocations

- 1 The correct collocations are:
 - 1 give permission / ~~someone a favour~~ / a presentation / someone a hand [do someone a favour]
 - 2 lay claim to / the blame on / the table / ~~an excuse~~ [give/make an excuse]
 - 3 make a mistake / plans / a noise / ~~your best~~ [do your best]
 - 4 pay attention / ~~a ticket~~ / tribute to / a compliment [pay for a ticket]
 - 5 run ~~an exercise~~ / a business / a race / a campaign [do an exercise]
 - 6 shoot a film / past someone / an arrow / ~~a camera~~ [use a camera]
 - 7 stand ~~a possibility~~ / a chance / trial / for parliament [there is a possibility]
 - 8 take care / measurements / ~~a promise~~ / the train [make a promise]
- 2 1 lay the blame on 2 stand trial 3 make a noise
4 give a presentation 5 took; measurements 6 run a campaign
7 pay tribute to 8 shot past

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

Thinking about meaning

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

Exam practice

- 1 B People can be 'in discussion', but a topic is 'under discussion/ debate' or 'a source of argument'.
- 2 D 'Precisely' collocates with 'why' in a way that none of the other adverbs does.
- 3 A 'Functions' and 'purposes' are often used together when describing a particular phenomenon in science or society.
- 4 B 'Maintain' collocates with 'health' and other adjectives such as 'warmth' or 'tidiness' with the meaning of preserving in that condition.

- 5 C 'Full' collocates with words like 'efficiency', 'power' or 'impact' to give the idea of 'total' or 'complete'.
- 6 D The other words do not fit the meaning here – you 'acquire information' through reading or talking to other people, you 'achieve' or 'reach' a goal of some sort, and you 'complete' a task of some kind.
- 7 C Only 'based' is followed by 'on'.
- 8 A 'Moments' is too short and 'eras' too long a period of time to fit here, while 'episodes' is used about usually negative events in a series, e.g. 'episodes of madness/fainting/violence'.

Reading and Use of English Part 2

Training

Useful language: using prepositions

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

2 1 on 2 down 3 up 4 out 5 about/in 6 on 7 off/away
8 up 9 up/in 10 against 11 off 12 by

Useful language: using connectors

- 1 1 whereas 2 provided 3 whatever 4 unless
5 although 6 until 7 whenever 8 because
- 2 1 in accordance with 2 in order to 3 as long as 4 despite the fact that / even though 5 so as not to 6 in case 7 as if
8 as soon as 9 even though / despite the fact that 10 No sooner

Useful language: using pronouns

1 which 2 that 3 What 4 whose 5 It 6 which 7 whose 8 It

Exam practice

- 9 **Although:** If you read to the end of the sentence, it becomes clear that a conjunction is needed for the sentence to hang together. It also becomes clear that a conjunction that gives an idea of contrast is what is required.
- 10 **to:** Just as you are able to do something, so you have an ability to do something.
- 11 **so:** The conjunction 'so that' introduces the purpose for doing something.
- 12 **on:** 'Depend' is followed by 'on', even though there may often be, as here, a phrase in parenthesis between the two words.
- 13 **less:** You have to think carefully about the meaning of this sentence in order to rule out other words that might fill this gap, such as, for example, 'more', 'no' or 'some'.

- 14 **as**: 'As a last resort' is a fixed expression.
- 15 **or**: If you see the word 'either', you can expect it to be followed at some point by 'or'.
- 16 **fact**: 'Fact' is used in a number of connecting expressions, e.g. 'despite the fact that ...', 'in spite of the fact that ...', 'regardless of the fact that ...'.

Reading and Use of English Part 3

Training

Useful language: identifying parts of speech

- 1 adjective**: following 'most' and preceding the noun 'companies' (*unusual, well-known, etc.*)
- 2 noun**: after the article and preceding the conjunction (*headlines*)
- 3 verb**: past participle needed to follow 'has not' and fit before 'in the news' (*featured, appeared, been*)
- 4 noun**: following 'some' and preceding 'or another' (*reason*)
- 5 adverb**: qualifying 'impressed' (*extremely, rather, etc.*)

2

noun	verb	adjective	adverb
comparison	compare	comparative (in)comparable	comparatively (in)comparably
(in)stability stabiliser	(de)stabilise	(un)stable stabilising stabilised	(un)stably
height	heighten	high	highly
power	empower power	powerful powerless empowered empowering	powerfully powerlessly
observation observer	observe	observant observational	observantly
development developer	develop	developing (un-/under-/ over-) developed developmental	developmentally
doubt doubter	doubt	doubtful undoubted doubtless doubting	doubtfully undoubtedly doubtless

Useful language: understanding suffixes

Suggested answers (alternatives are possible)

- dom freedom, wisdom, stardom, boredom, kingdom, dukedom
- ee attendee, appointee, detainee, trainee, employee, interviewee
- en blacken, dampen, cheapen, sharpen
- hood childhood, motherhood, adulthood, manhood, boyhood
- less airless, heartless, nameless, thoughtless
- ment achievement, commitment, retirement, replacement, payment, attainment
- proof waterproof, fireproof, bulletproof, childproof

- 2 1 boyhood 2 boredom 3 sharpen 4 appointee/appointment
5 thoughtless 6 bulletproof 7 commuters 8 commitment

Useful language: understanding prefixes

- 1 over = too much; overslept = slept too long
 - 2 re = again; rewrite = write again
 - 3 under = not enough; underestimated = didn't estimate highly enough
 - 4 anti = against; anti-government = against the government
 - 5 un = not; unwrapped = took the wrapping (paper) off the parcel
 - 6 ir = not (a form of 'in', as are 'il' and 'im'); irresponsible = not responsible
 - 7 sub = below; sub-standard = not up to standard, not good enough
 - 8 dis = not; disallowed = not allowed, not considered acceptable
- 2 *Suggested answers (alternatives are possible)*
- 1 over-excited, over-eat, overworked
 - 2 redo, rewrite, re-sit, re-examine
 - 3 under-age, under-educated, underpaid
 - 4 anti-war, anti-establishment, anti-authority
 - 5 unzip, untie, unravel
 - 6 irrelevant, irrational, irregular
 - 7 sub-zero, sub-normal, sub-human
 - 8 disprove, discontinue, disbelieve
- 3 1 sub-zero 2 disbelieved 3 underpaid 4 anti-establishment
5 indecisive 6 unhelpful

Exam practice

- 17 **perilous**: The context shows that an adjective is required before the noun 'voyages'.
- 18 **Unbelievable**: Reading the whole sentence makes it clear that you need a word that suggests the information presented is hard, rather than easy, to believe.
- 19 **risky**: You need to add the suffix -y to make the adjective from 'risk'.
- 20 **Analysis**: The verb 'suggests' shows that you need the singular noun rather than the plural 'analyses'.
- 21 **arrival**: The definite article shows that a noun is required here.
- 22 **settlement**: The context makes it clear that you need a word that is referring to a place rather than a person (which would be 'settler').
- 23 **plentiful**: Remember to have only one 'l' at the end of any adjective ending 'ful' (apart from the word 'full', of course).
- 24 **bravery**: This is the abstract noun from 'brave'.

Reading and Use of English Part 4

Training

Useful language: correcting some common mistakes

- 1 1 finding 2 to get 3 works; gets 4 buy 5 can either 6 was the food 7 traditional French 8 could have been
- 2 *The vertical line | shows where the answer is split into two parts for marking purposes.*
 - 1 **WHO holds/has / is in | a management/managerial** 'Everyone' needs a singular verb. You hold or have a management/managerial position in a company.
 - 2 **ONLY were the rooms | excellent but** The verb is inverted when various adverbial expressions like 'Not only' occur at the beginning of a sentence.

- 3 **can EITHER drive (there) | or go** 'Can' conveys the idea of possibility and 'either ... or' is used to present the two alternative actions.
- 4 **SHOULD have played | better** 'Should have' can be used to express regret about something not happening as you expected or hoped.
- 5 **will/should have / won't/shouldn't have | no DIFFICULTY / any DIFFICULTY (in) finishing** 'Have difficulty' is followed by a gerund or by 'in' + a gerund.
- 6 **serves/offers/provides delicious MEALS | at** Note that the preposition associated with selling and 'price' is 'at', although you can talk about buying something 'for a good price'.
- 7 **(would/'d) SUGGEST (that) you | (should) choose/buy/get** Note that we never say 'suggest you to do'.
- 8 **(will)/('ll) have the/a CHANCE / get the/a CHANCE | to go** Both 'having the/a chance' and 'having the/an opportunity' are followed by the infinitive.
- 3 1 I love my sister despite not always seeing eye to eye with her.
- 2 The teacher turned a blind eye to the children's behaviour.
- 3 It must be hard for celebrities always to be / being in the public eye, mustn't it?
- 4 As soon as we/I catch the waiter's eye, we'll pay the bill and leave.
- 5 Sarah kept an eye on the children while they were playing in the garden.

Exam practice

The vertical line | shows where the answer is split into two parts for marking purposes.

- 25 **keeping | an EYE on** As was pointed out in the training section, 'keep an eye on' means 'watch' something or someone.
- 26 **to be HIGHER | than it** 'Tend' is followed by an infinitive and 'exceed' means 'be higher / more than'.
- 27 **far as | I can TELL** This is a fixed expression used about what you have noticed or understood.
- 28 **could put | my FEET up** 'To put your feet up' is an idiom meaning 'to relax'.
- 29 **CAME up with | the suggestion/idea of** The phrasal verb 'come up with' is often used with 'idea' or 'suggestion'.
- 30 **take gloves in CASE | it is** 'In case' is usually followed by a verb in the present simple tense.

Reading and Use of English Part 5

Training

1 B 2 C 3 B

Using the title

Suggested answers

- limiting the number of planes taking off and landing
- an exhibition involving two different cultures or contrasting ways of life in some way
- the thoughts of a financially successful young person
- clothes that will make you feel good
- how to take good photos
- how the way food is placed on the plate affects enjoyment of a meal

Working out meaning from context

- 1 'Tussle' must mean something like 'struggle', as the context suggests a surprising reaction towards something that is basic.
- 2 'Devoid of' must mean 'without' or 'lacking', as clearly a language is more likely to be appreciated if it does not have any ideological or political associations.
- 3 'Seeking' must mean something like 'looking for' or 'hoping to find', as that makes sense with the idea of second-language learners and the answer that Esperanto may provide.
- 4 'Lofty' must mean something like 'high', as the context makes it clear that it is some kind of positive adjective reinforcing the concept of ideals.
- 5 'Mitigate' must mean something like 'reduce' or 'minimise', as the context suggests that the creator of Esperanto would not have wished his new language to present an exclusively Western point of view.
- 6 'Counter' must mean something like 'argue against', as the context makes it clear that supporters of Esperanto would react negatively to criticisms made against it.
- 7 'Proponents' must mean something like 'supporters' or 'people who are in favour of', as the context makes it clear that proponents view Esperanto in a favourable light.
- 8 'Topples ... from its perch' must mean 'remove from its position', as that is what has happened to Latin, once also an international language.

Useful language: paraphrasing

- at first – initially
be aware – realise
connections – ties
consequence – result
fascinating – interesting
for certain – undeniable
have in common – share
intend – wish
key – main

2 Suggested answers

- 1 What is fascinating is that, more than a century ago, a Dr Ludwig Zamenhof published a book about a new language that he had created/designed.
- 2 It is said to be simple to learn.
- 3 It is appreciated as being without any of the ideological or political associations that accompany languages of erstwhile/previous colonial powers.
- 4 The language never really succeeded among people worldwide in the way its creator hoped.
- 5 What Esperanto does not have in culture it compensates for in efficiency.
- 6 Esperanto has created a history of its own, one shared by the thousands who speak it and use it as a lingua franca/global language.

Exam practice

- 31 C The writer is making the point that communication is increasingly global, but that although English is frequently used as the means of global communication, it is something that causes many difficulties for learners, and he suggests it would be good if there were a simpler way in which people could communicate with one another. A: The writer emphasises the difficulties of learning English, but does not comment on its effectiveness as a global language. B: The writer says that schools teach about the growing globalisation of the world, but does not suggest that they are exaggerating the importance of this. D: Although this is part of the writer's argument, it is not the main point being made.
- 32 D The question asks about the main reason for the appeal of Esperanto, and the phrase 'more significantly' is used to introduce the importance of the language's freedom from political associations. A and B: These are also reasons why Esperanto appeals, but neither is presented as the main reason. C: This is true, but is not presented as a reason for Esperanto's appeal.
- 33 A The answer is provided by the last two sentences of the third paragraph, which point out that Esperanto is too similar to certain European languages to be as international as was originally intended. B: The writer does not comment on the extent to which learners find English interesting. The phrase 'vested interests' means 'a personal interest in something that you can gain an advantage from'. C: Although speakers of Arabic or Chinese are likely to find Esperanto harder than speakers of a Romance language would, this is not presented as a reason for Esperanto's lack of success. D: Although the first sentence of the third paragraph suggests that Esperanto may not be that widely known, there is no suggestion that that is because it has received too little publicity.
- 34 B The answer is given in the sentence beginning 'In addition, as Esperanto itself ...'. A: The argument is not that Esperanto is not an artificial language, but that all languages are in a sense artificial. C: The vocabulary of Esperanto is undoubtedly expanding, but this is not a point that the writer is making. D: The point the writer makes relating to Esperanto and prestige is that Esperanto is efficient but is without the prestige of, say, English.
- 35 D The answer is given in the final sentence of the last paragraph, where the writer makes the point that Esperanto has initiated useful discussions on the subject of language in the modern world. A: This point is made in passing, but it is not the writer's conclusion. B: The writer makes the point that some people would agree with this and others would disagree. C: This point may well be true, but it is not the writer's conclusion.
- 36 A 'Esperanto' is the only object that makes sense in the sentence. C: Although a pronoun often refers to the most recently mentioned noun, 'perch' (= position) clearly does not make sense here.

Reading and Use of English Part 6

Training

Approaching the task

- 1 1 A C D
2 B C D
3 A C D
4 A B C

- 2 A Whether it is worth doing a degree depends on the subject and the specific course in question.
B Whatever the subject, a university degree tends to lead to graduates having higher salaries and more prestigious jobs than non-graduates.
C What students find valuable about the university experience depends on whether they are doing a vocational course or not.
D An increase in the number of degree places available has unrealistically raised the career expectations of many young people.
- 3 1 A
2 C
3 D
4 A
- 4 1 '[T]his attitude has shifted in recent years ...'
2 Through the conclusion he or she draws in the final sentence of the paragraph.
3 The last two sentences in B.
4 The last two sentences in A.

Exam practice

- 37 C The phrase 'elegantly crafted' shows that reviewer C finds the sculpture visually attractive. Reviewer A uses the phrase 'Stunning to look at' to convey that they find the piece beautiful.
- 38 B The final question in B, which echoes the title of the piece in a manner similar to reviewer D, shows that reviewer B is interested in why the installation was given its name.
- 39 C Reviewer D says that the topic (global warming) 'is regularly beginning to feature [in art]', while reviewer C says that 'More and more artists are beginning to tackle [this topic]'.
- 40 A Reviewers B, C and D are all concerned about the contradiction that the piece is a protest about climate change but it uses so much electricity to keep it on show. They suggest that they feel there is something wrong about this. Reviewer A, on the other hand, points out that it is an expensive exercise but says it is 'justifiable in terms of its powerful impact'.

Reading and Use of English Part 7

Training

Useful language: working with reference clues

- 1 *You may have underlined more than these phrases – in a well-constructed piece of writing, most of what is written will help in some way to develop the structure of the text.*
- 1 *Before gap:* some people really, really like trees. The staff of ... The Woodland Trust, for example.
After gap: How can this possibly be?
- 2 *Before gap:* once global warming kicks in ... more grateful.
After gap: For example, The Woodland Trust goes on to argue
- 3 *Before gap:* a more attractive environment for businesses and their staff
After gap: Given such striking benefits
- 4 *Before gap:* It seems unlikely
After gap: All the same

- 2 1 Relationship between trees and health of city people
 2 Economic benefits of trees in cities
 3 More examples of trees' benefits
 4 Something to suggest report may be overstated
- 3 *Suggested words and phrases to underline:*
- A Before that happens, however, they; And there are other economic advantages, too.
 B Besides, some of the report's claims are a bit shaky ... maybe being kind to urban wildlife isn't as valued as it might be.
 C Business covered; reducing blood pressure, raising self-esteem ... controlling behavioural problems
 D 'We need more native trees and woods in urban areas,' insists the Trust's report; even save lives, possibly.
- 1 D 2 A 3 C 4 B

Exam practice

- 41 D The sentence after gap 41 makes it clear that the missing paragraph must refer to the 'basic building blocks' of a piece of matter. D fits here, and this can be confirmed by checking whether 'Similarly' at the beginning of D relates back in a sensible way to the paragraph before gap 41. It does, in that D develops the idea of the structure of inorganic matter presented in the first paragraph of the text, making the point that living matter is structured in this way too.
- 42 F The paragraph before 42 is talking about the properties of scientific matter, while the paragraph after 42 is talking about music. The missing paragraph must make a link between these two themes and that is what F does.
- 43 A Music is the theme both before and the gap and so must presumably be the primary theme of the missing paragraph. The reference to the idea of patterns after the gap suggests that this idea may be explained in that paragraph, and this is the case in A.
- 44 G The reference to 'the building block' immediately after gap 44 makes it clear that building blocks must be referred to in the missing paragraph. They are mentioned in B, D and E as well as G, but none of these other paragraphs fits the gap. Only G introduces the idea of creating better materials, which is taken up in the paragraph following gap 44.
- 45 E Looking before and after the gap, it becomes clear that the missing paragraph must be providing some more information about the way in which the scientists created musical compositions. This information is provided in E.
- 46 C It is clear from what follows the gap that the missing paragraph must refer to some aspect of improving urban living. This is to be found in the phrase 'to reinvent transportation systems for cities' in C.

Reading and Use of English Part 8

Training

Reading the questions

- 1 *Suggested answers*
- 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

2 Suggested answers

- 1 looks like / be similar to / reminds the reader of / must surely have been based on
 2 autobiographical
 3 film/cinema (though of course it could be a play, a musical or even an opera)
 4 unusual turn of events
 5 'Thrilling', 'spellbinding' and 'engrossing' are all synonyms of 'gripping'.
 6 probably through a reference to some unusual act or habit of the person
 7 crime fiction
 8 to the very end
 9 too complex/convoluted
 10 by saying that the story was not believable or realistic or true to life
 11 by mentioning the actual period in which the story takes place, or by referring to it as historical fiction
 12 by suggesting that the characters behave in a contemporary or 21st-century way

Scanning

- 1 It outlines the writer's three favourite science-fiction thrillers.
- 2 1 Erica Wagner 2 *Frankenstein* 3 *Jurassic Park* (though we are not given the date for *ET*) 4 Jodrell Bank Observatory
 5 *Jurassic Park*, its film spin-offs, *ET*, *The Andromeda Strain*
 6 *The Andromeda Strain* 7 *Contact* 8 No one's – it was first published anonymously. 9 1985 10 Richard Holmes
 11 1818-ish – the time when Mary Shelley was writing 12 2008

Exam practice

- 47 C '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.'
- 48 D 'Before our summit bid, our team agreed that returning without injuries was our main objective. Some people can be blindly obsessed by Everest.'
- 49 B '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.'
- 50 D 'After I contacted base camp and they had congratulated me, I replied, "Thank you, but first I have to get back down safely."'
- 51 A '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.'
- 52 D '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.'
- 53 C 'He was also climbing without oxygen and was tiring.'
- 54 A 'It has occasionally been claimed that people climb for the smell of it. Air at very high altitude smells completely different.'
- 55 B 'I did not get the beautiful view as a reward and I felt fleetingly disappointed.'

- 56 A '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.'

Writing Part 1

Training

Understanding how writing is assessed

1 1 D 2 F 3 B 4 A 5 C 6 E

2 I am writing this letter to discuss about the advantages and disadvantages of building a new theatre at the college. Firstly/First, I would like to draw your attention to the fact that our college has had a drama department for the last ten years and yet it still doesn't have its own theatre. This means that drama students must to put on their productions in a theatre in the city, which is expensive and, of course, not very convenient either.

3 *Suggested answer (alternatives are possible)*

I would recommend that you choose Brown's Hotel for your holiday. We had a very enjoyable time there last year. The rooms were spacious and attractively furnished, the food was delicious and the staff were very helpful too. It's central so there are plenty of shops, museums, theatres and other tourist attractions within easy walking distance.

4 *Suggested answers (alternatives are possible)*

1 This is too formal for a letter to a friend (though someone might write it for ironic or humorous effect).

Would you like to come to the theatre with me next Saturday?

2 Too informal – it would be inappropriate to use contractions or to omit subject pronouns in this kind of writing.

I would strongly recommend that you implement the suggestions in this proposal as I feel they would bring considerable benefits to the project.

3 Part of register is thinking about your audience – this is an international magazine, so you need to let the readers know from the very start which city you are writing about. The long and not very 'tight' sentence structure also makes it feel more like spoken rather than written language. Similarly, the use of vague expressions such as 'not a bad idea' and 'pretty easy' also sound more typical of spoken than written English. Such expressions are particularly unlikely to be used in a review where the writer is trying to both interest and inform his or her readers.

Nagold is a picturesque little town in the heart of Germany; its flatness and compactness make it the perfect place to walk around so that – fortunately – its chaotic public transport causes fewer problems than you might expect.

4 This feels like a mix of registers – 'I'd love to' is informal, whereas 'adequate time' is rather formal. Mixing registers in the exam will be penalised unless it is done for deliberate effect, for example, in a review. The suggestion below is written in a rather formal style.

As requested, I have written a brief report of the workshop. However, if you would like me to address any of the points raised above in greater detail, then I should be happy to do so.

- 5 1 • Discussion of the advantages and disadvantages of receiving two of these three categories of present – luxuries, homemade items, experiences
- Selection of one of these as the best to receive, with an explanation as to why you feel it is best

- 2 Clear paragraphing; usually an impersonal, academic style rather than a colloquial or personal style
- 3 Neutral or formal, i.e. no use of contractions or very conversational language
- 4 Probably four

The first will introduce the topic. The second will discuss one of the points in the notes. The third will discuss another of the points in the notes. The fourth will explain which of the points discussed is best.

This pattern will be a straightforward one to follow for any Part 1 essay.

- 5 You will want the reader to have a clear understanding of your point of view and the reasons for it.

Exam practice

- 1 1 • Discussion of two of the following three areas of life where young people might be able to learn from an older generation – work, relationships, money

- Selection of one of these as the area where young people can gain most, with an explanation of your point of view

2 An essay

3 Clear paragraphing; usually an impersonal, academic style rather than a colloquial or personal style

4 Neutral or formal, i.e. no use of contractions or very conversational language

5 Probably four

The first will introduce the topic. The second will discuss one of the points in the notes. The third will discuss another of the points in the notes. The fourth will explain which of the points discussed is best.

This pattern will be a straightforward one to follow for any Part 1 essay.

- 6 You will want the reader to have a clear understanding of your point of view and the reasons for it.

2 *Possible answers*

- 1 people who have already spent many years in the workplace, people who have already achieved a great deal in their career
- 2 offer useful guidance, provide helpful tips
- 3 deal with your own finances, budget successfully
- 4 making your own way in the world, moving away from your parents' home

3 *Possible answers*

- 1 Older people could give advice about, e.g. specific companies it would be best to work for and which to avoid, what kind of training will prove most useful, and might be able to recommend people to contact.
- 2 Older people could give advice on what is important in a relationship, on the importance of keeping up with friendships, on how to look after children, etc.
- 3 Older people could give advice on saving money, on budgeting sensibly, on living economically.

- 4 This will be a matter of personal choice. Choose the two points which you think you will be able to discuss well in English, even if you may find the third point more interesting.

5 Model answer

This model has been prepared as an example of a very good answer. However, please note that this is just one example out of several possible approaches.

It goes without saying that there are many ways in which young people can learn from the older generation. In both their work and their private lives, youngsters can benefit from the experience of their elders.

As far as work is concerned, the older generation can explain how young people can achieve the career they dream of. For example, they can recommend what to focus on in order to acquire the skills that will give them the best chance of success. They may also be able to give invaluable pointers as to which companies they would advise either applying to or, conversely, not applying to. It may even be the case that the older person will be able to use their own contacts to help the younger one to find a position.

Older people may also be able to use the benefit of their own life experience to help young people with relationship advice. It can happen that older people wish they had acted differently in their own relationships and so they may wish to encourage youngsters to avoid similar mistakes. If young people are prepared to listen to this kind of advice, it may well prove useful for them.

Of the two areas of life discussed above, I think young people can learn most from the older generation in the field of work. After all, no relationship is the same and so what might be right in one situation might not in another. Advice relating to careers is more likely to be relevant to a variety of differing contexts.

Notes

- First paragraph introduces the topic
- Second paragraph deals with one of the points
- Third paragraph deals with a second point
- Final paragraph explains why one of the points is more valuable
- Only two of the three points listed are discussed
- Variety in structures and sentence length
- Neutral in register – an informal style is not appropriate for an essay
- Good use of connecting phrases, e.g. 'It goes without saying', 'As far as ... is concerned'
- Correct length (260 words)
- No language errors

Writing Part 2

Training

Identifying types of writing

- 1 A, C, D
- 2 C, D
- 3 B
- 4 A, B, C, D
- 5 C (possibly A)
- 6 B (and sometimes C and D)
- 7 D
- 8 C, D
- 9 C, D
- 10 A

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

Identifying what, why and who

- 1 Report
- 2 Proposal
- 3 Review
- 4 Letter/Email

2 Task 2

- arguments to persuade parents that Sam should take a year out to travel before starting medical degree
- response to suggest that writer should join Sam and his/her friends on their travels

Task 3

- types of voluntary work students could do
- how it would benefit volunteers
- how it would benefit community

3 Task 1

- describing
- explaining
- suggesting

Task 2

- suggesting
- accepting or declining an invitation

Task 3

- describing
- explaining
- persuading

- 4 Task 1 is to be written for a student website, so it might be more informal than something written for a printed arts magazine aimed at a broader readership.

Task 2 is to be written to a friend, so your language will be friendly and relatively informal – though you still need to be polite if you want to refuse his or her invitation. As friends, you will have plenty

of shared knowledge about each other's lives. You may have met Sam's parents, so your advice would be able to take account of that.

Task 3 is to be written to a college principal, so it will be neutral or formal in its style.

Useful language: expressing functions

1 1 suggesting 2 complaining 3 apologising 4 This is expressing a different function, i.e. *comparing* or *contrasting*
5 recommending 6 congratulating

2 1 about 2 alternative/option/choice 3 to; by 4 regret; take
5 fact 6 agree/accept/admit/acknowledge/realise 7 position/shoes ('shoes' is a less formal option) 8 In; course 9 In/Under; take/make 10 why 11 put 12 to

Exam practice

2 Letter

Model answer

This model has been prepared as an example of a very good answer. However, please note that this is just one example out of several possible approaches.

Dear Students,

Are you looking for a work placement that will give you plenty of valuable experience and will look good on your CV? If so, then our company may have something to offer you.

We are an international educational exchange organisation which organises links between schools all over the world. We currently have three work-experience placements available for students from your college. The work would involve a range of office tasks, including dealing with correspondence, arranging meetings and keeping our database up-to-date. We are particularly interested in offering these placements to students with some knowledge of two or more languages.

The placements would be of great benefit to the students who are given this opportunity. It would provide experience of working in a small and dedicated team, which would give you the chance to develop a wider range of office skills than would normally be the case in a larger organisation. Our international network means that you would also gain some contacts all over the world, which might be of particular value to any of you considering a career in some aspect of education.

You will find further information about our organisation and the placements we offer on our website and we look forward to hearing from any of you who think that the work might be right for you – and that you might be the right person for one of these placements.

Best wishes to you all,

Katie Fisher

Notes

- *Good use of a question at the beginning to engage the reader's interest*
- *Clear organisation and paragraphing*
- *Points in the task are all directly addressed*
- *Enough information provided about the work for students to know whether it might be likely to be suitable for them*
- *Variety in structures and sentence length*
- *Not too formal or informal in register – too much formality would be inappropriate for a letter to a student paper, but too informal a style would not be appropriate for someone writing from a serious company*
- *Reader is addressed directly – to make the letter feel more personal and engaging*
- *Correct length (243 words)*
- *No language errors*

3 Review

Model answer

This model has been prepared as an example of a very good answer. However, please note that this is just one example out of several possible approaches.

London Tourist App

It's easy to get lost in a big city like London. So when I read about the LondonApp just before I had to spend two weeks there, I did not hesitate and immediately downloaded it to my tablet.

The app allows you to see where you are on a map of Greater London. You can type in where you want to go and it will show you how to get there, either on foot, by using public transport or when driving. It offers alternative routes and suggests how long your journey will take.

It is clearly a very useful app for anyone like me who does not know the city and wants to find their way around. Although London is a big city, the centre is relatively compact. Using it showed me how close I was to some of the places I wanted to go to. As a result, I was able to walk to my destination and so see much more of the city. Had I not had the app, I would probably have used the underground and so would have missed a great deal.

Although I found the app simple to use, I think the developers could make it even more attractive to tourists. Imagine you're walking past an interesting building and would love to know what it is. How good it would be if you could just click on that building's location on the app's map and be taken straight to information about it. It would certainly add extra value to an already excellent app.

Notes

- *Statement of what is being reviewed at the beginning*
- *Some basic information is given about the app but, as is appropriate to a review, the writer's opinion has at least as much importance as any facts about the subject of the review*
- *Clear organisation and paragraphing*
- *Good opening sentence to engage the reader's interest*
- *Variety in structures and sentence length*
- *Not too formal in register – formality is not necessary in a website review*
- *Rounding-off sentence summarises the writer's opinion*
- *Correct length (258 words)*
- *No language errors*

4 Report

Model answer

This model has been prepared as an example of a very good answer. However, please note that this is just one example out of several possible approaches.

Skilden Town Centre

This is a report on Skilden town centre from the point of view of a 20-year-old student currently studying for a degree in sociology at Skilden University.

Entertainment

Skilden town centre has two multiplex cinemas and one theatre. These put on a range of mainstream and more unusual productions and are popular with students. The theatre is regularly used for student productions. However, most people my age are surprised by the fact that there is no large venue suitable for concerts or other musical performances. If we want to hear a well-known singer or group, we have to travel 50 miles to the Welford Stadium. Skilden does, however, have a number of smaller venues used by local performers. These are much frequented by students and usually have a very good atmosphere.

Restaurants

Most students do not have the money to spare for eating in restaurants. However, Skilden town centre has a number of excellent restaurants, which we enjoy when our parents come to visit us. There are also one or two less-expensive establishments where we can occasionally treat ourselves to a meal. The main catering facilities which students enjoy are the coffee shops. These are not cheap, but they are welcoming and comfortable.

Suggested improvements

My recommendation would be to use part of the parkland by the river to build a venue for large musical events. This would greatly add to what is otherwise a good town centre from the point of view of young people.

Notes

- Statement of what is being reported on at the beginning
- All the points in the task are addressed
- Clear organisation and paragraphing
- Range of vocabulary appropriate to the topic of describing facilities in a town
- Variety in structures and sentence length
- Good use of headings
- Appropriately neutral style for a report – anything too informal would not be suitable
- Correct length (250 words)
- No language errors

Listening Part 1

Training

Understanding different aspects of the recording

1 1 B 2 B 3 A 4 C 5 B

- 2 There is something to suggest the distractors in each case, but listening carefully to the text should make it clear which is the correct option.

Exam practice

- 1 B A: The topic of the lecture didn't surprise the woman because s implies that, unlike the man, she had read something about the peric beforehand. C: The students who are referred to are students from a previous year rather than students attending the same lecture as the speakers.
- 2 A B: The man wishes he had prepared better, but the woman said she was 'OK on that score'. C: They both felt that the handouts were not as useful as they might have been in that they did not contain a bibliography.
- 3 A B: The man's last turn makes it clear that their aim was simply to gather information rather than influence a decision. C: Advice is referred to in terms of the advice they are now going to offer their own management committee.
- 4 B A: The man expresses a feeling that his own contribution could have been better. C: Although he says that he was not initially sure of the value of the meeting, he felt satisfied that it had been useful by the end.
- 5 C A: The woman is pleased with how much she has achieved. B: She says her family has been an equally important part of her life.
- 6 B A and C: These are both important but not the most important thing for the woman.

Listening Part 2

Training

Choosing the right answer

Suggested answers (alternatives are possible)

- 1 mother / brother / schoolteacher / friend / neighbour / grandfather, etc.
- 2 Possible words that could fill the gap: father / grandmother / cousin / parents – (older) cousin is the correct answer.
His father simply took him to the place where his interest was awakened. His grandmother had the house where his interest was awakened. His parents were the people he had to persuade to let him have lessons.
- 3 1 Raindrops 2 satisfactory
- 4 1 Other possible words that could fill the gap in the first question: 'Summer Time'; other possible words that could fill the gap in the second question: 'excellent', 'wonderful'.
2 'Summer Time' is wrong because that is the piece his sister played; 'excellent' is wrong because that is what his class teacher said; and 'wonderful' is wrong because that is what his parents said.

Exam practice

- 7 flute: It's her sister who plays the violin.
- 8 maths: She was tempted by the thought of doing a degree in music but did not do so.
- 9 (bank) cashier: She was considering becoming a teacher but had not finally decided.
- 10 Australia: The tours to Canada and France are in the future.
- 11 conductor: The marketing manager is not the person she expresses pride in.
- 12 the companionship: She mentions travel but makes it clear that this has its downsides.
- 13 Storm: The other film she names is to be made in the future.
- 14 fulfilling: 'Best be described as' gives the same idea as 'sums up' in the question prompt.

Listening Part 3

Training

Understanding distraction

1 1 C

2 You might be tempted by the other options because both her children and a range of jobs are mentioned, but you need to listen carefully to the end of the recording to confirm the correct answer.

2 B

3 The topics of the other options are mentioned, but not in a way that matches the wording in the recording.

Exam practice

15 C A: She mentions that she had a fear of the sea but does not express a desire to overcome it. B: Her life was dull but she does not mention a specific problem she was facing. D: She had only just met the woman in the café, so she could not be called a friend.

16 B The other options are all true, but they are not her main reason.

17 C A: She started writing before she began to travel. B: She says she was not the kind of person who liked to keep her thoughts private. D: Although her verse said she wanted to be like her dad, we do not know whether he was a writer or not.

18 A She implies that each of the other options is to some extent an issue but it is not the greatest challenge for her.

19 C A: She does not say anything specifically about writing style. B: She suggests that making readers either laugh or cry may be a good thing for a writer to do but does not say that the main aim is to make readers experience strong emotions. D: She suggests that in fact it might not be better to think about your grandma because she will be interested just because the experiences you are describing are yours.

20 D A: She talks about experiencing life as an observer but, although she almost certainly has developed her powers of observation, she does not mention this. B: She refers to this as a possibility but does not say that she finds it particularly rewarding. C: This might be the answer that you would expect but the speaker does not mention it.

Listening Part 4

Training

Finding the perfect match

TASK ONE F

TASK TWO D

Exam practice

TASK ONE

21 C 'Got talking to' suggests a 'chance encounter'.

22 G Although the speaker mentions that her father is an accountant, she goes on to make it clear that he advised her against taking up accountancy as a career.

23 D 'Master' is a synonym for '(male) teacher'.

24 B Her aunt is the relative who she says 'got me into' (= inspired her interest in) the career.

25 E 'That was it' means 'that was all that was necessary'.

TASK TWO

26 F 'Constantly having to train new helpers' is a paraphrase of 'rapid turnover of staff'.

27 D The speaker makes it clear that she was lucky to get her position given the number of applicants from this country and elsewhere.

28 C The speaker explains how he and his family eventually moved to a place nearer to the airport because of the pressures of commuting.

29 A The date of the show is the deadline, and what the speaker says about these makes it clear that it can be difficult to meet them.

30 H It is clearly not easy to have a straightforward working relationship with someone who is bad-tempered.

Speaking Part 1

Training

Understanding how your speaking is assessed

1 1 C 2 E 3 D 4 A 5 B

2

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

3 Suggested answers

1 What do you enjoy reading most?

The candidate could have given more information about a specific writer or story they had read.

2 What did you do last night?

The candidate could have spoken about what film they saw, who they went with and what they felt about the film, for example.

3 How do you try to keep fit?

The candidate could have described the kind of exercise they take and could have gone into more detail about their diet, saying how they try to eat fruit as a snack rather than sweets.

4 How do you think you'll use your English in the future?

The candidate could have explained what their plans are for work and study.

Speaking Part 2

Training

Useful language: hypothesising

1 they look as if they're waiting ... They may have been waiting for quite a while because ... so perhaps he's feeling a little anxious. The couple on the right seem to be work colleagues ... they could be discussing ... But they seem to be feeling quite relaxed ... She looks as if ... no one seems to be feeling particularly stressed - they're probably all very used to waiting ...

2 Possible answers

1 I think they might be talking about a situation at their workplace.

2 I wonder if they could be discussing some kind of problem.

3 I think the man might have a problem at work.

4 Perhaps the woman has been giving the man some advice.

5 I don't think that they can be at home because they are both dressed quite formally.

- 6 It's most likely that they're discussing something related to work.
- 7 But it could also be that they're talking about a relationship problem.
- 8 I think it's quite possible that they're good friends as well as colleagues.
- 9 They look as if they get on well with each other.
- 10 I imagine they must be office workers of some kind.

Useful language: comparing and contrasting

- 1 1 In the first picture, everyone looks as if they're enjoying themselves. In contrast, in the other one, the people seem rather miserable.
- 2 The girls in this picture are working hard, whereas the girls in the other picture are simply having fun.
- 3 By and large, the people in the second picture seem more interested in what they're doing than the people in the first picture.
- 4 All in all, I think the people in the first picture are feeling more relaxed than those in the second picture.
- 5 On 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 the other hand, they could simply be on their way to work.

Speaking Part 3

Training

Useful language: negotiating

- 1 1 I can't *help* thinking that ...
 - 2 I *entirely* agree.
 - 3 I take your *point*, but ...
 - 4 Isn't it more a *matter* of ...
 - 5 It's interesting you *should* say that because ...
 - 6 What you say reminds me *of* ...
 - 7 That's all very *well*, but ...
 - 8 *Wouldn't* you say so?
 - 9 Yes, but we shouldn't *forget* about ...
 - 10 You wouldn't disagree *with* that, would you?
- 2 a expressing agreement – 2
 - b expressing partial or complete disagreement – 1, 3, 4, 7, 9
 - c asking for someone's opinion – 8, 10
 - d developing an idea someone has mentioned – 5, 6

Giving yourself time to think

- 1 Well; let me think; that's quite a difficult one; How can I explain what I mean?
Well, I must admit I haven't really thought about it much before; What's it called?; Wait a moment; It's on the tip of my tongue; you know

Speaking Part 4

Training

Useful language: giving your opinion

- 1 1 In 2 As 3 From 4 far 5 way 6 where
7 perfectly 8 argue 9 strong 10 tend

Test 1

Transcript

Listening Part 1

Training

02 Exercise 1

Man: I'm not sure I like the look of this place. It's a bit dingy.

Woman: Mm, I don't know. It's a bit quaint perhaps. Anyway, I'm so shattered, I'd settle for anything. And you've been behind the wheel all day, so I dread to think how you're feeling.

Man: Mm. I am pretty exhausted. And at least it's probably not too late to grab a bite here before turning in. I'm starving.

Woman: Well, I'm not sure I fancy anything at the moment myself. Anyway, it certainly doesn't look too expensive. So, shall I see if they've got any vacancies?

Man: Sure. And check about where to leave the car too, if they have anywhere. I'll be sorting out the luggage while you find out.

Exam practice

03

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

Extract 1

You hear two students discussing a lecture. Now look at questions 1 and 2.

Woman: That was a really interesting lecture, don't you think, Jack?

Man: Not bad at all. I'd heard that the lecturer was brilliant from some students he taught last year, so I was expecting quite a lot.

Woman: Really? I hadn't heard anything about him before. Anyway, I never imagined anyone managing to make a topic that's basically quite tedious into something so fascinating – just by looking at it from a fresh angle.

Man: Mm, I just wished I'd read a bit more about that period in history beforehand. I think I'd have got a bit more out of it if I had.

Woman: I was OK on that score. But I certainly want to go and find out more about it now, even though it's not an essential part of our course.

Man: Me too. Pity he didn't include a bibliography on any of the handouts he gave us.

Woman: Oh well, it won't be too hard to find something relevant, I'm sure.

Extract 2

You hear two business people discussing a meeting they attended. Now look at questions 3 and 4.

Man: Well, I'm glad that meeting's over now. I thought they were never going to bring things to an end!

Woman: I know. I kept thinking they were on the verge of wrapping things up and then someone raised some other issue.

Man: Yes. Still, we achieved what we set out to. I wasn't sure it'd be worth it at first, but I think it was, don't you?

Woman: Certainly. We've got a pretty good picture now of what'd be involved if we do decide to do business with them. And I think you gave them a sense of what we could offer them.

Man: Well, I could have done that better, I think, but never mind. So, do you feel ready to give a full report to our management committee tomorrow?

Woman: Yes, but I'm not sure whether I'd advise them to pursue the partnership or not.

Man: Well, that's up to them. We've done our bit by seeing how the land lies.

Extract 3

You hear a scientist being interviewed about her career.

Now look at questions 5 and 6.

Interviewer: You've had a long and successful career as a biochemist. Would you say that you've achieved everything that you would've wished?

Woman: I don't imagine anyone would ever say that. But I've been very lucky in that I've been able to do far more than I ever dreamt when I started out. It's amazing to have ended up heading the leading research lab in my field.

Interviewer: And that's on top of having four children.

Woman: That's right. My family has always been as important to me as my career. But I've been able to enjoy both. Thanks to a great support network, of course.

Interviewer: What quality do you look for in young scientists who want to work in your lab?

Woman: Well, they should have a natural inquisitiveness about the world. They notice what's going on around them and they want to find out more. I'm looking for people who pay great attention to detail, of course. You have to value precision as a scientist. But I guess the key thing for me is someone who understands that you also learn from experiments that don't work. Of course, it's disheartening to spend six months on something that fails. But a true scientist appreciates that that is also part of working towards the truth.

That is the end of Part 1.

Listening Part 2

Training

 04 Exercises 3 and 4

Man: The first time I performed in public was when I was only eight. My primary school put on a show for our parents, and all the kids had to either play an instrument or sing. My older sister opened the event by playing the violin. She did a piece called *Summer Time*, a pretty melody that I still love. Then my best friend, Sam, sang *Raindrops*, a very appropriate little song, as it was pouring that day! I accompanied him on the piano. I don't remember much about the rest of the concert – I guess I was too overwhelmed by my own performance. My class teacher said I was excellent, and my parents called it wonderful. My piano teacher was a bit less enthusiastic, but she did say it was satisfactory. That was, for her, actually quite high praise!

Exam practice

 05

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

You now have 45 seconds to look at Part 2. You will need to play the recording twice.

Anita: I'm here today to tell you about my life as a musician in an orchestra, as I understand some of you may be considering this as a career. If you play the flute, like me, then I'd certainly recommend it as a great way to become a professional musician. I used to wish I played the violin as my sister does, as that'd offer more opportunities for work as a soloist, but now I don't think I'd exchange orchestra work for a solo career – even if I had the opportunity and the talent.

Some of you are studying for a degree in music at the university here. I was very tempted by that option, but in the end my parents persuaded me to do maths instead. They thought it was more likely to lead to a steady job.

After graduating, I was considering becoming a teacher but decided to take a job in a bank first while I made up my mind. Being a cashier during the day left me with plenty of time and energy in the evenings, and I began to play in my local orchestra. I loved it, and when someone suggested I try for one of the bigger national orchestras, I jumped at the chance.

It's extremely enjoyable and I love the path I've chosen, but it's certainly not an easy life. I spend a lot of my time living out of a suitcase. We spent last month playing a series of concerts in Australia, for example. We got back last week and are off again next Monday. To Canada. Then later in the year, we're off to France.

The orchestra I play for is one of the best known in the country. And that's not just because we've got a pretty good marketing manager. The thing is we have a brilliant conductor. He's still quite young and he has an amazing future ahead of him, I'm sure. We all feel very fortunate to have the chance to be working with him.

Although I love travel, I wouldn't say that's the best part of my job. It's often fun, but it can be exhausting. But what I do love is the companionship. It's great to spend one's life with a group of people who share the same passion for music.

Although we spend most of our time giving concerts in this country and abroad, we did have one rather unusual experience last year when we featured in a movie. You may have seen it – it was called Storm – and it was about a touring orchestra that got stuck on a Caribbean island during a hurricane. The same director says he's going to use us in his adaptation of a novel called *Piano*, which he's planning to start shooting next year.

I hope this has given you some idea of what life in an orchestra is like. I'd say it can best be described as being fulfilling. I feel incredibly lucky to be paid for doing something I love so much. At times, of course, it's exhausting and difficult, but it's never boring and I have no hesitation in recommending it as a career. So, I'd be happy to answer any questions ...

That is the end of Part 2.

Listening Part 3

Training

1 06 Exercises 2 and 3

Interviewer: I understand you also occasionally volunteer at a wildlife reserve, working with deer. How did that come about, and how has it inspired your writing?

Rose: Well, my children have been fascinated by deer ever since they were tiny, though I must admit that wasn't an enthusiasm I initially shared. However, Alison Greaves, an old classmate of mine, opened a reserve for them and invited me along to have a look – before I knew where I was, I was working there two days a week and really enjoying being outside. Alison was desperate for extra help at the start. But working with the deer has been an amazing blessing and has enriched my life in many ways. A couple of creative projects inspired by them have taken shape but haven't yet found a publishing home.

Listening Part 3

Exam practice

1 07

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

You now have 70 seconds to look at Part 3. You will need to play the recording twice.

Interviewer: With me in the studio today I have travel writer Marina Vardy. Marina, how did you get started travelling?

Marina: People often think that those who travel are running away from something. They're right. Aged 24, I decided to run away from a dull job, and a life that had grown stagnant. I set out to find something more, though I had no idea what 'something more' looked like. Thanks to a chance encounter, I met a woman in a café who had a humble sailboat and a dream of exploring the world. Against my better judgement, I decided on the spur of the moment to accept her spontaneous suggestion to join her, despite the fact that I've always had a morbid fear of deep water.

Interviewer: And you didn't regret it?

Marina: At times I did, especially at the beginning, but, rather to my own amazement, I got used to putting up with all sorts of physically difficult situations. That voyage changed the course of my life. It turned me into a travel writer and an adventurer, but above all it made me an optimist. I couldn't have asked for more.

Interviewer: Mm. What made you get started in writing?

Marina: Oh, that happened a good while before I set off travelling and I was inspired to write by what I saw. At about 12, I wrote a little verse that included the line: 'People say I take after my dad. He went bald and grey in his twenties. Great!' My mother stuck it on the fridge, people laughed, and so began my passion for entertaining people with words. I've never been one for keeping my thoughts private, I'm afraid.

Interviewer: As a travel writer, what's your biggest challenge?

Marina: My greatest passion in life is a midday sleep in a hammock, but people don't want to read about that! So in order to get a good story, I end up doing things that most people avoid due to their ridiculously high risk. But, to be honest, the worst thing's the fact that I constantly battle self-doubt over whether or not my work is any good. You really don't know till you get it done and others read it and pass their verdict. When you're penning your life story, it can seem like you're being very self-indulgent. 'She's supposedly writing a masterpiece, but she hasn't bothered

to brush her hair in weeks!' my family say in hushed whispers behind my back. Or they do in my imagination, at least.

Interviewer: What advice would you give to someone who is considering going into travel writing?

Marina: Always assume that your travel experiences are only going to be interesting to your grandma. Attention spans are slim, and there has to be more than a description of what you saw. Nowadays, with all the other calls on people's attention, you have to work harder than ever to keep your readers engaged. How can you give universal appeal to your story? How can you make it a page turner? Can you make your readers laugh? Cry? Think of your travels like the backdrop to a greater story that grips the reader, not the story itself. After all, you're trying to grab the attention of an internet-obsessed generation, which means you've got a big job on your hands.

Interviewer: Mm. What's the biggest reward of life as a travel writer?

Marina: Writing teaches you to experience life as an observer. No matter what situation you're in, there's always that tiny author sitting in the back of your head, narrating the events around you. Bad encounters make good stories, and they're cathartic to write about. Did some horrible person treat you badly? Not to worry – put him in your next story. And I'm nice about kind people too, of course. Channelling your experiences into art is deeply enriching, I find.

Interviewer: Thank you very much, Marina.

That is the end of Part 3.

Listening Part 4

Exam practice

1 08

Part 4 consists of two tasks. You will hear five short extracts in which people are talking about their jobs. Look at Task 1. For questions 21 to 25, choose from the list (A–H) what made each speaker choose their career. Now look at Task 2. For questions 26 to 30, choose from the list (A–H) the difficulty each speaker has had to overcome. While you listen you must complete both tasks.

You now have 45 seconds to look at Part 4. You will need to play the recording twice.

Speaker 1

When I was at school, I had a talent for chemistry, and my teachers advised me to become a research scientist. But in the summer holidays after I finished school, some friends and I went travelling round Europe by train. In Greece, we got talking to a group of archaeologists and they suggested we join them on a dig. I was hooked from the first moment. Luckily, I was then able to get a place on a university course and I've never looked back. It hasn't all been plain sailing, but I've been fortunate enough to get funding for the projects I've wanted to work on, which can often be a major issue for archaeologists. I suppose the main problem is constantly having to train new helpers – most of the people who come and work on digs are only doing it for a few months at a time.

Speaker 2

I was very fortunate indeed to get this job. It's a first-rate accountancy firm, and lots of highly-qualified people both from this country and from abroad compete to work here, though few get taken on. My dad's an accountant, but that's not what got me into this field – in fact, if anything, he advised me against it. He remembered how hard he'd found it as a young man spending years studying in the evenings after working all day. But that wasn't too much of a problem for me. I've just always had a flair for working with figures and I find it very satisfying to immerse myself in a client's accounts. Some of my friends find that a bit weird, I think. But I think numbers can be much more straightforward to work with than people – and there's plenty of good software to help you with most of the more tedious operations these days.

Speaker 3

I work as an airline pilot. It's not quite as glamorous as people often think it sounds, as you don't really get to see much of the places you travel to. Fortunately, I was aware of that before I decided to go for this as a career. I fly out of an airport that's over 40 miles from the town where I used to live with my family. I commuted for about ten years, but then we decided it was all too much, especially when I was either leaving early or getting back late, so we uprooted, and things are much easier for me now. It was my old geography master who suggested I might enjoy flying, actually. He'd have loved to have been a pilot himself, but said he couldn't afford the training. My granddad actually financed mine, which was amazingly kind of him.

Speaker 4

It's quite hard working in the fashion business. But it's fun, of course, too. I love being creative and helping other women look their best. But you wouldn't believe how tense it can be in those last few days before a major show. You just have to get everything ready on time, and that can often mean a few all-nighters. I enjoy working with the models – even the top ones are nothing like as temperamental as the press often makes out. My aunt used to be one, and I guess it was her stories that got me into the business in the first place. People have often told me I'm very talented, but I don't think I am – it's just a matter of being prepared to put in the hard graft. And that's never been an issue for me. I guess I'm a bit of a workaholic really.

Speaker 5

Other young boys usually go through a stage of wanting to be astronauts or circus clowns, but I've only ever wanted to be a civil engineer ever since I was a small kid. I think I was enthused when I came across a biography of the man who built some of the first ever iron bridges – that was it, as far as I was concerned. I certainly don't have any regrets. It's a rewarding job and I even quite enjoy the buzz of working to deadlines. Fortunately, these days most of the design is done using computer programs – I'm sure I'd have found it very difficult doing precise drawings by hand as they used to have to. My boss can be a bit bad-tempered at times. I don't like it, but I've learnt not to let it bother me too much. If it got too bad, I'd try to find a job elsewhere, as indeed several other members of staff have ended up doing.

That is the end of Part 4.

Speaking Part 1

Training

1 09 Exercise 2

Question 1, Speaker A

Interlocutor: What do you enjoy most about studying English?

Speaker A: I like the way that it makes it possible for me to communicate with people all over the world.

Question 1, Speaker B

Interlocutor: What do you enjoy most about studying English?

Speaker B: I like the way that it makes it possible for me to communicate with people all over the world.

Question 2, Speaker A

Interlocutor: What's the most exciting thing that's ever happened to you?

Speaker A: Mm, that's a difficult question. But I think it might have been something that happened on my eleventh birthday. I was with my parents who were working on an archaeological dig on a northern island of Scotland when a schoolboy who'd just arrived to help on the site discovered treasure. It was a hoard of silver bowls and brooches. They're thought to have been there for nearly 1,200 years. That was certainly an extraordinarily exciting day.

Question 2, Speaker B

Interlocutor: What's the most exciting thing that's ever happened to you?

Speaker B: Um. Perhaps something that happened on my eleventh birthday. I was with my parents on an archaeological dig on a northern island of Scotland. A schoolboy arrived to help on the site for the first time. He discovered treasure. Er, it was a hoard of silver bowls and brooches. Um, they were probably there for nearly 1,200 years. Mm, that was certainly an extraordinarily exciting day.

Question 3, Speaker A

Interlocutor: What's your opinion of computer games?

Speaker A: I like computer games. I think most of them are very good, though some are not so good, of course. I play them a lot with my friends. My parents don't like computer games, but I think they're very fun.

Question 3, Speaker B

Interlocutor: What's your opinion of computer games?

Speaker B: Well, that depends. I like some computer games very much, particularly games based on sports like football or motor-racing or snowboarding. I'm not so keen on adventure games. I spend a lot of time playing computer games with my friends. My parents say I'm wasting my time, but I think it's a perfectly reasonable way to relax.

Question 4, Speaker A

Interlocutor: What kind of music do you enjoy listening to?

Speaker A: Er ... um ... I like ... er ... pop music. Um, I listen to it, um ... er, every day. Er ... um ... I listen to it, um ... on my iPod®. Er ... on my way to college.

Question 4, Speaker B

Interlocutor: What kind of music do you enjoy listening to?

Speaker B: Er, well, let me think. I like pop music. Yes, that's what I listen to most. I always have my iPod® with me and I listen to it on my way to and from college.

Question 5, Speaker A

Interlocutor: Who was your best friend when you were at school?

Speaker A: Sorry, do you mean when I was at primary school or at secondary school?

Interlocutor: As you like. Primary school, perhaps.

Speaker A: OK. Then ... it was a girl who lived next door to me. Her name was, er, Tessa ...

Question 5, Speaker B

Interlocutor: Who was your best friend when you were at school?

Speaker B: I think friends are very important when you are at school.

Exercise 4

- 1 How did you spend your last holiday?
- 2 What do you do to relax?
- 3 What are your plans for your career?
- 4 What have you achieved that you feel particularly proud of?
- 5 What new law would you like to be introduced?
- 6 Do you think the place where you are currently living is a good place for young people to grow up in?

Speaking Part 2

Training

Exercise 1

Interlocutor: How do you think the people in this picture are feeling?

Man: Well, the people here are at an airport, and they look as if they're waiting for their flight departure to be called. They may have been waiting for quite a while, because the woman on the left has fallen asleep on her husband's shoulder. He's reading a newspaper and is looking quite serious, so perhaps he's feeling a little anxious. The couple on the right seem to be work colleagues, and they could be discussing an issue relating to their work. But they seem to be feeling quite relaxed in each other's company. The woman in the middle is focusing on some papers. She looks as if she's totally concentrated on what she's reading. On the whole, no one seems to be feeling particularly stressed – they're probably all very used to waiting at airports.

Speaking Part 3

Training

Exercise 1

Man: So would you ever buy an electric car?

Woman: Well, let me think, that's quite a difficult one. On the one hand, they're obviously better for the environment in that they don't use petrol or diesel. But on the other hand, they'd need to be a bit more convenient to use before I'd seriously consider buying one. Um, how can I explain what I mean? I think it's not yet straightforward enough to recharge electric cars. It'll need to be quicker and easier to do that, I think, before large numbers of people start using them. How about you? What do you think?

Man: Well, I must admit I haven't really thought about it much before. But I certainly think that they sound as if they're a good idea. A friend of mine has actually just got one. What's it called? Um, wait a moment. It's on the tip of my tongue. Oh, anyway, he's only been using it for a couple of days, but he seems to quite like it. He did tell me, though, that you have to be extra careful driving it. It's so quiet that, er, you know, pedestrians don't hear you coming and, if they're not paying attention, they can step out into the street in front of you.

Test 2

Key

Reading and Use of English Part 1

Training

Review

- 1 You should first read the title and then read all through the text. This will help you understand the text, which will make the task easier for you.
- 2 Often the right answer is the only option that collocates with what is written either before or after the gap.
- 3 Often the presence (or absence) of a preposition before or after the gap means that only one option is possible.
- 4 It's always worth having a guess. You don't lose marks for a wrong answer. So eliminate any option you feel sure is incorrect and choose from the rest.

Useful language: checking for correct collocations

- 1 1 drawn 2 attend 3 taking 4 know 5 sit
6 achieving 7 getting 8 have
- 2 1 make 2 go/enjoy 3 have/throw/hold 4 take 5 meet/suit
6 make 7 shows 8 find 9 range/choice 10 area/field

Useful language: thinking about prepositions

- 1 1 knowledge 2 visit 3 participate 4 get 5 thank
6 talks 7 reasons 8 advertisement
- 2 1 I don't have much information about local history.
2 My stay at my grandparents' was a great success.
3 The new student didn't contribute to the discussion.
4 When does your plane arrive in/at Rio?
5 Polly wrote to congratulate the professor on his inspiring lecture.
6 My grandfather never discusses his life as a coal miner. (No preposition is needed after *discuss*.)
7 The article considers the consequences of the workers' strike.
8 I saw an article about/on a language course in the paper.

Exam practice

- 1 D The verb 'trigger' means 'to cause an automatic response'.
A and B: Both verbs tend to be used about people – to 'provoke' or 'impel' someone to do something. C: 'Originate' looks back to where something came from, e.g. 'The idea originated from China', rather than forward to what will happen as a future consequence.
- 2 A You can rule out the other words both through their meaning and the grammar. B: 'Involve' would often be followed by an action of some kind, and is typically followed by a gerund, e.g. 'Doing a degree in a foreign language often involves spending a year in a country where the language is spoken.' C: 'Consists' is almost always followed by 'of'. D: 'Occupy' collocates most strongly with a place or position of some kind.
- 3 B Working out how the device is working will help you get to the correct answer. A compression system in the vest inflates and deflates airbags in order to create a sensation of tightness or loosening for the wearer. A: As well as its more frequent meaning of 'understand', 'realise' can mean 'make something real' – to realise a dream, for example – but that meaning does not fit here either. C: 'Pass' would be used about something less abstract – the compression system passes air through tubes perhaps. D: 'Construct' is usually used about something physical, typically a building of some kind. It does also collocate with some abstract nouns, e.g. 'theory' or 'plan', but not with something as vague as 'tightness'.
- 4 A This is the word that is used to describe the place and time where a novel or play is set. B: 'Position' is usually used to refer to a fixed place held by someone in, e.g. society or a team. C: 'Environment' is mainly used when talking about nature or about the place that people or animals inhabit. D: 'Part' might be used about a book, but it would mean a section of that book and so does not make sense here.
- 5 B The meaning here is that they used this particular book as an example to show how the device might work in practice. A: 'Enabling' requires a different structure, e.g. 'Using this novel enabled the scientists to test out their device.' C: 'Affecting' means influencing or impacting on and so does not make sense in this context. D: It is clear from the context that they were creating rather than just imagining how the vest might work with the book.
- 6 C 'Picked' here is a synonym for 'chose'. A, B, D: None of the distracting words can be used to give the idea of 'chose' or 'selected' and they do not make sense in this context.
- 7 D 'Range' collocates strongly with 'of emotions'. A and B: These nouns suggest size rather than variety and, although these words might work with 'locations', they do not work with 'emotions'. C: 'Amount' is used with uncountable nouns, e.g. 'an incredible amount of money/trouble/work' rather than with countable nouns such as 'locations' or 'emotions'.
- 8 B This is the only word which fits both in terms of grammar and meaning. A: 'Commented' would need to be followed by 'on'. C: 'Called' would require the 'as' which follows later in the sentence to be dropped. D: 'Remarkable' is a description rather than an explanation.

Reading and Use of English Part 2

Training

Review

- No, it isn't. Understanding what the text is all about will help you find the right words for each gap.
- No, not at all. It probably makes sense to do the ones you find easiest first.
- You must write only ONE word in each gap.

4 You need to write a grammar word in each gap, e.g. preposition, pronoun, article, quantifier, auxiliary verb, etc.

5 No, you must choose one and write only that one down.

Considering meaning and grammar

- 1 very:** 'Much' would need to be followed by a comparative adjective in a sentence like this, e.g. 'much fuller than I'd expected'.
 - 2 newly:** An adverb is needed to modify an adjective like 'refurbished'.
 - 3 healthily:** 'Healthy' is an adjective and would need to be followed by a noun, e.g. 'eat healthy food'.
 - 4 so:** 'Too' would be followed by a different pattern – 'too hot for us to eat outside ...'.
 - 5 very:** 'Absolutely' does not collocate with gradable adjectives like 'disappointing' – it is used with non-gradable adjectives such as 'wonderful' or 'unique'. A gradable adjective is one that can be 'slightly' or 'a little', e.g. you can say 'slightly disappointing' or 'a little disappointing' whereas you can't say 'slightly wonderful' or 'a little unique'. 'Disappointing' is gradable, whereas 'wonderful' and 'unique' are non-gradable.
 - 6 to:** 'In' does not collocate when you are talking about plans for making changes.
 - 7 no:** 'Not' would need the indefinite article – 'there wasn't a lift available'.
 - 8 anything:** 'Nothing' would make the phrase into a double negative, which isn't correct in standard English. Note that 'without anything' means the same as 'with nothing'.
- 2 1 would 2 a 3 missing 4 by 5 which 6 for
7 why 8 wants/decides (Note that the verb after 'everyone' must be singular.)

Useful language: focusing on phrasal verbs

- 1 take 2 bringing 3 got 4 put 5 make 6 go 7 do
8 made/took 9 get 10 bring

Exam practice

- 9 When/If:** If you read to the end of the sentence, it becomes clear that a conjunction is needed for the sentence to hang together. It also becomes clear that a conjunction that gives a conditional idea is required.
- 10 how:** 'How' is one word which can give the idea of 'the way in which'.
- 11 with:** You have 'ties/links/connections' with someone or something.
- 12 whatever:** 'Whatever' can give the idea of 'it does not matter what' in one word.
- 13 to:** Although you might ask someone for their thoughts about something, 'give [careful] thought' needs to be followed by 'to'.
- 14 Despite:** 'Despite the fact that' is a phrase often used to convey the same idea as 'although'.
- 15 of:** This is the only preposition that can fit in the phrase 'workings of your business', which means 'how your business works'.
- 16 whose:** The possessive relative pronoun is required to make the sentence hang together. It is a more concise way of saying 'someone who has qualities that match ...'.

Reading and Use of English Part 3

Training

Review

- 1 Reading the text all the way through will give you an idea of the general meaning of the text and this will help you find the right words.
- 2 Yes. You must spell the word correctly to get the mark.
- 3 You usually have to add a prefix and/or a suffix.
- 4 You might have to decide between a person noun or an abstract noun, for example 'developer' or 'development', or you might have to decide between a singular or a plural noun.

Useful language: spelling correctly

- 1 accommodation 2 committee 3 negotiate 4 beginning
- 5 professional 6 appropriate 7 interesting 8 pronunciation
- 9 necessary 10 receive

- 1 characteristic 2 normally 3 disappointed 4 changeable
- 5 marvellously/marvelously (US spelling) 6 business
- 7 shameful 8 embarrassment

Useful language: noting words from the same root

- 1 developments 2 developer 3 undeveloped/underdeveloped
- 4 misinterpreted 5 interpretation 6 interpreters
- 7 applicable (*applied* is also possible) 8 (re)applied 9 applications

Exam practice

- 17 **basis:** Although 'base' can also itself be a noun, it is used in more concrete contexts to mean 'the bottom part of an object'. 'Basis' is needed here to mean 'the most important ideas or facts on which something is based'.
- 18 **apprehensive:** Note how 'd' at the end of the verb changes to 's' to form this adjective meaning 'anxious about something in the future'.
- 19 **diversion:** Again, the last consonant of the verb changes when a suffix is added.
- 20 **mastery:** This is the abstract noun from the verb 'to master'.
- 21 **significant:** This is a useful synonym for 'important'.
- 22 **undeniably:** The grammar of the sentence makes it clear that you need an adverb to modify 'it is true that ...' and the meaning of the sentence makes it clear that you need a negative prefix, as the writer is saying 'It can't be denied ...'.
- 23 **vigorous:** Note that the 'u' in the noun is not used in the adjective form in UK as well as US spelling (in US spelling, the noun is 'vigor').
- 24 **depression:** This is the noun which can be used to mean 'a state of being very unhappy and feeling hopeless about the future'.

Reading and Use of English Part 4

Training

Review

- 1 Six (and the minimum is three)
- 2 Two
- 3 No, you must use it in exactly the same form.
- 4 Two. This means that it is always worth writing something. You may get at least one of the two marks.

Useful language: choosing the right expression

- 1 **turned out:** 'Resulted in' here would need to be followed by a noun, e.g. 'resulted in disappointment'.
 - 2 **a letter of apology:** This is a fixed collocation – we talk about a 'love letter' but not an 'apology letter'.
 - 3 **the opportunity:** Margot might have the 'possibility of doing' something, but not the 'possibility to do' it.
 - 4 **finding:** You have 'difficulty (in) doing something'; it is 'difficult to do something', but the noun 'difficulty' is not followed by an infinitive.
 - 5 **leave:** It would also be possible to say 'I'll let you *have* details', but 'let' alone is not enough.
 - 6 **going:** 'Recommend' cannot be followed by the infinitive with 'to' – you can say either 'I recommend going' or 'I recommend you go' but NOT '~~I recommend to go~~' or '~~I recommend you to go~~'.
 - 7 **cleaning and decorating:** Both verbs must be in the same form – both verbs follow the preposition 'in' and so they must both be in the *-ing* form.
 - 8 **where he found:** In indirect or reported questions, the auxiliary is not used: 'Where did he go?' – 'I don't know where he went' / 'She asked where he went', etc.
- 2 1 not to LEAVE your projects in/at
 - 2 TURNED out to be unexpectedly
 - 3 had no DIFFICULTY (in) getting
 - 4 to KNOW where Lisa went
 - 5 would/'d RECOMMEND having a meal / eating
 - 6 a letter of / an APOLOGY for making
 - 7 not have the OPPORTUNITY to go / of going

Exam practice

The vertical line | shows where the answer is split into two parts for marking purposes.

- 25 **takes it | for GRANTED** 'Take it for granted' is a fixed expression meaning 'assume', i.e. 'accept something is true without even thinking about it'.
- 26 **is no college | I'd/would RATHER** 'I'd / I would rather' means 'I'd prefer'. Note that we say 'I'd rather study' but 'I'd prefer to study'.
- 27 **COME to | a decision** This phrase means 'decide', as does 'make up your mind'.
- 28 **had MISSED her flight | she would/'d** 'Given that' means 'since'. The same idea as the prompt sentence is given by a sentence using the pattern of a third conditional, i.e. *If + past perfect + would have + past participle* in the main clause ('to miss' = not to catch).
- 29 **me to | BRUSH up my French** The structure with 'encourage' is 'encourage someone to do something'. The phrasal verb 'brush up' means to 'improve something already learnt but partly forgotten'.
- 30 **for keeping/putting | her in the PICTURE** 'To keep/put someone in the picture' is an idiom meaning 'to inform or keep someone informed about a situation'.

Reading and Use of English Part 5

Exam practice

Review

All the pieces of advice in this exercise should be ticked.

Exam task

- 31 B '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.' A: Although the writer does say that our free thumb makes it possible for us to make tools, that is not the point that he wishes to make. C: The writer mentions other creatures such as sea otters that also make tools. D: This may be true, but it is not a point that is made in the text.
- 32 D '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.' A: That might be true in that they managed to pick up burning sticks, but that is not what impressed him. B: They are using the fire not to cook their prey but to make it come out of its hiding places in the bush. C: They were not starting fires but spreading fires that had already started.
- 33 B 'In the world of archaeology, the earliest sign of human control of fire is a hotly debated topic.' A: According to the text, the evidence 'appears to show' fire hearths from a million years ago – this is a much more tentative statement than A is. C: This is assumed rather than there being evidence to show it was the case. D: Although this may well be true, it is not a point that the writer makes.
- 34 A '[T]he 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.)' B: This may happen, but it is not what it says in the text. C: The text only talks about one aspect of the Bushmen's lives. In other ways, their way of life may perhaps be quite different from that of their ancestors. D: Harmful elements in food have been destroyed by cooking ever since people began to cook their food.
- 35 C '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.' A: The writer mentions the telling of stories round a fire in the evenings but does not mention a particular desire to share this experience. B: It is experiencing the moment of it happening rather than learning how it actually happened that the writer says he would like to have seen. D: The writer makes the point that life was transformed by fire but does not express a desire to have witnessed that process in action.
- 36 D '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.' A: We are not told that people were afraid of the cold, simply that fire allowed them to move into lands where temperatures were colder. B and C: Although in a sense these statements are true, they are not the explanation provided as to why the discovery of how to create fire brought confidence.

Reading and Use of English Part 6

Exam practice

Review

- 1 They all give opinions relating to the same topic.
- 2 No, it is more likely that there will be two answers for one of the letters and so none for another.
- 3 No. All the questions will involve reading across the texts and understanding the relationships between them.
- 4 It will almost certainly be helpful to read the questions quickly first so that you have them in mind as you read the texts.

Exam task

- 37 C B says that literature 'teaches us about ourselves and other people and why we behave as we do', while expert C similarly points to the value of literature in teaching empathy.
- 38 B A, C and D all in some way relate a study of literature to employment prospects, whereas the focus of B is on the value of literature study for creating a well-rounded person.
- 39 D Expert A says that lecturers should make students aware that the writing skills they are gaining will help their employment prospects. Expert D mentions the desirability of students thinking about the skills they will gain when choosing what to study for a joint degree. Neither B nor C deals with this aspect of the topic.
- 40 B Expert C says that literature graduates will have good critical-thinking skills, and B conveys the same idea by saying that studying literature helps people question things. Neither A nor D specifically mentions the value of literature study in promoting thinking skills.

Reading and Use of English Part 7

Exam practice

Review

1 1C 2E 3A 4F 5B 6D

- 2 You could underline a great many words and phrases, as the paragraphs of the text connect in many different ways. However, the most direct connections are suggested by these phrases.

After gap 41: The minerals rush ... Dawson's ...

After gap 42: It's ... that investment in technology and people.

After gap 43: In his small office ...

After gap 44: Trish Hume, for example, ...

After gap 45: ... the territory ...

After gap 46: ... such a remarkable environment ...

A It is even larger ...

B At his expanding compound ...

C Today, the couple ...

D In contrast, ...

E Such creatures ...

F ... has brought to the fore a growing tension ...

G But in other ways, ...

Exam task

- 41 C The idea of paying for and heating living accommodation in the first paragraph of the text is taken up by the first sentence in C.
- 42 G The first sentence of G makes it clear that the preceding paragraph must have referred to a way in which the town had changed – as is the case with the paragraph before gap 42. The reference to 'that investment' just after gap 42 shows that the missing paragraph must end by mentioning investment of some kind in the mining industry, and it is there in G with 'mechanized army of bulldozers, drilling rigs, and flown-in workers'.

- 43 **B** The mention of Ryan at the end of the paragraph before gap 43 combined with the reference to 'his small office' at the beginning of the paragraph after the gap suggests that Ryan was the focus of the missing paragraph.
- 44 **F** The first sentence in the paragraph after gap 44 gives a clear indication that the missing paragraph must have made some reference to people being concerned about the natural environment of the Yukon. That is to be found in F in the discussion of the 'growing tension' before environmentalists and developers.
- 45 **A** The paragraphs before and after the gap suggest that the content of the missing paragraph will be focused on a description of the area. Paragraph A takes up the idea of 'enormous area' at the end of the paragraph before the gap and so clearly fits well here.
- 46 **E** Animals are mentioned at the end of the paragraph preceding the gap and these are referred to by 'Such creatures' at the beginning of E. Although paragraph D also refers to animals, it does not relate in any other logical way to the paragraphs before and after the gap and is ruled out by the introductory 'In contrast'.

Reading and Use of English Part 8

Exam practice

Review

Suggested answers

- 1 This is generally considered the best way to approach this task – that is why the questions come first on the question paper. Then you know what you are looking for in the texts.
- 2 It certainly wouldn't be sensible to read the texts thoroughly before looking at the items. You might perhaps want to skim them just to get a quick impression, but generally it's better to read the items first.
- 3 A lot of people recommend doing this. It's not essential, but it can be a very efficient way of approaching the task.
- 4 This is a very good idea. The questions in the Advice box relating to the exam practice task give you some guided practice in doing this.
- 5 This is often a very useful approach.

Exam task

- 47 **B** 'The club definitely helped. It's more fun and it isn't as easy to give up. I also picked up some useful tips.'
- 48 **D** 'My solution to this problem was to set myself a goal' – the problem was the difficulty of motivating herself, referred to at the end of the previous paragraph.
- 49 **C** '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.'
- 50 **A** '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.'
- 51 **B** '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.'
- 52 **A** 'I ... 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.'
- 53 **B** 'I also picked up some useful tips.'
- 54 **A** '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.'

- 55 **D** '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.'
- 56 **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.'

Writing Part 1

Training

Review

- 1 In Part 1, you have no choice of task.
- 2 You always have to write an essay.
- 3 You have to write 220–260 words.
- 4 You must choose two of the three listed points to discuss.
- 5 You should try to put things in your own words – but of course, if you use a word from the task, it would be very foolish to misspell it!

Reading the question

- 1 The aim of the essay is to discuss how students can best be prepared for their future working lives.
- 2–4 The answers to these questions will depend on your own opinions (or on what you feel you can present most effectively in English).

Useful language: showing a range of vocabulary

1 *Possible answers*

- 1 sewing, carpentry or woodwork, childcare, housework
- 2 tell students about work opportunities, provide careers advice, explain what jobs are available
- 3 working as an office junior, doing a Saturday job in a shop or café, doing voluntary work at a hospital
- 4 students, teenagers, youngsters, youth
- 5 jobs, employment, careers, trades and professions

- 2 This is an excellent answer to the task. It fulfils all the requirements of the task, so the answer to questions 1–6 and 8 is Yes.

- 7 Examples illustrating a good range of vocabulary could include 'ensure', 'arguably', 'knit', 'sew', 'essential', 'restrict themselves to', 'preferable', etc.

Examples illustrating a good range of structures could include any of the sentences in the task, as each one is well-constructed using a different structure.

- 9 This answer deserves top marks.

Exam practice

- 1 The issue is how to help people live healthier lives.
- 2 Education could relate to the topic either by teaching children at school about living healthily or by education aimed at all groups through the media. Legislation could relate to the topic by making unhealthy habits illegal and by using the legal system in various ways to enforce healthy habits. Facilities could relate to the topic in the sense that providing easy and cheap access to sports facilities could help to promote a healthy lifestyle.
- 3–6 The answers to these questions will depend on your own opinions (or on the ideas that you feel you can most effectively express in English).

2 Essay

Model answer

This model has been prepared as an example of a very good answer. However, please note that this is just one example out of several possible approaches.

It goes without saying that good health is of benefit both to individuals and to the society in which they live. It is easier for healthy people to be happy, and they are also usually able to contribute more to the life of their community.

But what can be done to encourage people to live healthy lifestyles? Clearly education has a very important role to play. This starts at primary school when the young child can learn about the value of exercise and a healthy diet. However, education should not only be aimed at schoolchildren. Adults, too, need to continue to be reminded about the importance of being active and eating nutritious food, through, for example, TV documentaries and newspaper or magazine articles.

Education alone, however, is not enough. People need to have easy access to facilities which will enable them to exercise in an enjoyable way. There should be a nationwide network of sports centres, offering a range of classes and activities to suit all tastes and abilities. If attractive opportunities are not available, people are all too likely to slip into bad habits.

Of the two measures outlined above, education is the more effective one. It is more far-reaching in that it relates to all aspects of living healthily. Moreover, it is, after all, through education that a person will learn why it is better to go to an exercise class than to lie on a couch in front of the television.

Notes

- *Appropriate introduction to the topic in the first paragraph*
- *Each of the next two paragraphs deals with one of the measures listed*
- *The final paragraph explains why one of these two measures is more important*
- *The essay is written in clear paragraphs*
- *The writer demonstrates a good range of structures and vocabulary*
- *The essay is in an appropriately neutral style*
- *The essay is the correct length (244 words)*
- *There are no language errors*

Writing Part 2

Training

Review

- 1 220–260
- 2 four or five
- 3 report, proposal, review, letter/email

Organising your writing

- 1 1 Topic of each paragraph
 - 1 Introduction – naming best and worst music videos seen
 - 2 Outline of best video and why particularly good
 - 3 Outline of worst video and why particularly bad
 - 4 Explanation of importance of music videos for fans
 - 5 Conclusion – own personal attitude to music videos in general

2 Topic sentences are:

- 1 The best and worst music videos I have ever seen were curiously by the same band.
 - 2 The video for ‘Dream Song’ looked as good as the song sounded.
 - 3 The video for ‘Night Rider’ began effectively but soon deteriorated.
 - 4 Music videos are popular with fans because they help them to understand the meaning of the songs they accompany.
 - 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.
- 3 The topic sentence is the first sentence in the five paragraphs. However, it can work successfully as the last sentence too.

2 Sample answers (alternatives are possible)

A Introduction – outline of situation

How teenagers see adults

How adults see teenagers

What teenagers and adults disagree about

Conclusion – how to improve the situation

B Introduction – overview of topic

Class’s sporting interests as participants

Class’s sporting interests as spectators

Recommendation – what college could do to encourage student involvement in sport

3 Sample answers (alternatives are, of course, possible)

A The relationship between teenagers and adults in my country sadly seems to be deteriorating.

Teenagers see adults as boring and out-of-date.

Adults tend to object to both the behaviour and the attitudes of teenagers.

Teenagers and adults disagree most typically about clothes, music and politics.

I believe there are a number of simple ways in which the situation could be improved.

B As class representative of the 30 first-year Linguistics students at Downton College, I have conducted a survey into my classmates’ involvement in sport, and report on my findings below.

Three-quarters of the students in my class participate actively in some kind of sport at least once a month.

As far as being a spectator is concerned, only two students in the class expressed a total lack of interest in watching any kind of sport.

The main way in which the college could encourage greater participation in sport would be to extend the range of exercise and other classes offered at the college Sports Centre.

Useful language: good beginnings

- 1 1b is better because it shows a better lexical and structural range. ‘Good’ and ‘bad’ are rather inexpressive adjectives to be using at this level – especially in an opening sentence.

- 2 2a is better because it goes straight to the point. It is also engaging in that the writer comments that the questions were interesting – this suggests that he or she may have something interesting to say about them. 2b wastes too many words on irrelevant points when there is a word limit on the answer.
- 3 3b is better because it provides a clear introduction to the topic of the report. 3a is written in too colloquial a style and is too much of an opinion to be appropriate for the introduction to a report.

Writing Part 2

Exam practice

- 1 Personal preference
- 2 The sorts of factors you need to consider are:
 - Do you understand the question fully?
 - Could you deal with all the aspects of the question?
 - Do you have the vocabulary you would need to write a good answer?
 - Do you know how to write the type of text required?

The above questions are much more important than whether you find the question interesting or not.

Model answers

These models have been prepared as examples of very good answers. However, please note that these are just one example out of several possible approaches.

2 Email

Hi Anna,

Thank you for your email. I'm so looking forward to your visit to St Petersburg in July and I think it's a great idea to learn some Russian before you come.

I think the best advice about learning a language is to try to do a little every day – that's much more effective, in my opinion, than doing a lot once a week or once a fortnight. It'd be sensible to have some lessons but you'd have to do a lot of work on your own in between the lessons if you want to make good progress.

English-speaking people often think Russian's difficult to learn because we use a different alphabet, but in practice almost everyone manages to master Cyrillic letters very quickly. What is much harder is the grammar, as nouns and adjectives decline so each of them has about ten different forms, depending on what case it's in and whether it's singular or plural. I think you might find the vocabulary hard at first too, as most everyday words bear no similarity at all to English words.

Although vocabulary is difficult at first, I think that's what you should concentrate on. Don't worry too much about all those case endings – just focus on learning words. That way you'll be able to communicate, even if you make lots of grammar mistakes. I'll send you some lists of words and expressions that I think you'll find most useful – language that you might need in a museum or restaurant, for example.

All best wishes,

Natasha

Notes

- *The email opens and closes in an appropriate and friendly way*
- *The writer answers all the questions in the input email*
- *The answer demonstrates a good range of vocabulary related to language learning*
- *The answer uses appropriately informal language, e.g. contractions*
- *Correct length (256 words)*
- *No language errors*

3 Proposal

Proposal for subscriptions

I should like to recommend that the college subscribe to the following periodicals.

The Guardian

The first publication I should like to recommend is the UK daily newspaper, the *Guardian*. All the students at this college do at least one English course as part of their degree, and there are few better ways of keeping up and extending one's knowledge of a language than reading a newspaper. Of all the quality British papers, the *Guardian* is the one I recommend we subscribe to because it has a good coverage of international as well as UK news. In addition, it has many feature articles which do not date in the way that news stories may and so are worth keeping hold of for future study purposes.

The New Musical Express

The second periodical I would recommend is the *New Musical Express*. Most students here are very interested in pop and rock music and enjoy the articles in this weekly publication whenever they have the chance. I am sure that a subscription to the *NME* would be very widely read. Although students would imagine they are reading simply for pleasure rather than study purposes, they would probably be acquiring as much language as they would from reading a textbook.

If there is only enough funding to subscribe to one of these publications, then I would opt for the *Guardian*, simply because it has a broader range of articles, dealing with the arts, fashion, sport and science, as well as political news, thus helping the maximum number of students with their language studies.

Notes

- *The writer deals with all the points required by the task*
- *The proposal is clearly organised into paragraphs*
- *The first paragraph clearly states the reason for writing*
- *The writer uses a variety of sentence lengths and structures*
- *The register is appropriately formal – it avoids, for example, the use of contractions*
- *Correct length (259 words)*
- *No language errors*

4 Review

Can you imagine Mr Bean as a teacher of English as a Foreign Language? Well, last night for me, that's what he was; I watched Rowan Atkinson play the lead role in *Quartermaine's Terms*, a play set in a Cambridge language school in the 1960s.

It was an excellent play, a powerful mix of the comic and the tragic. The scenes all take place in the staffroom of the school, and through the conversations that happen there, the audience gradually becomes aware of the sadness that each of the teachers at the school has in his or her own personal life. Despite the loneliness or discontent at the heart of every one of their lives, the dialogue is witty, and the audience is truly often laughing through its tears.

If the play has a weakness it is that it is perhaps a little slow to get moving. The second half is much more engaging than the first. But that, for me, was my only slight niggle. The acting from all the members of the cast was utterly convincing, the set was simple but effective, and the costumes were just right.

The theatre where it took place was a lovely traditional theatre, rather old-fashioned, but in a way that suited the spirit of the play itself. The seating, however, was very cramped, making it hard for the long-legged to find a comfortable enough position for the two-hour performance.

Notes

- The introductory question serves to engage the reader in a way suitable for any review (or indeed any magazine article)
- The answer deals with all the points required by the task
- Basic factual information is provided, but more space is devoted to the writer's opinion, as should be the case in any review
- The writer demonstrates a good use of vocabulary connected with the theatre – cast, costumes, set, etc.
- The answer is organised into well-defined paragraphs
- Correct length (237 words)
- No language errors

Listening Part 1

Training

Review

- 1 You should use this time to read the questions and think about them. This is useful because (a) it will give you an idea of what the recording is going to be about, and (b) it will tell you what kind of information you need to listen out for particularly.
- 2 You should use this time to look again at any questions you did not get the answer to on the first listening. Then if you have any more time left, check through the questions you did answer.

Reading the questions

1 Extract 1

- 1 The question asks about agreement, so it requires you to think about the opinion of both speakers.
- 2 Fact – the three options all relate to specific things that someone might plan to do.
- 3 The woman's

Extract 2

- 1 A project they are working on together
- 2 They are all negative feelings, but A and C are focusing on the tutor's reaction to their work – A on his not noticing any

improvement and C on his criticism of inaccuracy, while B is focusing more on the tutor's support in general.

- 3 No, it's about something that he promises he will do.

Extract 3

- 1 The man
- 2 The woman's
- 3 Possible changes in their company's performance and profile
- 2 The options are all possible.

Exam practice

- 1 C A: They say it is a topic they have already discussed many times. B: The woman liked one of the presenter's ideas, but the man says it was not new to him.
- 2 B A: The woman doesn't express any intention to change her habits, even though she has been recommended to do so. C: The woman says she has been given some advice rather than her planning to ask for some.
- 3 B A: She is pleased about the positive comments that the tutor makes and agrees that his suggestions will improve their work. C: She does not express any annoyance at this.
- 4 A B: They have already done their experiments. C: The woman promises to do this.
- 5 A B: The man says he probably will not want the woman to revise the task she has recently completed (the sales and profits targets). C: The woman is going to change arrangements for a meeting with a colleague, but doesn't mention the need to change their point of view.
- 6 C A and B: They are both mentioned, but the woman does not express any surprise in relation to them.

Listening Part 2

Training

Review

- 1 What kind of word is suggested by the prompt sentence – the name of a country or a type of job, for example
- 2 Yes, it is necessary to spell the words correctly.
- 3 No, you will not need to make any changes to the words you hear.
- 4 Between one and three

Answering accurately

- 1 1 quite beautiful
2 the environment
3 the whole truth
4 because of the weather
5 through the forest
6 he would always believe her
7 the parcel which I received
8 an interesting programme/program
9 a really quiet holiday
10 convenient and healthy food
- 2 These are possible answers – you may have found other good ways of replacing the words in italics.
 - 1 Claire Davis was working as a *mechanical engineer* before she lost her job.
 - 2 On returning to work after suffering from *breaking a leg / a broken leg*, Claire learnt she had lost her job.

- 3 Claire almost immediately decided to visit *America*.
 - 4 Claire decided to spend time improving her *swimming* when she returned from her trip.
 - 5 Claire loved seeing *France* when she was working as a holiday representative. (NB The names of most countries do not need the definite article, apart from *the USA, the UK, the Philippines*, etc.)
 - 6 Claire now realises that her life in the past was very *unsatisfactory*.
 - 7 Claire would advise other people who lose their jobs not to *worry*.
 - 8 Claire has no feelings of *anger* towards the people who made her redundant.
- 3 1 **Australia / Canada / the USA:** The speaker lives in Canada now and spent his childhood after the age of one in the USA.
 - 2 **remarkable / normal:** The speaker thought his childhood was normal at the time, though he now realises it was remarkable.
 - 3 **geography / international affairs:** The speaker's sisters studied international affairs while he studied geography.
 - 4 **waiter / journalist:** The speaker wanted to get a job as a journalist but had to work as a waiter until he was able to do so.

Exam practice

- 7 (TV) **presenter:** 'Who I particularly liked' is a paraphrase of 'favourite'.
- 8 **snow shoes:** She would go on a bike on a later trip, and her hopes of going further by sled on her first trip were disappointed. 'Bike' and 'sled' are also not possible in the given sentence because they would need 'a' before them.
- 9 **brightness:** 'Snow' or 'daylight' alone are not possible because it is the combination of snow and constant daylight that creates the brightness which struck Sally.
- 10 **mechanic:** 'Doctor' would make sense in the gap, but Sally says she postponed her plans to become a doctor.
- 11 **second:** 'Most enjoyable' is the paraphrase used here for 'favourite'.
- 12 **wind:** The phrase 'even worse' makes it clear that this was the hardest thing for Sally.
- 13 **blog:** The idea of 'kept in touch' is conveyed by 'knew how I was getting on and were able to add messages of encouragement to it'.
- 14 (hot) **bath:** The phrase 'the first thing I wanted to have when I got home' makes it clear that this is what Sally missed most.

Listening Part 3

Training

Review

- 1 Because it will give you a lot of information about the content and structure of what you are going to hear.
- 2 Because the right answer will usually use synonyms rather than the actual words in the question.
- 3 Yes, always
- 4 It's better to guess. You will get zero, not a penalty point, for choosing the wrong answer.

Useful language: topic vocabulary

- 1 take on
- 2 entrepreneur
- 3 undercharge
- 4 diversify
- 5 skill

- 6 mentor
- 7 erratic
- 8 external
- 9 recruitment
- 10 start-up
- 11 challenging
- 12 in-house

Using the preparation time

- 1 They make it clear that you are going to hear a man called Paul talk about his life as an entrepreneur who started an IT consultancy business.
- 2 The questions make it clear that you will hear about all the listed points except for 4, 7 and 8.

Exam practice

- 15 **B** A: He was working at the university where he had studied, but in IT support rather than a teaching post. C: He was doing the same things over and over again. D: Colleagues moved away because the job had become less enjoyable.
- 16 **C** A: His friends helped him after he'd made his decision. B: He says he has not found any book particularly helpful. D: He says he wasn't confident at first that he would be able to do it, just that he felt it would be interesting to try.
- 17 **D** Paul mentions all the other types of client, but it is clear that they are not his favourites.
- 18 **A** B: Although Paul found setting fees hard to start with, he took advice and this is no longer a problem. C: Paul's concern is with helping the team rather than with the impression he gives them. D: Paul seems pleased with the advice he mentions receiving.
- 19 **D** A: Paul says he doesn't know how other people use mentors. B: The mentor has just finished an MBA and so is presumably up-to-date with business theories, but Paul doesn't specify that he finds this useful. C: It is Paul who is coming up with the ideas and the mentor who is reacting to them.
- 20 **B** A: Paul is considering taking on new staff, but this is not definite. C: Paul has already moved to a new office. D: Paul will be using skills he hasn't used for some time rather than learning new skills.

Listening Part 4

Training

Review

- 1 Five
- 2 They are all separate individuals speaking on the same theme.
- 3 Two
- 4 No – some will and some won't.
- 5 Read the introduction and the statements for both of the tasks.
- 6 There are eight statements for each of the two tasks.
- 7 By using words that are similar to other questions but do not match in terms of what the speaker means.
- 8 It is up to you how you approach the task. You might like to try doing different tests in this book in different ways to see which you find best for you.

Reading the questions

- 1 1 in a small house in the suburbs
- 2 in a top-floor city flat
- 3 above a shop in a town

- 4 in a houseboat
- 5 on a farm
- 6 in a converted railway station
- 7 in a room in a relative's house
- 8 in a cottage in a village

2 *Possible answers*

- A cottage in a village – small rooms with low ceilings, picturesque garden, peaceful, infrequent bus service to the town
- B above shop in a town – our door is at the side of a butcher's, you go upstairs to our apartment
- C converted railway station – the line has been taken up, some of the old signs remain
- D top-floor city flat – great views, difficult when the lift breaks down, quite central
- E room in a relative's house – it's pleasant sharing with family, grandma cooks for me
- F small house in suburbs – poky, compact, tiny garden, easy reach of shops and schools
- G farm – quite a long way from the nearest village, mainly arable with a few chickens
- H houseboat – it can be chilly on the water in winter, it's surprisingly roomy on board

3 *Possible answers*

- 1 The neighbours play very loud music late at night.
- 2 You can never find anywhere to leave your car.
- 3 dear, costly, costs a fortune, pricey, exorbitant
- 4 have a lengthy commute, takes an hour or more to get to the office
- 5 There's nowhere to put anything.
- 6 The area has a good/bad name. The area is known for ...
- 7 It looks over a rather dull landscape.
- 8 run-down, shabby, in need of a lick of paint, dilapidated

Exam practice

TASK ONE

- 21 F 'On the edge of town' is a synonym for 'suburbs'.
- 22 B The shop in question is a chemist's, and it's clear from the way the speaker describes the view 'over an urban sprawl' that the flat is in a town.
- 23 H The reference to the sound of water makes it clear that the speaker is talking about living on a boat.
- 24 E The relative in question is the speaker's grandmother.
- 25 G Early in the text it becomes clear that the speaker is living in the countryside, and the reference to cows makes it clear that she is talking about a farm.

TASK TWO

- 26 E 'Declutter' means 'get rid of things you no longer need'.
- 27 C 'Not cheap' conveys the same idea as 'expensive'.
- 28 A The noise is caused by people singing and laughing on the towpath late at night.
- 29 H The house being old, damp and draughty makes it clear that it is in need of some repair.
- 30 F 'Is generally thought of' is a way of introducing a description of something or someone's reputation.

Speaking Part 1

Training

Review

The main aims are 1 and 5.

Useful language: talking about yourself

2 *Possible answers*

1 People

- What is your best friend like?
- Who are you most like in your family?
- What person do you most admire?
- What qualities do you look for in a friend?
- How would you describe your own character?

2 Work and study

- What would be your ideal job in the future?
- Which subjects did you enjoy and which did you not enjoy at school?
- Can you tell me about your most memorable teacher?
- Do you think you learn more by reading or by doing?
- What kind of work experience have you already had?

3 Leisure

- Which do you prefer and why – watching a sports event on TV or attending it in person?
- What new leisure activity would you like to try?
- What did you think of the last film you saw?
- Would you recommend the last book you read?
- What sorts of things do you collect – or can you imagine yourself collecting one day?

4 Travel

- What's the most memorable journey you've ever made?
- What, for you, is the most enjoyable means of transport, and why?
- What would be your ideal car?
- What was your journey here today like?
- How do you prefer to spend your holidays?

5 Where you live

- What do you like and what do you not like about the town where you live?
- What would your ideal home be like?
- If you could change one thing about your room, what would it be?
- How would you describe the place where you live to a new e-pal or penfriend?
- If you could live anywhere in the world, where would you choose to live, and why?

6 Learning English

- What do you most enjoy about learning English?
- What do you find hardest about learning English?
- How do you see yourself using English in the future?
- What experience have you had of using English in an English-speaking environment?
- Do you think grammar or vocabulary is more important when you're learning English?

- 3 a This response is too short and doesn't give any information at all. It would be better to say something like:
'I don't know. I haven't decided yet. But I'm thinking I might perhaps do a teacher-training course and then try to get a job abroad.'

Remember it's better to say something that isn't true than to give a very short answer.

- b This response is very inaccurate. This is a correct version:
'It depends on my exam results. I am interested in a lot of things. I hope I am going to get a job next year after I finish my degree at university. I am studying information technology so I think I should easily get a good job.'

It is particularly important to know the correct words for things like the subject you are studying or the job you have.

- c This response is too abstract and doesn't answer the question. The point is to give personal information about yourself. There are, of course, many ways to improve this answer. One possibility would be:

'It's hard to know for sure. Sometimes I think I'd like to travel. At other times, I feel the most important thing is to get a good job. I've still got time to decide, though, because I won't graduate for another couple of years.'

Speaking Part 2

Training

Review

The statements are all false and need correcting.

- In Part 2, you have to speak for one minute.
- You have to comment on two out of three pictures.
- The interlocutor will ask you two questions relating to the pictures and the same questions will be written above the pictures.
- You will be asked to speculate about the pictures rather than describe them in detail.
- Your partner will have to speak for a minute on a different set of pictures from yours.
- You should not say anything until the interlocutor asks you a question.
- The interlocutor will give you only 30 seconds to reply to the question which is asked after your partner has spoken.

Useful language: a sample response

- 1 1 shows 2 getting 3 both 4 have 5 on 6 well 7 to 8 making ('taking' would also be possible here) 9 what 10 their 11 on 12 might ('may' is also possible here)

Speaking Parts 3 and 4

Training

Part 3

Review

- The prompts in Part 3 are not on the same theme as the pictures in Part 2.
- Part 3 is more like a conversation than Part 2.
- It is not important that you come to a decision in Part 3.
- You should not invite the interlocutor to give their opinion in Part 3.
- It is not important that you and your partner should agree in Part 3.
- It is not essential to discuss all the prompts you are given in Part 3.

Part 4

Review

- 1 discussion 2 topic 3 interlocutor 4 develop
5 opinion 6 explain 7 way

Useful language: choosing the right words

- 2 A: Shall I start? I think they all contribute to society but in very different 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 agree?
- B: Well, up to a point. I agree that medicine is very important, but so are other fields like sport.
- A: Well, yes, that goes without saying, but surely it's the case that you can't fully enjoy sport unless you're in good health.
- B: OK, fair enough. So what do you think about the arts? I can't help wondering whether they really contribute all that much to society.
- A: But surely they make a huge contribution. They enrich people's lives enormously, for a start.
- 5 • Do you think people's salaries should depend on the contribution they make to society?
- What kinds of job do you think might actually have a negative impact on society?
- What factors would you take into account when considering how big a contribution a particular job makes to society?

Test 2

Transcript

Listening Part 1

Exam practice



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

Extract 1

You hear two business people discussing a workshop they have just attended. Now look at questions 1 and 2.

Man: I quite enjoyed that workshop, didn't you? I'd expected it to be a waste of time.

Woman: Me too! And that would've been ironic for a session focusing on time management! It's not exactly something we haven't discussed endlessly before.

Man: Well, that doesn't mean we know all there is to be known. I thought some very useful points came up.

Woman: Yes, I liked the presenter's comment that you should get someone else to take all the relatively unimportant decisions so you can give all your attention to the big ones.

Man: You mean like getting your PA to choose your lunch for you. It's a good idea, but I'd heard it before. I read about a US president who only bought grey suits so he didn't waste time deciding what to wear in the mornings. Actually, I thought it was the other people there who came up with ideas that I hadn't thought of before.

Woman: You've got a point. I liked that man's argument that daydreaming is actually a constructive activity rather than a waste of time. I'm going to get hold of the article he recommended about that.

Man: And then make more time for daydreaming?

Woman: I'm afraid I do quite enough of that already. I've often been advised to work on my concentration skills!

Extract 2

You hear two students talking about a project they are working on. Now look at questions 3 and 4.

Woman: Now we've had the tutor's comments back on the first draft of our psychology project, I suppose we'd better start thinking about where to take things from here.

Man: I've got time now if you have?

Woman: That's fine with me. So, it's good we've had some positive comments on what we've done so far. It's just a pity he now says we've got to include more concrete examples.

Man: Hm?

Woman: The ways in which advertisers make use of insights gained from the psychology of perception.

Man: Well, I can see how it'll improve our work.

Woman: Absolutely. But it's just a bit annoying he didn't mention it two weeks ago. We could have been looking out for examples as we were doing our background reading.

Man: Oh well, it can't be helped. If you like, I'll copy some illustrations from that book he recommended. My flatmate's just borrowed it from the university library. I think that's all we'll need to add really.

Woman: That'd be great. I'll make sure our figures are accurate. I mean the ones the tutor questioned.

Man: OK. I'm sure they're right, though. I wrote them down very carefully when we were doing our various little experiments.

Woman: I'm sure you did, but it won't hurt to check.

Extract 3

You hear two colleagues discussing an issue at work. Now look at questions 5 and 6.

Man: Gemma, do you think I could have a quick word?

Woman: No problem. Did you want to discuss the sales and profits targets that I've drafted for next year?

Man: That's right. Do you really think it's feasible that we'll be able to meet them?

Woman: Well, if we can create as much interest as we hope for in North America, then we should get there. And it's all looking quite promising, despite some fluctuations earlier in the year. You don't want me to revise the targets, do you?

Man: Probably not. But I've got a conference call with our New York office at three this afternoon and it'd be good if you could be there, so we can talk them through together. Is that all right with you?

Woman: Well, I'd arranged to meet someone from HR then, but I can tell them I'll be a bit late.

Man: Thanks. I'm really keen that we don't set ourselves unrealistic aims – though a bit of a challenge is always a good thing, of course.

Woman: Sure. And don't forget that we're spending less on the manufacturing process now. I was astonished to learn just how much less wastage there is now with our new machines. That'll help the bottom line.

Man: Absolutely.

That is the end of Part 1.

Listening Part 2

Training

1 14 Exercise 1

- 1 quite beautiful
- 2 the environment
- 3 the whole truth
- 4 because of the weather
- 5 through the forest
- 6 he would always believe her
- 7 the parcel which I received
- 8 an interesting programme
- 9 a really quiet holiday
- 10 convenient and healthy food

1 15 Exercise 3

Man: My name's George Fairham and I live in Canada now. However, I wasn't born there. I spent the first year of my life in Australia. My parents moved from there to the USA in the mid-50s. They never stayed more than a couple of years in the same place. When I was a child, I thought that was normal, of course, but now I realise that the childhood that my sisters and I had was remarkable. We saw a great deal of the world, and that's the best form of education anyone can have, in my opinion. It might be why I went on to major in geography at university. Or why my sisters both studied international affairs. After graduating, I wanted to find work in New York as a journalist. No newspaper there would take me on at that point, but I stayed in the city until they agreed. Until that happened, I earned my living as a waiter. That was an interesting experience ...

Exam practice

1 16

You will hear a woman called Sally Batting talking about her experiences in the Antarctic. For questions 7 to 14, complete the sentences with a word or short phrase.

You now have 45 seconds to look at Part 2. You will need to play the recording twice.

Sally: Hello, my name is Sally Batting and I'm here today to talk to you about cycling in the Antarctic. You might well wonder what on earth made me decide to do something so crazy. Most people usually imagine that I went there because of my uncle who made a name for himself many years ago as an Arctic explorer, but in fact, if anything, he put me off with his stories of frostbite and other uncomfortable experiences. It was only when I was about 12 and saw a film of a TV presenter who I particularly liked crossing the Antarctic that I began to want to go there myself one day. Little did I imagine then that I'd actually have been there twice before I was 25.

I've always loved cycling, and my dream was to be the first person to make it to the South Pole on a bike. I did eventually get there on two wheels, though I didn't end up being the first person to do so. Anyway, the first time I made it to Antarctica, I didn't get as far as the Pole. I covered about 150 kilometres on snow shoes. That was an amazing experience. I was hoping to go further by sled, but the weather conditions were against us, and we had to return to our camp on the coast.

Despite those problems with the weather, I fell in love with the Antarctic on that first trip. You'd imagine that it would be the extreme cold that strikes you when you first arrive there, but in fact you're so well wrapped up in all the appropriate clothing that you hardly notice that. I certainly didn't find it a problem. What impressed me most was actually the brightness, resulting from snow all around, combined with 24-hour daylight – I was there in the Antarctic summer, of course.

So, as I said, I didn't make it to the Pole on that first trip, but I went home determined to get back there as soon as I could. I'd been intending to become a doctor, but decided to postpone my studies and earn some money to finance my next trip. I've always been quite good with engines and I found a job as a mechanic. I did lots of overtime and after two years, I'd made enough to head back to Antarctica with all the gear I needed to make a bid for the Pole.

The route to the Pole from the coast is in three sections which are usually referred to as 'legs'. The first is basically a steep climb inland and upwards from the coast to the Patriot Hills. The second is flatter and generally less hard going. I must admit I found that the most enjoyable stretch. Then there's the third leg and that's undoubtedly the most demanding. This is the long hard climb to the Pole, which lies about 2,800 metres above sea level.

It was all rather harder than I'd anticipated. I managed to cope with the physical exertion, as I'd been doing a lot of very demanding training before I set out. It was still exhausting, though. And the isolation was desperately hard to deal with. And even worse was the wind. That was so strong at times that I simply had to pitch camp and wait till it eased off.

Of course, I felt very lonely out there at times, but I was able to stay in touch with family and friends. Modern methods of communication have certainly transformed life for explorers and everyone else adventuring far from civilisation. I kept a blog and so my family knew exactly how I was getting on, and they were able to add messages of encouragement to it, which did a great deal to keep me going.

People often ask what I missed most on the trip and that's a hard one to answer. I really wished I could be lying in my own comfy bed at times, but was usually too tired to think about it too much. I did long for a hot bath, though – that was the first thing I wanted to have when I got home. I didn't really miss any kind of food or anything, though I must admit I've never enjoyed a cup of coffee more than the delicious cappuccino I had on the flight home.

That is the end of Part 2.

Listening Part 3

Exam practice



You will hear an interview with an IT consultant called Paul about how he started his own business. For questions 15 to 20, choose the answer (A, B, C or D) which fits best according to what you hear.

You now have 70 seconds to look at Part 3. You will need to play the recording twice.

Interviewer: So, Paul, you run your own IT consultancy business now. How did your career start?

Paul: Well, after graduating in computer science, I got a job in the technical support team of the university where I'd studied. I really enjoyed both the company of my colleagues and the technically challenging and interesting tasks I had to deal with, but after a few years, I began to see the same issues coming up again and again. Several members of the team left, as it was all getting much less stimulating.

Interviewer: So what made you actually decide to set up your own consultancy?

Paul: Well, it seemed to me that there was going to be a trend among many organisations towards taking on short-term external consultants for IT rather than employing a permanent in-house team. And I thought that would be an interesting way for me to go. I'm friends with a couple of guys who have a small start-up and they'd been operating for a few years. I wasn't sure I could do it, but they helped me get started. They gave me much more sensible advice than I've ever seen in any book or article for would-be entrepreneurs.

Interviewer: How do you get new clients?

Paul: Well, work is certainly erratic. For months I might only have recurring clients, and then suddenly could get four new ones in the same week. There's no one reliable source of work, so I diversify. I get a fair amount of work from recruitment agents, but some of the jobs they provide are not terribly challenging. And I get some work from people I was at uni with. I suppose about half of my work is repeat business from people I've helped before, and I like that. You start out from a position of knowing and trusting each other. Also, I go to conferences to meet people and to promote myself and my business. I've been told that there's at least a two- to three-year lag between presenting at conferences and getting work from them, so I'm not yet sure how much business is going to come to me that way.

Interviewer: What is the hardest part of running your business?

Paul: At first, I found it extremely difficult to know what to charge clients. I ended up drastically undercharging on a number of occasions before I realised I needed to get some financial advice from an expert. That helped me enormously. It's often said that the first week in business is the hardest. In my case, as I'm always moving on to provide support in a different company, nearly every week is in a sense the first week. I often have just that week to make a difference to that team, and that's a challenge but, fortunately, I like challenges!

Interviewer: Would you say you have a business mentor?

Paul: Sure. My business mentor is an old friend of mine. He recently finished a Master's in Business Administration and we talk every week about how I might develop my company. I wouldn't say I have a clear idea about how other people use a business mentor – and it's quite possible they do things very differently – but I have found our conversations very useful. It's great to have someone experienced to sound ideas off. I have great faith in his instincts.

Interviewer: What are your plans for this year?

Paul: Well, we've just moved to a great new office in the centre of town, so we'll enjoy being based there. I'm considering taking on a couple of new staff to keep things ticking over there while I deal with clients. I've got some very different new projects lined up over the next 12 months, so am looking forward to getting my teeth into those. I'm looking forward to having the chance to use some technical skills that I haven't had to call on for a while, in fact, so that'll be good.

Interviewer: Well, I wish you all the very best with that.

That is the end of Part 3.

Listening Part 4

Exam practice

18

Part 4 consists of two tasks. You will hear five short extracts in which people are talking about where they live. Look at Task 1. For questions 21 to 25, choose from the list A to H where each speaker currently lives. Now look at Task 2. For questions 26 to 30, choose from the list A to H what each speaker finds difficult about the place where they live. While you listen you must complete both tasks.

You now have 45 seconds to look at Part 4. You will need to play the recording twice.

Speaker 1

I used to rent a great penthouse flat on the twelfth floor of a tower block with amazing views over the city, but now I've managed to buy my own home. I couldn't afford anything too central, but I've got this nice place on the edge of town. It's not very big, so I'm going to have to make myself declutter a bit. That's not going to be easy for me, as I'm a terrible hoarder, I'm afraid. It's reasonably easy to get into work every morning and it's fantastic to be able to park outside my own front door. Some of the rooms need quite a lot of work doing to them, so I'm going to have to spend all my coming weekends painting and decorating them. But I'll enjoy that, I know.

Speaker 2

I've recently moved to this area. I came here because it meant I'd have an easier journey to work. The daily commute by train took me over an hour from my old flat. It's not cheap to live here, unfortunately, but I've got loads of space, and the landlord's kept the place in not bad repair. The flat's over a chemist, so I can play my music as loud as I like in the evenings without disturbing anyone below me. From my windows, I can see the hills on the other side of the rather ugly urban sprawl, and I relish the feeling that the countryside where I grew up is still more or less within reach. I hope I'll be able to live on a farm again one day.

Speaker 3

I'm really lucky to live in a part of town that's not far from my work. I can cycle there in five minutes. I just love going to sleep with the sound of water lapping on the bows – very romantic somehow. The only problem is that it can be quite chilly sometimes in winter. Oh, and what's even more annoying is that I often get woken up by people singing and laughing as they walk along the towpath late at night. I can't stay here for ever – it belongs to my aunt who's got a job abroad for a year. There's not enough room for us both, so I'll have to move out when she gets back. But it's been fantastic to have the chance to live here. Especially as normally it'd be too expensive for me to afford.

Speaker 4

I just love trains, and my dream is to live in an old railway station, you know, one of those that's no longer in use and has been transformed into a living space. I've got my eye on one of those in a village near the city where I work. It's become a lovely – but expensive – little cottage. At the moment, I'm saving money by living at my grandmother's. I pay her a bit of rent, of course, but nothing like as much as I'd have to pay anyone else, especially if I wanted a room in such a nice area as this. I have a bedsit on the second floor. It's quite small, but there's enough room for everything I need. The house is old and damp, and the windows are draughty, so I hope they'll be fixed soon. But I can park in the drive and that's a big plus for me.

Speaker 5

I certainly can't complain about the views from my window. When it's a clear day, I can see snow-covered mountains in the distance. People think I'm mad living out here when I work in the city centre. That's a bit annoying, as they're reluctant to come and visit me, even though the station's only ten minutes away. I can get to work in 45 minutes, which is really not too bad at all. And I just love living here. In the evenings and at weekends, I help with the cows and find that enormously relaxing. This part of the country is generally thought of as being rather a dull place to live, but it suits me much better than living in some swanky flat in a modern block. If I can ever afford it, I'd like to buy a little old cottage in the neighbouring village.

That is the end of Part 4.

Speaking Part 2

Training

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Exercise 2

Speaker: The first picture I'd like to discuss shows two people getting married. This is obviously a very important ceremony for both of them. It would have involved a lot of preparations on the part of the bride and the groom and their families as well. They'd have had to do all sorts of things like making decisions about venues, choosing what to wear, getting their hair done and so on. They might well have had to organise a honeymoon too ...

20

Exercise 5

Interlocutor: Which of these ceremonies do you think would be most significant for the people?

Speaker: I think the wedding ceremony would be the most significant one for the people involved. Of course, graduating and winning sports prizes are also important and exciting, but they don't have such a huge impact on the rest of your life as marriage does.

Speaking Parts 3 and 4

Training

21

Exercise 2

A: Shall I start? I think they all contribute to society but in very different 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 agree?

B: Well, up to a point. I agree that medicine is very important, but so are other fields like sport.

A: Well, yes, that goes without saying, but surely it's the case that you can't fully enjoy sport unless you're in good health.

B: OK, fair enough. So what do you think about the arts? I can't help wondering whether they really contribute all that much to society.

A: But surely they make a huge contribution. They enrich people's lives enormously, for a start.

22

Exercise 5

- Do you think people's salaries should depend on the contribution they make to society?
- What kinds of job do you think might actually have a negative impact on society?
- What factors would you take into account when considering how big a contribution a particular job makes to society?

Reading and Use of English Part 1

- 1 **A** Gas is used instead of the liquid. 'Substituting X for Y' means 'using X instead of Y'. B: 'To be replaced' requires 'by' after the verb. C: 'To be changed' requires 'into'. D: 'To be relieved' requires 'by' and refers to the ending of an unpleasant or painful situation.
- 2 **D** 'Properties' are the qualities of a substance, particularly ones that can be used in some way. A and B: These are things that are owned, usually by a person or people. C: These are the things contained within something, e.g. the contents of a cupboard or a book.
- 3 **B** 'To the full' is a fixed phrase – aerogels are not yet used as much as they can be. A, C and D: Although they have fairly similar meanings to B, they can't be used in this phrase with the required meaning.
- 4 **B** This is a phrasal verb giving the amount of something, i.e. 99.8% of the material is air. The amount describes the subject of the clause (air). A, C and D: These phrasal verbs are transitive, so in each case the subject and object refer to different things.
- 5 **A** This means that the heat doesn't change the flower in any way. B and D: The subject is normally human. C: This tends to be used of a person's opinion or behaviour, or to refer to a specific action.
- 6 **C** This means that aerogels are suitable for the specified purpose, even though they may not have been used in this way yet. A: This fits the structure 'There is a possibility that aerogels will be used ...'. B: This is normally used of people and is followed by an infinitive. D: This usually refers to a total amount, e.g. the seating capacity of a theatre.
- 7 **C** This is a type of economic activity in a country, e.g. the financial sector. A, B and D don't have this particular meaning. A: This is used when dividing into groups, e.g. grouping people according to their income. B: This can be part of a large company, e.g. the sales division. D: This is normally used of a geographical area.
- 8 **A** This means 'particularly dangerous' and can also have the sense of being very exciting, as in 'extreme sports'. B, C and D: These don't collocate with 'environments'. B is often used to describe a feeling. C means 'too much', e.g. 'excessive waste'. D means 'more than usual or reasonable', e.g. 'immoderate drinking'.

Reading and Use of English Part 2

- 9 **after**: 'After all' introduces additional information to support what has preceded it: 'work is likely to play a significant role in your life for many years' explains why 'Getting a job is too important to leave to chance.'
- 10 **what**: 'What' acts as the object of 'think about' and the subject of 'would really suit you'; it can often be replaced by the informal 'the thing that/which'.
- 11 **which**: 'Which' is a relative pronoun, and can follow prepositions. Placing the preposition in front of 'which' is more formal than ending a clause with the preposition, e.g. 'jobs which/that you have an aptitude for'.
- 12 **it**: 'It' is a 'dummy subject', standing at the beginning of a sentence instead of the true subject, 'to have your application turned down'.
- 13 **but**: 'Not only ... but also' is used to show that two related statements are true.
- 14 **to**: You can apply to an organisation, and apply for a job.
- 15 **so**: 'So ... that' links the degree to which something is true with a consequence: here, some companies are very obsessed with results and profits, and as a result, employees are under stress all the time.
- 16 **whether**: 'Whether ... or not' introduces alternative possibilities – you could or you couldn't work in an environment like that.

Reading and Use of English Part 3

- 17 **conquest(s)**: 'by' shows that the meaning is passive; 'as a result of being conquered' has the same meaning.
- 18 **civilisations / civilizations**: 'a number of' introduces a plural noun. The spelling with 's' is usual in British English, and with 'z' in American English.
- 19 **unknown**: An adjective is required to describe the subject of the sentence, 'The Olmecs'. 'Virtually' means 'almost', so 'known' would not make sense. 'But' also suggests a contrast between their success for over a millennium and being unknown now.
- 20 **instructive**: Only a gradable adjective can fit into the structure 'a very ... guide'. Another adjective from the same root, 'instructional', is an ungradable adjective meaning 'containing instructions', e.g. 'an instructional leaflet'. Only gradable adjectives can follow 'very'.
- 21 **inhabitants**: Only a plural noun can follow 'these early ...'.
- 22 **discoveries**: Only a plural noun can follow 'numerous recent ...'. 'Discoverers' would also fit, but it refers to people who have discovered something, and 'draw on' means 'to use your knowledge of something to help you do something', so only 'discoveries' fits the meaning.
- 23 **(up)risings**: A noun is required, to match 'beginnings'. 'Uprising' and 'rising' are countable, so as there is no article before the gap, it must be plural.
- 24 **implications**: 'The' needs to be followed by a noun, and 'are' shows that it is plural.

Reading and Use of English Part 4

The vertical line | shows where the answer is split into two parts for marking purposes.

- 25 **CAN'T have been | pleased to** 'Can't have been' expresses a logical deduction or near certainty about the past, expressing the same idea as 'I'm sure Ben wasn't'. 'Pleased' is often followed by an infinitive, e.g. 'Pleased to meet you.'
- 26 **hardly EVER | does what** 'Hardly ever' means the same as 'very rarely'. Here, 'what' means 'the things that'.
- 27 **TURNED out | to be** The meaning of 'to turn out' here is 'to be discovered finally and surprisingly'. It is followed by an infinitive.
- 28 **had I been | in such A** When a sentence begins with 'Never', there is inversion of the subject ('I') and the first auxiliary verb ('had') or a form of 'do'. The negative 'Never' with 'such' means the same as 'the most (dangerous)'.
- 29 **to FILL the vacancy/post | caused/created/left** 'To fill a vacancy' means 'to appoint somebody to a job that nobody is doing, and so is available for someone new'. 'To cause, create or leave a vacancy' gives the reason why the job has become available.
- 30 **in ACCORDANCE with | his** 'In accordance with' means 'obeying or following a rule or wish'. The preposition 'with' is followed by a noun, so 'wishes' here is a noun, not a verb. It is therefore preceded by 'his', not 'he'.

Reading and Use of English Part 5

- 31 **B** The reviewer says that in *Birdlife*, Hurst has chosen to repeat *Gold's* 'winning formula', which he goes on to criticise. A: He mentions the different aspects of gold, without emphasising that it is a wide range. C: He expects *Birdlife* to repeat the success of *Gold*, but his criticisms make it clear that he doesn't feel it deserves that success. D: He applies his criticisms to both books (this is made clear by 'repeat a winning formula').
- 32 **A** Truman says that Hurst doesn't help readers to interpret information or identify similarities, and that there is 'not enough synthesis'. B: He doesn't claim that she misunderstands the significance of any myths, only that she includes too much detail. C: He makes it clear that Hurst doesn't interpret the myths; it is left to readers to do so if they wish. D: He is not concerned with the number of cultures, but with the amount of detail and lack of analysis.
- 33 **A** This refers to the last part of the third paragraph, about birds and people communicating to the advantage of both parties. B: There is no suggestion that the honeyguide has been trained to behave in the way it does. It might be spontaneous behaviour. C: The reviewer doesn't mention the possibility of greater exploitation of birds. D: On the contrary, the honeyguide is presented as being useful to human beings, by leading them to honeycombs.
- 34 **D** '[O]n this scale' refers to a large amount, i.e. the length of the journey. '[R]ecord', too, refers to the tern's journey as being the longest undertaken by any bird. A, B and C are all aspects of Arctic terns' lives, but the text doesn't contain any measurements connected with them that would make sense of 'record' and 'scale'.
- 35 **C** Truman describes Hurst's wish to revert to the farming methods of the past as 'a forlorn hope', i.e. something that is very unlikely to be achieved; and 'she can hardly expect' also implies that although she wants this to happen, it is very unlikely. A: The reviewer doesn't dispute Hurst's claim that 'their habitat is damaged or even destroyed'. B: There is no suggestion that Hurst misunderstands certain subjects; it is her opinion regarding the relative importance of birds and agriculture that the reviewer disagrees with. D: There is no indication that reading *Birdlife* has made him change his opinion – whatever that was before he read it.
- 36 **B** He finds the book 'interesting' and says he 'enjoyed' at least part of it, but suggests there are no new insights in it: the chapter on mythology is largely factual, and he ends by saying the book 'has little to say to serious ornithologists'. A: The book doesn't seem to mention anything still to be learnt about birds. The final paragraph suggests it would be a good introduction to the subject for people who know little or nothing about them, which implies it contains only information already familiar to ornithologists. C: Like *Gold*, the book deals with a number of facets of the subject, but there is no suggestion that it provides a clear overview: describing *Gold* as being like 'a series of magazine articles' suggests it is bitty, with no attempt at an overview. D: Although the book has chapters on different aspects of the subject, there is no indication that the reviewer thinks this is unusual.

Reading and Use of English Part 6

- 37 **A** Neither artist C nor artist A is concerned about whether people share their interpretation. Artist C says, 'But if in the end people can't see it as I do, so be it,' and according to artist A, 'I want people to look at the finished painting and make some sense of it, regardless of what that is.' Artist B says, 'People have the habit of reading an image', and artist D says they want 'to make people observe'; but neither of them expresses an opinion about other people's interpretations.
- 38 **B** Neither artist D nor artist B believes their choice of subject matter is significant. Artist D says, 'Why I happened to paint this place rather than that has no significance', and artist B says about what they draw, 'They're all chosen pretty arbitrarily.' Artist A says they 'look at something and consider using it in a painting', implying that they only choose subjects that they can make 'function within the painting'. Artist C paints 'an object or shape that has to mean something to me', so their choice is significant.
- 39 **D** Artist C describes the act of painting as being 'in the hands of the painting, almost its slave, having to do whatever it requires, however unreasonable it seems at the time.' Artist D, on the other hand contrasts the struggle that artistic creation may be for some people with their own experience: 'for me it's almost the reverse, almost a relaxation'. Artist A's and B's opinions are similar to Artist C's: Artist A is under a great deal of pressure while painting, and artist B feels tense and takes days to recover.
- 40 **A** Artist A plans the painting process: first making sure the geometry will work, 'Then I work out how to get from that starting point to the finished painting.' The other three artists don't plan their work. Artist B says, 'I really let the painting evolve in its own way, until I realise that it's complete.' According to artist C, 'After making that initial choice, I let the painting itself take over – it's a very spontaneous process,' and for artist D, 'I'm usually surprised by how my paintings turn out, because I don't feel I exert control over what happens.'

Reading and Use of English Part 7

- 41 **G** 'This groundbreaking idea' refers to the influential experiment of setting up 'the world's first factory', which workers went to instead of working at home ('a cottage industry'). This idea is picked up in describing modern offices as 'places where you go'.
- 42 **E** 'Above all' introduces the best of the 'good reasons why the model has flourished' in the previous paragraph, and 'popular' expresses a similar idea to 'has flourished'. The following paragraph introduces changes that might mean 'employment as we have known it' may be ending.
- 43 **A** The previous paragraph introduced 'technology and demographic shifts' as forces that are changing work, and expanded on the effects of technology. In A, the writer explains the demographic shifts – 'we are all living longer and working for longer'.
- 44 **D** 'This is true up to a point' relates to what is claimed, according to the previous paragraph. The following paragraph enlarges on 'the erosion of the boundary between work and other parts of life'.
- 45 **B** 'They save money on expensive office space' relates to desks in the previous paragraph: workers 'no longer expecting to be chained to a desk' implies that fewer desks, and therefore less office space, are needed.
- 46 **F** '[T]he fact is' introduces the 'reality' mentioned in the previous paragraph, which means that what people are tempted to think may be wrong. The 'continuities with the past' and idea that 'that unstructured form of work' may not come into being are picked up in the following paragraph, which gives a reason 'why tomorrow might turn out to be not so different from today'.

Reading and Use of English Part 8

- 47 D '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.' Jobs are also mentioned by advisers B, C and E, but not preparation for making applications.
- 48 A '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.'
- 49 E 'Whether you're living in a university hall of residence or sharing a flat, you should make your space truly yours', and the careers adviser later refers to having 'a comfortable base'. Adviser A says that at university, you might be living in 'a room that is far less comfortable than you are accustomed to', but doesn't suggest doing anything to feel at ease in it.
- 50 B '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!' Adviser C says that getting a job 'may not always be advisable', without specifying any disadvantages. Advisers D and E also mention jobs, without referring to any disadvantages.
- 51 C '[Y]ou might try to keep up with them, and find yourself heavily in debt.' All the other advisers mention finance, but say nothing about borrowing money.
- 52 B 'It's useful to draw up a budget, listing your likely outgoings during the term ... and how much you'll have available.' All the other advisers mention money, but not making a financial plan.
- 53 D With reference to 'freshers' week', adviser D says, 'you should see this as a good chance to try something new, or something you'd never imagined doing before.'
- 54 A '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.' Advisers C and E mention school, without making a contrast between school and university studies.
- 55 C '[D]on't let yourself get caught up in a group that is more affluent than you are.' Advisers A, B and D also mention socialising, but don't say anything about caution.
- 56 E '[Y]our going to university may be a big change for your family.' Advisers A and B also mention family, but not the effect on them of your being away.

Writing Part 1

1 Essay

Model answer

This model has been prepared as an example of a very good answer. However, please note that this is just one example out of several possible approaches.

When people spend time abroad, it is clearly an enriching experience for them as individuals, but the fact that they have gained this experience also brings benefits to the society in which they live.

Firstly, there are advantages for business. If people have spent time living in another country, they will have acquired some knowledge of the language of that country. They may not have become fluent, but they will almost certainly be able to communicate in that language. They will also have learnt about the mentality and customs of the society in question and this, along with their language skills, will stand them in very good stead when it comes to doing business with that country.

Secondly, there are cultural advantages. People who have lived abroad will have experienced the cultural life of a country different from their own. They will have listened to new kinds of music and seen fresh approaches to painting and other visual arts. If they are artistic themselves, this will have a very positive impact on their own creativity, which in turn will bring benefits to their own society as well as to them as individuals.

Of the two benefits to society of foreign travel which have been discussed above, the more significant is, in my opinion, the business one. Successful business between countries has all sorts of positive consequences, from increased employment opportunities to better working conditions for staff. The travel experience of employees is only one small factor contributing to business success, but it certainly plays a not insignificant part in this.

Notes

- Opening paragraph introduces the topic
- Two of the points are addressed and developed
- One of the benefits is chosen as more significant and an explanation is provided as to why this one was chosen
- The essay has a clear structure
- Appropriate register – not too informal
- Good use of collocations, e.g. 'an enriching experience', 'acquire knowledge', 'do business with', 'play a part'
- Good variety of structures used, e.g. 'people who have lived abroad will have experienced', 'successful business between countries has all sorts of positive consequences, from ... to ...'
- No language errors
- Correct length (260 words)

Writing Part 2

2 Email

Style

Neutral to formal

Your email should use language that is appropriate for a piece of writing to a business.

Content

Your email should express clearly what your company does, what its IT training needs are, and why the needs are urgent. The company receiving the email should know exactly what is hoped for.

Organisation

Write in clearly defined paragraphs.

Use appropriate opening and closing formulae for an email to a business.

3 Report

Model answer

This model has been prepared as an example of a very good answer. However, please note that this is just one example out of several possible approaches.

Modern English Literature Course

This term I completed the new Modern English Literature course. On the whole, I found it an extremely valuable addition to the other courses offered by the Language Department in this college.

Strengths

What I appreciated most about this course was its breadth. It dealt not only with the novel but also with poetry and drama, and it covered writers from a wide range of countries in the English-speaking world. The lecturer provided us with a lengthy bibliography, which is particularly useful in that it includes brief notes on each of the titles listed. In all, the course gave us an excellent introduction to the topic, as well as offering many suggestions as to how best to follow up the issues we had been discussing.

Weaknesses

In my opinion, the course had only two weaknesses. Firstly, the lecture theatre where it was held was not big enough for such a popular course and, secondly, the instructions for the coursework assignment which the lecturer set us were not as clear as they might have been.

Suggested improvements

It goes without saying that I would recommend that the course take place in the college's largest lecture hall in future and that the assignment be reworded to avoid ambiguity. However, I would also recommend that the course tutors make better use of the department website. For example, forums could be set up for further discussion of some of the issues raised by the lectures.

Notes

- Use of an appropriate title
- Opening paragraph sets the context
- All the points from the question are dealt with in the answer
- Clearly organised in paragraphs
- Appropriate use of headings
- Good range of vocabulary, e.g. 'on the whole', 'a valuable addition', 'it goes without saying'
- Shows ability to handle a range of structures, e.g. 'What I appreciated most about the course was ...' and 'It dealt not only with ... but also ...'
- Variety of sentence length
- Appropriate register – neither very formal nor very informal
- No language errors
- Correct length (245 words)

4 Proposal

Style

Neutral to formal

Your proposal should use language that is appropriate for a piece of formal writing.

Content

Your proposal should make recommendations about both green spaces and street art in your town. It should explain how what you propose would improve the quality of life of the people who live there. You should try to express your ideas clearly and persuasively.

Organisation

Write in clearly defined paragraphs.

Include a title and sub-headings.

Listening Part 1

- 1 **B** A: The woman hasn't made a mistake. C: She says, 'the manager allocates work to everyone, and that's all we have the chance to do,' but doesn't say she has too much work.
- 2 **C** A: She says, 'you can start and finish late, if you want to, though I don't'. B: She says that unlike most of her colleagues, she works on Friday afternoons.
- 3 **C** A: The woman thought the production was very interesting. B: She says turning the play into farce didn't really work for her.
- 4 **A** B: The man loved the soundtrack, but the woman found a lot of it quite distracting. C: They agree that the scenery was poor.
- 5 **B** A: The man says Isabel has let him down 'again', so he is not surprised. C: He believes she must have known about driving her children to school when she agreed to pick him up, so that can't be unexpected.
- 6 **C** A: He doesn't know anyone else who's going who could pick him up. B: Although he considers not going, the woman persuades him it's better to arrive late than not at all.

Listening Part 2

- 7 **coach**: Because few people owned cars, Bennett bought a coach to use for trips to the Lakes. The coach left Manchester in the morning and returned late that night, and the all-in price included meals.
- 8 **Africa**: The largest number of trips are to South America, and Africa is the second biggest category. The company offers only a few European destinations, and it is considering Central America for the future.
- 9 **thrilling**: '[H]er opinion' reflects 'I'd call it' in the transcript.
- 10 **balloon**: The other option, a helicopter ride, is in the morning.
- 11 **architecture**: 'Susan is particularly impressed' reflects 'can compare with any in the world, in my opinion' in the transcript.
- 12 **glaciers**: '[M]ountains' refers to the 'granite peaks' in the transcript.
- 13 **whale(s)**: In listing the wildlife off the coast, only whales are mentioned twice – killer whales and humpback whales.
- 14 **viaduct**: Susan talks about a train trip that leaves in the morning, climbs the mountains as far as a viaduct, then returns to Salta.

Listening Part 3

- 15 **D** A: The connection with the town's 300th anniversary was made after the council had decided to hold the festival. B: Angela hopes this will be a side effect of holding the festival. C: The interviewer says that some festivals are intended to raise money for charity, but neither speaker says this is true of the Marston festival.
- 16 **B** A: She had been involved in festivals, but in a more junior role. C: She had contacts with various artists and performers, but doesn't say that was a reason for her appointment. D: She says she isn't an arts expert.

- 17 **C** A: Angela mentions spending time organising the work, because there are so many volunteers. B: She mentions how expensive it would be to pay everyone, but doesn't say anything about raising funding. D: She mentions various areas of expertise, such as sound and lighting, but implies there were volunteers for those activities as well as non-specialised ones.
- 18 **D** A: She says she doesn't blame other people when things go wrong, but this is 'by temperament' – not something she is learning from organising the festival. B: She says she sometimes reacts to the stress by wanting to resign, but she doesn't comment on whether that is a bad response. C: She seems able to cope with stress quite well, but she already knew she could, as it is part of her temperament.
- 19 **C** A: They agree that wouldn't be very original, and Angela says she wanted something different. B: The connections are between events and aspects of the town, not between events. D: Angela mentions clubs following up the events when the festival has finished.
- 20 **A** B: Angela says she is most interested in the arts, implying that she would rather organise an arts festival than one in another field. C: She says she wouldn't be a performer in a festival. D: She mentions her current assistant, but doesn't say she needs more help.

Listening Part 4

TASK ONE

- 21 **C** Having found what he thought was the same laptop online at a much lower price, he saw the manager to ask for a discount. The store had ordered a particular laptop, but that was before the speaker spoke to the manager.
- 22 **G** She bought a pair of shoes as a present for her niece, who wasn't keen on them, so she wanted to get her money back. The shoes weren't faulty.
- 23 **E** He wanted to buy a dishwasher, but the shop assistant seemed ignorant about them, so he asked to see the manager. He feels he had poor service, but doesn't complain to the manager about it.
- 24 **F** She wanted to report the behaviour of the shop assistant, who had tried to charge a lot for delivery, and had then been rude to her. She didn't want to cancel a delivery.
- 25 **A** The mirror he had bought was scratched, and he wanted to exchange it for one in perfect condition. The price of the mirror had been reduced, so that wasn't why the speaker talked to the manager.

TASK TWO

- 26 **E** The speaker felt a fool for confusing the two laptop models. He accepted the manager's offer of a free carrying case.
- 27 **D** The manager sent out mixed messages about doing what the speaker asked. She seemed 'almost hostile' towards her, but apparently believed what she said.
- 28 **H** He thought the manager was rude to break off their conversation several times to talk to various assistants. He doesn't say that he is a loyal customer.
- 29 **C** She says she was thankful that the manager understood why she was annoyed. She considered never shopping there again, despite having been a loyal customer, but didn't decide that.
- 30 **A** The speaker expected anyone working in retail to assume the customer is always right, but found he couldn't convince the manager. It is likely that he was annoyed, but he doesn't say so.

Listening

2 01

This is Advanced Trainer Test 3, Listening Part 1.

I'm going to give you the instructions for this test. I will introduce each part of the test and give you time to look at the questions. At the start of each piece, you will hear this sound: [tone]

You will hear each piece twice.

Remember, while you're listening, write your answers on the question paper. You will have five minutes at the end of the test to copy your answers onto the separate answer sheet.

There will now be a pause. Please ask any questions now, because you must not speak during the test.

Now open your question paper and look at Part 1.

PART 1

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

Extract 1

You hear two friends discussing the woman's new job.

Now look at questions 1 and 2.

Man: How's your new job going, Annie? It's with a software company, isn't it?

Woman: Yes. Well, I have to say I'm not enjoying it as much as I'd hoped. I thought I'd have plenty of freedom to develop new games, but it's all very structured: the manager allocates work to everyone, and that's all we have the chance to do.

Man: Mm, that's a shame.

Woman: Still, it'll give me useful experience to put on my CV for when I apply for a more senior position, so I'm glad I took this job rather than the other one I was offered – it's a means to an end, really.

Man: What are the hours like?

Woman: Oh, we have flexible hours, which I like. You have to work 37 hours a week, but you can start and finish late if you want to, though I don't. Most of my colleagues work four long days and finish at lunchtime on Fridays, so after that I often have the office to myself. It's a good opportunity to concentrate without the usual interruptions.

Man: I wish I could have Friday afternoon off! It'd be great to have a longer weekend.

Woman: I don't mind. I don't go away at the weekend as often as you do.

Man: That's true.

Extract 2

You hear two friends discussing a play they have both seen.

Now look at questions 3 and 4.

Man: What did you think of the production, Amanda? I really enjoyed it.

Woman: Me too. I thought it was very interesting. I know the director emphasised the comic aspects of the play – well, it was turned into a farce really, wasn't it? And although that didn't really work for me, it made me realise that I'd been misinterpreting the play ever since I first saw it. I'd always thought it was very serious, because of the awful things that happen to the hero, but that's not the only way of looking at it.

Man: I see what you mean. Actually, I loved the music, or rather the soundtrack.

Woman: Mm. All those strange sounds, you mean, like the heartbeat and the white noise?

Man: Yes. It was really atmospheric.

Woman: I found a lot of it quite distracting – I couldn't always concentrate on what was happening on stage because I was wondering how they'd created the sounds. The lighting was quite different, though, particularly the way they used spotlights to show the hero's isolation from everyone else on stage.

Man: Mm. That worked really well, didn't it? But as for the scenery ...!

Woman: I bet I could design better scenery, even though I've never done it before!

Man: I'm sure you could.

Extract 3

You hear a man telling a friend about a phone call he has just had.

Now look at questions 5 and 6.

Man: I've just had a call from Isabel. Would you believe she's let me down again?

Woman: No!

Man: All I wanted was a lift to the conference on Wednesday. I mean, she'll practically be going past my door, so it wouldn't have been any trouble to her.

Woman: So why won't she?

Man: Oh, there's a good reason – there always is with her. Something to do with driving her children to school. Well, she must have known about that when she agreed to pick me up in the first place. Goodness knows what time she'll turn up at the conference.

Woman: How will you get there?

Man: To be honest, I'm tempted not to go at all. I know there are no buses from here early enough – that's why I needed a lift. And I don't know anyone else who's going who could pick me up.

Woman: How much of it would you miss if you went by bus?

Man: The whole of the first session, I think. Maybe more.

Woman: Well, surely that's better than not going at all? After all, you've been looking forward to it, and you said it would be useful.

Man: Mm, I suppose you're right. OK, I'll do that.

That is the end of Part 1.

Now turn to Part 2.



PART 2

You will hear a woman called Susan Foster talking about holidays organised by the company that she works for. For questions 7 to 14, complete the sentences with a word or short phrase.

You now have 45 seconds to look at Part 2. You will need to play the recording twice.

Woman: Good evening. My name's Susan Foster, and I hope to interest you in the tours that we offer at Bennett's Holidays.

First, some background. The company was founded in the early twentieth century by a businessman, John Bennett. He lived in Manchester, in the north of England, which isn't too far from the Lake District. The Lakes were a popular destination, and as very few people owned cars in those days, Bennett bought a coach to provide transport. He offered excursions at an all-in price that included meals, leaving in the early morning and returning to Manchester late that same day. This continued until the 1950s, though by then the company also offered seven-day holidays.

During the next few decades, overseas package holidays were introduced – initially only to European destinations, but since 2005, the largest proportion of our trips are to South America. Although we still offer a few holidays in Europe, our strategy of advertising tours in Africa has really paid off – it's now our second biggest category. And we're currently looking into possibilities in Central America, too.

Argentina is one of our most popular destinations, and it's an enormously varied country. Several of our tours start in the capital, Buenos Aires, a city that's noted for its elegant boulevards, but there's a great deal more to see. I expected it to be quite interesting, but now I've been there, I'd call it one of the most thrilling cities I've ever been to, offering everything from tango in the streets to fascinating museums.

On our Buenos Aires holidays, you can see the city and its surroundings from the air, by taking a helicopter ride in the morning, or a balloon trip as the sun goes down.

You can also book a two-centre holiday, combining Buenos Aires with Montevideo, the capital of Uruguay. Montevideo has a rich cultural heritage, and it's very cosmopolitan. While many people are knocked out by the sandy beaches – and they're certainly very attractive – its architecture can compare with any in the world, in my opinion.

Another holiday that starts in Buenos Aires includes flying south to spend three days among the glaciers that slowly flow between granite peaks. This is a simply spectacular area, and I guarantee the memories will stay with you for ever.

Several of our holidays bring you face-to-face with nature. For instance, you can combine a stay in Buenos Aires with three days on the Valdes Peninsula to see the wildlife off the coast – elephant seals, sea lions, dolphins and, depending on the season, killer whales, humpback whales and penguins.

Another fascinating add-on to a stay in Buenos Aires is to fly to Salta, in north-west Argentina. From there, you can travel more than 400 kilometres on a train, which leaves around seven in the morning, climbs up the mountains as far as a viaduct that's over 4,000 metres above sea level, and arrives back in Salta at midnight. The views of the landscape are just breathtaking.

Now I'd like to talk a little bit further ...

That is the end of Part 2.

Now turn to Part 3.

PART 3

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 to 20, choose the answer (A, B, C or D) which fits best according to what you hear.

You now have 70 seconds to look at Part 3. You will need to play the recording twice.

Man: Marston town council is planning a major arts festival for later this year, and today we're going to have a look behind the scenes and learn something about how such a big event is organised. In the studio with me is Angela Staveley, the festival director. Welcome, Angela.

Woman: Thank you.

Man: Now, lots of towns hold festivals of one sort or another, sometimes to raise funds for local charities, but I believe this is the first one in Marston. This year marks 300 years since the town is thought to have been founded. Is that the reason for the festival?

Woman: Actually, that connection was only made after the council had reached a decision. But there's a certain amount of prestige attached to holding an arts festival – at least, if it's successful.

Man: Yes, a lot of towns and cities are known for theirs.

Woman: And attract loads of visitors. Marston is aiming to be in the same league.

Man: And when a festival works really well, it brings people together in a way that doesn't happen every day.

Woman: Exactly. If we achieve that, it would be a bonus – the icing on the cake.

Man: You were appointed festival director. You've been involved in festivals before, haven't you?

Woman: Yes, though in a more junior role. Not that I'm an arts expert, by any means, but through that work, I got to know several of the artists and performers who are going to appear here in Marston.

Man: I understand your last full-time job was with a transport company, where you were in charge of several big projects.

Woman: That's right. They gave me a good reference, and that helped me to get the job with the council.

Man: I'm sure it hasn't all been plain sailing. What's the biggest challenge you've faced?

Woman: Organising a festival like this means getting all sorts of people involved, to do everything from publicity to cleaning the venues, and some of it's highly specialised, like sound and lighting. Paying everyone for their work would be prohibitively expensive, so the festival largely depends on volunteers. I've been amazed by how many we have – far more than we need, to be honest, so I've spent a long time making sure there's something for everyone to do. Not a problem I'd had before!

Man: Can I ask how having such a responsible job affects you personally? It must be time-consuming and probably very stressful at times.

Woman: All the time, to be honest. And occasionally I find myself on the point of wanting to resign when something really frustrating happens.

Man: But you haven't given up so far.

Woman: Not yet! It helps that by temperament I've always been able to look for solutions rather than blaming other people when things go wrong. One thing I've noticed, though, is that this job is part of a pattern in my life, where I'm frantically busy while the

particular activity is underway, then collapse in a heap when it's finished. I need to do something about that – though probably not just yet!

Man: Now, what about the programme of events? You were largely responsible for that, I presume.

Woman: Not entirely. I came up with the big picture, the underlying principle that I wanted the festival to reflect.

Man: Which was?

Woman: Well, if you think about many arts festivals, their objective is to have a wide range of activities, so there's something for everyone. Now that's very good, of course ...

Man: But not terribly original.

Woman: Exactly. I wanted something a little different, to give people a reason for attending an event even if they weren't particularly interested in that particular art form. So, many of the events, such as an exhibition of photos of residents, highlight a particular facet of Marston. Another example is a performance of old songs about working in a factory, to reflect our industrial past.

Man: I like it!

Woman: Thanks. I'm hoping it'll inspire local clubs to follow up some of the events when the festival has finished.

Man: Will you direct more arts festivals?

Woman: Quite possibly. As an amateur painter and singer myself, it's certainly the field I'm most interested in, though not as a performer. But I'd make sure I'm involved from the outset. In this case, the town council had drawn up outline plans before I was appointed, and that hasn't always proved helpful. Luckily, my assistant was put in place before I was, so he's been able to fill me in on what happened before I came along.

Man: Angela, many thanks.

Woman: Thank you.

That is the end of Part 3.

Now turn to Part 4.

PART 4

Part 4 consists of two tasks. You will hear five short extracts in which people are talking about speaking to the store manager in a shop. Look at Task 1. For questions 21 to 25, choose from the list (A–H) the reason each speaker gives for speaking to the store manager. Now look at Task 2. For questions 26 to 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.

You now have 45 seconds to look at Part 4. You will need to play the recording twice.

Speaker 1

What happened was that the store ordered a particular laptop for me, and they just asked me for a small deposit. Meanwhile, I had a look online and found the same laptop for a fraction of the price, though the delivery charge was on top of that. So I went back and asked the manager for a discount. Well, when we went into details, it turned out the two computers were different models, which I hadn't realised. He said it was easy to confuse them, but I felt such a fool! Anyway, he offered me a free carrying case, which he didn't need to in the circumstances, so I accepted gratefully. And I'm sure I'll shop there again.

Reading and Use of English Part 1

- 1 **B** A: 'Search' without 'for', is followed by a place, e.g. 'to search a house for stolen goods'. C: A direct object following 'seek' refers to what is being looked for, e.g. 'to seek a solution to a problem'. D: 'Enquire' is intransitive.
- 2 **D** Only D can refer to a particular type of something, e.g. technology.
- 3 **A** This use of 'feel' means that somebody watching the interviews nowadays gets the impression that they are over-rehearsed. None of the other options can be 'over-rehearsed'.
- 4 **C** This is the only option that collocates with 'team' to refer to the position of its leader.
- 5 **A** Only A can be used with 'technological' to refer to what couldn't be done.
- 6 **C** A and B: 'Archaic' and 'bygone' are not used to refer to somebody's job in the past. D: 'Outgoing' refers to people as they leave their job and are replaced, e.g. 'The outgoing president had a long conversation with her successor.'
- 7 **B** Only B can be used with 'changes' to mean 'caused the changes to happen'.
- 8 **B** This means 'creating something again that has been destroyed'. A and D are normally used of objects, e.g. 'I lost the application form, so I asked for a duplicate', 'a replica of an old ship', and C is used of paintings or images of people.

Reading and Use of English Part 2

- 9 **Unlike:** This is a preposition. It makes a contrast between Neanderthals (who developed in Europe and Asia) and Homo sapiens (who developed in Africa).
- 10 **long:** It often collocates with 'ago' to refer to a period of time.
- 11 **from:** 'Far from' means 'not at all'.
- 12 **any:** This often follows 'hardly' to mean 'a very small amount'.
- 13 **least:** 'At least' is used here to reduce the effect of a statement, i.e. possibly not Denisovans but only their DNA.
- 14 **with:** This normally follows 'to interbreed'.
- 15 **Whatever:** This means 'it doesn't matter what the precise connection was'.
- 16 **it:** 'Were it not for' is a fixed phrase. The sentence means that we only know something about the relationship because of advances in DNA retrieval and sequencing.

Reading and Use of English Part 3

- 17 **global:** An adjective is required to classify the noun 'community'.
- 18 **primarily:** An adverb is needed to modify the verb 'do'.
- 19 **marginalised / marginalized / marginal:** An adjective is required to classify the noun 'communities'. Here, it refers to communities that are not powerful.
- 20 **compliance:** The preceding adjective ('strict') and following preposition ('with') show that a noun is required.
- 21 **consultancy:** 'A' needs to be followed by a singular noun; 'consultant' can only refer to one person, but 'the Collective' is a group of people. A 'consultation' is a process or activity, and so can't refer to the people.
- 22 **expertise:** 'The ... of' requires a noun, which must refer to something that staff, etc. have, i.e. expert knowledge and skill.

- 23 **collaborative**: An adjective is required to classify the type of work.
- 24 **empower**: 'Will' needs to be followed by the infinitive of a verb.

Reading and Use of English Part 4

The vertical line | shows where the answer is split into two parts for marking purposes.

- 25 **SUCH a confusing film**, | **I had** 'So' can precede an adjective (here 'confusing') or adverb; 'such' has the same meaning but precedes a noun ('film').
- 26 **director's resignation** | **RESULTED from** '[R]esulted' needs a noun ('resignation') as its subject, and is normally followed by 'from'. The sentence shows that the resignation came after the cause (the disagreement).
- 27 **most considerate person** | **I (have) EVER** 'I have yet to meet' means 'I have never met' (in the whole of my life up to the present). The superlative ('most considerate') is often used with a perfect tense and 'ever', although the past simple is also used in American English.
- 28 **come to TERMS** | **with** 'To come to terms with' is a phrase that means 'to gradually accept a sad or difficult situation'.
- 29 **been for Miranda**, | **I'd/I would STILL** 'If it hadn't been for' is a standard phrase that means 'without'.
- 30 **made it difficult/hard** | **to PIECE together** 'To piece together' means 'to create something (here, an explanation of what had happened) by joining several things together (here, the witness statements)'.

Reading and Use of English Part 5

- 31 **C** 'There is a widely held belief that change must mean deterioration and decay.' This idea is reinforced in 'standards have fallen markedly' and 'blame'. A: Older people are said to be aware of the differences, but there is no indication of whether or not younger people are aware of them. B: Reference is made to changes in language education in schools, but there is no mention of whether or not this raises awareness of language change. D: There is no suggestion that public understanding of language development is increasing.
- 32 **A** These are described as controversies gaining 'current attention' and also referred to in the 18th and 19th centuries. B: Alford's contemporaries thought 'the language was rapidly decaying', but the writer doesn't comment on the speed of change, either now or in the past. C: The writer makes the point that the 'list of unacceptable changes' tends to be the same in every generation – 'many of the usage issues recur', and most of Alford's usage issues 'are still with us'. D: The two examples suggest that they are not undergoing linguistic change – the two phrases were used both in 1863 and in the present.
- 33 **B** The writer contrasts the changes in the languages and communication problems of Papua New Guinea with the fact that 'as a rule', change is minimal. A: The writer implies that the prevailing view of linguistic change is that it occurs on a large scale, as in Papua New Guinea, so the example itself supports that view – which is challenged in the sentence beginning 'But as a rule'. C: The writer suggests that generalisations about linguistic change are wrong ('But as a rule ...'), but not that they are dangerous. D: There is no discussion of the potential effects of linguistic change.
- 34 **D** '[I]t is because change is so infrequent that it is so distinctive and noticeable.' A: The writer suggests that 'precise and efficient communication' is important, and notes that the public notice change and are often pessimistic about it, but there is no reference to inconsistency in the value they place on accurate communication. B: There is no reference to reversing language changes. C: There is no mention of measuring language change.

- 35 **A** '[T]hose who try to plan a language's future waste their time ... – time which would be better spent in devising fresh ways of enabling society to cope with the new linguistic forms that accompany each generation'. B: The writer mentions teaching 'a common standard', without making the point that this is necessary to make communication possible – his emphasis is on 'recognizing the existence and value of linguistic diversity'. C: 'The need to develop a greater linguistic awareness and tolerance of change, especially in a multi-ethnic society' suggests that language change does not tend to be tolerated in multi-ethnic societies. D: Communication difficulties may or may not arise, but they are not mentioned in the paragraph.
- 36 **B** The writer says 'there is no evidence' for the view that languages become increasingly complex, or progress to a higher 'level of excellence'. A: The writer supports this idea – 'Nor, when languages change, do they move in a predetermined direction.' C: He mentions languages dying out, but doesn't express an opinion on whether or not this should be prevented. D: The evolution of languages is discussed, but there is no reference to categorising them accordingly.

Reading and Use of English Part 6

- 37 **D** Only reviewer D is unconvinced by Miller's view of the future, so A and C agree with reviewer B, but D doesn't.
- 38 **A** Reviewers A and C both think Miller is suitably qualified to write the book, but reviewers B and D do not.
- 39 **B** Reviewer B believes Miller is too limited to earlier studies of documentaries, while the other three reviewers consider that she uses them as a foundation and builds on them.
- 40 **D** Reviewers A and D agree with Miller's criticism of television companies for not making more use of documentaries, while reviewers B and C disagree with her.

Reading and Use of English Part 7

- 41 **D** 'Here' refers to 'the eastern side of the tourist town of Zermatt', and the two glaciers that are mentioned are part of the 'glacier system'.
- 42 **B** 'We' refers to the 'British team', and we are told it is 'late in the evening'. The following paragraph continues the time sequence with 'overnight' and 'the next day'. The small group 'who had already left to set up camp on the edge of the glacier' are 'the advance party' mentioned in the following paragraph.
- 43 **A** The fact that the railway was closed (in the previous paragraph) explains 'a day later than planned'; 'station' shows that they travelled on the mountain railway, 'the first stage in our journey up to the glacier' (previous paragraph); 'the three kilometres we still needed to travel' refers to the next stage of the journey, from the station to the advance party's camp by the glacier.
- 44 **F** '[E]xploring' refers to 'the work we had come to do' in the previous paragraph (this is made clear in the paragraph after 41). '[T]he team split into two' looks ahead to 'both parties' in the following paragraph.
- 45 **C** 'All these fascinating sights' refers back to the description of the surroundings in the previous paragraph, and 'my photography' refers to 'capture as many images ... as possible'. '[M]eltwater' is referred to again in the following paragraph.
- 46 **G** 'This was one reason why it was so important to identify what exactly was happening' refers to the shrinkage of the glacier, in particular the reduction by 'a staggering 290 metres over the summer of 2007'. The 'water' that is mentioned recurs in the following paragraph.

Reading and Use of English Part 8

- 47 D 'What we knew about running a company you could write on the back of an envelope.'
- 48 C '[A] tutor on the course put me in touch with a fashion business she knew. ... Her recommendation must have swung them in my favour, because they took me on.'
- 49 B 'I eventually left to start my own fashion design business. Since then, we've branched out into household goods like tablecloths and bedding.'
- 50 A The designer's college tutors were very positive and he/she won a couple of awards. However, getting a job afterwards was very difficult.
- 51 C The job 'wasn't ideal', and the designer says that 'In retrospect, I think I'd have been better off setting up on my own.'
- 52 A The designer was offered a job because 'my saving grace was that I was so keen to learn more about fashion.'
- 53 D The designer was given 'some invaluable advice' by 'a couple of established designers,' and says 'it was remarkably generous of them'.
- 54 B As a child, the designer 'loved the glamour of the world of fashion,' but later found it was 'sheer hard work, long hours and a lot of stress', with just 'a touch of glamour occasionally'.
- 55 C The designer realised they 'needed to learn CAD', because the lack of that skill affected the chances of getting a job.
- 56 B '[T]he 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.'

Writing Part 1

1 Essay

Model answer

This model has been prepared as an example of a very good answer. However, please note that this is just one example out of several possible approaches.

It is generally accepted that it is a good thing for people to keep themselves informed about what is happening in the world, to be up-to-date with current events and trends. But which aspects of life is it most important to know about?

Firstly, people need to know about the news. They need to know about the main social and political issues facing not only their own country but also others. It is part of a person's important general knowledge to have an understanding of the situation in different places around the world. This will mean reading more than one newspaper on a regular basis, as well as watching the news and documentaries about social issues on television.

Secondly, it is important to keep up-to-date with the arts. We should all know what is going on in the worlds of music, theatre, books and art. I do not mean that this should include only highbrow culture. I believe that we should all also know about popular singers and writers. Our aim should be to become fully rounded and well-informed citizens.

Of the two aspects of life discussed above, the more important one is, in my opinion, that of current affairs. Both aspects of life are undoubtedly important, but ultimately social and political issues are likely to have a more far-reaching impact on our lives than the arts, and so it is vital that we keep up-to-date with the news.

Notes

- Opening paragraph introduces the topic
- Two of the points are addressed and developed

- One of the aspects is chosen as more significant and an explanation is provided as to why this one was chosen
- The essay has a clear structure
- Appropriate register – not too informal
- Good range of vocabulary relating to the theme, e.g. 'highbrow culture', 'fully rounded', 'well informed'
- Variety of sentence length and structure
- No language errors
- Correct length (239 words)

Writing Part 2

2 Review

Style

Any style as long as it is consistent

Content

Your review should consider two videos you have seen online made by ordinary people. They should contrast in that you enjoyed one but not the other. Your review should make it clear why you felt as you did about each of them.

Organisation

Write in clearly defined paragraphs.

3 Letter

Model answer

This model has been prepared as an example of a very good answer. However, please note that this is just one example out of several possible approaches.

Dear James,

We are all very much looking forward to meeting you when you come to spend some time working with us soon. We all hope that you will enjoy your time here and will find it productive.

In many ways, you will probably find our branch rather different from yours. We are a slightly smaller branch, and our premises are considerably older than I believe yours are in Australia. More significant is the fact that the company's research and development is based here, and so we are very much focused on how the company might diversify in future. I imagine that you might find this aspect of our work stimulating. We are a small, relatively young team, here. Many of us are fairly recent graduates in either engineering or business.

Life for you here will, of course, not only be about work. I'm sure you'll want to do some travelling around the country while you're with us. Do let us know where you'd particularly like to go and we'll make some arrangements for you. There are a couple of excellent theatres in this town. Have a look at their programmes on the web and drop us a line to say what you'd like us to book you tickets for. Tickets often sell out quickly, and it makes sense for us to get hold of them before you get here.

Do please let me know if there's anything else you'd like to know before you arrive.

All best wishes,
Simon

Notes

- Uses appropriate opening and closing formulae
- Tone is friendly but still businesslike
- All the points from the question are dealt with in the answer and are developed appropriately
- Clearly organised in paragraphs
- Good range of vocabulary relating to the workplace and leisure activities

- *Variety of sentence length*
- *Appropriate register – informal and friendly*
- *No language errors*
- *Correct length (249 words)*

4 Report

Style

Neutral to formal

Content

Your report should briefly describe the traffic situation in your town. It should then go into more detail about the extent to which it meets the population's needs and should give an explanation of the town's most serious traffic problem. You should try to express your ideas as clearly as possible.

Organisation

Write in clearly defined paragraphs.

Include a title and sub-headings.

Listening Part 1

- 1 C** The paintings were hard to see. A: The advance publicity referred to 'a range of artists', without indicating the number – it was the woman who 'imagined there'd be hundreds of works'. B: There was one painting by 'an artist I really love'.
- 2 B** The man is put off by the people who attend exhibitions. A: He knows he isn't an art expert, but doesn't suggest he discovered this at exhibitions. C: He is in favour of talking about paintings 'in a way that can be understood' and 'without going on' about them.
- 3 A** Tony says his colleague seems resentful that he has more money than she has. B: Marion asks Tony if the bad treatment is 'because you're new', but he doesn't accept that explanation. C: Tony says he doesn't think his colleague being much older than him is the reason for the way she treats him.
- 4 B** Tony reluctantly agrees with Marion about talking to his line manager. A: Marion says that Tony should only look for a new job 'as a last resort', and he doesn't pursue the idea. C: Tony says he isn't brave enough to talk to his colleague about the issue.
- 5 A** Ross says the publisher has changed the brief without discussing it with him. B: Although the deadline is just after his holiday, he doesn't say he will have to cancel the holiday. C: He says he will receive ten per cent of the price of each book sold, so being paid for the extra work 'doesn't apply'.
- 6 A** Erica thinks her cousin was silly to get worked up: she would have done better to accept the changes. B: She doesn't say anything about her cousin's or Ross's motives for writing. C: Her cousin tried to persuade the publisher to rethink the changes, but without success.

Listening Part 2

- 7 shopping experience:** Jack contrasts the importance of profit and range of products with the customers' shopping experience.
- 8 stressed:** Jack talks about treating all customers in a friendly way; but says it is very important to make someone who is stressed relax a little.
- 9 shopwalkers:** Several members of staff, including managers, take on the role of shopwalkers, and offer to help anyone who seems to need assistance.
- 10 suggestion scheme:** Jack says the suggestion scheme makes it easy for anyone to put forward ideas for improvements.
- 11 talent day:** Employees who are interested in promotion can talk to him about it when the store holds a 'talent day'.

- 12 stock:** The stock arrives at night, and some staff start work at 6 am to put it on the shelves before the store opens at 7.
- 13 manual:** Unlike most supermarkets, the store uses a manual system.
- 14 weather:** Every day, when the managers of each department order stock, they consider the effect of the weather on sales.

Listening Part 3

- 15 C** They don't think A or B were disappointing, and only Jason was disappointed with the support from tutors – Cathy was satisfied with it.
- 16 D** Jason doesn't usually get distracted – it is Cathy who has become more focused; and Jason generally trusts his judgement.
- 17 C** Cathy thinks the topic is OK, but she isn't sure what exactly to do, so can't yet do her best. They agree that they 'don't need to come up with anything really original'.
- 18 D** They agree that the timing of the field trip has made it hard to keep up-to-date with assignments. Cathy says the field trip stopped her feeling that the subject was dry, and Jason wanted the trip to last longer.
- 19 B** Jason says, 'the trip's confirmed that I can't see myself doing it for the rest of my life', so these are not 'fresh' doubts.
- 20 A** Cathy says she feels she could contribute to research into alternative energy sources. Although she'd like to encourage the public to use less energy, she thinks it may not be the best use of what she's learning.

Listening Part 4

TASK ONE

- 21 E** The speaker's father thought she was too impatient, and she decided to prove him wrong. Her parents used to go ballroom dancing, but made her give up the idea of going too.
- 22 F** The speaker says he went to the gymnastics club at school because most people did. The club was intended to be a way of getting fit, but that wasn't why the speaker went.
- 23 G** When the speaker saw ice skating on TV, she decided to make a living as an ice skater. A schoolfriend was taken ice skating, but didn't recommend it to her.
- 24 C** The speaker wanted to do something that would engage his brain. Making friends in the school bridge club was a by-product of joining, not his purpose.
- 25 B** The speaker's parents suggested taking up a hobby to meet other children. Tennis was her own choice – she wasn't introduced to it by either of her parents.

TASK TWO

- 26 H** The speaker is surprised how few people make models. She mentions having to be careful and accurate, but doesn't say anything about the standard she has reached.
- 27 C** The speaker may give up gymnastics now, because he is demoralised by the ease with which younger people do it. He is aware of his relatively limited ability without needing to reassess it. He could carry on if he wanted to.
- 28 D** The speaker wanted to win a national competition, and did so the second time she entered. She has become quite well known, but she isn't pleased about that – she is concerned that people have high expectations of her.
- 29 A** The speaker has realised that although he was one of the better players at school, experts are at a very much higher level; his standard is lower than he used to think.
- 30 B** The speaker is surprised to have reached a high level. She doesn't say that winning regional tournaments was a target.

Listening



This is Advanced Trainer Test 4, Listening Part 1.

I'm going to give you the instructions for this test. I will introduce each part of the test and give you time to look at the questions. At the start of each piece, you will hear this sound:[tone]

You will hear each piece twice.

Remember, while you're listening, write your answers on the question paper. You will have five minutes at the end of the test to copy your answers onto the separate answer sheet.

There will now be a pause. Please ask any questions now, because you must not speak during the test.

Now open your question paper and look at Part 1.

PART 1

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

Extract 1

You hear two friends discussing an art exhibition.

Now look at questions 1 and 2.

Man: How was that art exhibition you said you were going to, Hazel?

Woman: It wasn't bad, I suppose, but I have to admit I didn't enjoy it all that much.

Man: Why was that?

Woman: Well, I heard on the radio that it was going to have paintings produced in the last hundred years by a range of artists. And I somehow imagined there'd be hundreds of works, but there can't have been more than 80 or so. The trouble was, only a small part of the gallery was used for the exhibition, so the paintings were crowded together, with some so high up the wall that you couldn't see them properly. And the one painting they had by an artist I really love was one of those.

Man: What a shame! Actually, I've stopped going to art exhibitions altogether. There's something about the crowd that goes to every exhibition that really puts me off. They're probably perfectly nice really, but I've overheard so many conversations that seem terribly pretentious. I know I'm not an art expert, but at least I can talk about paintings in a way that can be understood. And after all, you can appreciate a painting without going on about it, can't you?

Woman: I know exactly what you mean!

Extract 2

You hear two friends, Tony and Marion, discussing a problem at Tony's workplace.

Now look at questions 3 and 4.

Woman: How's your new job, Tony?

Man: The job itself is fine, but there's a woman in the department who treats me as though I shouldn't be there at all. She's really unpleasant to me.

Woman: Is that because you're new, so you're the underdog until the next person is appointed?

Man: Judging by some of the things she says to me, she seems to resent the fact that I'm not struggling financially, while she is. And she's really sarcastic about the fact that I can afford to do things like going away for the weekend.

Woman: Is she much older than you?

Man: Yes, though I don't think that's the reason. What do you think I should do, Marion?

Woman: What about having a quiet conversation with her, to explain how she makes you feel?

Man: Hmm. That's probably a good idea in theory, but I don't think I'm brave enough. In fact, I'm even thinking of leaving and looking for another job.

Woman: You should only do that as a last resort, Tony. Your line manager is responsible for what goes on in the department. That's the person who should sort it out.

Man: She seems very stressed, so I didn't want to bother her.

Woman: I really think you should.

Man: Mm. I suppose you're right. OK, I will.

Extract 3

You hear a writer called Ross telling a friend called Erica about a problem he has with his publisher.

Now look at questions 5 and 6.

Man: Erica, you know that school textbook I'm writing?

Woman: Yes.

Man: Well, the publishers have just changed their minds about what they want. It'll take weeks to rewrite what I've already done, and the deadline is just after the holiday I'm planning.

Woman: Surely they'll extend the deadline?

Man: Apparently not.

Woman: Will they at least pay you for the extra work?

Man: I'll be getting ten per cent of the price of each book sold, so it doesn't apply. And admittedly the changes are quite sensible, so it'll probably boost sales in the long run. But still, I don't like the way they've unilaterally changed the brief without even asking me for my opinion.

Woman: Mm. Something very similar happened to my cousin. She was very unhappy about it, and put a lot of time and energy into trying to get the publisher to rethink the changes. In the end, she refused to go on with the book, and criticises the publisher whenever she has a chance. But it's silly, really, because she got so worked up she made herself ill. If she'd accepted the changes with good grace, she'd have written a good book and probably made some money from it.

That is the end of Part 1.

Now turn to Part 2.

PART 2

You will hear Jack Charlesworth, the manager of a UK supermarket, talking to a group of business students about his work. For questions 7 to 14, complete the sentences with a word or short phrase.

You now have 45 seconds to look at Part 2. You will need to play the recording twice.

Man: Good morning. My name's Jack Charlesworth, and I'm the manager of a large supermarket in London. As you're studying business, I'm here to tell you about my work.

You might think the most important thing for a supermarket in a big chain like ours is the profit we contribute to the company's bottom line, or the range of products we offer customers. But to me, it's what I would term their shopping experience. I want customers to feel that they're treated as individuals. We have thousands of customers a week, so obviously we can't recognise all our regulars, but we do our best to treat everyone – whether they're old customers or new – in a friendly way. If someone's stressed when they come in, it may only take a smile from an employee to make them relax a little, and that's something we take very seriously.

In many stores, one of the sales assistants offers to help you as soon as you go in the door. That always makes me feel uncomfortable, so we do it differently. We have several members of staff, including managers, mingling with customers and acting as shopwalkers – a rather old-fashioned term, but we still use it. They don't bother people who know what they're doing, but if anyone seems to be in need of assistance, one of our team will offer to help them.

That personal contact goes right through the store. For example, I make a point of chatting to all the staff – nearly 400 of them. We have a weekly managers' meeting, which staff representatives attend, and a suggestion scheme, to make it easy for anyone to put forward ideas for improvements. We've implemented a lot of those, over the years. And we want employees who are interested in promotion to have the chance to discuss that, so from time to time we hold what we've named a 'talent day'. Anyone can come and talk to me then, and usually we plan a training programme to help them work towards a new job.

It can be hard, working in a supermarket. We open at seven six days a week – later on Sundays. The stock is delivered overnight and needs to be put on the shelves before the doors open, so some people start work at six to do that. The cleaning company we use come in then, as well.

We order daily from the company's distribution centre, for delivery that night. Most supermarkets use an automated computer system – sales are automatically recorded, and when numbers go below a certain level, the system places an order. However, we have a manual one. The managers of each department decide what to order, because they know what they've sold and what they're likely to sell the next day. They take into account factors like the weather, which has the biggest effect on retail sales after the general state of the economy, and so of course has to be considered every day.

Now let me move on ...

That is the end of Part 2.

Now turn to Part 3.

PART 3

You will hear a geology professor asking two students, Cathy and Jason, about a field trip they have just returned from. For questions 15 to 20, choose the answer (A, B, C or D) which fits best according to what you hear.

You now have 70 seconds to look at Part 3. You will need to play the recording twice.

Professor: Now, before you write your reports on the field trip you've just done, I'd like to hear what you thought – what was good, anything you found disappointing ... Jason.

Jason: Well, I've got fairly mixed feelings about it. I was relieved there weren't more people – with it only being four days, there was time to get to know everyone, and that wouldn't have been possible if there'd been many more. Would you agree, Cathy?

Cathy: Yes, definitely.

Jason: I wish we'd stayed in a youth hostel, though. Camping's all very well when it's warm, but last week's weather certainly wasn't ideal.

Cathy: No, I was shivering even when I was in my sleeping bag. What was good, however, was that the tutors could spend a fair amount of time with each of us, to advise us on our projects.

Jason: Mm, I could've done with some more help. I only managed to have one in-depth discussion with my tutor.

Cathy: Oh, I talked to mine whenever I got stuck.

Jason: Lucky you!

Professor: OK. What would you say you got out of the trip?

Cathy: The main thing was that I'm pretty impetuous by nature, and I tend to act before I think. My tutor encouraged me to take the time to think things through before doing anything, and I forced myself to do that during the trip.

Jason: I did the same thing – it was something I realised I needed to work on. I don't think my judgement's generally wrong, but I'm sure I could often make better decisions, with a bit more thought. Actually, the feedback I get from tutors is generally pretty positive, particularly on things like planning assignments.

Cathy: I found the trip helped me to be more focused. I hope I can keep that up, now we're back at uni.

Jason: That isn't usually a problem for me.

Professor: Mm. How far did you each get with your projects?

Cathy: Well, I'm struggling a bit. I think the topic's OK ...

Jason: You're researching some fossils, aren't you? That's pretty standard stuff.

Cathy: Yes, but my tutor said I'm trying to cover too much: I need to go into depth about one aspect.

Jason: But at this level, we don't need to come up with anything really original, do we?

Cathy: No, I suppose not. But until I've sorted out exactly what to do, I won't really be able to do my best.

Professor: And what about you, Jason?

Jason: I'm getting on OK, thanks.

Professor: Right. Now, how do you think the field trip fits in with the course as a whole?

Jason: Well, I could happily have gone on for another few days, but coming at this stage in the term makes it quite hard to keep up-to-date with assignments. I've got two due in next week, and I won't be able to finish them in time.

Cathy: Mm, I'm with you. I've just had to ignore everything else until I've got this project out of the way – and even packing and getting ready for the trip seemed to take forever.

Jason: Mm.

Cathy: Mind you, I think what I've learnt on the trip will be useful for much more than just this project. All the books and lectures were beginning to seem quite dry and academic, and the trip's made me realise they're actually about something interesting.

Professor: OK. Would you say the trip has affected how you feel about the course? Jason?

Jason: Well, I was really keen on geology when we started the course last year, but I wasn't sure whether I wanted to go on with it after uni.

Professor: Why not?

Jason: It's all the statistical analysis. I didn't think I'd like it, and, in a way, the trip's confirmed that I can't see myself doing it for the rest of my life. It's not that it's all that hard, but I find it quite tedious.

Cathy: So do I!

Professor: And what about you, Cathy? Have you got plans for when you graduate?

Cathy: I'm not sure. I'd like to do something to make the general public see the need to use less energy, but that may not be the best use of what I'm learning on the course.

Jason: There's a lot of interesting research going on in the whole area of renewable energy, isn't there?

Cathy: Yes, things like harnessing the power of tidal rivers to generate electricity, and of course, wind power. They can help us reduce our dependence on fossil fuels like oil and coal, and they're far less damaging to the environment, too. I feel I could make a contribution there, so I'll probably go into something like that.

Professor: And finally, what did you think ...

That is the end of Part 3.

Now turn to Part 4.



PART 4

Part 4 consists of two tasks. You will hear five short extracts in which people are talking about their leisure activities. Look at Task 1. For questions 21 to 25, choose from the list (A–H) the original reason each speaker gives for choosing their leisure activity. Now look at Task 2. For questions 26 to 30, choose from the list (A–H) how each speaker feels about their leisure activity now. While you listen you must complete both tasks.

You now have 45 seconds to look at Part 4. You will need to play the recording twice.

Speaker 1

When I was a child, my parents used to go ballroom dancing. I wanted to go too, but they said having two dancers in the family was quite enough, so I gave up that idea, but I was quite annoyed. So when I thought of making model aeroplanes, and my father said I was too impatient, I was determined to prove him wrong, so that's what I started doing. I think I made the right choice, and I still make models when I have the time. It surprises me how few people seem to do it, because you learn about aviation and history, and you have to be very careful and accurate. It's very satisfying when you finish a model.

Speaker 2

I've been keen on gymnastics since I was a teenager. It started when a new teacher at school set up a weekly gymnastics club, to encourage us to get fit, I suppose. It really caught on, and for a while practically everyone went, which to be honest was the only reason I did. Then people began to get bored, and moved on to something else. But I found I was quite enjoying it, so I carried on. Then, when I got my first job, I joined a gymnastics club in my home town. It was fun for a few years, but I may give it up now – it's quite demoralising seeing younger people doing things effortlessly that I struggle to do!

Speaker 3

One of my schoolfriends was taken ice skating by her parents. She wasn't particularly enthusiastic about it, but I was dying to go – I'd seen it on TV and thought it was brilliant, and had even decided to make a living as an ice skater! So they started taking me with them, and I was completely hooked. I made good progress, and soon set my sights on winning a national competition. I knew it would be hard work, but I won the second time I entered. I was absolutely thrilled! It made me quite well known in the ice-skating world, but that's not so good, because people have such high expectations of me.

Speaker 4

I've been playing bridge since I was at school. There, I was one of the better players, but the more I play, the more I realise there's a world of difference between that level and playing with experts. I'm so envious of their ability. I took up bridge because when I was a child, my parents used to watch TV for hours – the more mindless, the better. But I wanted something that would engage my brain. Then, when I was 11, I changed schools, and the new one ran a weekly bridge club. It was exactly what I needed. I loved trying to work out the best strategy for winning, and I made friends with several of the other children.

Speaker 5

My family moved abroad when I was 12. I wasn't very happy at my new school, so my parents suggested I took up a hobby where I could meet other children with a similar interest. I chose tennis, mainly because there was a club near our home that accepted children. It really paid off, because I became really close to some of the children I met there, and we still see a lot of each other 20 years later. I didn't think I'd be much good at tennis, but I really took to it. I've now won a couple of regional tournaments, which is way above what I expected. In fact, it's hard to believe I've got to that level!

That is the end of Part 4.

There will now be a pause of five minutes for you to copy your answers onto the separate answer sheet. Be sure to follow the numbering of all the questions. I will remind you when there is one minute left, so that you're sure to finish in time.

You have one more minute left.

That is the end of the test. Please stop now. Your supervisor will now collect all the question papers and answer sheets.

Reading and Use of English Part 1

- 1 **B** This is the only option that means 'I can't understand why people pay to be scared'. A: 'Daze' means to stun or disorientate someone, physically or psychologically. C: 'Elude' means to avoid being caught or achieved. D: 'Defy' means to refuse to obey someone.
- 2 **D** The adverbial phrase 'to be honest' is used to draw attention to the truth of what is said or written. A: 'Direct' has a similar meaning but isn't normally used in that structure. B: 'Clear' is more often used in the phrase 'let me make it clear'. C: 'Distinct' can refer to speaking in a way that can easily be heard.
- 3 **A** It means 'to want something very much', and takes a direct object; the other three options are followed by 'for'.
- 4 **C** Used of the heart, it means to beat strongly and fast. The other options are rarely used of the heart.
- 5 **D** This is the only option that is followed by the preposition 'to'; the others are followed by the direct object.
- 6 **A** Here, 'to score' means 'to achieve a mark'. B and C: 'Mark' and 'grade' both mean 'to give points to a piece of work'. D: As a verb, 'point' has meanings such as 'to draw someone's attention to something', while somebody can win points (the noun) in a game.
- 7 **C** This is the only option that collocates with 'experiences'. A: 'Severe' is often used to describe something that causes hardship or pain, e.g. 'a severe difficulty'. B: Meaning 'strong', 'burning' collocates with 'desire', 'ambition' and some other nouns. D: 'Fierce' collocates with 'competition', 'opposition', etc.
- 8 **A** Memories and strong feelings are often said to 'fade with age'; the other options are not used in this context.

Reading and Use of English Part 2

- 9 **which**: This is a relative pronoun referring to the clause 'your school needs photographs of the pupils'.
- 10 **ourselves**: 'To pride oneself on (something)' is a reflexive phrasal verb.
- 11 **instead**: 'Instead of', like 'rather than', introduces something that is to be replaced by what is in the main clause ('read this letter').
- 12 **why**: 'Why not' is a common way of making a suggestion.
- 13 **as**: 'To regard the photos as perfect mementos' means the children will consider the photos to be perfect mementos. Note that both plural forms 'mementos' and 'mementoes' are standard.
- 14 **Although/Though/While/Whilst**: Any of these words can introduce a contrast between the expectation that is created by the clause, and what actually happened; here, the writer expected that the complications that arose would make the photographer feel anxious or upset, but that didn't happen.
- 15 **how**: 'How well' can mean 'very well', as it does here, i.e. Jane interacted very well with the children. It can also mean the degree to which something is the case, e.g. 'I wonder how well she is getting on with the children' leaves it open as to whether she is getting on well or badly, or to any degree in between.
- 16 **be/get**: 'To be/get in touch (with someone)' means to contact them.

Reading and Use of English Part 3

- 17 **exceptions**: 'Few' shows that a plural noun is required.
- 18 **curiosity**: '[T]heir own' needs a noun to follow it. Note that the 'u' of 'curious' is omitted in 'curiosity'. Similarly, the adjective from 'humour' is 'humorous', without the second 'u'.

- 19 **discoveries**: '[T]heir' is followed by a noun; it is plural, as the discoveries relate to more than one scientist ('others') – even if each one has only made one discovery, there is more than one in total.
- 20 **recognition**: A noun is needed to follow 'the'.
- 21 **biographical**: An adjective is required to fit 'a ... approach'; 'biographical' classifies the type of approach, meaning it focuses on people's lives.
- 22 **revelations**: '[O]ne or two' and the adjective 'surprising' need to be followed by a noun, and 'one or two' requires the noun to be plural. Note that the 'a' of 'reveal' is omitted in 'revelation'.
- 23 **historians**: '[T]oday's' requires a noun, and 'who' shows that it refers to a person or people; 'they' in the following sentence makes it clear that the noun must be plural.
- 24 **unacceptable**: This is an adjective to describe 'approach'; 'even if' shows that there is going to be a contrast, so the negative 'unacceptable' is necessary, to contrast with the positive idea of 'give my comments a fair hearing'.

Reading and Use of English Part 4

The vertical line | shows where the answer is split into two parts for marking purposes.

- 25 **CALL off the meeting / CALL the meeting off | unless** When the second word in a transitive phrasal verb is an adverb (like 'off') rather than a preposition, it can go before or after a noun or noun phrase; however, if the object is a pronoun, the adverb must go after it ('call it off'). 'If' plus a negative ('if we can't') is equivalent to 'unless' plus a positive ('unless we can'), and vice versa ('if we can' = 'unless we can't').
- 26 **turns/shows UP at parties | at every** The phrasal verbs 'to turn/show up' can both mean 'to arrive or attend', usually to join a group of people. They are often applied to something unexpected. 'At every opportunity' is a fixed phrase meaning 'whenever it is possible'.
- 27 **to POPULAR belief/opinion (,) | not** 'Contrary' is followed by the preposition 'to'. 'Popular' refers to people in general, as opposed to the sense of being liked by many people. So 'popular belief' and 'popular opinion' mean something that most people believe.
- 28 **is DUE to | (her/a) lack** 'To be due to' introduces the cause (lack of money) of a state of affairs ('the shabbiness of Karen's clothes'); 'which is why' introduces the result. The noun 'lack' can be used with or without an article, possessive pronoun, etc.
- 29 **until Sarah left | that the EXTENT** 'Not until', like 'only when', implies surprise that the action didn't happen earlier. 'The extent of' expresses degree, and is equivalent to 'how much'.
- 30 **it HARD | to get to** 'It' is a dummy object, used to avoid the alternative structure, 'Jeremy found getting to grips with the sheer scale of the challenge he faced hard.'

Reading and Use of English Part 5

- 31 **C** The writer refers to several 'spooky theories', and contrasts them with the 'more plausible explanation' given by neuroscientists. A: Neuroscientists have pieced together an explanation, which shows they believe that people really have the experience. B: The writer claims that '[m]ost people' have had the experience, but there is no suggestion that scientists believe it is less common. D: The writer mentions all sorts of theories about 'non-scientific cause[s]', but does not comment on whether or not they can be disproved.

The writer compares constructing a conscious experience out of components with manufacturing a car, and goes on to explain the complexity of an experience, pointing out that 'there is actually much more to it' than we are aware of. B and C: The writer argues that experiences are made up of many components, with the suggestion that B or C is the case. D: Other people play a part in bumping into someone, which is an example of an experience – here is no suggestion that other people always have a role.

According to the writer, a feeling of recognition (familiarity) is usually attached to experiences that match memories, but is sometimes mistakenly attached to a new experience. A, B and C: These focus on emotions, but although the explanation involves the part of the brain that creates emotions, *déjà vu* is explained in terms of recognition, not emotion.

The attribute is being quick to recognise things, which is useful because it may be a factor in intelligence. A: Although the brain being quick to recognise things is mentioned, there is no suggestion that this is related to a lack of patience. B: Level of education and *déjà vu* may both be caused to some extent by intelligence – the former doesn't cause the latter. D: *Déjà vu* is linked with the brain, not a person's environment.

Moulin mentions a man as someone to whom *déjà vu* is a constant companion – a number of actual and potential experiences are mentioned that seem to him to repeat earlier ones. A: There is no indication of whether or not *déjà vu* can be treated. C: Watching TV is given as an example of the man's experience of *déjà vu*, but there is no suggestion that TV affects his condition. D: The man's attitude towards the condition is not specified, but the implication is that he found it disturbing, not comforting: he is mentioned as an example of 'an unfortunate few', with *déjà vu* as 'a serious blight', and in the next paragraph it is described as 'tedious'.

'And make sure that you don't sign on the dotted line until the moment has passed.' A: Both the writer and Moulin focus on dealing with situations of *déjà vu*, but don't suggest the experience is more likely to occur in specific situations which can be avoided. B: Moulin warns about the risk of trusting strangers and being exploited, but neither he nor the writer mentions evidence that they will not be exploited. C: Moulin advises sufferers to 'constantly remind themselves that the sensation is false', but doesn't mention checking with other people.

Reading and Use of English Part 6

Reviewer B says the production tells us nothing about today's world, and according to reviewer C, it didn't make the setting modern. Reviewer A has a different opinion – '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', and reviewer D believes the production shows 'the universality of the play's themes'.

Reviewer C believes Mason gives insight into the character: 'His quirks and eccentricities convey the depth of Hamlet's despair, and his need to present a mask to the world.' The other three reviewers don't agree: reviewer A ends by saying 'As the final curtain fell, I realised I knew the character of Hamlet no better than I did at the beginning'; reviewer B says Mason's performance 'tells us nothing about Hamlet himself', and reviewer D implies something similar: 'he made it impossible for the audience to sympathise, let alone identify, with him.'

Reviewer C ended up feeling positively towards Mason's delivery – 'By the end, I could have gone on listening to him for hours' and reviewer A believes Mason 'delivers his lines thrillingly'; in contrast, reviewer B doesn't warm to Mason's 'vocal tricks', and reviewer D calls his delivery 'a parody'.

40 D Reviewer A believes Barlow's 'great number of ingenious devices' don't fit together to make a coherent whole, but reviewer D has a positive view – Barlow comes close to confusing us 'but just stops short', and the reviewer describes the director's ideas as 'mind-boggling and exhilarating'. The other two reviewers agree with reviewer A: reviewer B calls the ideas 'a mishmash', and reviewer C finds her ideas 'highly distracting'.

Reading and Use of English Part 7

- 41 G 'By then' refers to when Mockridge died, and summarises his achievements, which are referred to in the following paragraph – 'this degree of success'.
- 42 B 'This impression of weakness' refers to Mockridge's shyness and difficulty with handling 'roughness'.
- 43 E 'Any laughter' is part of the officials' wonder and disbelief when they met Mockridge. 'Alex McPherson, who was timing the cyclists for the club' is mentioned again in the following paragraph ('The official').
- 44 C 'The next week, and the next, Mockridge again won' gives more detail about 'this was just the start of Mockridge's run of victories' in the previous paragraph.
- 45 F The phrase 'trailed well in the rear' means the same as 'lagged behind' in the previous paragraph, and 'get back to the matter in hand' refers to him starting to pedal again.
- 46 A '[T]he pair' refers to Mockridge and Goodwin.

Reading and Use of English Part 8

- 47 D The 'unexpected information' is about the flautist working 'rather incongruously' as a butler; although C refers to 'some surprising detail', it relates to 'several famous musicians', not just one.
- 48 B This section describes the procedure of Rowe's initial experiment, in which participants listen to a piece of music and then answer some questions, and of his follow-up experiment; 'data' refers to the findings of the experiments.
- 49 A '[T]he expectation that more scholars will be encouraged to investigate this fascinating resource.'
- 50 C One section of Saunderson's book will be devoted to extracts from the letters, 'presented on a month-by-month basis'.
- 51 D One of Hutchinson's aims is 'to share tips and resources, in order to help [musicians] to maximise their professional opportunities'.
- 52 C Saunderson is drawing on 'a recently discovered archive of unpublished letters'.
- 53 A The business context of opera houses in the first half of the 18th century includes 'their management, contracts with singers, musicians and composers, their working conditions and performance fees'.
- 54 C This section mentions the fact that 'musicians, painters, sculptors, intellectuals and many others contributed to a ferment of creativity that left its mark on all concerned'.
- 55 B Rowe's findings are related to 'current theories in psychology about the perception of time'.
- 56 A '[T]he materials are familiar to legal researchers.'

Writing Part 1

1 Essay

Model answer

This model has been prepared as an example of a very good answer. However, please note that this is just one example out of several possible approaches.

It seems that increasing numbers of people are choosing these days to leave their regular salaried job in order to become self-employed. But why do people choose to do so? What are the advantages of this way of life?

Firstly, perhaps the main attraction of being self-employed is that it leaves you in control of your own schedule. If you prefer to work late at night so that you can take the following day off to go to a concert at your child's school, then you can do so. You don't have to ask anyone's permission to leave the office whenever you wish.

A second major advantage of working for yourself is that you are in charge of all decisions connected with your business. When you're employed by someone else, you have to do what they wish, regardless of whether you feel it is the best course of action or not. To be in control of how you work is something that makes the self-employed lifestyle very attractive for many people.

Of the two advantages of being self-employed discussed above, the more significant one is the fact that you are in charge of your own timetable. To be able to spend time with friends and family when you wish to is worth sacrificing the regular monthly pay cheque for. As long as you can earn enough for your requirements, then you can enjoy the extra flexibility that self-employment allows far more than you would a bit of extra money in the bank.

Notes

- Opening paragraph introduces the topic
- Two of the points are addressed and developed
- One of the advantages is chosen as more significant and an explanation is provided as to why this one was chosen
- The essay has a clear structure
- Appropriate register – not too informal
- Good use of collocation, e.g. 'major advantage', 'course of action', 'be worth sacrificing'
- Variety of sentence length and structure
- No language errors
- Correct length (252 words)

Writing Part 2

2 Proposal

Model answer

This model has been prepared as an example of a very good answer. However, please note that this is just one example out of several possible approaches.

Research Proposal

This proposal is for a research project to be funded by one of the travel grants that you are currently offering students.

Nature of research

I am a doctoral student at the University of London and am preparing a thesis on the otter. My work is focusing on the extent to which humans have encroached on their habitat, and the impact that this has had on their population.

The project I should like to propose is for a study into the otter population in Sweden. It would involve travelling to Sweden in

order to speak with the zoologists who specialise in working on otters there.

Sweden is a particularly interesting example in that the country has managed to halt the decline in its otter populations. Finding out exactly how this was brought about would have important implications for otter conservation in other areas too.

Benefits of the project

Carrying out the project outlined above would clearly be of benefit to my own personal research. However, that is not the reason why I am requesting a travel grant from you. I believe that if we can learn from the Swedish experience, then we will be more successful in conserving otters in this country, and so future generations will also have the opportunity to see this lovely creature.

I also believe that my contact with Swedish ecologists may turn out to be useful in terms of gaining knowledge about preserving other animals as well as the otter, and the more plants and animals we can prevent from becoming extinct the better.

Notes

- Use of an appropriate title
- Opening paragraph sets the context
- All the points from the question are dealt with in the answer and are developed appropriately
- Clearly organised into paragraphs
- Demonstrates an ability to use more complex vocabulary, e.g. 'encroach', 'habitat', 'preserve', 'extinct'
- Variety of sentence length
- Appropriate register – no colloquialisms or other inappropriately informal language
- No language errors
- Correct length (259 words)

3 Letter

Style

Neutral to formal

Your letter should use language that is appropriate for a letter to a magazine.

Content

Your letter should describe a national celebration held in your country. Your letter should explain why the celebration is enjoyable for the public and also why it has a socially useful purpose. You should try to make your points in a clear but persuasive way.

Organisation

Write in clearly defined paragraphs.

Include appropriate opening and closing formulae.

4 Review

Style

Neutral

Content

Your review should focus on a tourist destination that is familiar to you. This could be either a resort or a specific attraction such as a castle or a theme park. Your review must mention both positive and negative aspects of the destination and must suggest at least one way in which it could be made more appealing to tourists.

Organisation

Write in clearly defined paragraphs.

Listening Part 1

- 1 C The woman is worried that the choir's normal audience may not want to hear the music they've chosen to perform. She is not concerned about the choir or rehearsals.
- 2 B He should be designing the poster, but is finding it difficult, so he suggests that he does the programme instead.
- 3 B The man says northerners are friendlier than southerners in terms of starting a conversation with strangers, for example at a bus stop. However, he distinguishes this from long-term friendships.
- 4 A The woman thought going to a dance class would be a good way of making friends, but at first she was disappointed.
- 5 B The man thought he knew about the subject, but the programme included some information he wasn't aware of.
- 6 C The man thought the presenter spoke too slowly, but the woman thought he spoke at the right speed.

Listening Part 2

- 7 **pollution:** Caroline says rivers were turned into drains to carry away pollution caused by industry. Sewage had always been discharged into rivers, without the rivers being put in pipes.
- 8 **diseases:** This was a side effect, because it wasn't known at the time that putting rivers in pipes limited the spread of certain diseases.
- 9 **habitats:** Habitats for plants and fish require sunlight, which doesn't reach rivers in pipes.
- 10 **level:** Sections of pipes that don't meet accurately could cause problems for fish.
- 11 **blockage:** A blockage in a pipe could cause the water to collect behind it, potentially increasing the risk of flooding.
- 12 **block of flats:** A river underneath a block of flats washed away its foundations.
- 13 **documents:** Caroline says she is consulting old maps and documents that mention rivers.
- 14 **valleys:** Caroline says that by using software to show the contours of the land, along with old maps, she can find valleys that might contain a river.

Listening Part 3

- 15 D Giles originally intended to spend a year abroad, but realised while he was in Belgium that he needed to stay longer, in order to learn more about the people and what it's like to live in the country. He found work so as to support himself – it wasn't his purpose in going abroad.
- 16 A Penny discovered during the trip that she knows much less about the world than she thought, and Giles says he learnt more than he expected. Although they mention food, languages and talking to other people, there is nothing about them that they both found unexpected.
- 17 A Penny thinks it's sad when tourists aren't interested in the place where they're staying. On the whole, she believes that the effects of tourism on traditional crafts, infrastructure and a region's economy are positive.
- 18 C Giles turned down an invitation to go to Indonesia because of his sense of responsibility towards the owner of the café where he was working.
- 19 C He is applying to do a Master's degree in politics, which will help him to work in political journalism. He mentions working abroad as a possibility, not as something he has decided to do.

- 20 B Penny says that travelling gave her a new perspective, so she experienced culture shock when she returned home. She mentions being disappointed with other countries and having nothing left to look forward to as possible experiences which she didn't have. She mentions seeing old friends and doing what she used to do without saying whether or not it was a relief.

Listening Part 4

TASK ONE

- 21 E The man hardly listened to what the manager instructed him to do, because she didn't ask him politely. As a result, he did the wrong thing.
- 22 H She agreed to a customer's unreasonable demand, and left it to her line manager to deal with the problem.
- 23 B He says he once got it wrong when updating records.
- 24 F She didn't tell her boss that a colleague was using the internet for her own purposes, which was against company rules.
- 25 A He didn't realise who 'Jack' was when the latter called him.

TASK TWO

- 26 H The man enjoys going to customers to repair equipment, because in some cases he gets on well with their staff.
- 27 E The company uses the in-house newsletter to praise staff for particularly good work.
- 28 B The staff suffer from the same problems, so they cooperate and often get together in their free time.
- 29 G The office closes at lunchtime on Fridays. It is possible to work in the afternoon, although without being paid overtime.
- 30 D The man is satisfied when his clients value his advice.

Test 5

Transcript

Listening



This is Advanced Trainer Test 5, Listening Part 1.

I'm going to give you the instructions for this test. I will introduce each part of the test and give you time to look at the questions. At the start of each piece you will hear this sound: [tone]

You will hear each piece twice.

Remember, while you're listening, write your answers on the question paper. You will have five minutes at the end of the test to copy your answers onto the separate answer sheet.

There will now be a pause. Please ask any questions now, because you must not speak during the test.

Now open your question paper and look at Part 1.

PART 1

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

Extract 1

You hear two members of an amateur choir discussing a forthcoming concert.

Now look at questions 1 and 2.

Man: How do you think rehearsals are going for the choir's next concert?

Woman: Well, we're doing some really demanding pieces ...

Man: We certainly are!

Woman: ... and I have to wonder whether they might not be too challenging for our normal audience – ticket sales haven't picked up yet, and it isn't all that long till the performance. But as far as the choir's concerned, we're doing some thorough, detailed work in the rehearsals, and really getting to grips with the music, so we should master it all. It's a shame some people have had to miss rehearsals, though the extra one next weekend should make up for it.

Man: Right.

Woman: How are you getting on with designing the poster?

Man: Not too well, I'm afraid. I've been so busy I just haven't been able to make time for it. I started thinking about it this morning, and to be honest, I can't come up with an attention-grabbing image. Time's running short, so I was wondering if you could take care of it for me. Then I could concentrate on finishing off the programme instead – it doesn't need to go to the printer's for another couple of weeks, but the poster's getting urgent. What do you think?

Extract 2

You hear two people talking about making new friends.

Now look at questions 3 and 4.

Man: Hi, Claire. I haven't seen you for a long time.

Woman: Ah, that's because my company sent me to a branch in the north for six months.

Man: Oh! How was your social life while you were there? People are much friendlier in that part of the country than us southerners, aren't they? At least, whenever I've been there – if I've been waiting for a bus, say – someone will probably strike up a conversation, though that's as far as it went. Admittedly I've never been there for long enough to want to make friends for life, and that's a different thing altogether.

Woman: I tried to meet people. You know I used to go to a weekly tango class?

Man: Mm?

Woman: I found a class while I was there – bound to be a good way of meeting people with similar interests, I thought. At first, most people acknowledged my presence in the class, but whenever I suggested to anyone that we had a cup of tea afterwards, they muttered some excuse about not having time. It was very disappointing. But after a while they seemed to thaw, and it turned out all right in the end. In fact, I was quite sorry to leave.

Extract 3

You hear two friends discussing a television programme about genetics.

Now look at questions 5 and 6.

Woman: Did you see that TV programme yesterday about genetics?

Man: Yes, I did.

Woman: I found it fascinating. What did you make of it? As it's your field, you must already have known all about it.

Man: I wouldn't say that. In fact, I was impressed: some of the interviews with scientists were about research I wasn't aware of, and I'd thought I was keeping up with developments! Virtually everyone watching should have learnt something from it. And it was good how it managed to make some very complicated subject matter clear, so even people without any prior knowledge could understand.

Woman: Absolutely. I thought the way they demonstrated scientific principles using balloons, coloured water and so on was brilliant. It certainly helped me to understand.

Man: My only reservation was the presenter. He spoke so slowly I felt like shaking him!

Woman: Really? I was relieved! He gave me time to take in what he was saying, and think about it. Any faster, and I'd have been lost. I was glad the programme was just an hour long, though – I couldn't have concentrated for much longer.

Man: Well, I didn't have any problem concentrating, but an hour is quite long enough. And of course there's another part next week.

That is the end of Part 1.

Now turn to Part 2.



PART 2

You will hear a student called Caroline talking about her research project into rivers that have been made to flow underground. For questions 7 to 14, complete the sentences with a word or short phrase.

You now have 45 seconds to look at Part 2. You will need to play the recording twice.

Woman: Good morning. My name's Caroline MacArthur and I'd like to tell you a little about my research project into rivers that have been turned into underground streams. Of course, some rivers flow underground naturally, but I'm interested in the ones that have been put into pipes deliberately.

In Britain, a number of rivers were buried underground in large pipes during the Industrial Revolution of the 18th and 19th centuries. Rivers had always been used for sewage, but in this period, industry created pollution that affected lots of rivers, either deliberately or by accident. The aim was that it should be carried away by turning the river into a drain. One benefit, although this wasn't known at the time, was that covering rivers limited the spread of water-borne diseases. This led to significant improvements in the quality of people's lives.

Because underground rivers have no sunlight, plants can't photosynthesise, and so existing habitats were effectively destroyed, and there was no chance of new ones developing. In other words, the river ended up with no plants and no fish.

Another reason for the lack of wildlife was that when rivers were put into pipes, sections of pipe that were supposed to meet precisely didn't necessarily, and the difference in level could be great enough to prevent fish from passing along the stream.

Nowadays, we know covering rivers over isn't a particularly effective way of dealing with flooding. In fact, it can make the risk worse: one reason being that pipes may suffer a blockage, causing the water to back up. Similarly, if the pipe is under pressure from large amounts of flood water, it may collapse. In either case, serious damage is a potential outcome.

me give you an example. A few years ago, a block of flats to be evacuated. What nobody knew was that a river flowed underneath it in a pipe. So, when a serious storm caused the to collapse, the river spread out and washed away the foundations of the building, putting it at serious risk of falling in. It cost millions of pounds to demolish the building and construct a new one. Rather short-sightedly, perhaps, the river rained underneath the building, in a new pipe.

remarkable how few underground rivers are known, and identifying the unknown ones can be very difficult. I'm consulting maps, of course, and I'm also looking at documents that show rivers which aren't visible these days. Apart from that, using software that shows the contours of the land, and places where water would run if it flowed naturally through the landscape. Comparing the results of this with old maps predicts very accurately where there are valleys – often ones that aren't at all visible on the ground. And these often contain an underground

That is the end of Part 2.

Now turn to Part 3.

03

T 3

You will hear an interview for a student magazine with Penny Giles, who have both just returned to Britain after travelling around the world. For questions 15 to 20, choose the answer (A, B, C or D) which fits best according to what you hear.

You now have 70 seconds to look at Part 3. You will need to play the recording twice.

Interviewer: Penny, Giles, thank you both for coming. As I explained in my email, I'm planning to write an article for the university magazine about former students who've travelled around the world. Giles, lots of British people spend a year abroad, but not them, as Penny did.

Giles: Yes, that was my original plan, too, when I graduated, but I turned into five years. I first went to Belgium, intending to stay a week then move on, but it soon dawned on me that all I'd get out of it would be a tourist's view. I'd know virtually nothing about the people, or what it's like to live in the country. So I got a temporary job as a waiter and decided to spend a few months in every country I visited. It would also give me the chance to develop my writing skills. You see, my ambition is to become a journalist, so I set a goal of producing three articles a week about the places I visited, and keeping them to see how my writing was improving.

Interviewer: Penny, did you have many surprises during your trip?

Penny: Oh yes! I've always been interested in the rest of the world, and thought I was reasonably well-informed. But the trip surprised me that actually I'm pretty ignorant. Food, for instance, was amazed at the sheer variety in different places. I ate lots of delicious dishes.

Giles: I did too, though I've never been very adventurous when it comes to food. But I learnt so much more on the trip than I'd anticipated – about all sorts of things. I even managed to pick up a smattering of several languages. I really made an effort, because of course lots of people don't speak English.

Penny: Yes. I wouldn't have coped without all those people who were so patient while I struggled to speak their language!

Interviewer: Did you meet many tourists on your travels?

Penny: I visited several tourist areas and was really struck by the impact that tourism has. All the new hotels, roads and other infrastructure. I suppose that benefits the local economy, as it creates jobs. And tourism even gives an impetus to traditional crafts to some extent, because visitors buy locally produced items as mementos. I don't have a problem with tourism if people are interested in the local culture and want to learn about the place, but so often they're only interested in sunbathing or playing golf, say, without any curiosity about the place or the residents. That's really sad.

Interviewer: Giles, are there incidents you could tell me about, that I could put in the article?

Giles: Well, I spent three months in Thailand, again working in a café, and met a group of young Australians who were also travelling, and we had a good time together. The day before they left for Indonesia, one of them said, 'Why not come with us?' Well, it was really tempting, because I love doing things without having to plan ahead. But that was the one occasion when I felt I had to say no, because I didn't want to let the café owner down at such short notice. It was a shame, but it was the right decision.

Interviewer: And do you now intend to try and break into journalism? You mentioned that was your plan.

Giles: That's right. But I've still got itchy feet, so I may go abroad to work on an English-language newspaper or magazine. Writing about travel seems the obvious thing to do, but I'm finding it repetitive. Actually, I developed an interest in politics during my trip, and I'd like to develop that further, so I'm applying to do a Master's degree, which I hope will be useful if I want to go into political journalism afterwards.

Interviewer: Penny, how did you feel when you finished your trip?

Penny: Travel has been my dream since I was a child, so it was great to spend a year abroad. But I knew that turning a dream into reality is risky. Foreign countries that seem exotic from a distance can be quite mundane when you're there, or you may feel you've achieved your dream too early in life, and there's nothing left to look forward to. Luckily, it wasn't like that for me. But I certainly experienced culture shock when I came home – going abroad had given me a totally new perspective. So I'm enjoying seeing old friends and doing the things I used to do – but I'm looking forward to going abroad again.

Interviewer: Giles, what did you find ...

That is the end of Part 3.

Now turn to Part 4.

PART 4

Part 4 consists of two tasks. You will hear five short extracts in which people are talking about their jobs. Look at Task 1. For questions 21 to 25, choose from the list (A–H) the mistake that each speaker made in their job. Now look at Task 2. For questions 26 to 30, choose from the list (A–H) what each speaker particularly likes about their job. While you listen you must complete both tasks.

You now have 45 seconds to look at Part 4. You will need to play the recording twice.

Speaker 1

There are some people at work who seem to delight in making you feel small, and some, if they want you to do something, who wouldn't ask politely if their lives depended on it. That really makes me mad, and I can't listen to them. That was my downfall once, when a manager gave me a job to do, and I scarcely heard what she said. And of course, I got it wrong. On the other hand, there are advantages to working here. At least I get out of the office to repair equipment that other companies have bought from us. There are some firms where I get on well with their people, and we have a good laugh.

Speaker 2

The best thing about the company I work for is that they know they depend on the staff, so they do things like using the in-house newsletter to praise people who've done particularly well in the past month. We manufacture office equipment and sell it to other businesses. I'm in sales, and I strongly believe it's important to keep customers happy. So once, when the purchasing manager of a major client asked me for an impossibly big discount, instead of refusing, as I should have done, I chickened out and agreed. I thought I'd make him happy, and leave it to my line manager to deal with the fallout. I have to admit she was furious with me, and I can't blame her.

Speaker 3

We're chronically understaffed at work, and there are constant deadlines, so we're always under pressure, and the scope for making mistakes is enormous. My job is keeping records up-to-date, and practically the worst thing you can do is get it wrong. Well, that's only happened once, but boy, did my boss make me feel small. So now I work late several times a week, to keep on top of things. All the office staff at my level are in the same boat, of course, so we all pull together. We often get together outside work, too, mainly to celebrate birthdays. It's just as well our boss doesn't hear what we say about him, though!

Speaker 4

There are five of us in the office – we're practically in each other's pockets, and we all feel responsible for everything that happens. So when I realised a colleague was spending hours doing personal stuff on the internet, which we've been specifically banned from doing, I couldn't bring myself to do anything about it. When our boss discovered what was happening, and that I hadn't said anything, he was pretty annoyed, understandably. One nice thing is the office closes at lunchtime on Fridays. Customers are sometimes frustrated that we won't arrange meetings for that afternoon, but it's great to have the time off. People occasionally work into the afternoon, to catch up, but we aren't paid any extra for that.

Speaker 5

As a freelance business consultant, I work on my own. I'd quite like to have colleagues, but it's no big deal. I measure my success by whether my clients value my advice and turn to me next time they need help. And luckily most do. I'm always on the lookout for potential clients, and pride myself on making whoever I'm talking to feel they're the most important person in the world. It's good for business! Recently someone called me who I'd met a month previously, and just introduced himself as 'Jack' – not even his surname. He assumed I'd know at once who he was, but I didn't. He seemed very disappointed, and I may have lost him as a client.

That is the end of Part 4.

There will now be a pause of five minutes for you to copy your answers onto the separate answer sheet. Be sure to follow the numbering of all the questions. I will remind you when there's one minute left, so that you're sure to finish in time.

You have one more minute left.

That is the end of the test. Please stop now. Your supervisor will now collect all the question papers and answer sheets.

Test 6**Key****Reading and Use of English Part 1**

- 1 **B** This means they exist everywhere, which fits with 'regardless of a person's country'. A: 'Thorough' describes something, such as a search, as being very detailed and careful. C: 'Sweeping' describes something that has an effect on many people, such as changes, generalisations, etc. – here, the writer doesn't say the association has an effect. D: 'Expansive' means 'covering a large area'.
- 2 **D** 'Country of origin' and 'place of origin' are fixed phrases. Although the other words also refer to the start of something, they are used in different contexts.
- 3 **A** 'To conduct' and 'to carry out' collocate with 'an experiment'.
- 4 **A** It means 'to cause something to happen', which fits the meaning of the sentence.
- 5 **C** It means 'to represent in the form of a map'; so the volunteers were asked to show on a 'map' of the body the places where they felt any stimulus.
- 6 **B** It means that the results were always, or almost always, the same, which fits the meaning of the sentence.
- 7 **D** It means 'improved'. The other options don't collocate with 'sensations'.
- 8 **C** It means 'physical or mental illnesses', which fits the meaning of the sentence and of the examples, depression and anxiety.

Reading and Use of English Part 2

- 9 **on:** This normally follows 'impact' to indicate what is affected by the impact.
- 10 **which:** This refers back to 'process'.
- 11 **as:** '[U]ndertaken as part of' shows that Scholes carried out this study in relation to his role in Berminton's project.

Here, 'like' introduces an example, and means 'such as'.

'To take place' is a fixed phrase meaning 'to happen', 'to be

might/could: One of these modal verbs followed by 'well' means 'it is very likely' – much more likely than with the modal verb alone.

should: The inversion of the subject and modal verb ('Should this be done?') is more formal than using 'if' and 'should' ('If this should be done...'), and much more formal than 'if' without 'should' ('If this is done...').

might/little: This means that Scholes believes awareness will be gained even if little or nothing else is gained.

Reading and Use of English Part 3

unexpectedly: An adverb is required, to modify the verb 'has been used'. 'Unexpectedly' is the only adverb related to 'expect', and it is often used in relation to jobs becoming available.

technician/technologist: 'He or she' makes it explicit that the word refers to a person, and that it should be in the singular ('a' also indicates this). Usually, in this context, 'technician' is used to refer to someone with special skills, particularly in science or engineering.

payment/installation: '[T]he ... of' shows that a noun is required; 'installation' is more common in this structure than the gerund 'installing'. Although 'instal(l)ment' appears to come from the root 'install' (historically this is not the case), it refers to payment of a debt, or sections of a story, neither of which fits the meaning of the sentence.

retention: Note the change of spelling in the root from 'tain' to 'ten'. This also applies to 'retain/retention' and 'detain/detention'.

desire: An adjective is needed to describe '[f]ormal IT applications', in parallel with the adjective 'essential'. 'Desired' can only be limited to fixed phrases, such as 'to have the desired result'.

will: 'A' shows that a noun is needed. It means 'being necessary to do something is necessary'. The noun 'will' can mean determination or mental power (as in 'the will to live', 'to have a strong will'), but doesn't quite fit this context.

excellence: A noun is needed as the direct object of 'to achieve'. This is modified by 'in every aspect of its activities'. Note the 'l' in 'excellence' and 'excellent'.

employers: '[I]ts' needs a noun, and there are several that come from 'employ', including 'employer' and 'employment'. '[T]o be committed' suggests that its subject is likely to be a person or organization. 'Employers' would refer to the company itself, so does not fit the sentence. '[A]ll' shows that if the noun is countable, it must be in the plural.

Reading and Use of English Part 4

split line | shows where the answer is split into two parts for different purposes.

surprise | ABACK at/by This is a phrasal verb meaning 'to surprise someone'. In the passive, it can be followed by 'at' or 'by'.

at the TIME of | at the TIME of '[A]t the time of' is followed by a noun or *-ing* form, e.g. 'at the time of writing'.

despite the company(s) | offering 'Despite' is a preposition, and must be followed by a noun phrase or a structure using a present participle ('offering'). The subject of the present participle is 'the company'. In more formal use, the possessive 'company's' is possible.

28 give her a LIFT, | she would / she'd 'To give someone a lift' means to allow them to ride in your vehicle (usually a car), without charge; the sentence is in the form of a third conditional.

29 take any/much / a lot of | NOTICE of 'To take notice of' something means 'to pay attention to' it. 'Didn't take any notice' means 'paid no attention', so doesn't exactly match the first sentence, but 'paid little attention' is sometimes used to mean 'none, or almost none'.

30 opposition to the proposal | DATES back The possessive form of ('residents') shows that a noun is required; 'opposition' is usually followed by 'to' something; 'to date back to' is a phrasal verb, and refers to when something started (an alternative is 'to date from').

Reading and Use of English Part 5

31 D It would be 'humiliating' to come to the party (which here means 'produce a book to join existing ones') 'empty-handed', i.e. without contributing anything. A: She doesn't mention the difficulty of the task. B: She doesn't say she relied on other books when writing her own. C: She mentions the possibility that very few copies of her own book will be sold, but doesn't say that applies to all books on drama.

32 A Thornton hopes that her fascination and enthusiasm are 'catching', like an illness; in other words, that readers will start to feel the same way about drama as she does. B: She says that her book is unlikely to become a bestseller. C: She hopes people will buy the book 'whether or not they are persuaded by my opinions', so she seems content for some readers to disagree with her. D: She only refers to one emotional response to drama.

33 B She was 'infuriated' by Hyde's book because of his 'very circumscribed view'. A: There is no mention of any personal contact with Hyde. C: There is no suggestion that Hyde's book opened her eyes to anything. D: Hyde distinguished between good and bad drama, but based on criteria that Thornton disagrees with.

34 A Thornton spent five years researching and writing the book, because of the 'serious gaps' in her knowledge. B: She doesn't mention any difficulties in carrying out her research. C: Ancient Greek and Roman drama is her 'particular field', but the book has a much greater scope – hence the need for a lot of research. D: She mentions how she felt the morning after deciding to write the book, but not how she feels now.

35 C She tried to make her work 'recognised and appreciated by many' – that was 'the road [she] went down'. A: An academic book 'would attract a tiny readership', but she wants more readers than that. B: Detailed information about sources would be part of an academic book, but that was not what she decided to write. D: She mentions promotion in relation to writing an academic book, but that was not what she decided to write.

36 D The questions that she has tried to answer relate the plays to their audiences. A: She mentions tracing the development of each genre over the centuries, but abandons that approach in favour of what she 'finally opted for'. B: She decided against doing this because 'so many of [the playwrights] are anonymous'. C: This 'had a certain appeal', but she finally opted for a different approach.

Reading and Use of English Part 6

37 B Larry Jones claims that if a new airport is constructed, 'the current airports wouldn't then require new runways', while Karen Macmillan disagrees: 'it will only be a matter of time before expansion of the existing airports will become inevitable'. Neither Bernie Dodd nor Isabel Smith expresses an opinion on the matter.

- 38 C Both Isabel Smith and Bernie Dodd oppose the destruction of wildlife habitats. Larry Jones argues that the destruction is necessary, and Karen Macmillan implies that it is necessary, but hopes the the harm caused can be limited ('mitigated').
- 39 A Isabel Smith and Larry Jones believe larger planes will become available, limiting any increase in the number of flights. Karen Macmillan and Bernie Dodd strongly suggest that the number of flights will continue to grow.
- 40 C Bernie Dodd dismisses the claim that a new airport would reduce noise and improve air quality in London. The other three experts believe a new airport would save Londoners from extra pollution.

Reading and Use of English Part 7

- 41 E 'One of these ... a leading mathematician' can only refer to one of a number of people, that is, Ada's 'succession of tutors'. '[T]he leading scientists of the day' is picked up by 'Among their number' and the introduction of Babbage in the following paragraph.
- 42 G 'This mechanical calculator' in G and '[t]he device' in the following paragraph both refer to the Difference Engine. As this is 'Babbage's first invention', the calculator can't be the later and more advanced Analytical Engine.
- 43 A '[T]his prototype' refers to Babbage's first invention, the Difference Engine, and the scientific conference in Italy is picked up by 'this event' in the next paragraph.
- 44 D '[T]hem' refers to the notes which Lovelace wrote. '[T]his insight' relates to her suggestion that the device should be able to compose music.
- 45 C 'Unlike him' contrasts what 'Lovelace realised' – what 'she saw' in the previous paragraph – with Babbage's more limited insight. '[T]he document' is her translation of the memoir, mentioned earlier and also in the next paragraph.
- 46 F The explanation of '[t]his realisation' adds to the statement in the previous paragraph concerning software. This idea is new and strange 'for the time', that is, 'for such an early stage in the history of the computer.'

Reading and Use of English Part 8

- 47 C The writer points out both that the customer's family and friends are more likely to hear about poor service than the managers or owner of a store; and writing 'without inhibition' in product reviews implies that customers are more inhibited if they are speaking to staff.
- 48 A If customers feel that staff ignore them, or treat them as an inconvenience, the feeling makes them unwilling to buy.
- 49 D The writer says that discussing alternatives ('different options') leads to a win-win situation ('a positive outcome for both sides').
- 50 B The writer says that 'going the extra mile' (i.e. doing more than the minimum) can make customers loyal to the company, meaning that they will shop there a number of times in the future.
- 51 D The writer advises staff to listen to a customer who is dissatisfied, and to discuss different options for dealing with the situation.
- 52 C The writer says that bad experiences are not easy to forget.
- 53 A The writer mentions face-to-face, phone and email contact with customers.
- 54 B According to the writer, if the employee is polite in their initial greeting on the phone, the client will usually be more agreeable.

- 55 D The writer points out that in some cases a customer who is complaining is frustrated by something unconnected with the store.
- 56 A The writer mentions satisfied customers 'creating new customers' and acting as 'an effective referral system for future customers'. They are described as essential to the business – its 'life blood'.

Writing Part 1

1 Essay

Model answer

This model has been prepared as an example of a very good answer. However, please note that this is just one example out of several possible approaches.

Natural resources are, on the whole, finite, and it is important to make sure that we do not waste them. For the sake of future generations, we must use them wisely. But how can we ensure that we do this?

Unfortunately perhaps, the most successful method is undoubtedly to make the wasteful use of resources a criminal offence. Some countries already fine citizens who put recyclable waste into bins intended for landfill sites, and such legislation should be used more widely. Companies, in particular, should be prosecuted if they do not have a responsible attitude towards scarce resources.

Secondly, the media should take a much more active role in encouraging people to use resources well. Resources are often wasted because the public do not appreciate how scarce they are or how serious the implications of their overuse are for our descendants. So there need to be regular stories in the papers or documentaries on television presenting not only information about how wastefulness is endangering the future but also examples of good practice. In this way, people will be given the information that they need in order to make a difference themselves.

Of the two ways of encouraging appropriate resource use discussed above, the more effective is, in my opinion, the legislative approach. Media campaigns have a very important role to play but, human nature being what it is, making wasteful use of scarce resources illegal is more likely to have an effect than simply educating the public through the media.

Notes

- Opening paragraph introduces the topic
- Two of the points are addressed and developed
- One of the benefits is chosen as more significant, and an explanation is provided as to why this one was chosen
- The essay has a clear structure
- Appropriate register – not too informal
- Good range of vocabulary, e.g. 'recyclable waste', 'endangering', 'should be prosecuted', 'how serious the implications ... are for ...'
- Variety of sentence length and structure
- No language errors
- Correct length (250 words)

Writing Part 2

2 Proposal

Style

Neutral to formal

Your proposal should use language that is appropriate for a piece of writing in a work context.

proposal should state clearly what people do at your workplace, giving an explanation as to why this might interest TV viewers. You should also make some specific suggestions as to the approach the programme might take, e.g. you might suggest interviews with key staff or focusing on one particular department in the workplace.

Organisation

Write in clearly defined paragraphs.
Include a title and headings.

Answer

The model has been prepared as an example of a very good answer. However, please note that this is just one example out of several possible approaches.

The Fun at Panton Pool

Panton Swimming Pool is an excellent swimming pool. The main pool is Olympic-sized and there is also a smaller pool for young children. The facilities therefore are suitable both for the serious swimmer preparing for competitions and for families just wanting to have fun. The best thing about the pool is the fact that the walls are almost entirely glass. The building is set in a park surrounded by trees and so, as you swim, you have wonderful views and can almost imagine you are swimming out of doors. Conveniently located near the town centre, and I use it regularly before work. I swim for pleasure and to keep fit. After swimming, I often enjoy a cup of coffee in a pleasant little café. The café serves delicious soup and sandwiches and, even when I'm not planning to go in the water, I sometimes meet friends there for a snack and a chat. The facilities there also include a small shop where you can buy costumes, swimming goggles and goggles, as well as a few other items, such as sports bags and towels, that might be of interest to users of the pool. One aspect of the pool I should like to see improved is the changing area. The cubicles are cramped, and there are not enough lockers, particularly as several of them always seem to be in use with broken locks or hinges. Once in the water, you should certainly have a thoroughly enjoyable time at the Panton Swimming Pool.

Use of an appropriate title

Opening paragraph sets the context

All the points from the question are dealt with in the answer and are developed appropriately

Clearly organised in paragraphs

Good range of vocabulary relating to swimming

Shows ability to construct more complex sentences, e.g. 'The best thing about the pool is the fact that its walls are almost entirely glass' and 'The one aspect of the pool I should like to see improved is the changing area'

Varied sentence length

Appropriate register – neither very formal nor very informal

Minimal language errors

Correct length (260 words)

Part

Part to formal

Part

The report should be about an electronic gadget. The specific

gadget should be named at the beginning of the report. The report must explain what the gadget can do, as well as how you yourself use it. It should also include an explanation of the extent to which it meets your needs. You should try to express your ideas clearly and constructively. It does not matter whether you describe a gadget that basically suits all your needs or one that is unsatisfactory in some way.

Organisation

Write in clearly defined paragraphs.
Include a title and sub-headings.

Listening Part 1

- 1 A** B: The man says he will be going to somewhere fairly near the town where he grew up. He doesn't say that is his reason for applying for the job. **C**: He isn't sure he wants the extra responsibility.
- 2 C** A: His house is in an area where a lot of people want to live. **B**: He says the house has a garden and garage, which people seem to expect.
- 3 A** B: He thought the novel ended at a logical point in the story. **C**: He had difficulty with the style at first, but gradually started enjoying it very much.
- 4 C** A: The book has been shortlisted for a prize for fiction – it hasn't won it. **B**: One of the other people in her book club recommended it.
- 5 B** A: The woman is prepared to keep the dishwasher. **C**: She implies that they wouldn't be justified in asking for a refund because the shop hadn't *promised* to deliver the dishwasher in the morning.
- 6 C** A: The woman mentions the complicated controls, but the man thinks they would get used to them. **B**: The man is concerned about having enough space in the kitchen, but the woman suggests moving a cupboard to make room for the cooker.

Listening Part 2

- 7 security**: Gavin talks about the lack of job security that affects most football managers.
- 8 name(-)plate**: Only the word 'Manager', without his name, is on the nameplate on his office door.
- 9 rented accommodation**: He says many managers rent somewhere to live, but his home is close enough for him to live there and commute to work.
- 10 resources**: Apart from some of the best-known clubs, most have very few resources, such as money, staff and equipment.
- 11 dressing rooms**: He painted all the dressing rooms last summer, while his wife painted some of the offices.
- 12 recruitment**: He says recruitment, particularly of players, is the most important part of his job.
- 13 reporters / the press**: Gavin says he enjoys the conversations with reporters at the regular press conferences.
- 14 ball control**: Yesterday's training session concentrated on ball control; practice for the goalkeepers was included, without being the main focus of the session.

Listening Part 3

- 15 D** A: Jane refers to new shops in Buckworth East, but doesn't mention more customers using the existing ones in the village. **B**: The development only provides the new housing required for Buckworth, so it won't reduce the amount of new housing that the council wants in other villages. **C**: She mentions new shops and other facilities in Buckworth East, but doesn't say it will be a self-supporting community.

- 16 **A** B: Jane says many new residents will be able to walk to work. C: She says that jobs will be created on the site, but not that there will be too few. D: She says parking has been dealt with by providing a high ratio of garages to homes.
- 17 **D** A: He says he doesn't think concerns about the protection of animals and trees are justified. B: A bus company is planning a service to Buckworth East. C: He says the number of new homes has been reduced, but doesn't comment on the new number.
- 18 **A** B: Jane says objections have to be considered, and some projects have to go ahead despite the objections, but doesn't say it is necessary to explain why. C and D: She says most objectors are reasonable people, holding sincere views, but doesn't comment on the accuracy of their information or on a need to evaluate their motives.
- 19 **C** A: She mentions a proposed community centre, but it can't be built. B: She talks about the possibility of new residents joining existing clubs, without commenting on their level of interest. D: She says she expects new clubs to be started in Buckworth East, but that existing clubs will continue.
- 20 **B** A: The interviewer says some people think their objections have been overruled, but contrasts these with 'the vast majority'. C: He says there is little awareness of the opportunities. D: Some people believe village life will be damaged, but the interviewer contrasts these with 'the vast majority'.

Listening Part 4

TASK ONE

- 21 **D** The man says that the firm he worked for had a foreign owner (parent company). He moved to the parent company's head office in the foreign country, to join a team consisting of staff from around the world.
- 22 **B** A university in another country offered the woman a position.
- 23 **F** He thought that if he went abroad, he might find more job opportunities than at home.
- 24 **H** The university where the man worked invited him to teach on its new overseas campus.
- 25 **A** The woman thought the research position would look good on her CV – that is, it would make her an attractive candidate when she applied for jobs later on.

TASK TWO

- 26 **H** He says that not having much money made him realise a lot of the things he used to spend money on were unnecessary.
- 27 **C** The woman discovered that she wasn't as open to new experiences or as flexible as she had thought.
- 28 **A** The man realised that he had been wrong to think his job such an important part of his life. He was pleased that his job abroad gave him time to develop his interest in painting.
- 29 **G** Living abroad made him realise what came easily to him and what didn't.
- 30 **F** She says that she and her old friends were living different sorts of lives and had less and less in common.

Listening



This is Advanced Trainer Test 6, Listening Part 1.

I'm going to give you the instructions for this test. I will introduce each part of the test and give you time to look at the questions. At the start of each piece you will hear this sound:[tone]

You will hear each piece twice.

Remember, while you're listening, write your answers on the question paper. You will have five minutes at the end of the test to copy your answers onto the separate answer sheet.

There will now be a pause. Please ask any questions now, because you must not speak during the test.

Now open your question paper and look at Part 1.

PART 1

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

Extract 1

You hear two friends discussing a new job that the man is about to start.

Now look at questions 1 and 2.

Woman: I hear you've got a new job, Donald. Congratulations!

Man: Thanks, Liz.

Woman: But I gather it'll mean moving.

Man: Yes, back to Scotland, which is where I grew up. Fairly near the same town. I'll be able to go mountaineering as often as I like – it's only a short drive to my favourite area. That's the main reason I applied.

Woman: And is it a better job than you've got now?

Man: Well, it's higher up the ladder, and the pay's better, but I'm not totally convinced I'm ready for the extra responsibility.

Woman: I'm sure you'll manage! So I suppose you'll be selling your house.

Man: Yes, in fact, I've had it on the market for a few weeks now. It's quite a difficult property to sell, despite being in a sought-after area, because in terms of size and price it's suitable for first-time buyers – young married couples, in particular – but it's quite quirky. It's easier to sell a standard, small three-bedroom house, and in mine the rooms are irregular shapes, and the bathroom's downstairs, rather than in the usual place.

Woman: But you've got a garden and a garage, haven't you?

Man: Oh yes, which is just as well, because people seem to expect them, these days.

Extract 2

You hear two friends discussing a novel.

Now look at questions 3 and 4.

Woman: I've just bought this novel, Harry. Do you know it?

Man: Yes. In fact, I've just finished reading it.

Woman: Oh, do tell me what you thought of it.

PART 2

Well, it's written in a pretty idiosyncratic style. It took me 12 chapters to see what the author was doing, and why, but I was hooked. In fact, I enjoyed the book so much that when I got to the end, I wanted to find out more – what happened to the characters in the rest of their lives! Even though it ended at a certain point in the story.

Man: I've heard the hero is very complex.

Woman: Yes. I could see a lot of myself in him, which was one of the reasons I enjoyed it. I wouldn't have thought it's your sort of novel, but...

Man: Perhaps it isn't, but one of the people at my book club loved it and praised it to the skies, and I really like other books by the same novelist, so even though this is supposed to be very different from what she's done before, I must read it. And it was shortlisted for a fiction prize, so obviously a lot of people think it's good.

13

Woman: I'm married to a husband and wife discussing new appliances for their kitchen.

Man: Look at questions 5 and 6.

Woman: I think we should ring the shop about the dishwasher. After I paid extra for delivery, and it was very inconvenient having it delivered all day. They ought to refund the money.

Man: To be fair, they only said they'd try to come in the morning, but they couldn't promise. What annoys me is that the saleswoman they gave me was very inaccurate. They really should have said that so other people don't get misled. I can understand them having every model in stock, but it meant I could only go by the leaflet said. I really think I should give them a call about the new one tomorrow.

Woman: Why? Would you have chosen a different model?

Man: Probably, but I suppose I can live with this one. Now I'm looking for the cooker I want? Have you looked it up online?

Woman: Yes. It's much bigger than our present one.

Man: I'm sure we could move a cupboard to create more space. My only reservation is that it looks quite daunting – all those controls!

Woman: We'd get used to them. But do you think it's worth spending the extra money on it? We're away a lot, and often have cold food at home. Isn't the old cooker good enough?

Man: Hmm, you've got a point. OK, let's forget that idea.

Woman: That's the end of Part 1.

Man: Now turn to Part 2.

You will hear Gavin McFarland, the manager of a football club, talking to some students about his work. For questions 7 to 14, complete the sentences with a word or short phrase.

You now have 45 seconds to look at Part 2. You will need to play the recording twice.

Man: Hello. I'm Gavin McFarland, and I gather you're interested in hearing about the life of a football manager. Well, I manage a not-very-successful team, and if I don't put you off it as a career, nothing will!

Let me start with the worst thing about the work, and it affects most managers. My job security is extremely limited. I'm the club's eighth manager in ten years, and I'll almost certainly get fired if the team continues to do badly. If I'm lucky, and they begin to show signs of life, I might be told I can stay till the end of the season – with no guarantees beyond that. In fact, on my office door, there's a nameplate that simply says 'Manager': no name permitted, no need to replace it for the next manager.

For that reason, many managers live apart from their families, in rented accommodation – there's no point in going through the upheaval of moving to another town if you'll probably have to move again months later. I'm lucky – my home is a half-hour drive away, so I can live there.

Then if your club isn't very well off, with hardly any staff or equipment – and very few have the resources of some of the best-known clubs – you'll find yourself doing all sorts of things, simply because there's nobody else, and you can't afford to bring someone in. Last summer, my wife painted some of the offices – and let me assure you, she wasn't paid for that – while it fell to me to paint the dressing rooms – the whole lot. Not a bad job, but not what I was expecting when I became a football manager!

Right, I'd better go on to the nitty gritty of the job. At the heart of it is recruitment – particularly of players, of course. I knew I'd be judged on the basis of the first player I brought in – I simply had to get it right, or I'd soon be out on my ear. Night after night I went to watch matches around the country, to look for talent and, hopefully, persuade a player I could see had potential to join us. The first player I signed up has been very good for us. Since then, I've brought in two more guys, and they're doing well. Long may it continue!

Another interesting part of the job is the regular press conferences. We time them so they don't coincide with the ones held by bigger clubs in the region – otherwise we wouldn't manage to attract any reporters at all. As it is, we're lucky to get more than half a dozen. I enjoy the conversation – some of them really want to catch you out, and making sure you don't say anything you shouldn't is quite a challenge!

I'm normally involved in training sessions, along with the coach. Two days ago, we worked the players into the ground, so yesterday we gave them a fun session, concentrating on ball control, and ending up with some practice for the goalkeepers.

OK, now it's time to...

That is the end of Part 2.

Now turn to Part 3.

PART 3

You will hear an interview on local radio with Jane Robinson, the Public Relations Officer of a company developing a former air base. For questions 15 to 20, choose the answer (A, B, C or D) which fits best according to what you hear.

You now have 70 seconds to look at Part 3. You will need to play the recording twice.

Man: Next on the programme, we discuss the proposed Buckworth East development. As we all know, the air force has vacated its base in the village of Buckworth, and the site is about to be developed under the name Buckworth East. The plan is for 250 new houses and premises for small businesses. With me now is Jane Robinson, PR Officer for the development company. OK, Jane, what's so good about this development?

Woman: Quite a lot, actually. The council wants 5,000 new homes to be built in the whole area over the next ten years. That'll mean new housing estates in lots of local villages, which will have a major impact on existing facilities, like schools; not to mention the quality of life of the residents of the villages. The old airforce site is large enough to provide all the new housing that the council wants in Buckworth. Villagers will benefit, too, as the new shops, etcetera, in Buckworth East will provide extra facilities for residents.

Man: Mm, but isn't it true that a lot of people are against this development?

Woman: Yes, but they're overlooking the positive aspects. The new residents will probably have cars, and yes, they'll add to traffic flows, but the creation of jobs on the site will mean many residents will be able to walk to work, so they won't add to rush-hour travel. And there'll be a high ratio of garages to housing units, so parking has been dealt with. Then a third of the new homes will be sold at little more than cost price. Unfortunately, that's still beyond many potential purchasers' means, but that's a national problem rather than one specific to Buckworth.

Man: But local people are unhappy with quite a lot of aspects of the plan, aren't they? I know the initial proposal of 500 homes has been scaled down, but surely there's a need for suitable premises for a playgroup and nursery: the ones in the village are far too small. It's been pointed out that public transport to the site is very limited, though I understand a bus company has announced it will modify existing services to call at Buckworth East. Something else that's been raised, though I don't feel this is justified, is that insufficient attention is being paid to protecting animals and trees on the site.

Woman: Let's face it, there are always people who'll object, because there's a downside to everything. I'm sure most of them are perfectly reasonable people, with sincerely held views, but if every project was cancelled because somebody objected, nothing would ever be done, and we wouldn't have enough homes or jobs. And they're surely fundamental entitlements for everyone. Of course, we have to consider all objections carefully, but there's a limit to how far they can be met.

Man: OK. How do you envisage relations between the residents of Buckworth East and of the village, Jane?

Woman: It's perhaps unfortunate that the site is physically slightly separated from the village, er, with what will be a public park between them, so there's a built-in division. But it certainly isn't inconceivable that they'll become a single unit in due course, given goodwill on both sides. To a certain extent, it's up to the current villagers. They should actively encourage new residents to get involved by joining existing clubs, like the historical association and the gardening club. We had hoped that the new community centre which we proposed for land between the two areas would have helped to solve potential problems, but the council refused planning permission, so that won't happen. It remains to be seen, when the new residents move in, how soon a sense of community develops, but my guess is that new clubs will spring up on the site, perhaps in competition with existing ones. Don't forget, Buckworth East will have a larger population than the existing village.

Man: The council has just published the results of a survey of Buckworth villagers. Have you had a chance to look at them?

Woman: No, I haven't.

Man: There seems to be little awareness of the benefits the development will bring them, like additional jobs and shops. Some people claim that the council has simply ignored their objections, and perhaps it's the same people who see it as the destruction of village life. The vast majority, though, are fatalistic: they know there's a need for additional housing in the area, and wish none of it was going to be in Buckworth, but recognise that the air base is a more suitable site than covering the countryside with new houses. So it's a necessary evil.

That is the end of Part 3.

Now turn to Part 4.

PART 4

Part 4 consists of two tasks. You will hear five short extracts in which people are talking about living in a foreign country. Look at Task 1. For questions 21 to 25, choose from the list (A–H) the reason why each speaker moved abroad. Now look at Task 2. For questions 26 to 30, choose from the list (A–H) what each speaker mentions about their experience of living abroad. While you listen you must complete both tasks.

You now have 45 seconds to look at Part 4. You will need to play the recording twice.

Speaker 1

Ever since university, I'd been a software engineer for the same firm, which had a foreign owner. Then the parent company offered staff in its subsidiaries around the world the opportunity to join a new team, based in their head office. I liked the idea, and my wife was keen, too, so I applied, and was given a six-month contract. The company only offered a limited relocation package, so we didn't take much with us. On top of that, the pay wasn't brilliant. It was hard to cope at first, but eventually it dawned on me that I didn't really need half the things I used to spend my money on.

aker 2

ust come back from five years abroad – and not a moment soon. I'd always boasted I was open to new experiences pretty flexible, but boy, was I wrong! Almost everything was different from home, and I really missed the security of knowing what to do in most situations, without needing to think about it. I was really enthusiastic at first, though in retrospect I suppose I was flattered that I'd been headhunted. Without wanting to sound arrogant, I had quite a good reputation in my field – I'm a biologist – so when a university in another country offered me a position, I was interested. My husband was happy about it, too, so we went.

aker 3

When I graduated, I couldn't get a job that fitted my career aspirations, and ended up as a paper pusher. It was humdrum work, with no prospects, and I felt trapped. Then a friend suggested going abroad. I had nothing to lose and thought there might be things that didn't exist at home. My partner liked the idea, so we headed off, and both got jobs that covered the rent, but I was paid much more. It was wonderful, and I realised my priorities had been wrong. OK, so my job was fairly tedious, but I had time for other things. I'd always dabbled in painting, and now I started taking it seriously. That more than makes up for an unfulfilling job.

aker 4

Living abroad taught me a lot. I've never described myself as homesick, but I spent a lot of time on my own while I was away, as I didn't have any family, and I don't make friends easily. And all the demands of living in a different environment highlighted what came easily to me, and of course what didn't. It was rather an eye-opener, to be honest. The reason I'd gone was that the university where I had a research position opened a post overseas, and I was one of the people they approached about teaching there. Well, I was keen on the idea, the pay was good, so I said yes, and I'm glad I went.

aker 5

I finished studying, and my job applications were getting nowhere. Then I saw a research position abroad that would be really good on my CV, so I went all out to get it. A couple of eminent academics in my field agreed to be my referees, and I was offered the post on a three-year contract. It wasn't at all the same sort of environment I was used to. Some things were better than home, others worse, but on balance the positives outweighed the negatives. But because I was living a very different sort of life from my friends at home, we seemed to have less and less in common. In some cases, we completely drifted apart.

This is the end of Part 4.

You will now be a pause of five minutes for you to copy your answers onto the separate answer sheet. Be sure to follow the timing of all the questions. I will remind you when there is one minute left, so that you're sure to finish in time.

You have one more minute left.

This is the end of the test. Please stop now. Your supervisor will collect all the question papers and answer sheets.

Sample answer sheet: Reading and Use of English

Part 3															Do not write below here
17															17 1 0 u □ □ □
18															18 1 0 u □ □ □
19															19 1 0 u □ □ □
20															20 1 0 u □ □ □
21															21 1 0 u □ □ □
22															22 1 0 u □ □ □
23															23 1 0 u □ □ □
24															24 1 0 u □ □ □

S A M P L E

Part 4															Do not write below here
25															25 2 1 0 u □ □ □ □
26															26 2 1 0 u □ □ □ □
27															27 2 1 0 u □ □ □ □
28															28 2 1 0 u □ □ □ □
29															29 2 1 0 u □ □ □ □
30															30 2 1 0 u □ □ □ □

Sample answer sheet: Reading and Use of English



CAMBRIDGE ENGLISH
Language Assessment
Part of the University of Cambridge

S A M P L E

Candidate Name
If not already printed, write name in CAPITALS and complete the Candidate No. grid (in pencil).

Candidate Signature

Centre No.

Candidate No.

Examination Title

Examination Details

Centre

Supervisor:

If the candidate is ABSENT or has WITHDRAWN shade here:

0	0	0	0
1	1	1	1
2	2	2	2
3	3	3	3
4	4	4	4
5	5	5	5
6	6	6	6
7	7	7	7
8	8	8	8
9	9	9	9

Candidate Answer Sheet 2

Instructions

Use a PENCIL (B or HB).
Rub out any answer you wish to change using an eraser.

Parts 5, 6, 7 and 8: Mark ONE letter for each question.

For example, if you think B is the right answer to the question, mark your answer sheet like this:



Part 5

31	<u>A</u>	<u>B</u>	<u>C</u>	<u>D</u>
32	<u>A</u>	<u>B</u>	<u>C</u>	<u>D</u>
33	<u>A</u>	<u>B</u>	<u>C</u>	<u>D</u>
34	<u>A</u>	<u>B</u>	<u>C</u>	<u>D</u>
35	<u>A</u>	<u>B</u>	<u>C</u>	<u>D</u>
36	<u>A</u>	<u>B</u>	<u>C</u>	<u>D</u>

Part 6

37	<u>A</u>	<u>B</u>	<u>C</u>	<u>D</u>
38	<u>A</u>	<u>B</u>	<u>C</u>	<u>D</u>
39	<u>A</u>	<u>B</u>	<u>C</u>	<u>D</u>
40	<u>A</u>	<u>B</u>	<u>C</u>	<u>D</u>

Part 7

41	<u>A</u>	<u>B</u>	<u>C</u>	<u>D</u>	<u>E</u>	<u>F</u>	<u>G</u>
42	<u>A</u>	<u>B</u>	<u>C</u>	<u>D</u>	<u>E</u>	<u>F</u>	<u>G</u>
43	<u>A</u>	<u>B</u>	<u>C</u>	<u>D</u>	<u>E</u>	<u>F</u>	<u>G</u>
44	<u>A</u>	<u>B</u>	<u>C</u>	<u>D</u>	<u>E</u>	<u>F</u>	<u>G</u>
45	<u>A</u>	<u>B</u>	<u>C</u>	<u>D</u>	<u>E</u>	<u>F</u>	<u>G</u>
46	<u>A</u>	<u>B</u>	<u>C</u>	<u>D</u>	<u>E</u>	<u>F</u>	<u>G</u>

Part 8

47	<u>A</u>	<u>B</u>	<u>C</u>	<u>D</u>	<u>E</u>	<u>F</u>
48	<u>A</u>	<u>B</u>	<u>C</u>	<u>D</u>	<u>E</u>	<u>F</u>
49	<u>A</u>	<u>B</u>	<u>C</u>	<u>D</u>	<u>E</u>	<u>F</u>
50	<u>A</u>	<u>B</u>	<u>C</u>	<u>D</u>	<u>E</u>	<u>F</u>
51	<u>A</u>	<u>B</u>	<u>C</u>	<u>D</u>	<u>E</u>	<u>F</u>
52	<u>A</u>	<u>B</u>	<u>C</u>	<u>D</u>	<u>E</u>	<u>F</u>
53	<u>A</u>	<u>B</u>	<u>C</u>	<u>D</u>	<u>E</u>	<u>F</u>
54	<u>A</u>	<u>B</u>	<u>C</u>	<u>D</u>	<u>E</u>	<u>F</u>
55	<u>A</u>	<u>B</u>	<u>C</u>	<u>D</u>	<u>E</u>	<u>F</u>
56	<u>A</u>	<u>B</u>	<u>C</u>	<u>D</u>	<u>E</u>	<u>F</u>

Sample answer sheet: Listening



CAMBRIDGE ENGLISH
Language Assessment
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S A M P L E

Candidate Name
If not already printed, write name in CAPITALS and complete the Candidate No. grid (in pencil).

Candidate Signature _____

Centre No.

Candidate No.

0	0	0	0
1	1	1	1
2	2	2	2
3	3	3	3
4	4	4	4
5	5	5	5
6	6	6	6
7	7	7	7
8	8	8	8
9	9	9	9

Examination Title

Examination Details

Centre

Supervisor:

If the candidate is ABSENT or has WITHDRAWN shade here

Candidate Answer Sheet

Instructions

Use a PENCIL (B or HB).
Rub out any answer you wish to change using an eraser.

Parts 1, 3 and 4:
Mark ONE letter for each question.

For example, if you think **B** is the right answer to the question, mark your answer sheet like this:



Part 2:
Write your answer clearly in CAPITAL LETTERS.

Write one letter or number in each box.
If the answer has more than one word, leave one box empty between words.

For example:



Turn this sheet over to start.

Sample answer sheet: Listening

Part 1			
1	<u> </u> A	<u> </u> B	<u> </u> C
2	<u> </u> A	<u> </u> B	<u> </u> C
3	<u> </u> A	<u> </u> B	<u> </u> C
4	<u> </u> A	<u> </u> B	<u> </u> C
5	<u> </u> A	<u> </u> B	<u> </u> C
6	<u> </u> A	<u> </u> B	<u> </u> C

S A M P L E

Part 2 (Remember to write in CAPITAL LETTERS or numbers)													Do not write below here	
7													7	<u> </u> 1 <u> </u> 0 <u> </u> u
8													8	<u> </u> 1 <u> </u> 0 <u> </u> u
9													9	<u> </u> 1 <u> </u> 0 <u> </u> u
10													10	<u> </u> 1 <u> </u> 0 <u> </u> u
11													11	<u> </u> 1 <u> </u> 0 <u> </u> u
12													12	<u> </u> 1 <u> </u> 0 <u> </u> u
13													13	<u> </u> 1 <u> </u> 0 <u> </u> u
14													14	<u> </u> 1 <u> </u> 0 <u> </u> u

Part 3				
15	<u> </u> A	<u> </u> B	<u> </u> C	<u> </u> D
16	<u> </u> A	<u> </u> B	<u> </u> C	<u> </u> D
17	<u> </u> A	<u> </u> B	<u> </u> C	<u> </u> D
18	<u> </u> A	<u> </u> B	<u> </u> C	<u> </u> D
19	<u> </u> A	<u> </u> B	<u> </u> C	<u> </u> D
20	<u> </u> A	<u> </u> B	<u> </u> C	<u> </u> D

Part 4								
21	<u> </u> A	<u> </u> B	<u> </u> C	<u> </u> D	<u> </u> E	<u> </u> F	<u> </u> G	<u> </u> H
22	<u> </u> A	<u> </u> B	<u> </u> C	<u> </u> D	<u> </u> E	<u> </u> F	<u> </u> G	<u> </u> H
23	<u> </u> A	<u> </u> B	<u> </u> C	<u> </u> D	<u> </u> E	<u> </u> F	<u> </u> G	<u> </u> H
24	<u> </u> A	<u> </u> B	<u> </u> C	<u> </u> D	<u> </u> E	<u> </u> F	<u> </u> G	<u> </u> H
25	<u> </u> A	<u> </u> B	<u> </u> C	<u> </u> D	<u> </u> E	<u> </u> F	<u> </u> G	<u> </u> H
26	<u> </u> A	<u> </u> B	<u> </u> C	<u> </u> D	<u> </u> E	<u> </u> F	<u> </u> G	<u> </u> H
27	<u> </u> A	<u> </u> B	<u> </u> C	<u> </u> D	<u> </u> E	<u> </u> F	<u> </u> G	<u> </u> H
28	<u> </u> A	<u> </u> B	<u> </u> C	<u> </u> D	<u> </u> E	<u> </u> F	<u> </u> G	<u> </u> H
29	<u> </u> A	<u> </u> B	<u> </u> C	<u> </u> D	<u> </u> E	<u> </u> F	<u> </u> G	<u> </u> H
30	<u> </u> A	<u> </u> B	<u> </u> C	<u> </u> D	<u> </u> E	<u> </u> F	<u> </u> G	<u> </u> H

Useful language: hypothesising

Exercise 1

- How do you think the people in this picture are feeling?



Exercise 2

- What do you think the people in this picture are talking about?



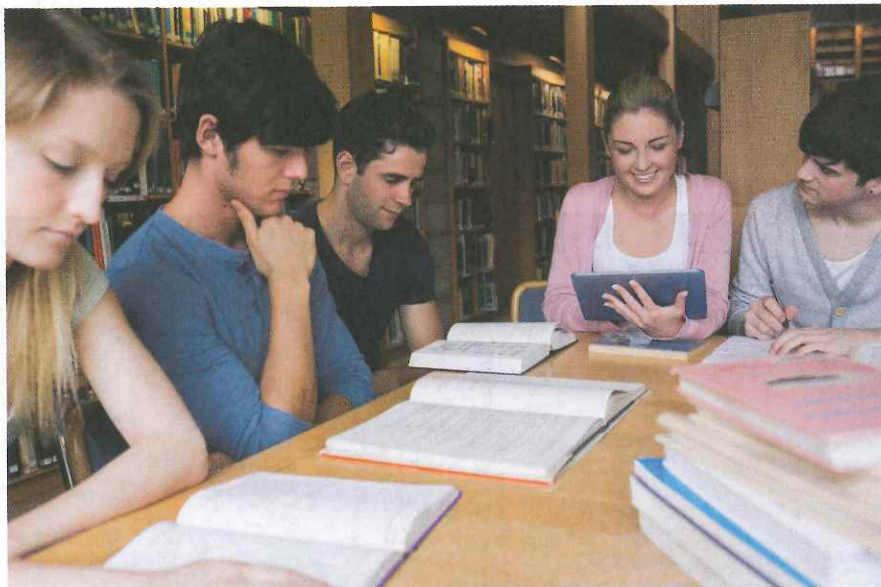
Useful language: comparing and contrasting**Exercise 2**

- What different aspects of college life do the pictures show?
- How might these students benefit from learning in these ways?



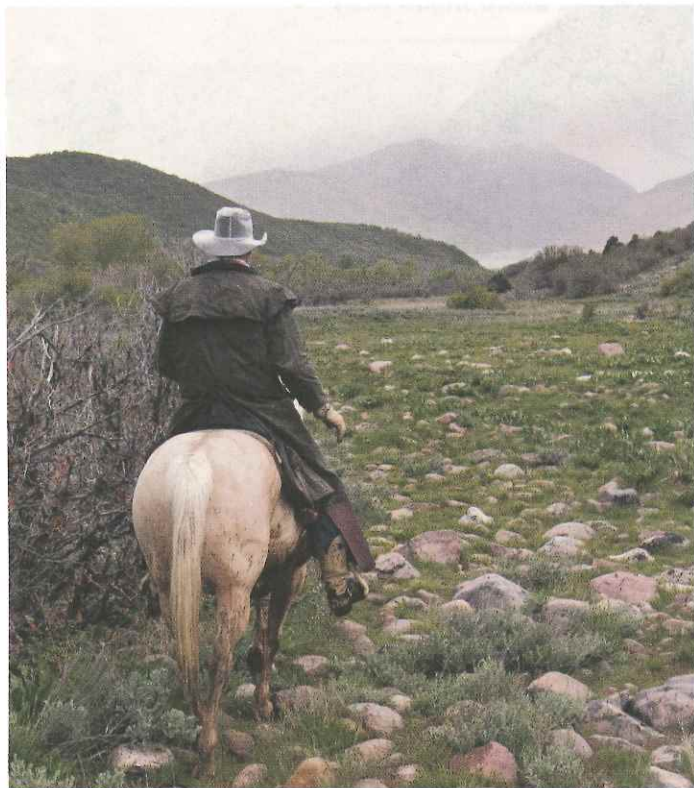
Candidate A

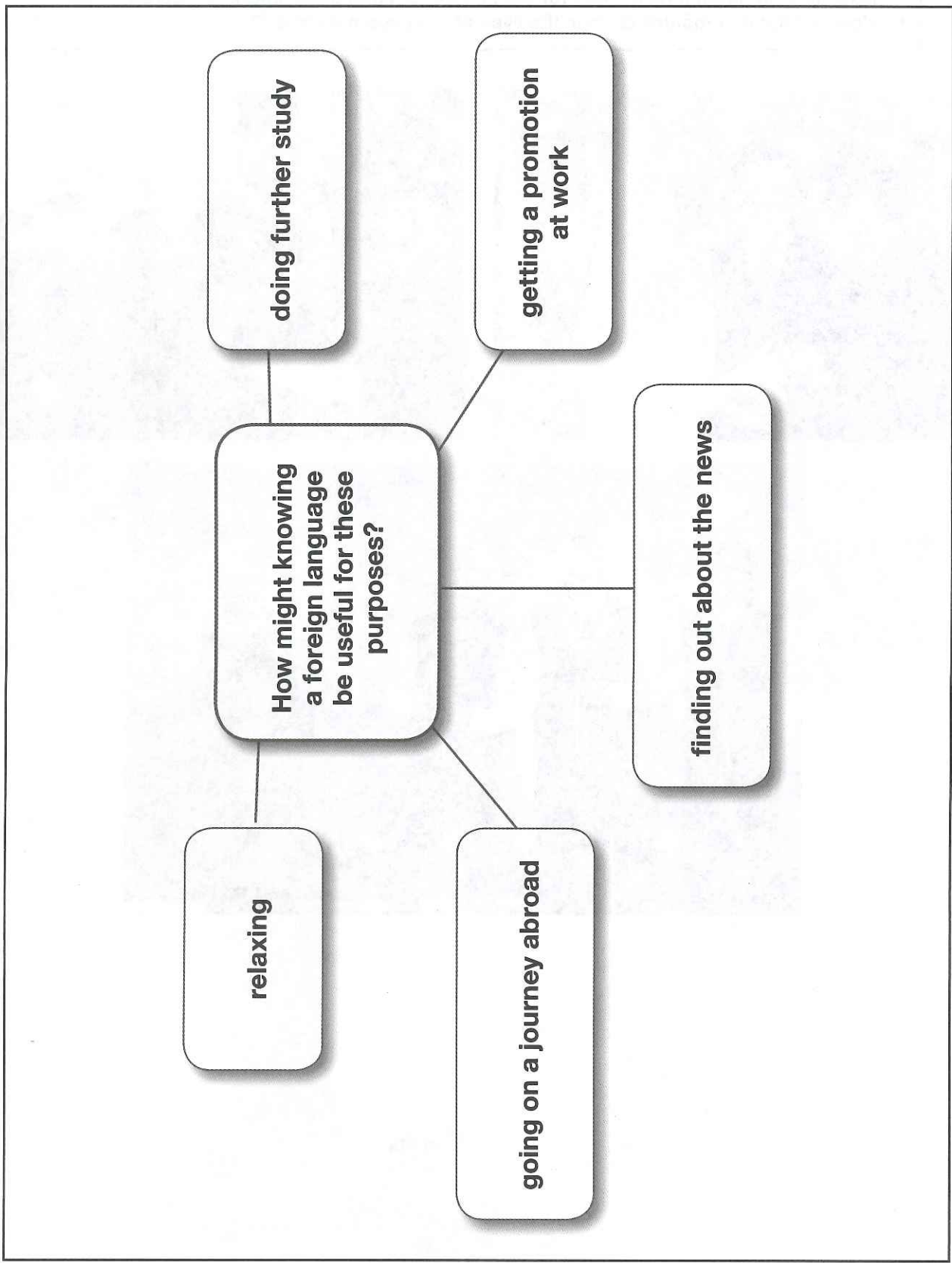
- What do you think the people are reading about?
- How important might reading be to the people in these situations?



Candidate B

- Why do you think the people are making their journey?
- What difficulties might the people face in making their journeys?

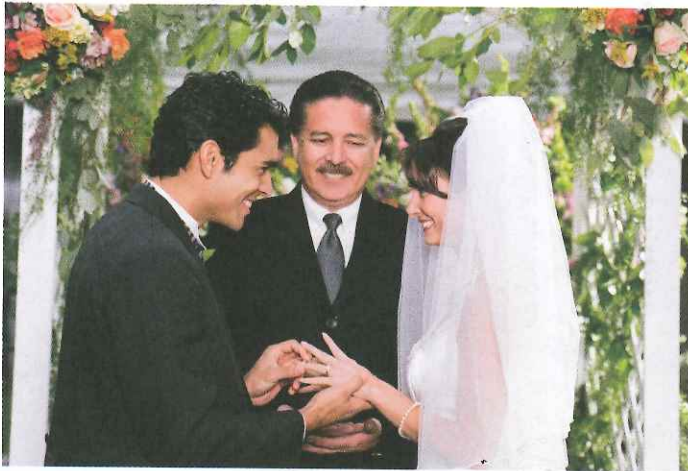




Test 2 Training

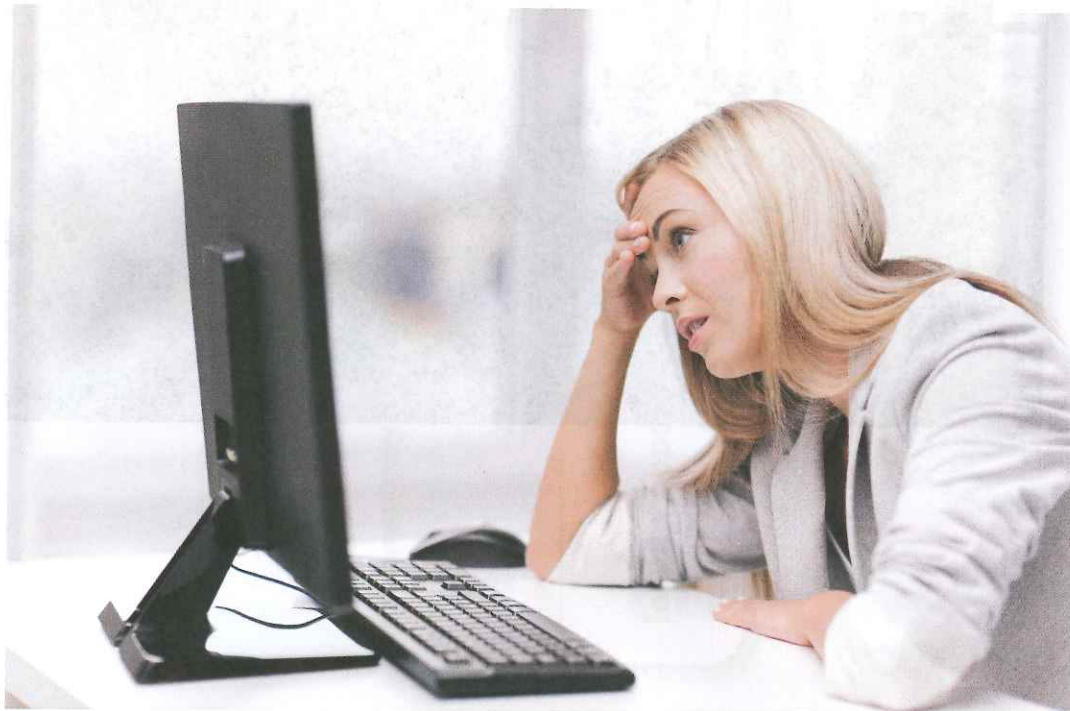
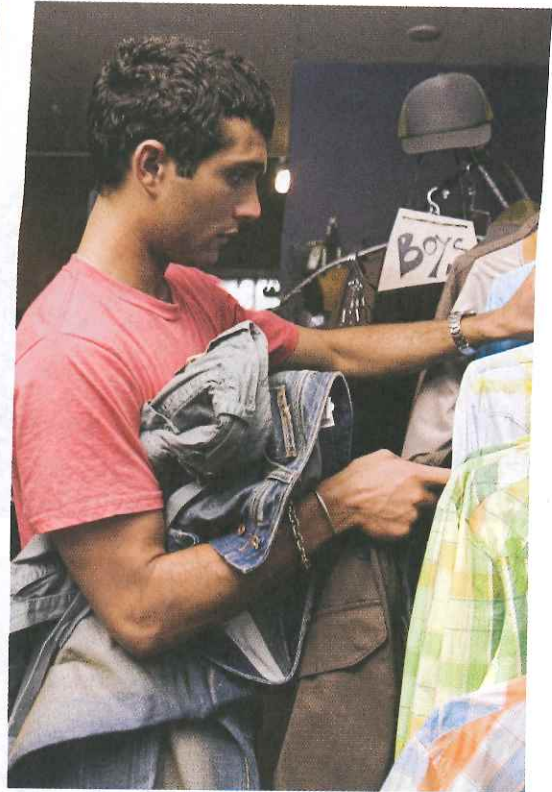
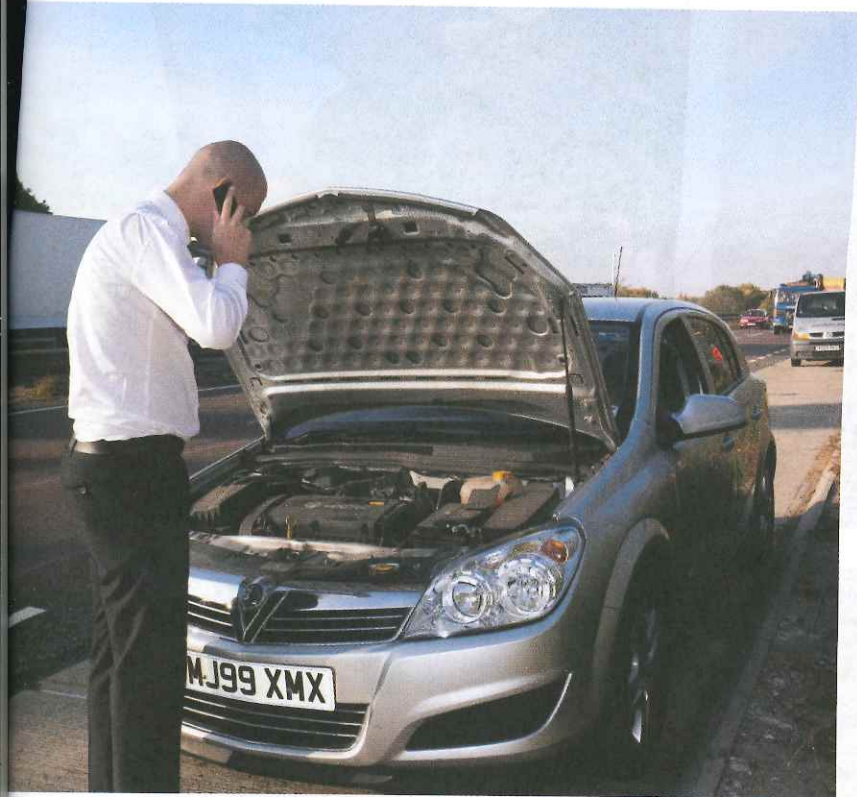
Speaking Part 2 (see page 102)

- How difficult might it have been for the people to reach these important ceremonies?
- How will the ceremonies change the lives of the people involved?



Candidate A

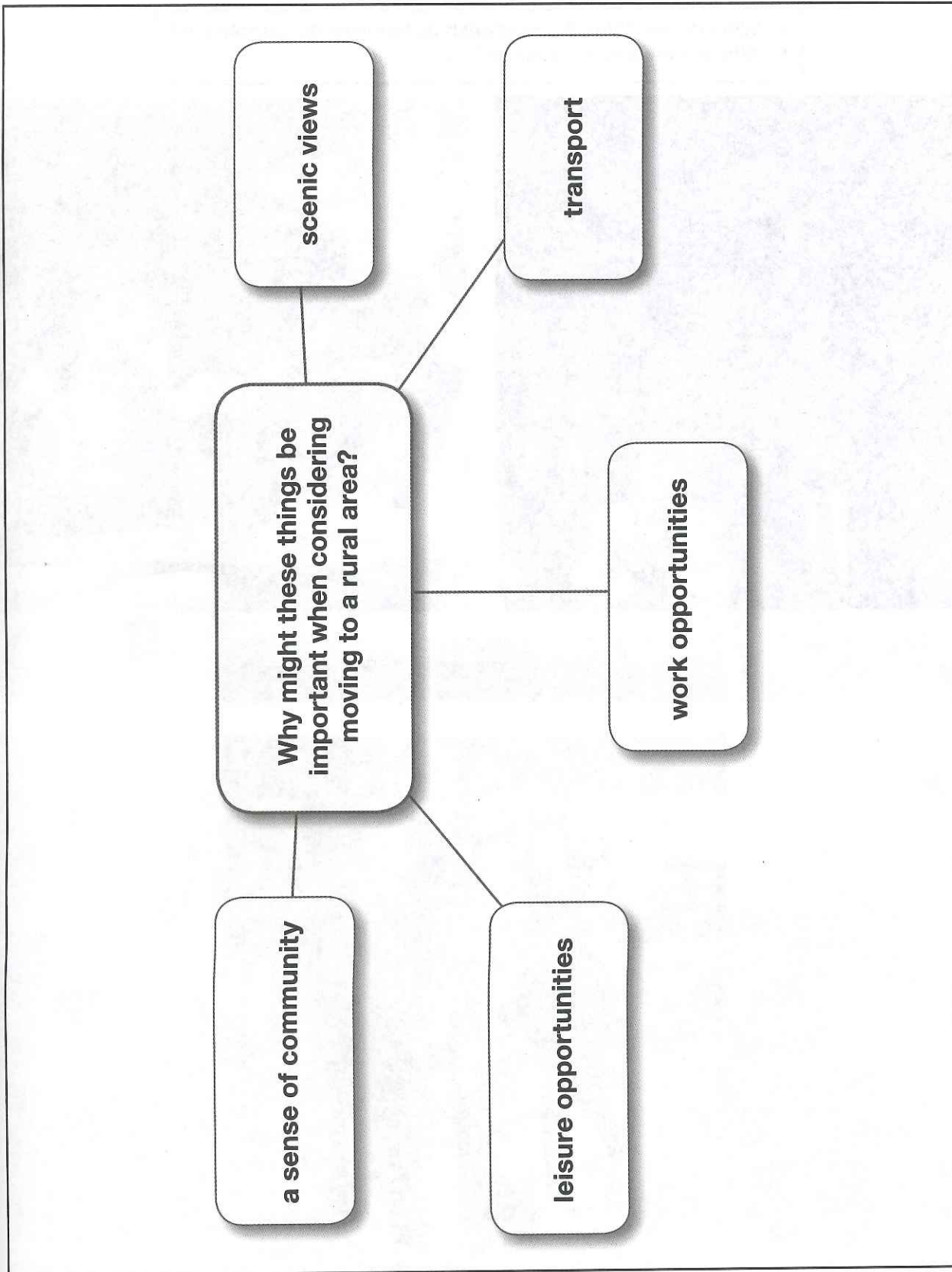
- What sort of help do you think the people need?
- How might the people be feeling?



Candidate B

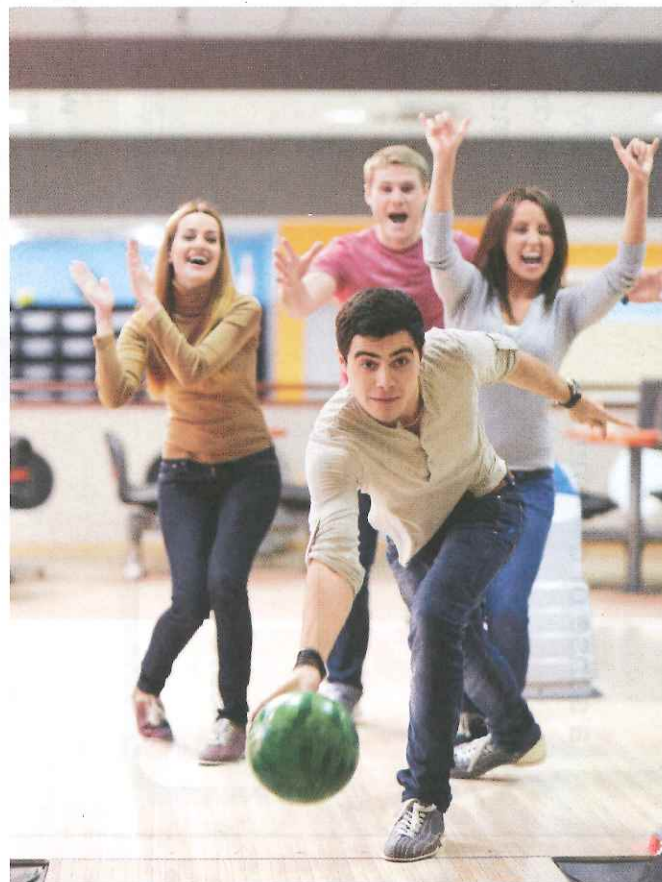
- What kind of music do you think the people are listening to?
- How might the music affect the way the people feel?





Candidate A

- What do you think the relationships between the people are?
- Why are the people laughing?



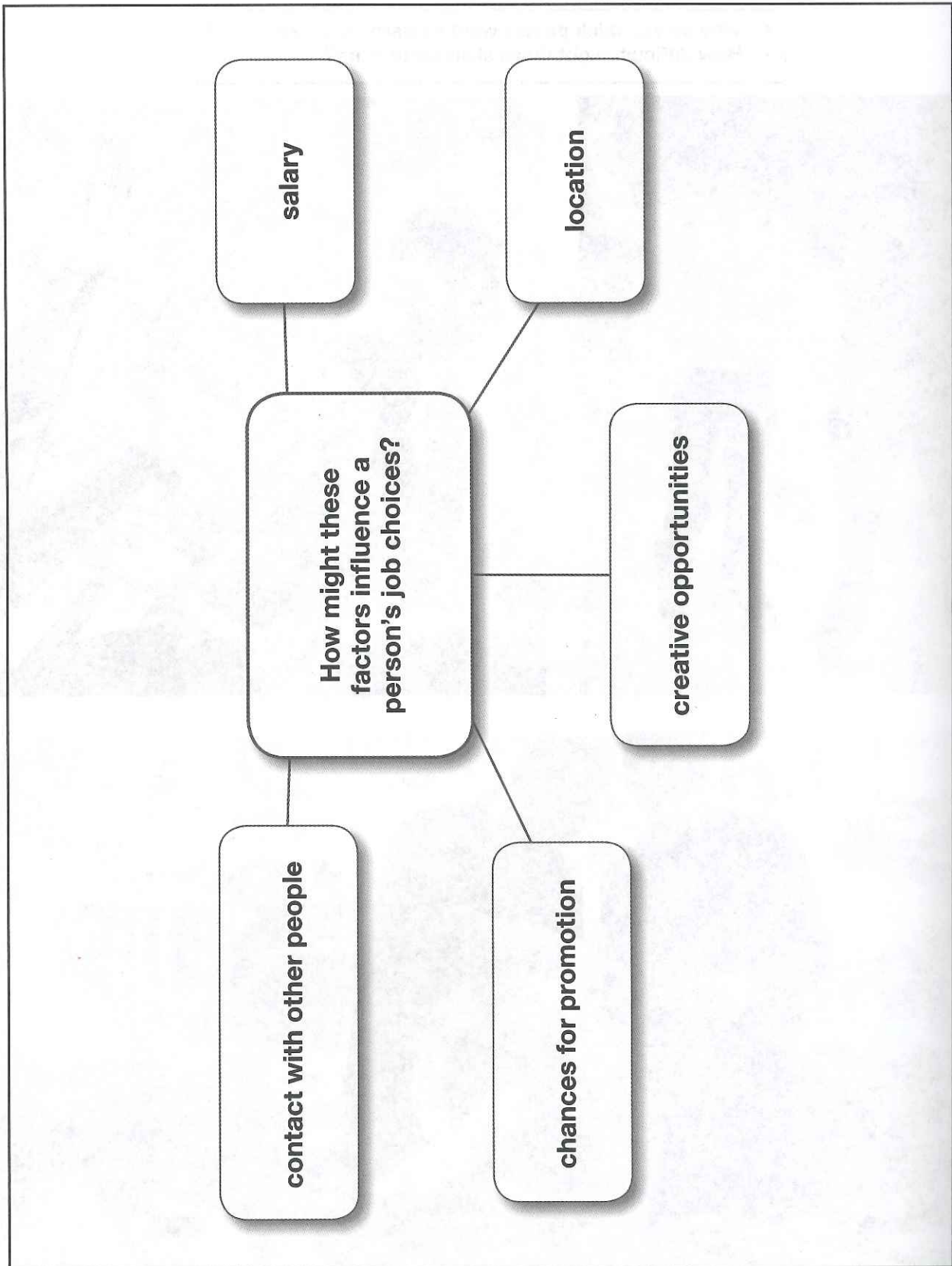
Test 3

Speaking Part 2 (see page 128)

Candidate B

- Why do you think people want to learn skills like these?
- How difficult might these skills be to learn?

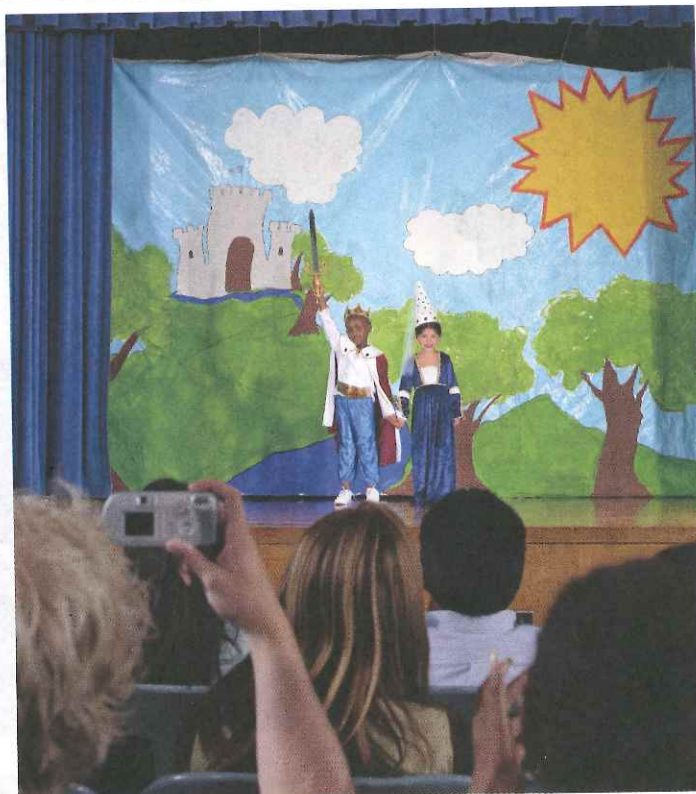




Test 4 Speaking Part 2 (see page 150)

Candidate A

- What difficulties might the people have performing in these different situations?
- How memorable do you think the performances might be for the audience?



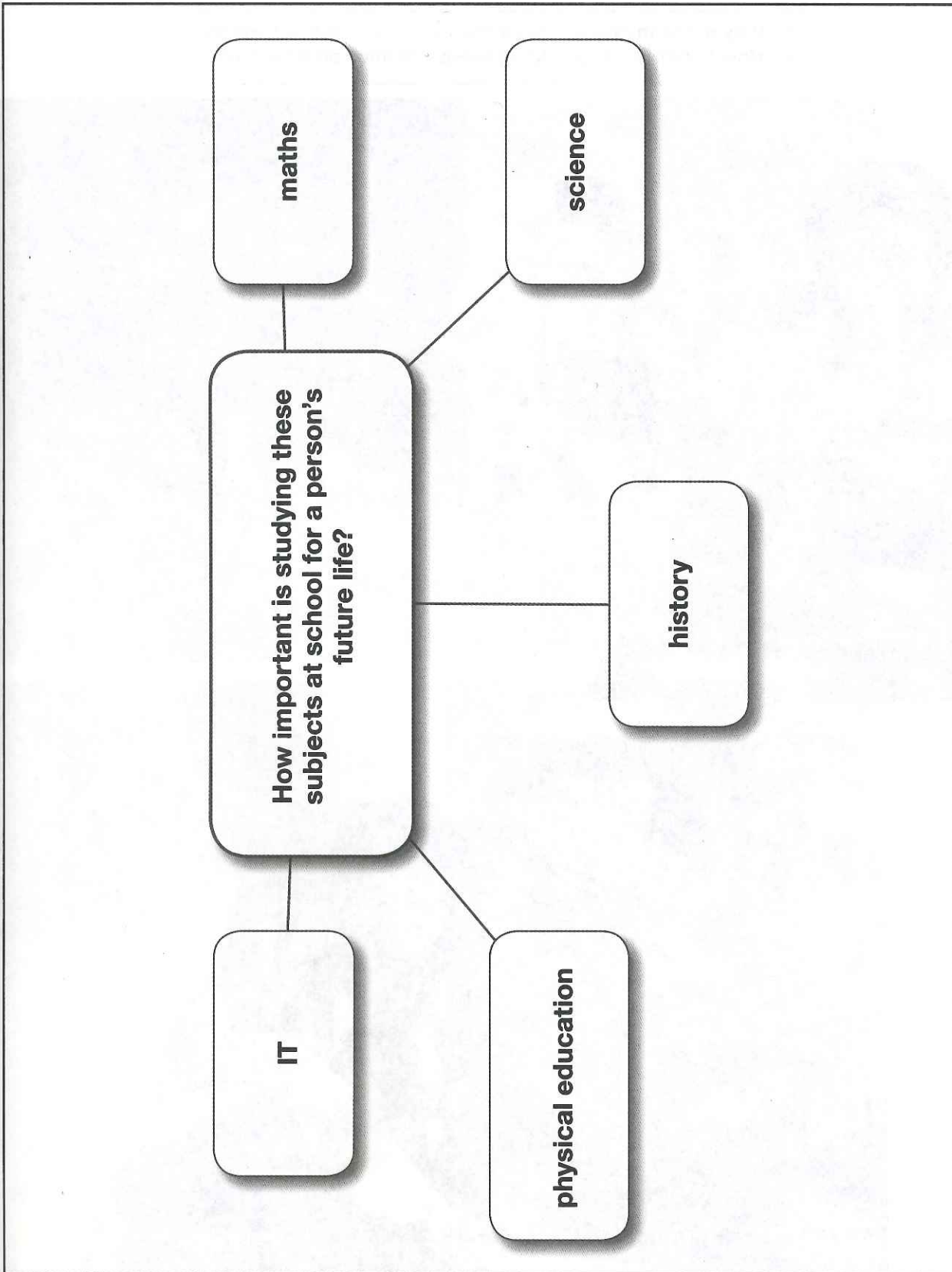
Test 4

Speaking Part 2 (see page 150)

Candidate B

- Why do you think these people are dancing in these different situations?
- How do you think the people might be feeling?



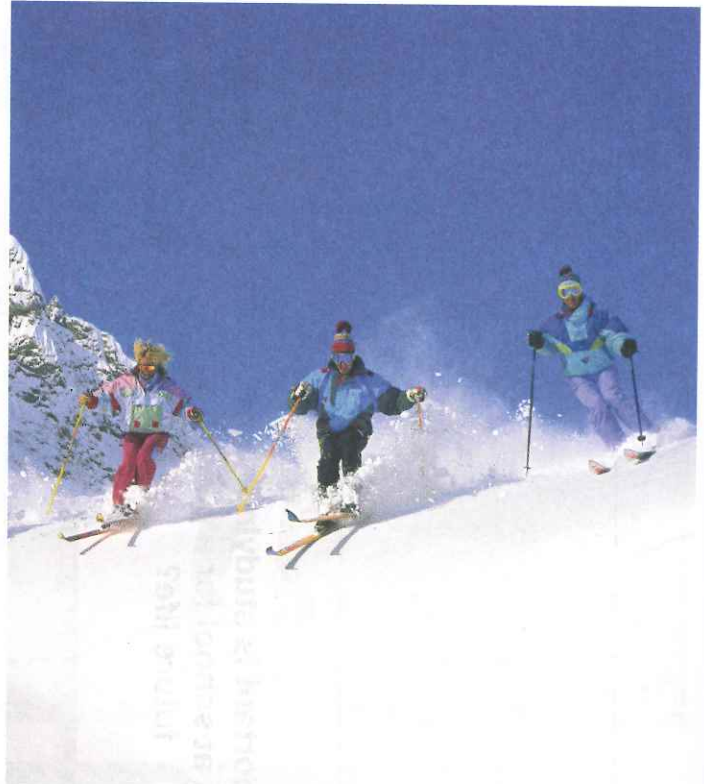


Test 5

Speaking Part 2 (see page 172)

Candidate A

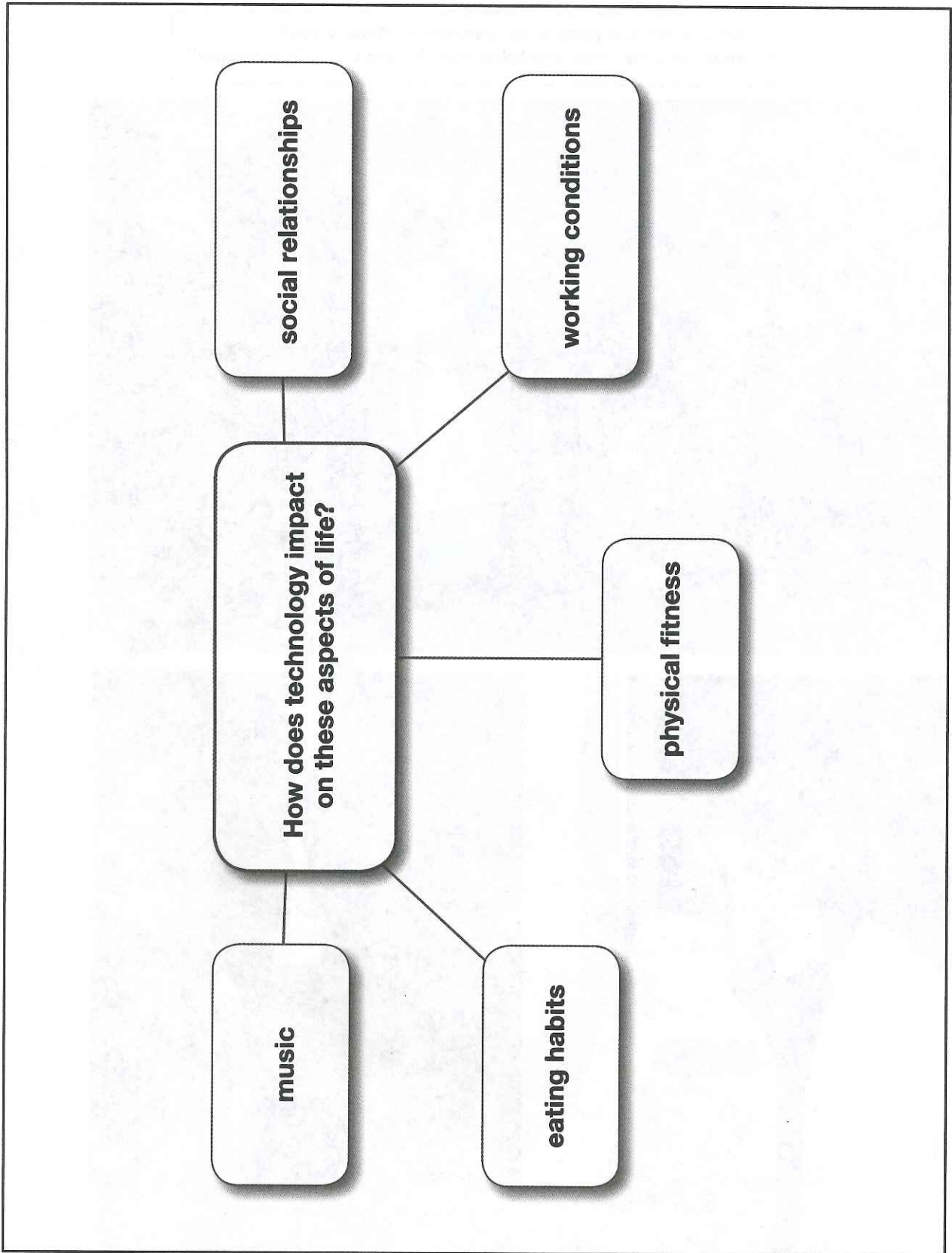
- Why might the people have chosen to do these activities?
- How beneficial might doing these activities be for the people?



candidate B

- Why might the people be dressed in these ways?
- How important do you think the clothes are to the people?





Test 6 Speaking Part 2 (see page 194)

candidate A

- Why might the people have chosen to eat together in these places?
- What do you think the people might be talking about?



Test 6

Speaking Part 2 (see page 194)

Candidate B

- What skills might these people need to do their jobs well?
- What disadvantages might these jobs have?



