PRACTICE TESTS

CPE Practice Tests

CAMBRIDGE ENGLISH: LEVEL C2

11 COMPLETE PRACTICE TESTS

- ✔ 1 GUIDED TEST
- ✔ 10 COMPLETE TESTS WITH 2 ONLINE SIMULATION TESTS
- ✔ INCLUDES **ONLINE PREPARATION PRACTICE**



CPE

CAMBRIDGE ENGLISH: LEVEL C2

Practice Tests



KEY FEATURES

The CPE Practice Tests book is designed for students preparing to take the Cambridge English: Proficiency (CPE) examination.

- **A guided test that provides students with step-by-step advice and tips for approaching every part of the exam**
- **10 complete practice tests (Paper 1: Reading and Use of English, Paper 2: Writing, Paper 3: Listening and Paper 4: Speaking)**
- **Included Online Preparation Practice**



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INTRODUCTION

Overview of Cambridge English: Proficiency, also known as Certificate of Proficiency in English (CPE)

The Cambridge Certificate of Proficiency in English (CPE) is an English language qualification at Level C2 on the Common European Framework of Reference for Languages.

The examination can be taken as a computer-based or paper-based test. It is made up of four papers.

Paper 1 Reading and Use of English (1 hour 30 minutes)

Part 1 Multiple-choice cloze

A text with 8 gaps (plus one gap for the example) followed by four-option multiple-choice items. Candidates must choose the best word/phrase (from the choice of four) to fill the gap.

Part 2 Open cloze

A text with 8 gaps (plus one gap for the example). Candidates must decide which word would best fill each gap.

Part 3 Word formation

A text with 8 gaps (plus one gap for the example), each of which corresponds to a word. The stem word of each missing word is given, and the candidates must form the correct word from the stem.

Part 4 Key word transformations

There are 6 questions (plus one example) in this part. For each question, there is a sentence which is followed by a 'key word' and a gapped second sentence. Candidates must complete the second sentence using the key word, so that it has a similar meaning to the first sentence.

Part 5 Multiple choice

A text followed by six four-option multiple-choice reading comprehension questions.

Part 6 Gapped text

A text from which seven paragraphs have been removed. Candidates must choose the correct paragraph to fill each gap from a list of paragraphs after the text. There is one extra paragraph on the list which does not fit in any of the gaps.

Part 7 Multiple matching

Multiple-matching questions based on a text or several short texts. Candidates must match prompts to elements in the text(s). There are 10 questions.

Paper 2 Writing (1 hour 30 minutes)

Part 1 Question 1

A compulsory task. Candidates have to write an essay summarising and evaluating the key ideas contained in two texts. Candidates should write 240 – 280 words.

Part 2 Questions 2 – 5

- Candidates must complete 1 task from a choice of five. They should write 280 – 320 words.
- For each of the questions 2 – 4, candidates are briefly presented with a situation and are asked to write one of the following: an article, a letter, a report, a review.
- Question 5 offers candidates a choice of two tasks based on the set reading texts. For this question, candidates have to write one of the following: an article, an essay, a letter, a report, a review.

Paper 3 Listening (approximately 40 minutes)

Part 1 Multiple choice

Candidates hear three short monologues or exchanges between speakers. For each monologue or exchange, there are two three-option multiple-choice questions.

Part 2 Sentence completion

Candidates hear a longer monologue. They must complete 9 sentences with a word or short phrase using information they heard on the recording.

Part 3 Multiple choice

Candidates hear a longer exchange between speakers and must answer five four-option multiple-choice questions based on what they heard.

Part 4 Multiple matching

Candidates hear five short themed monologues. In each of two related tasks, candidates have to match the correct option from a list of eight to each speaker.

Paper 4 Speaking (approximately 16 minutes)

Part 1 Interview (approx. 2 minutes)

The interlocutor begins a conversation. Each candidate is asked questions about familiar topics (family, hometown, school, free-time activities, future plans, etc).

Part 2 Collaborative task (approx. 4 minutes)

First the candidates are given one or more pictures and are asked a question which focuses on their reaction to aspects of the picture or pictures. They have one minute for this. Afterwards, candidates are given spoken instructions for a decision-making task. They are expected to work together towards a negotiated completion of the task. They have three minutes for this.

Part 3 Long turn and discussion (approx. 10 minutes)

In turn, each candidate is given a different card with a written question on it. There are also some ideas on the card which the candidates may choose to use. Each candidate has two minutes in which to speak without being interrupted. After each long turn, the other candidate is asked a follow-up question. The interlocutor then leads a discussion based on the topic of the candidates' long turns. This discussion lasts for the remainder of the ten minutes.

GUIDED TEST

What to expect:

- Paper 1 has got 7 parts.
- It lasts for 1 hour and 30 minutes.
- Parts 1 – 4 test your knowledge of vocabulary and grammar.
- In Parts 5 – 7, the focus is on reading comprehension skills.

TIPS

Before the exam

- You should read a wide variety of different texts in English. These could include novels, short stories, non-fiction books, magazine and newspaper articles and texts on websites. This will enhance your vocabulary, increase your familiarity with the use of different grammar structures and give you an idea of the style and register used in different types of text.
- Find a system for recording and learning new vocabulary that works for you.
- Practise reading English texts without using a dictionary. How much of the text can you understand even if you don't know every word? Can you figure out the meaning of unknown words from the context?
- Use the Practice Tests in this book to give you an idea of how long it will take you to complete each part of the paper. Remember that each part of the paper is worth roughly the same number of marks, so you shouldn't spend too long on any one part.
- Look at the answer sheets on pages 270 and 271. Make sure you know how to fill them in and where the answers for each part go.

During the exam

- Read the instructions for each part very carefully. Even if you are familiar with the task type, the instructions often provide useful information that will help you understand the text.
- Pay attention to the sources, titles and subtitles of the texts if they are given. These will give you an idea of what to expect when you read the text.
- You can work through the parts of the paper in whichever order suits you best. However, be very careful to make sure that you are recording your answers in the right part of the answer sheet.
- In Parts 2 and 4, there may be more than one possible answer for some items. You should give only one answer each time.
- Parts 1 – 4 all include an example. Check the example in each part carefully, as this will act as a good reminder of exactly what you have to do in that part. Remember that you don't have to write the answer to the example on your answer sheet.
- Answer every question on the paper. You don't lose any marks for incorrect answers.
- Try to make sure that you have enough time at the end of the exam to check your answers.

What to expect:

- **This part consists of a short text with 8 gaps in it (plus one gap for the example). Each gap represents a missing word or phrase. You are given four choices to fill each gap.**
- **The text will have a title and often gives factual information. It might be something you could read in a magazine or an encyclopaedia.**
- **The main focus of this task is on vocabulary. It is likely to test collocations, fixed phrases, idioms and phrasal verbs.**
- **Some items also have a grammatical element. For example, an answer may be correct because of the preposition which follows the gap. Some items also test understanding of the meaning of the particular sentence, paragraph or the text as a whole.**

TIPS

- Quickly read the whole text to get an overall impression of it and an idea of what it is about before you fill in any gaps.
- Look at the words before and after each gap, bearing in mind that the missing word may be part of a collocation, idiom or phrasal verb.
- Once you have made your choice, read the whole sentence and make sure it is correct grammatically. Then check that your choice fits the overall meaning of the text.
- When you have finished the task, quickly read through the whole text one last time, checking that it makes sense with all of the choices you have made.
- If you aren't sure about any answers, make a guess.

Getting ready

1 **You might have to choose between words with similar meanings. Choose A, B, C or D.**

1 It's such a good offer, I'm sure they won't _ _ _ it.
A relinquish **B** reject **C** dispel **D** disperse

2 They wouldn't dare _ _ _ that I was responsible for the accident.
A allege **B** threaten **C** accuse **D** warn

3 The paramedics only _ _ _ the accident victim with difficulty.
A revived **B** recovered **C** restored **D** renewed

4 You should consider _ _ _ the services of a lawyer.
A withholding **B** conserving **C** sustaining **D** retaining

5 He _ _ _ his gaze in embarrassment when he realised that the couple opposite had noticed he was staring at them.
A avoided **B** averted **C** cancelled **D** deflected

6 I'm sure Jill _ _ _ illness so that she could have a day off.
A pretended **B** bluffed **C** feigned **D** mimicked

2 **You might have to choose a word that completes a collocation, an idiom or a fixed phrase. Choose A, B, C or D.**

1 You _ _ _ offence all too easily. Don't be so sensitive!
A get **B** make **C** grasp **D** take

2 He's capable of making heavy _ _ _ of even the simplest of tasks!
A weather **B** load **C** duty **D** outcry

3 It really wasn't important. Why did she make such a big _ _ _ of it.
A demand **B** deal **C** hassle **D** froth

4 For the most part, the general _ _ _ really isn't very interested in this issue.
A public **B** society **C** community **D** culture

5 As _ _ _ as I'm concerned, you can do whatever you want.
A long **B** much **C** well **D** far

3 **Look at the phrasal verbs in colour. Explain in your own words what each one means.**

1 I want to **pop in** to say goodbye to Ann before she leaves for Paris.
2 Dad often **drops off** when he's watching TV in the evening.
3 She said she'll **give** us **back** the DVDs tomorrow.
4 I'll **help** you **out** with the tidying up once I've finished my homework.
5 A huge crowd **turned out** to welcome the successful athletes home.

Now find the same phrasal verbs in the text in Task 4. Which of them are used with the same meaning and which of them have a different meaning in the text?

4 **The text below could be used for a multiple-choice cloze task. The words in colour are the correct answers. Work with a partner. How many good distractors (wrong answer choices) can you think of for each of these words?**

The Good Gym

At first glance, jogging and helping out elderly people in your area might seem to have little in (**0**) **common**. However, a London organisation, the *Good Gym*, has found a way to (**1**) **combine** these activities.

Runners tell the organisation how far and how often they want to run. They are then (**2**) **matched** to their personal 'coach' – an elderly housebound resident who wants a (**3**) **regular** visitor and who lives the right distance away.

On exercise nights, the amateur athlete runs over to the coach's house, pops in for a quick chat and (**4**) **drops off** a newspaper, pint of milk or other small gift, before running home again.

It's a win-win situation: the runners are more likely to (**5**) **stick** to their exercise routine and the elderly people enjoy some (**6**) **company**. The *Good Gym* idea is turning out to be a great (**7**) **hit**. Friendships are formed between people who might otherwise never have met, and busy people can give something back to their local community and keep fit at the same (**8**) **time**.

There are more tasks that will help you prepare for Paper 1, Part 1 on page 240.

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

Example:

0 A classify **B distinguish** **C determine** **D analyse**

0	A	B	C	D

Agony or Ecstasy?

When comparing photographs of the opponents at the end of a tennis match, it is usually a simple matter to (**0**) _ _ _ the winner from the loser. The former might be punching the air in (**1**) _ _ _, while the latter is down on his knees in despair. However, if you (**2**) _ _ _ on the players' faces, you may observe that they both have their mouths wide open and their eyes (**3**) _ _ _ shut. With only their facial expressions to go on, it can be much more difficult to (**4**) _ _ _ at a conclusion about which player was victorious.

In moments of extreme emotion, whether positive or negative, people's facial expressions are often remarkably similar. (**5**) _ _ _, researchers have found that if we look at photographs of just somebody's face, we are often at a (**6**) _ _ _ to say what the person is feeling. For example, people may confuse expressions of ecstasy and (**7**) _ _ _ pain. The researchers conclude that, while we can easily recognise the intensity of somebody's feelings by looking at their face, in order to understand the nature of the emotion, all of their body language needs to be taken into (**8**) _ _ _.

1	**A** praise	**B** honour	**C** power	**D** celebration
2	**A** go ahead	**B** zero in	**C** point out	**D** check in
3	**A** hard	**B** tight	**C** deep	**D** right
4	**A** arrive	**B** reach	**C** attain	**D** approach
5	**A** Nevertheless	**B** In any event	**C** Indeed	**D** In contrast
6	**A** loss	**B** doubt	**C** question	**D** cost
7	**A** harsh	**B** acute	**C** dense	**D** supreme
8	**A** mind	**B** reason	**C** attention	**D** account

HINTS

0 Which of these words has a similar meaning to 'recognise the difference between'?
1 Only one of the options fits with the meaning of the sentence, which is referring to the winner of a tennis match showing his happiness.
2 Which option forms a phrasal verb that means 'fix your attention on'?
3 Which of the options collocates with 'shut' when we're talking about somebody's eyes?
4 These words have similar meanings in this context, but which one is followed by the preposition 'at'?
5 Which linking word or phrase fits according to the meaning of the paragraph as a whole?
6 Which option forms a fixed phrase which means 'not knowing what to say or do'?
7 Which of the options collocates with 'pain'?
8 Which of the options forms a fixed expression with 'take into' that means 'consider something'?

Part 2: Open Cloze

What to expect:

- **This part consists of a short text with 8 gaps in it (plus one gap for the example). You have to think of one word to fill each gap correctly.**
- **The main focus of this task is on awareness and control of grammar with some focus on vocabulary.**

TIPS

- Quickly read the whole text to get an idea of what it is about before you fill in any gaps.
- You must use only one word to fill each gap. Contractions (such as *he'll*, *mustn't*) that represent two words shouldn't be used in this task.
  [Note – *can't* is acceptable because it represents one word – *cannot*.]
- Pay attention to the words after the gap as well as before it.
- Once you have made your choice, read the whole sentence and make sure it is correct grammatically. Then check that your choice fits the overall meaning of the text.
- When you have finished the task, quickly read through the whole text again, checking that it makes sense with your words filled in.
- If you aren't sure about any answers, make a guess.

Getting ready

1 Relative pronouns and adverbs: complete each sentence with one word.

1 He paid no attention to me, _____ I thought was very rude.
2 The way in _____ he was acting made us all quite suspicious.
3 We were watching TV after eating dinner _____ the doorbell rang.
4 Martha is the person _____ responsibility it was to check those figures.

2 Phrasal verbs: complete each sentence with one word.

1 I know you're disappointed, but you'll get _____ it.
2 He thought we were joking until the message eventually got _____ to him.
3 She asked for a lot of money, but I think she'll settle _____ less.
4 The children are hoping to get more pocket money by wearing their dad _____ with their constant demands.

3 Fixed expressions: complete each sentence with one word.

1 I'm not sure what to say. I have mixed _____ about it.
2 It's going to snow soon by the _____ of it.
3 It's out of my _____ now. Someone else will make the final decision.
4 I won't say anything until I've heard both _____ of the argument.

There are more tasks that will help you prepare for Paper 1, Part 2 on page 242.

For questions 9 – 16, read the text below and think of the word which best fits each space. Use only one word in each space. There is an example at the beginning (0). Write your answers IN CAPITAL LETTERS.

Example: **0** M A K E

Long-term Savings



From time to time, wanting to hide your money from others may (**0**) _____ perfect sense. However, every so (**9**) _____, people hide their wealth (**10**) _____ well that it becomes lost. One instance of this (**11**) _____ to light in Cambridge in 2001.

Contractors digging a shaft for new sewers found a hoard of more than 1,800 gold and silver coins. They had been buried under the floor of a cottage that was demolished in 1911 to widen a road. The coins date (**12**) _____ the 1340s and 1350s, and it is thought that they had remained hidden since that time.

It is clear that the original owner of the coins was (**13**) _____ off given that the hoard was the equivalent (**14**) _____ roughly four years' pay for a craftsman. As to (**15**) _____ chose to hide his or her savings rather than dipping into them, we may never know for certain. One explanation that has been (**16**) _____ forward is that it may have been a victim of the Black Death, a plague that killed thousands of people in England at that time.

HINTS

0 The verb which collocates with 'sense' is needed here.
9 You need the correct adverb to complete the time expression.
10 You need a word that completes a clause of result here.
11 Which fixed expression with 'to light' means 'become known to people'?
12 Here, you need a preposition to complete the phrasal verb which means 'to have existed since'.
13 You need to complete a phrase meaning 'wealthy'.
14 A preposition is needed here.
15 You need a relative pronoun here.
16 You need to complete a phrasal verb which means 'suggest an idea or opinion'.

Part 3: Word formation

What to expect:

- **This part consists of a short text with a title. There are eight gaps in the text (plus one gap for the example). You have to use the stem word at the end of the line to form a word to fill the gap.**
- **The focus of this task is on vocabulary. Specifically, it tests prefixes, suffixes, compounding and internal changes to form words.**

TIPS

- Read the sentence surrounding each gap carefully. Try to work out what part of speech you need to fill the gap with (noun, verb, etc).
- Pay attention to the meaning of the text as well as the sentence. The word you form may need to be negative or plural.
- Remember that the answer might not be formed with just a prefix or a suffix; it might need internal changes too (eg – *high* to *height*), or compounding (eg – *tooth* to *toothpaste*).
- You always have to change the given word in some way.
- There is no limit to the number of changes you might have to make to a word (eg – *event* to *uneventfully* is three changes).

Getting ready

1 You might need to add a suffix to the given word. Complete each sentence with a word formed from the word given.

1 That was a very _____ decision! **SENSE**

2 I was surprised at his _____. **STUPID**

3 My parents are both _____. **PIANO**

4 I think that's the best _____ we've had so far! **SUGGEST**

5 Reaching an agreement as soon as possible would be _____ for both sides. **ADVANTAGE**

6 We still feel _____ that the project will be completed on schedule. **HOPE**

2 You might need to add a prefix to the given word. Complete each sentence with a word formed from the word given.

1 The minister's thoughtless comments are sure to _____ teachers who are already angry about his plan. **FLAME**

2 They say that her beauty could _____ almost anybody. **WITCH**

3 The new managers have promised to _____ the hospital building. **GRADE**

4 You shouldn't _____ Robbie. He's a lot smarter than he seems. **ESTIMATE**

5 We can _____ that idea at a later date. **VISIT**

6 The aim of this new scheme is to _____ and inspire female employees. **POWER**

3 **You may have to add both a prefix and a suffix to the given word. Complete each sentence with a word formed from the word given.**

1 It was a rather _____ day. We didn't get anything useful done. **PRODUCT**
2 Pete's mother was rather _____ and gave him very little freedom. **BEAR**
3 The country declared its _____ in 1960. **DEPEND**
4 Her _____ really annoyed me because I hate being lied to. **HONEST**
5 A common mistake is to _____ the situation by not considering that each group is likely to react to the changes differently. **SIMPLE**

4 **You might need to make internal changes. Complete each sentence with a word formed from the word given.**

1 We need to add some metal struts to _____ the structure. **STRONG**
2 I'd like to hear your _____ on this matter. **THINK**
3 How long will it take to defrost the _____ food? **FREEZE**
4 They travelled the length and _____ of the country looking for a suitable site. **BROAD**
5 The sea is especially dangerous here because the water looks _____ calm. **DECEIT**

5 **You might need to make compounds. Complete each sentence with a word formed from the word given.**

1 You look different. Have you had a _____? **HAIR**
2 Last month, manufacturing _____ increased by 6%. **PUT**
3 You can get into the attic through that _____ in the ceiling. **TRAP**
4 You can rely on Daniel to make sure everything runs like _____. **CLOCK**
5 The temple is a famous _____ that you can see from just about everywhere in the town centre. **MARK**

6 **How many words can you form from the following stem words?**

1 tire _____
2 art _____
3 effect _____
4 compete _____
5 sweet _____
6 value _____
7 explore _____
8 relate _____
9 force _____
10 operate _____

There are more tasks that will help you prepare for Paper 1, Part 3 on page 244.

Exam practice: Part 3

For questions 17 – 24, read the text below. Use the word given in capitals at the end of some of the lines to form a word that fits in the space in the same line. There is an example at the beginning (0). Write your answers IN CAPITAL LETTERS.

Example: **0** T Y P I C A L L Y

The Importance of Sleep

The amount of time we spend asleep varies greatly from one individual to the next. (**0**) _____*TYPICALLY*_____, newborn babies need seventeen hours per day, (**17**) _____ adults generally require between seven and nine hours. **TYPE** **WHERE**

We all have a natural internal body clock (our 'circadian clock') which (**18**) _____ the changes that take place in our body over every 24-hour period. Our body clock influences, amongst other things, our hunger, thirst, body temperature and wakefulness. This is why we tend to feel less lively and (**19**) _____ at night and explains jet lag – the feelings of disorientation and (**20**) _____ many people experience after travelling across multiple time zones. **REGULAR** **ENERGY** **TIRE**

In general, getting an (**21**) _____ amount of sleep can have serious repercussions. Confused thinking, (**22**) _____ and memory lapses can result from just one poor night's sleep. Over a longer period, the symptoms of sleep (**23**) _____ can include depression and hallucinations. There is growing evidence that it can also (**24**) _____ increase a person's risk of heart disease, diabetes and obesity. **SUFFICE** **IRRITATE** **DEPRIVE** **SIGNIFY**

HINTS

0 You need an adverb meaning 'in the way we expect a particular group of people to behave'.
17 Here, a compound word which is used to introduce a contrast is needed.
18 You need to form a verb from the adjective given. Don't forget to put the verb in the correct form.
19 Here, the noun needs to be changed into an adjective.
20 Two changes are needed here to change the verb into a noun.
21 You need to add a suffix and a prefix to form the correct adjective.
22 Two changes are needed to change the verb into a noun which means 'the tendency to get annoyed easily'.
23 A noun is required here.
24 Here, an adverb must be formed from the given verb.

What to expect:

- **This part consists of six separate items (plus one example). Each item has a lead-in sentence, a gapped second sentence and a given word that you must use when you complete the second sentence.**
- **The focus of this task is on grammar, vocabulary and collocation. It tests your ability to be flexible and express ideas in different ways in English.**

TIPS

- Remember you must use the key word in your answer, and you mustn't change the key word in any way.
- Your answer must be between three and eight words. Only write the words that are needed to fill the gap. If you write more than eight words, you won't get the marks. Remember that contractions such as *he'll* and *won't* count as two words (but *can't* counts as one word).
- Pay attention to any verbs you use in your answer. Should they be singular or plural? Make sure they are in the correct tense or form.

Getting ready

1 **Complete each sentence using the word given. Each sentence should have a similar meaning to the sentence in colour. Use between three and eight words.**

It is said that Angela hated it when people told her lies.

1 It is said that Angela _____ when people told her lies. **STAND**

2 It is said that Angela hated _____ her. **LYING**

3 It is said that Angela hated _____ by people. **LIED**

4 People _____ hated it when she was lied to. **SAY**

5 Angela _____ hated it when people told her lies. **SAID**

6 Angela _____, according to some people. **BEAR**

7 By _____ hated being lied to. **ACCOUNTS**

8 It _____ hated being lied to. **RUMOURED**

9 It's said that Angela hated _____ truth. **PEOPLE**

10 Angela is said to have hated _____ truth. **BEING**

11 Angela is said to have hated _____ untrue. **THINGS**

12 Angela hated _____ to some people. **DECEIVED**

2 **Choose the sentence (a or b) which is closest in meaning to the sentence given.**

1 My brother later regretted dropping out of school.
   a Later, my brother wished he hadn't dropped out of school.
   b My brother wishes he had dropped out of school later.

2 Their plans had little chance of success.
   a Their plans weren't likely to be successful.
   b The likelihood of their plans succeeding is in little doubt.

3 I left home early so as to arrive at work before my boss.
   a I left home early with a view to arriving at work no sooner than my boss.
   b I left home early in order to reach work ahead of my boss.

4 Without your advice, they'd still be going the wrong way.
   a If you don't give them that advice, they'll still be going the wrong way.
   b But for the advice you gave them, they'd still be going the wrong way.

3 **Why is the answer given in each CPE transformation question below wrong? Write the correct answer. Remember you must use 3 – 8 words, including the given word.**

1 In my view, it was always obvious that she disapproved.
DISAPPROVAL
I thought that **her disapproval was obvious** the outset.
I thought that _____ the outset.

2 He had no idea that a snowball was flying towards him.
KNOW
Little did **he know that there was a snowball which was flying** in his direction.
Little did _____ in his direction.

3 You won't finish the essay in less than two hours.
LEAST
It will **take you more than two hours to** finish the essay.
It will _____ finish the essay.

4 Jack didn't take any notice when we warned him about the danger.
WARNING
Jack paid **attention to our warning** about the danger.
Jack paid _____ about the danger.

5 His advice to us was to find the word in a dictionary.
LOOK
He **advised looking up** the word in a dictionary.
He _____ the word in a dictionary.

6 Until you got to know him better, you thought he was very arrogant.
REALISE
Only after you **get to know him better will you realise** that he wasn't very arrogant.
Only after you _____ that he wasn't very arrogant.

There are more tasks that will help you prepare for Paper 1, Part 4 on page 246.

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 eight words, including the word given. Here is an example (0).

Example:

0 They weren't calmly discussing the issue; it was more of an argument.

DISCUSSION

It wasn't so _____ an argument that they were having.

Example: **0** MUCH A CALM DISCUSSION OF THE ISSUE AS

---

25 It didn't take her long to learn how to use the new equipment.

HANG

She soon _____ the new equipment.

26 The concert wasn't as good as we had expected.

LIVE

The concert _____ expectations.

27 Bill was the only person to arrive on time.

OTHER

Nobody _____ up on time.

28 Sorry, but we aren't free to give you that information.

LIBERTY

Sorry, but _____ you with that information.

29 It would be advisable for you to say nothing.

TONGUE

I would _____ you.

30 Emily helped them with their project because she had promised that she would.

GOOD

Emily made _____ help them with their project.

HINTS

0 When the verb 'discuss' is changed to the noun 'discussion', what other changes need to be made to the sentence?

25 You need an expression with 'hang' which means 'learn how to do something'. Which form of a verb is used after this expression?

26 Which expression with 'live' means 'to be as good as expected'? Remember, you also have to make the sentence negative.

27 Which expression with 'other' means 'except' or 'apart from'? You also need the correct form of a phrasal verb with 'up' which means 'arrive'.

28 Which expression with 'liberty' means 'having the right or freedom to do something'? Which verb form follows this expression?

29 You need an expression with 'tongue' which means 'say nothing'. The second sentence is in the form of a second conditional used to give advice.

30 Which expression with 'make' means 'to keep a promise'? Which verb form follows this expression?

Part 5: Multiple choice

What to expect:

- **This part consists of a longer text with six 4-option multiple-choice questions. The text is often an article or an extract from a novel or other book. The text has a title and, sometimes, a subheading too.**
- **You will need to read the text closely, since different options in the questions will look similar to ideas expressed in the text. You should pay close attention not only to detail, but also to context, inference and style.**
- **Some questions may focus on opinions or attitudes, and may require you to understand the use of comparison, reference or examples.**
- **The questions are in the same order as the information appears in the text, though the last question may ask something about the text as a whole (eg – the writer's purpose, opinion or attitude).**
- **Each item may take the form of an actual question with four possible answers, or of an incomplete statement where you have to choose which of the four options completes the statement correctly.**

TIPS

- It is a good idea to quickly read the text before you look at the questions so that you get some understanding of the writer's purpose and opinions.
- Read the questions carefully, looking for key words. In many cases, the answers will not be stated directly, in which case you will be expected to deduce them from expressions and comments in the text that give you clues about the writer's purpose, attitude or opinion.
- Some students find it helpful to read first only the question and to try to think of the correct answer before looking at the answer choices. Then they check each answer choice against the evidence in the text.
- Don't choose an option simply because some of the words in it appear in the text.

Getting ready

1 Read the paragraph below and answer the questions. Then look at the exam-style questions on the next page.

1 What type of text is the paragraph probably taken from?

2 Which two nouns in the paragraph best describe the characteristics Alice now wants to have?

3 Who does Alice now consider responsible for her well-being?

Mr Jagger's comment was, for Alice, the final straw. Suddenly, in a moment of clarity, she realised the extent to which he had been exploiting her skills and knowledge for his own advancement. Her first response, internally at least, was a bout of self-chastisement for being such a pushover, as she now saw herself. This, however, was almost instantly replaced by a new sense of determination, an awareness that, with this latest blow to her confidence, she'd acquired a new, steely resolve. No more was she going to tolerate any put-downs from the likes of him. "That's it," she thought to herself, "I'm going to stick up for myself and, if I don't, then I'll deserve what's coming."

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1 What does the writer suggest?

A Alice had been hiding her true feelings for some time.

B Until now, Alice hadn't been truly aware of what Mr Jagger was doing.

C The way in which Mr Jagger treated Alice had suddenly changed.

D Alice was reluctant to tell anyone what had been happening.

2 What is suggested by the phrase, "with this latest blow to her confidence"?

A Alice had recently made lots of mistakes.

B Mr Jagger had always been critical of Alice's abilities.

C Alice had previously admired Mr Jagger.

D Alice had already endured a series of disappointments.

2 Read the paragraph below (another paragraph from later in the text in Task 1) and answer the questions. Then look at the exam-style questions below.

1 What is going to be different about the solution Alice has prepared for Mr Jagger today?

2 What is Alice relying on for her idea to succeed?

3 What is Alice trying to achieve?

Now, she had finally seen a way to put a stop to Mr Jagger's tried and tested routine. This always involved him seeking Alice's opinion on how to solve a problem affecting the company's performance. Subsequently, Mr Jagger would give the Managing Director Alice's solution, presenting it in front of a silently seething Alice and the rest of the management team as his own idea. Today, however, he was going to present a rash, nonsensical 'solution' that Alice had helped him to believe was all his own idea. Of course, as its foolishness became exposed during the meeting, she was ready with the practical alternative to what Mr Jagger was going to claim as "all his own idea" yet again.

---

1 What is implied by the phrase "Mr Jagger's tried and tested routine"?

A Mr Jagger asks other people their opinion of Alice's ideas.

B Mr Jagger has done the same thing lots of times.

C Mr Jagger always tries to test his team.

D The problems that have to be solved are all very similar.

2 What does the phrase "silently seething" suggest?

A Alice is embarrassed.

B Alice is plotting her revenge.

C Alice is trying not to interrupt Mr Jagger.

D Alice is hiding feelings of rage.

Exam practice: Part 5

You are going to read an extract from a novel. For questions 31 – 36, choose the answer (A, B, C or D) which you think fits best according to the text.

Facing Up To Change

Where was the Gran she'd known all her life? Could this meek, withdrawn shadow of a woman really be the decisive, caring, all-knowing family matriarch that Claudia had grown up with? Huddled in her upright armchair, trying to attract some heat from the small fire in the hearth, Gran was paying little attention to Claudia, for the most part appearing to be isolated in a world of her own, one where Claudia, though sitting beside her, might to all intents and purposes have been a ghostly presence haunting the visitor's chair.

Claudia herself was actually, to some extent, drifting between awareness of her immediate surroundings and memories of her childhood: some distant ones from when she was a toddler, fleeting shadows of the parents who had died in an accident when she was four, and some from the busy days of life and love when she was one of the privileged members of Gran's large household. Now, it was just the two of them. Some of Claudia's aunts and uncles had emigrated with their families fifteen or more years ago. Others had moved to the city, having been fortunate enough to get good jobs there. Three of her cousins had still been living with Gran when Claudia enlisted in the army, and when she'd been posted overseas as part of a UN peacekeeping force, but now they were all busily getting on with their own lives elsewhere.

What all this meant was there was plenty of room in the big old house, which was just as well now that Claudia was back, if not for good, at least for the foreseeable future. Claudia knew that getting used to the routine in Gran's house and quiet village life would take some doing, but she would manage it. If she was honest with herself, she had to face the fact that there wasn't any alternative.

A career in the military had seemed to promise Claudia a life of adventure that would be the polar opposite of her existence in her quiet hometown. In some ways, of course, the army had delivered on that promise, but Claudia had often noticed that her new life had retained many elements of her upbringing with Gran. In both, she had a strong sense of belonging and had appreciated the support that had undoubtedly been there for her to rely on in time of need. This support enabled her to mature into a self-sufficient and responsible young woman.

During this relaxed daydreaming session, Claudia began to wonder if maybe Gran was changing because there was nobody else there now, nobody that Gran could take care of and fuss over. "What's more," she thought to herself, "what right have I got to expect the dynamic grandmother of my youth, especially after she's done so much for all of us?" Perhaps, though, it was the very lack of anyone's need for constant care and attention that had led to Gran's withdrawal into her own world, one where she found little to occupy herself with. "Well, it doesn't have to be that way," Claudia thought to herself. After all, she was back home now. She could help Gran in many different ways, but she would also be counting on Gran for a great deal too.

Half dozing as she was, Claudia jolted alert the moment the walking stick between them fell and hit the stone floor. She leant over to grasp hold of it so that Gran didn't have to attempt a similar manoeuvre. "No need to worry, Gran!" said Claudia. "Remember, I'm here now, so you don't have to do everything yourself."

"I know that, Claudia, and I really do appreciate it. Just because I get a little sleepy at times doesn't mean that I'm not fit to do a little light housework. Anyway, now that you're here with me again, my dear, what have I got to worry about? You'll see. We'll make quite a team."

"Who's kidding whom?" Gran mentally scolded herself. "Given time, Claudia's wounds might heal to some extent, but will she be capable of much? She's trying desperately to paint a rosy picture for me about her support team, her old comrades, and the wonders of modern medicine, but how much of it does she truly believe herself?"

31 What is suggested about Gran and Claudia in the first paragraph?

A Claudia appears to be ignoring her grandmother.

B Claudia often thinks her grandmother is too bossy.

C Gran has never taken much interest in Claudia.

D Gran is different now from the person Claudia remembers.

32 What do we learn from the second paragraph?

A Claudia dwells too much on the tragedy of her early life.

B Claudia feels fortunate to have been brought up where she was.

C Claudia's grandmother treated some relatives very differently from others.

D Claudia barely remembers any of her childhood.

33 The writer implies that

A Claudia is disappointed that her other relatives moved out of Gran's house.

B something forced Claudia to move back in with her grandmother.

C Claudia is unlikely to stay in Gran's house for long.

D Claudia found it very easy to adapt to living in her grandmother's home again.

34 Claudia believes that her upbringing and her career

A were quite similar in some ways.

B made her too dependent on others.

C were both very exciting.

D required her to give a lot of support to others.

35 In the fifth paragraph, what does Claudia's thought "it doesn't have to be that way" refer to?

A the fact that she is living at home again

B Gran's seeming lack of purpose

C the amount of work that Gran has to do

D the fact that things might change now that Claudia is home

36 What impression is given by the text as a whole?

A Gran is unhappy that Claudia has moved back home again.

B Gran never wanted Claudia to leave their hometown.

C The women haven't honestly discussed their feelings about the new situation they are in.

D Claudia isn't sure if she will still be able to get on well with Gran.

HINTS

31 What impression do the questions at the start of the text give about what Claudia is thinking?

32 Which word gives the impression that Claudia feels lucky to have lived with Gran while she was growing up?

33 As well as finding information that supports the correct answer, you can find clues that prove two of the other answer choices are wrong in the third paragraph.

34 What does the phrase 'retained many elements' mean in the fourth paragraph?

35 What does it seem that Claudia is concerned about in this paragraph?

36 What does Gran's thought 'Who's kidding whom?' imply about the women's previous conversation?

Part 6: Gapped text

What to expect:

- **This part consists of a longer text from which seven paragraphs have been removed. These seven paragraphs, as well as an extra paragraph that doesn't fit in any of the gaps, are given after the text. You have to decide which paragraph fits in each gap.**
- **The text is often an extract from a magazine article or other factual text. The focus of this task is on understanding text structure and how opinions and ideas as well as a narrative element can be developed throughout a text.**

TIPS

- First, read the text through, ignoring the gaps. This will give you an overall picture of its structure as well as the content. Don't focus on each gap separately. Consider the text as a whole and try to understand the way it is organised.
- Pay attention to the ideas and information that appear both before and after each gap. Try to identify words and phrases which indicate:
  - the order in which things happen
  - cause and effect
  - statements or ideas that support a particular line of argument
  - conclusions that sum up something that has already been mentioned
- Where two missing paragraphs are similar, try to identify in one of them anything that is at odds with something else mentioned in the text.
- When you think you've completed the task, read the whole text again, checking that the text you have formed makes sense.
- If you want more practice at this type of task, you and a partner could cut up articles from magazines or newspapers, exchange them and then try to put the parts of the articles together again in the right order.

Getting ready

1 **For each sentence 1 – 6, choose the sentence a – f that could follow it.**

1 She was always doing little favours for her neighbours. ☐
2 Initially, it was tough going. ☐
3 It definitely wasn't the safest place to cross the road. ☐
4 There were better guides than Mallard, but plenty of less experienced ones too. ☐
5 He succeeded in alienating everyone. ☐
6 We were aware of what had been going on. ☐

a After all, it was close to a bend and there was no speed limit there.
b Largely, this was a consequence of him being irritable and quick to criticise.
c Not only did Mrs Barrow's dogs get taken for walks, but ...
d Moreover, nobody had tried to make a secret of it.
e Gradually, however, we started to get the hang of it.
f All things considered, we could have done quite a lot worse.

2 **The paragraphs below are the 1st and 3rd paragraphs of a text about mobile phone etiquette. Summarise the main idea of each paragraph in one sentence. Then discuss with a partner what you would expect to find in the paragraph that separates them.**

The term 'etiquette' refers to the set of largely unwritten rules and conventions that govern our everyday behaviour. Many of these rules are reasonable and logical, and sticking to them makes life easier for everyone. Other aspects of good etiquette might seem to be somewhat arbitrary, with origins lost in the mists of time but, for the most part, we abide by the rules because we don't wish to appear bad-mannered or disrespectful.

A prime example of this concerns the use of mobile phones. There can be no doubt that these devices have a host of advantages and that, over the last twenty years or so, they have revolutionised the way in which people communicate. On the negative side, though, the fact that mobiles became ubiquitous almost overnight means that there hasn't been time for society as a whole to develop a set of commonly accepted guidelines regarding their use.

3 **Read the two paragraphs below and summarise the main idea of each in one sentence.**

Of course, not everybody can be expected to do the 'done thing' in any given situation. Some people actively want to rebel against the status quo, while others appear oblivious to social conventions or seem to think that they are special and the rules don't apply to them.

Problems arise, however, when people disagree about the correct etiquette, or aren't sure about what the 'done thing' is in a certain situation. This can occur when a significant change in the lifestyle of people in a community happens too rapidly for social norms to become ingrained.

4 **Which of the paragraphs from Task 3 would fit best between the two paragraphs in Task 2?**

Exam practice: Part 6

You are going to read a magazine article. Seven paragraphs have been removed from the article. Choose from the paragraphs A – H the one which fits each gap (37 – 43). There is one extra paragraph which you do not need to use.

Winds of Change

Callum Klein gives us an overview of the development of wind power.

Wind power has been used one way or another for thousands of years. At sea, wind has filled the sails of countless ships and boats, and windmills on farms have been used to pump water and to grind grain. To some extent, however, we still think of wind turbines as modern technology. Of course, this is true in the sense that modern wind turbines make use of the latest technology.

37 _____

For many decades now, very small wind turbines have been used on farms and other properties in remote areas which have not been connected to the national power grid. Naturally, this is not a particularly reliable way of generating electricity because there will be plenty of days when there is insufficient wind. For this reason, those properties usually have a backup such as a petrol-powered generator in place.

38 _____

The development of large, efficient turbines allowed for the establishment of 'wind farms'. These may consist of a few strategically situated wind turbines, usually on a hilltop or ridge, or may be a much bigger development, with hundreds, or even thousands, of turbines supplying power for a large town or city.

39 _____

This is significant because more power may go to waste if it has to be delivered a long way away. Also, it may be necessary to replace existing power lines with better quality ones that can handle higher loads. One dilemma facing those who want to make greater use of wind power is that, although it is advantageous for wind farms to be close to large population centres, many of the best sites for them are offshore, where the winds are stronger and the turbines aren't sheltered by hills or other natural features.

40 _____

For example, hydroelectricity is generated when you release water that you have collected behind a dam. If a wind farm produces a lot of electricity during the night, when demand is low, the energy can be harnessed to pump water back up behind the dam again. In this way, energy use and conservation can be evened out between peaks and dips in generation and consumption.

41 _____

Some people might see these figures as disappointing, but we can take some comfort from the fact that turbine designers are making progress in improving the efficiency of new turbines. For example, a modern turbine can produce 15 times as much energy as the typical turbine in 1990 did! Such advances are making wind farms an ever more popular choice, but they are not universally popular.

42 _____

Of the other sources of discontent, the favourite is the accusation that wind farms are making places of great scenic beauty ugly. This is quite understandable in many cases, though different people are annoyed to different degrees. Nature lovers also point out that birds and bats get killed by the turbine blades.

43 _____

It would be foolish to dismiss these allegations out of hand, but it does not necessarily follow that all of them are as serious as some of the most vociferous groups claim. After all, the benefits of a moderately cheap source of renewable energy that does not pollute the atmosphere or contribute to global warming cannot be easily ignored.

A Even if ingenious plans such as this one are put into effect, the efficiency of wind farms leaves something to be desired. Scientists can calculate how much electricity would be generated by a particular turbine if the wind conditions were ideal. The 'capacity factor', which tells us what proportion of this hypothetical amount is actually produced, then gives us a measure of the efficiency of the wind farm. Typical capacity factors can be anywhere between 15% and 50%.

B As hinted at above, the planning that goes into a new wind farm project requires a lot of factors to be taken into account. We need accurate weather records to get a clear picture of how often the wind blows in any area, which direction the prevailing winds come from and how strong they are. Another important consideration is their distance from the population centre that they will be serving.

C To regulate supply and demand efficiently , power company officials have a suite of devices they can use to persuade consumers to use energy at the most appropriate times between these peaks and troughs. This may, in fact, require energy from a coal-fired or an oil-fired power station, but this is a minor worry compared with the alternative. Nevertheless, surveys show that few people approve of this approach.

D Improvements in the design of wind turbines have allowed their use to become more widespread. Specifically, larger turbines which can generate a significant amount of power can now be built. These modern turbines may be as high as a 20-storey building and have blades of up to sixty metres long. The general principle upon which they work, however, remains unchanged. In essence, they are the opposite of an electric fan. With a fan, electricity is used to turn the blades generating a flow of air. With a turbine, the wind turns the blades, which in turn rotate a shaft connected to an electricity generator.

E You may therefore be surprised to learn that it was in 1887 that Professor James Blyth, who taught in Glasgow, Scotland, built a 10-metre high windmill with cloth sails and used it to generate electricity to power lights in his cottage. He even offered to let the local community benefit from this source of power for lighting, but his offer was rejected by the locals, whose religious beliefs made them suspicious of such developments.

F The wind speed in a particular place at a particular time depends on so many variables that it is almost impossible to predict. Therefore, planners need to be able to make the most of windy conditions and compensate for times when the wind is not blowing. Also, its unpredictability means that wind power cannot be relied on to produce extra power during periods when there is large demand for it. Engineers have come up with some clever, elegant ways of overcoming these shortcomings by utilising other renewable sources of energy.

G There are more technical problems too. Pilots flying low must avoid turbines. Also, turbines may cause interference to radar installations and television reception. Then there is the issue of shadow flicker. Repeatedly seeing darkness then light because the sun is behind the turning turbine blades is alleged to cause headaches and other discomfort, though scientists point out that the sun is only in a position to do this for very short periods.

H A common complaint about wind farms concerns noise pollution. Fortunately, most turbines are sited quite far from houses. It has been stated that on most days you cannot hear any noise if your house is more than one and a half kilometres from the turbines. At a distance of 300 metres, the noise measured is about 45 decibels, a little louder than a fridge.

HINTS

37 The first paragraph is giving a brief history of human use of wind power. Which paragraph naturally follows on from this?

38 The paragraph before the gap mentions a problem with small wind turbines, and the paragraph after it discusses a consequence of the development of larger turbines. Which paragraph would tie these ideas together?

39 The paragraph before the gap introduces the idea of wind farms. The paragraph after it starts by adding information to something that must be mentioned in the missing paragraph.

40 The paragraph before the gap discusses the factors that must be considered when planning a wind farm. The paragraph after the gap starts with an example of something that must be mentioned in the missing paragraph.

41 The paragraph before the gap discusses a clever way to solve a problem associated with wind power. The paragraph after the gap mentions something that might be thought of as disappointing. Which paragraph links these two things?

42 The paragraph after the gap starts by giving further reasons why people might be opposed to wind farms. The paragraph that fills the gap must include the first of these reasons.

43 The paragraph after the gap references allegations that must be made in the missing paragraph.

Part 7: Multiple matching

What to expect:

- **This part consists of a set of ten questions followed by a set of related short texts or a single text divided into sections.**
- **The text is often an article or an extract from a book. In this task you have to match each question with the relevant section of the text.**

TIPS

- You do not need to read through the whole text to start with. You should begin by reading the ten questions. Then, you can scan each section to see which one provides information relevant to the question.
- Be careful not to fall into the 'word-spotting' trap. Sentences in different sections may contain the same word, but only one section will be fully relevant to the idea expressed in the question.
- Some questions may contain two elements, eg – anger and a dilemma. You may find that different sections contain one of the two elements, but only one section will contain both elements.
- One helpful technique is to look for words in the sections that paraphrase the idea expressed in the question.

Getting ready

The following tasks will help you think about the ways in which a piece of information can be expressed in different ways.

1 **Match each item 1 – 10 to its synonym a – j.**

1	admit		**a** worry
2	assertion		**b** confess
3	annoying		**c** beneficial
4	copious		**d** assuage
5	advantageous		**e** abundant
6	aptitude		**f** irritating
7	arise		**g** talent
8	backing		**h** occur
9	fret		**i** claim
10	alleviate		**j** support

2 **Choose the phrasal verb (a – h) that is the synonym for each item (1 – 8).**

1 explain
2 cancel
3 continue
4 happen
5 handle
6 explode
7 tolerate
8 admire

a call off
b look up to
c deal with
d put up with
e come about
f carry on
g account for
h go off

3 **Match each idiom (1 – 8) to its meaning (a – h).**

1 cook the books
2 face the music
3 rock the boat
4 put my foot in it
5 with tongue in cheek
6 get the message
7 on the cards
8 the bare bones

a the basic facts
b likely to happen
c change facts (often accounts) dishonestly
d accept (and deal with) criticism or punishment
e understand what someone tries to tell you indirectly
f (accidentally) say something embarrassing or upsetting
g act in a way that causes problems/ makes a situation more difficult
h not being serious, meaning something as a joke

4 **Choose two idioms from the list (a – l) that are close in meaning to each item (1 – 6).**

1 mad, crazy
2 spoil someone's plans
3 not speak about (a secret)
4 do something very energetically and enthusiastically
5 reveal a secret
6 a mess, something done badly

a a pig's ear
b give the game away
c throw a spanner in the works
d let the cat out of the bag
e go overboard
f off your trolley
g upset the apple cart
h hold your tongue
i out of your mind
j keep mum
k a dog's dinner
l go to town

5 **Look at only Texts A and D on the next page. Then look at each statement below and write T for true or F for false.**

1 The artefact which was stolen was extremely valuable.

2 The expert for the police convinced everyone that the fingerprint found belonged to Mr Barnes.

3 The police had to wrap up their investigation more quickly than they would have liked.

4 The prosecution had no evidence to present to the jury.

5 The court's decision to reject the evidence supplied by the prosecution was in accordance with the law.

6 An undercover police officer sold the artefact to Mr Barnes.

6 **Read the statements and then look at only Texts A, B and C on the next page. Write A for Amelia Ashford, B for Brian Barnes, or C for Cristina Calviano. Which person (A – C) says the following?**

1 The stolen property will probably never be found.

2 I've been following events since the theft occurred.

3 The police were puzzled.

4 There wasn't enough evidence to convince the jury.

5 Mr Barnes' background is disreputable.

7 **Now look at all the texts A – E on the following page. For questions 1 – 10, choose from the people (A – E). The people may be chosen more than once.**

Which person (A–E) does the following?

1 states that the physical evidence in the case was inconclusive

2 believes that the police won't prioritise reinvestigating the case

3 suggests Mr Barnes may have been warned about the police investigation

4 suspects Mr Barnes will be in trouble with the police again

5 mentions that Mr Barnes' affluence helped him

6 expresses admiration for the thieves

7 says that the robbery had been carefully planned

8 complains about a decision made by a court official

9 mentions that no one could confirm Mr Barnes' alibi

10 accuses somebody of acting in an unprofessional manner

Notorious Art 'Collector' Goes Free

Last week, Brian Barnes was acquitted of stealing a valuable ancient artefact. We asked some of the key players about the trial.

A Amelia Ashford (journalist)

I've been covering this case since the night of the robbery. A source from the museum contacted me and told me that a priceless and irreplaceable ancient Egyptian gold statuette had been stolen. This was not an opportunistic crime. The perpetrator knew in advance exactly where the guards would be and had a meticulously crafted scheme for bypassing the museum's security system.

The police investigation soon focused on Mr Barnes, an art dealer with a shady past. They had him under surveillance and an undercover officer, posing as a rich art collector, was negotiating to buy the statuette. Mr Barnes must have been tipped off, or realised what was going on, and tried to flee the country. He was arrested at the airport, but this abrupt end to the police operation meant that, when the case came to court, they didn't have enough evidence to secure a conviction.

B Brian Barnes (the defendant)

Justice was done. It's as simple as that. The jury delivered the only possible verdict. To be honest, I take my hat off to whoever stole that statuette. It was an audacious crime, and the thieves clearly baffled the police, but I had nothing to do with it. I'm just an honest businessman, and when the robbery took place, I was at the theatre. Surely, if the police were unable to find anyone who could corroborate that, it's their fault, not mine.

Now, I just want to put this whole thing behind me. I'm going to take a well-earned holiday, and then I'm looking forward to getting back to work.

C Cristina Calviano (prosecution lawyer)

Obviously I'm very disappointed. I felt that we had a solid case against Mr Barnes, and enough persuasive arguments to get a conviction. The defendant clearly had the financial means to mount an extravagant defence, and he took full advantage of that. What really hurt us, though, was the judge's ruling that some of our key evidence could not be introduced in court. The jury never heard that Mr Barnes practically admitted stealing the statuette to an undercover police officer or that we found a partial fingerprint at the scene of the crime that we believe is Mr Barnes'. We had to rely on a witness who saw the defendant with an item resembling the statuette on the night in question, and sadly that wasn't enough to sway the jury in our favour. Unfortunately, this means that the statuette is now unlikely to ever be recovered.

D Daniel Dawson (defence barrister)

To begin with, I don't think it befits someone in Ms Calviano's position to criticise in public the way the court handled the case. There were good legal reasons why she wasn't allowed to present the evidence that she mentioned. It's also disingenuous of her to claim that, had this evidence been included, it would have altered the outcome of the trial.

Take, for example, the partial fingerprint that the police found (which, by the way, was the only tangible evidence that the prosecution had). The experts disagreed about it, and even the police's forensic scientist admitted that she wasn't able to state with 100% certainty that it was my client's print. Quite frankly, this is a case that should never have come to court.

E Ed Ellis (police detective)

Of course it's a shame, but that's the way it goes. You win some and you lose some. We'll have to reopen our file on the case now but, after so much time and with no other suspects, I doubt that my superiors will commit too many resources to it. We think that Barnes managed to pass the statuette off to an accomplice before he was arrested, but after that the trail goes cold.

The only consolation is that Mr Barnes doesn't seem like the sort of person who will be able to keep a low profile. He's on our radar now, and I have a hunch that this won't be his last brush with the law.

Exam practice: Part 7

You are going to read part of a company brochure outlining career opportunities. For questions 44 – 53, choose from the sections (A – E). The sections may be chosen more than once.

In which section are the following mentioned?

Candidates for a particular job have to have the ability to work on several projects simultaneously. 44 ☐

Applicants will all be treated in the same way irrespective of their gender or race. 45 ☐

Part-time employment is available in one particular field. 46 ☐

Appointments and pay are contingent upon the skills of the applicant. 47 ☐

An important aspect of this post is resolving problems. 48 ☐

Successful candidates will have to follow a strict dress code. 49 ☐

The company is making an attempt to change their customers' attitudes. 50 ☐

In order to do this job, applicants must have the official permission necessary. 51 ☐

People who do this job must appreciate the importance of punctuality. 52 ☐

Cooperation among colleagues is essential in this job. 53 ☐

A In our company, people come first. We know that our success depends on the people who work for us. We believe in equal opportunities, and we certainly offer a variety of career paths, from flight attendants to management positions, baggage handlers to pilots, IT experts to engineers, and many more.

Flight attendants are expected to work hard, but they receive good salaries, get to wear designer uniforms and see the world! A career as a flight attendant begins with two months' paid training, and there are great opportunities for career advancement. Flight attendants learn to handle emergency situations and provide essential medical aid. Of course, duties also include serving meals and beverages, selling on-board duty-free items and assisting passengers to stow their hand luggage. To work as a flight attendant, you must be at least 21 years old and be willing to work on international and domestic flights. In-flight professionals should display superior customer service skills and have a strong work ethic.

B Customer service agents work at airports, and are responsible for checking passengers in, dealing with tickets and bookings, directing passengers to their gate and helping them to find their luggage when they arrive at their destination. We want our customers to know that we are aware of the fact that air travel can be stressful, and that we always do our utmost to make the experience as trouble-free and pleasurable as possible. Our aim is, therefore, to provide top customer service so that travellers may begin to view air travel as a positive experience. Customer service agents need to work flexible hours, but benefits include flight privileges. To qualify for a position as a customer service agent, you need to be 18 years of age or over, and be authorised to work in this country. You also need to be able to read, write and speak English fluently.

C Members of the ground crew work in a team environment. As a baggage handler or ramp operator, it will be your job to make sure that passengers' luggage arrives when they do. Many passengers worry that they will get to their destination only to find that their cases have ended up somewhere else. It is our job to make sure this never happens. Ramp operators load, unload and transport luggage and cargo to and from our aircraft. The work also involves operating some machinery. The ground crew must be safety conscious at all times, and applicants should be able to understand and follow detailed instructions. As part of our new programme, successful candidates can work up to 1,000 hours per year to begin with, and later apply for a full-time position if they wish. To qualify, candidates must have the physical strength to lift at least 30 kilos, and possess a valid driving licence. Previous experience is preferred but not essential.

D An information technology field engineer provides operational support to IT infrastructure at airports, reservation centres and offices. The field engineer is responsible for the installation and maintenance of desktop and network devices, peripherals, airline-specific equipment such as flight information display systems, and telephone systems. He or she will be expected to be able to upgrade hardware and software. The work also involves troubleshooting. The field engineer position requires formal IT training or equivalent experience, and the candidate must have the technical know-how to successfully apply technical processes to satisfy business needs. You will be required to deliver quality work on time. Most importantly, the field engineer must be willing to provide on-site, on-call support as needed, twenty-four hours a day, seven days a week, all year round.

E Our engineers are responsible for ensuring that all the aircraft in our fleet are safe, reliable and efficient. Successful candidates will be able to multitask, prioritise multiple projects based on urgency, and identify critical information when sorting through an enormous amount of data. Engineers have to handle large, in-depth projects for which it may take months to collect information and come up with appropriate proposals. Clearly, an engineer has to be very well organised so that any one document (from the dozens of on-going projects) will be instantly available. In fact, he or she needs to be something of a perfectionist, since full compliance with regulations is vital. The candidate must be able to read and interpret technical drawings and should have completed a bachelor's degree in aerospace or mechanical engineering. The position and salary offered to successful applicants will depend on their experience and abilities.

HINTS

44 Can you find a single word starting with 'm' which means 'to do several things at the same time'?

45 Look for a two-word phrase which means 'to treat everybody the same way'.

46 Which text mentions the number of hours worked and mentions that it is not a full-time position for the time being?

47 What does 'contingent upon' mean? Can you think of any synonyms of 'skills' in this context?

48 Can you find a single word starting with 't' which means 'identifying and solving problems'?

49 What's the word we use for a special set of clothes that some people have to wear, eg – when they go to school or work?

50 Which of the texts talks about attempting to change the perception of air travel?

51 Look for the passive form of a verb which means 'to give somebody official permission to do something'.

52 Can you think of a two-word phrase which means 'punctually'?

53 Look for a word which means 'a group of people working together'. Do the contents of this paragraph match the rest of the question?

What to expect:

- **Paper 2 has got two parts and lasts for 1 hour and 30 minutes.**
- **You must do the question in Part 1, which will ask you to write an essay. You choose one of the questions from Part 2. Each of the two parts carries equal marks.**
- **In Part 1, you will be asked to write an essay with a discursive focus. This involves summarising and evaluating the key ideas contained in two texts of approximately 100 words each. You will be asked to write 240 – 280 words.**
- **In Part 2, you have to answer one of the questions. Questions 2 – 4 are on general topics and may require you to write an article, a letter, a report or a review. Question 5 gives you a choice of two topics (5a and 5b) based on that year's set reading texts. For question 5, you might be asked to write an article, an essay, a letter, a report or a review. In Part 2, you are asked to write 280 – 320 words.**

TIPS

Before the exam

- Practise writing the different types of text you might be asked to produce in the exam.
- You should familiarise yourself with the different types of words and expressions you will need to use in a piece of writing in order to: explain, persuade, give reasons, make suggestions, and so on. This will help you to express yourself in a variety of ways.
- However, it is a bad idea to memorise large chunks of text to use in a piece of writing. These are easy for examiners to spot and are unlikely to be relevant to the question being asked.
- Use the writing topics in this book to practise producing pieces of writing of an appropriate length within the exam time limit. It is a waste of time to count words in the exam, but you should have an idea of what an exam-length text in your handwriting looks like.
- Try to think of different ways of expressing similar ideas. This will make your writing more interesting and may come in useful if you forget a particular phrase or expression in the exam. You should also get into the habit of planning a piece of writing before you start and incorporating a wide range of grammar structures and vocabulary in your writing.

During the exam

- Read the questions very carefully. It is vital that you write a relevant response to the question and that you cover all the points raised.
- Before you start, make a short plan showing what you want to include in each paragraph. This will help you to write a clear, well-organised response to the question, and should ensure that you don't forget to include any of the information requested.
- Always bear in mind both what the aim of your piece of writing is and who the target reader is. Knowing who you are writing for will help you determine an appropriate register.
- Make sure your handwriting is as clear as possible, but don't waste time rewriting your texts.
- Try to use a good variety of vocabulary and grammatical structures. This will help you to communicate your ideas clearly and will make your texts more interesting for the reader.

Part I: Essay

What to expect:

- **The task is in the form of an essay question based on two input texts of about 100 words each.**
- **You are asked to summarise and evaluate the key points from both texts. There will be at least two key points in each text, possibly three.**
- **In your evaluation of the main ideas you are summarising, you should use your own language instead of repeating large chunks from the input texts. As well as summarising the ideas in the text, you must include your own opinion/ideas.**

TIPS

- Your essay should be well-organised with clear paragraphs. Making a plan will help you do this and will help you ensure that you cover everything that is required including your evaluation, your views and ideas and your conclusion.
- Avoid using very informal language in an essay.
- Connect your ideas with appropriate linking words and phrases. Try also to use a good variety of language and of grammatical structures. A mixture of shorter and longer sentences helps in this regard. You can also keep the reader's attention with a few questions (direct or indirect).
- While your opinions should obviously be relevant to the topic, you should not worry about whether they are 'right' or 'wrong'. Your mark for the essay depends only on your English, not on the opinions you express. However, you should justify and support your views, using examples where possible.
- When you finish your essay, check it for spelling or grammatical errors. Make sure your paragraphs are consistent with your plan and that you have covered all the points you wanted to include.

Getting ready

1 **You should use linking words and expressions to connect ideas in your essay. Choose a, b or c.**

1 It was a particularly violent storm. _ _ _, we've actually experienced worse.
a Notwithstanding **b** Nevertheless **c** Whilst

2 They decided to stay at home _ _ _ the inclement weather.
a the reason for **b** because **c** owing to

3 We sent Meg an invitation _ _ _ she wanted to come.
a due to **b** in case **c** because of

4 You must revise more carefully _ _ _ you'll fail the exam.
a otherwise **b** therefore **c** consequently

5 They went out without jackets _ _ _ of the cold weather.
a in spite **b** despite **c** since

6 It was _ _ _ bad weather that we didn't go for a walk.
a such a **b** such **c** so

7 We stayed together _ _ _ getting lost.
a with a view to **b** so as not to **c** for fear of

8 I gave them the short explanation _ _ _ not to bore them.
a so that **b** in order **c** with a view

2 **Match the headings listed to the groups of expressions in bold.**

- introducing a contrasting idea
- introducing a conclusion
- giving an opinion
- stating advantages or disadvantages
- listing points
- introducing a topic

1 _____

One downside of the plan is its unpopularity.

A major drawback of this system is its lack of flexibility.

One of the attractions of this approach is its simplicity.

2 _____

To my mind, this is an issue that merits reconsideration.

As I see it, they aren't getting enough support.

As far as I'm concerned, this is where we should be concentrating our efforts.

3 _____

Another thing worth mentioning is the abysmally low rate of pay.

Thirdly, nobody seems to respect the few rights they have.

Last but not least, we need to acknowledge their value to society.

4 _____

It is sometimes claimed that everyone should have a hobby.

The question of whether we should all take part in volunteer work is a thorny issue.

From time to time, the problem of violence in sport comes into the spotlight again.

5 _____

Nevertheless, we got more than we had bargained for.

Notwithstanding her reluctance to go, she eventually agreed.

On the other hand, we should have been better prepared.

6 _____

On the whole, we are better off now than we were fifty years ago.

In conclusion, there's a lot more that can be done to protect the environment.

All things considered, this is a problem that isn't going to go away quietly.

3 **Work with a partner and answer the questions.**

1 Can you think of two positive and two negative aspects of taking a gap year to travel after leaving school and before going to university?

2 Read the texts below. Do they present contrasting or complementary opinions?

3 What are the two key points in each of the texts below? Underline them.

4 Did you think of any of the ideas expressed in the key points when you answered question 1?

5 Summarise each of the key points as briefly as possibly.

Text A _____

_____

Text B _____

_____

6 Write one sentence evaluating each of the key points. (How valid is it? To what extent do you agree with it?)

Text A _____

_____

_____

_____

Text B _____

_____

_____

_____

A **Saying No to Spending the Gap Year Abroad**

Are you being pestered by your son or daughter to let them travel abroad during their gap year? If you're wise, you will turn a deaf ear.

To begin with, it can be dangerous. Young people tend to be naove and overly trusting, making them perfect targets for thieves, conmen and worse. Also, accidents and illness are harder to cope with in a foreign country, and can have serious (even deadly) consequences. Then there's the expense. You'd have to fork out for fares, accommodation, food and spending money. Wouldn't it be better if your teenage son or daughter spent their time closer to home, earning some cash?

B **The Gap Year: A Great Opportunity!**

Thinking about what to do during your gap year? The way to make the most of your time is to see the world. Getting to know other cultures will broaden your horizons; it's an education in itself. Even just a smattering of knowledge about the history, language and so on of other societies gives you a firmer, richer foundation for your own studies, no matter what they are. More importantly, travelling abroad makes you more self-sufficient, independent and confident. When you get back home, you'll be more mature and open-minded, positive qualities that stay with you for ever.

We can help you plan your year of adventure. Go to www.gapadventure.web today!

4 **Look at the text below and answer the questions.**

A **Bespoke Babies: A Horror Story**

The concept of designer babies is moving out of the realm of science fiction. I shudder to think how many millions have been spent over the last few decades on finding a way to ensure that someone will have, for instance, a green-eyed, red-haired daughter who is attractive, slim, tall and clever. How much better, and more ethical, it would have been to spend that money on fighting poverty and disease! And speaking of ethics, people seem to be ignoring what, to me at least, is a massive stumbling block to tailor-made babies: children are people, not commodities.

1 What are the key points in the text? Underline them.
2 To what extent do you agree with the writer of the text?
3 If you were going to write an essay taking the opposite view to the writer of this text, what points could you include in your essay?

5 **Look at the text below and answer the questions.**

B **Custom-made Kids? No thanks!**

Amidst all the excitement engendered by the prospect of designer babies, we seem to have lost sight of some fundamental truths. Most prospective parents will opt for the same positive attributes (intelligence, attractiveness, athletic ability), and this will inevitably cause a huge reduction in genetic diversity. It could also lead to a lack of tolerance; non-designer children who happen to lack one or more of these qualities will be viewed as inferior. And the fewer of them there are, the more they will be excluded from mainstream society. More fundamental still is the fact that, despite all our tinkering with nature, we will actually have achieved nothing at all. Perfection doesn't automatically mean happiness!

1 What are the key points in the text? Underline them.
2 Compare this text with the one in Task 4. Do they present contrasting or complementary views?
3 Do you agree or disagree with each of the key points in the two texts?

6 **Look at the plan and the sentences below. Which paragraph would each sentence go in?**

Paragraph 1:	**introducing the topic**
Paragraph 2:	**assessment of main points from Text A**
Paragraph 3:	**assessment of main points from Text B**
Paragraph 4:	**summary of my point of view**

1 It has been said that rather than spending money on this development, it would be preferable to use it to tackle serious social problems. ☐
2 The writer argues that this could lead to a rise in discrimination against those who were not 'designer babies'. ☐
3 To my mind, scientists should not be attempting to play God. ☐
4 The issue of designer babies is an extremely important one, and it comes as no surprise that the writers of both texts are very firmly against the idea. ☐

Exam practice: Part 1

1 **Read the two texts below.**

Write an essay summarising and evaluating the key points from both texts. Use your own words throughout as far as possible, and include your own ideas in your answer.

Write your answer in 240 – 280 words.

Bespoke Babies: A Horror Story

The concept of designer babies is moving out of the realm of science fiction. I shudder to think how many millions have been spent over the last few decades on finding a way to ensure that someone will have, for instance, a green-eyed, red-haired daughter who is attractive, slim, tall and clever. How much better, and more ethical, it would have been to spend that money on fighting poverty and disease! And, speaking of ethics, people seem to be ignoring what, to me at least, is a massive stumbling block to tailor-made babies: children are people, not commodities.

Custom-made kids? No, thanks!

Amidst all the excitement engendered by the prospect of designer babies, we seem to have lost sight of some fundamental truths. Most prospective parents will opt for the same positive attributes (intelligence, attractiveness, athletic ability), and this will inevitably cause a huge reduction in genetic diversity. It could also lead to a lack of tolerance; non-designer children who happen to lack one or more of these qualities will be viewed as inferior. And the fewer of them there are, the more they will be excluded from mainstream society. More fundamental still is the fact that, despite all our tinkering with nature, we will actually have achieved nothing at all. Perfection doesn't automatically mean happiness!

Write your **essay**.

HINTS

- **Follow the procedure outlined below:**

  Step 1: Find and underline the key points in each text.

  Step 2: Think about the viewpoints expressed in the texts and your own opinion. Then write a plan for your essay.

  Step 3: Write your essay, making sure that you stick to your plan so that you cover all of the points and include your own opinion.

- **Look back at your answers to the tasks on page 38 for help with this particular topic.**

Part 2

What to expect:

- **Questions 2 – 4 might require you to write an article, a letter, a report or a review.**
- **In each question the purpose for writing, the identity of the target reader, and therefore the appropriate format and register are all identified.**
- **Make sure you read each question very carefully.**
- **It's a good idea to choose the question that most interests you and suits your knowledge and experience.**
- **Only choose to answer a question if you are sure of exactly what is required. You must address all elements of the question in your response.**

TIPS

Writing an Article

- Check where the article is to appear. You will need a more formal register for an article in an academic publication than you would in, say, an international magazine for teenagers.
- The purpose of an article is to convey information in an interesting way. You can use personal anecdotes, rhetorical questions and colourful language to help you achieve this (but you shouldn't use very informal language). You could also give your article an appropriate title.

Getting ready

1 **Which paragraph (A or B) would be a better way to start an article about scuba-diving?**

A

Entering a Different World

What can entice you out of this world: a whole new universe of colour and life to explore? When you begin scuba-diving lessons, as I did six months ago, you really do gain entry to an amazing environment waiting to reveal its secrets and wonders to you.

B

A New Hobby

Six months ago I took up scuba-diving. It's an amazing hobby and you get to see a whole new world. I'm really glad I started scuba-diving lessons.

2 **One way to make an article interesting is to use a variety of appropriate adjectives. Which adjective from the list could replace the words in colour in each sentence?**

• resolute • excruciating • resounding • grimy • meticulous
• invigorating • distressing • vast

1 I wasn't too impressed when I saw the chef's **dirty** hands. _____
2 I felt better after going for a long **healthily refreshing** swim. _____
3 You've no idea what a **large** forest it is. _____
4 I hated having to give him such **upsetting** news. _____
5 Their **thorough** planning ensured that everything went smoothly. _____
6 The festival was a **great** success. _____
7 Her **determined** leadership helped solve the crisis. _____
8 He was evidently in **great** pain. _____

TIPS

Writing a Letter

- The letter you are asked to write is likely to be fairly formal, eg – to the editor of a newspaper or magazine, the director or manager of a company or a school or college principal. It's very important to bear the target reader in mind when you are writing your letter.
- Use appropriate opening and closing formulas to begin and end your letter.
- Organise your letter into suitable paragraphs. It's a good idea to include your reason for writing in the first paragraph. In the last paragraph, you could say what you hope will happen next (eg – *I look forward to hearing from you soon.* / *I hope you can provide me with some assistance in this matter.*)
- Remember when writing to someone whose name you know but that you don't know well, you should start your letter, *Dear Mr Smith/Dear Ms Jones* or *Dear Mrs Jones*. You should finish your letter, *Yours/Yours sincerely*.
- When you don't know the person's name, you should start, *Dear Sir/Madam* and finish, *Yours/Yours faithfully*.
- You should not include postal addresses in your letter.

Getting ready

1 **Write O if the sentence would appear in the opening paragraph of a letter and C if it would appear in the closing paragraph.**

1 I am writing in response to the article about capital punishment in Friday's edition of the paper. ☐

2 I am contacting you with regard to the new school rules. ☐

3 If you need any more information, please do not hesitate to contact me. ☐

4 I was very interested to read your article about the council's plan. ☐

5 Thank you in advance for your cooperation. ☐

6 Following our phone conversation last Thursday, I want to give you an update on the situation. ☐

7 I would be very grateful if you could supply me with the information requested. ☐

8 I would like to express my views on the government's new education policy. ☐

TIPS

Writing a Report

- Your report will be for a specified audience. This information is important because it will determine the register you are expected to use. The target reader might be your boss or supervisor, a school or college principal, a group of classmates or colleagues, etc.
- You must have a clear idea of the purpose of the report and what your role is. This knowledge will help you to decide how to organise your report and what to include in it. It is a good idea to organise your report into different sections. You can give each section a subheading if you like.
- You will be required to provide, compare and analyse information in your report. You may also have to make a recommendation.

Getting ready

1 **Reports often have to be quite formal. You can use the passive voice to make the language of your report more formal. Rewrite the sentences below in the passive voice.**

1 We have compiled this report at the request of the managing director.
This report _____

2 We gave everyone involved a questionnaire to fill in.
Everyone _____

3 Club members carried out a survey of reactions to the new rules.
A _____

4 We'll send every shareholder an invitation to the annual meeting.
Every _____

5 We'll take remedial action before the end of the month.
Remedial _____

2 **Another way of making a report more formal is to use impersonal constructions. Rewrite the sentences using impersonal constructions.**

1 They generally agree that the membership fee should be increased.
It is _____

2 We anticipate another surge in public interest.
It is _____

3 People have observed that the president's popularity is falling.
It _____

TIPS

Writing a Review

- You might be asked to write a review for a magazine, newspaper or website. A review may be about all sorts of things: a book, a film, a play, an exhibition, a concert, a gadget, a holiday, etc.
- Apart from providing a clear informative description of something and giving your opinion, your review will include narrative and evaluative language, and may include a recommendation.
- Organise your review clearly in paragraphs. You might like to start with a description of the item/place, then give your opinion of it and finally say whether or not you recommend it. You must make sure to include any other information asked for in the topic.

Getting ready

1 **Choose.**

1 I'm not a great fan of ballet, but I was **well** / **pleasantly** surprised by this one.
2 One downside of the exhibition was the **repetitiveness** / **cohesiveness** of the themes.
3 I can assure you that this won't **lose** / **fail** to delight young children.
4 Despite being the work of an award-winning director, the film was rather **thought-provoking** / **underwhelming**.
5 I'd like to read more of this **underrated** / **overrated** writer's work.
6 I was totally captivated by this **listless** / **gripping** thriller.

2 **Write P if the sentence is from a positive review and N if it is from a negative review.**

1 Despite my initial misgivings, I can't recommend this work highly enough. ☐
2 I'd thought that there would be a bit of a feel-good factor, but that was, in fact, a real understatement. ☐
3 The fact that it had received such good press was, for me, somewhat misleading. ☐
4 So uplifting an experience is a true rarity. ☐
5 The imaginative opening gave way to a distinct feeling of unfulfilled potential. ☐

Exam practice: Part 2

Write an answer to one of the questions 2 – 4 in this part. Write your answer in 280 – 320 words.

2 An international magazine is running a series of articles about fantastic destinations for beach holidays. The magazine has invited readers to send in articles briefly describing a beach that they really like. You should explain the attractions of beach holidays to people from different age groups and consider in general what preparations are necessary to make the most of a beach holiday.

Write your **article**.

3 An international magazine for young people has invited readers to send in letters sharing a recent experience where they were tempted to tell a lie. Write a letter in which you briefly describe the situation you were in, explain why you were tempted to lie and what you did in the end. Finally, assess what the consequences of your decision might be.

Write your **letter**. You do not need to write any postal addresses.

4 A popular culture website is requesting reviews of films which the reviewer enjoyed far more than he or she expected to. You decide to submit a review. Briefly describe the film, say why you didn't expect to enjoy it and explain why you were pleasantly surprised by it.

Write your **review**.

HINTS

2 Who is going to read your article? What are you going to write about? What do you have to include in the article?

Remember you can address the reader directly or share personal anecdotes to make your article more interesting.

3 Who is going to read your letter? How are you going to open your letter? What will you include in the first and last paragraphs?

Remember you must include everything asked for in the topic.

4 Where is your review going to appear? What information must you include in your review?

Remember to organise your review clearly. You can use neutral or fairly informal language in a review for a website.

What to expect:

- **Paper 3 has got four parts.**
- **It lasts for approximately forty minutes.**
- **You will hear the recording for each part of the test twice.**

Before the exam

TIPS

- Listen to as much spoken English as you can. Watch TV and films in English without subtitles to see how much you understand. If you have internet access, you can listen to English-language radio stations and podcasts on subjects that interest you. If you have got English-speaking friends, have conversations with them in English whenever you can.
- Use the Practice Tests in this book to become familiar with the tasks and the types of questions you will encounter in the exam.

During the exam

- Before the recording for each part starts, you will have time to read through all of the questions. Do this carefully so that you have a good idea of what information you are listening for. You will also get some clues about what you are about to hear.
- At the start of each part, you will hear some information that will give you some context for the recording. Listen to this carefully so that you get used to the volume of the recording, the speed of the speakers' speech, etc before the important part of the test starts.
- Answer all of the questions. Even if you are not sure about one, you have probably understood more than you think.
- Some students find it helpful to try to answer the questions the first time they hear the recording, and then to concentrate on checking their answers the second time they hear it.

Part I: Multiple choice

What to expect:

- **You will hear three separate recordings. There are six questions in total, two on each recording.**
- **The texts will be a mixture of monologues and dialogues. The questions could test your understanding of detail, gist, function, purpose, topic, feeling, attitude, opinion, etc.**
- **The questions appear only on the exam paper. You won't hear them on the recording.**

TIPS

- Read the introductory sentence for each set of two questions carefully. It gives you information that will help you understand the context for what you will hear.
- Read the three answer choices for each question carefully so that you know what information you are listening for.
- Each question focuses on a different aspect of the text. For example, you may be asked in the first question what the speaker is suggesting, and then about the speaker's attitude or opinion in the second question.
- You are likely to find the speaker's tone of voice helpful for some questions, especially those that ask about attitude, feelings or opinion.
- You will probably hear words or phrases connected to the wrong answer choices. Don't choose your answer to the question on the basis of simply hearing one or two key words.

Getting ready

1 **The question below is similar to the ones you will see in this part of the exam. Underline the key words in the question.**

You hear part of an interview with Alan Todd, a sports reporter.
What is the man most concerned about?
A rule changes
B health concerns
C moral issues

- **Based on the question, can you guess what the main topic of conversation is?**
- **What words or phrases might you hear related to the three answer choices?**

2 **Look at the exam-style question, then answer the questions below it.**

You hear part of an interview with Emma Marley, a police officer.
What does Emma emphasise about detective work?
A Interviewing suspects is the most challenging part of the job.
B The evidence can't mislead you.
C Instinct plays an important role in solving a case.

- **If answer A is correct, what might you hear?**
- **If answer B is correct, what might you hear?**
- **If answer C is correct, what might you hear?**

Exam practice: Part 1

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 a teacher talking to her class about exams.

1 What is the teacher doing when she mentions screens?

A implying that students should be studying rather than watching a film
B reinforcing the message about doing something enjoyable
C giving advice on the timing of some activities

2 The teacher believes that her students

A would be justified in feeling confident.
B often make careless mistakes in exams.
C appear calmer than they actually are.

HINTS

1 What does the teacher say about getting a good night's sleep?
2 What does she say about being worried?

Extract Two

You hear part of an interview with a chef.

3 What does the chef say about the people she tests recipes on?

A She generally trusts her instincts more than she trusts them.
B She doesn't accord all of their opinions the same value.
C She finds it difficult to handle criticism from them.

4 What does the chef imply about her kitchen?

A She often has to shout or scream to get what she wants.
B Things are almost always done the way that she wants.
C She is very flexible when it comes to how her staff perform their duties.

HINTS

3 Who tries the chef's new dishes?
4 Listen for the phrases 'run a tight ship' and 'no tantrums'. What do you think the chef means?

Extract Three

You hear a critic talking about a documentary.

5 Why did Tommy Simpson stop playing tennis?

A He was injured.
B He had mental health problems.
C He was caught taking illegal drugs.

6 What does the critic say about the documentary?

A It will only be of interest to tennis fans.
B It portrays Simpson's family unfairly.
C It deals with at least one issue rather superficially.

HINTS

5 What happened in Tommy's third match?
6 The answer to this is given in the speaker's last two sentences.

Part 2: Sentence completion

What to expect:

- **In this part, there are 9 questions in the form of incomplete sentences. You have to complete the sentences using information from the recording.**
- **The recording is a monologue that lasts 3 to 4 minutes.**
- **The questions follow the order that the information is given in the text.**
- **The focus in this part is on detail and identifying specific information or opinions.**
- **For each answer, you must write a word or short phrase, exactly as heard in the recording. (You don't have to change the form of any of the words.)**

TIPS

- Use the time before the recording starts to read the incomplete sentences carefully. You may be able to work something out about the missing word or phrase. For example, what part of speech will it be? Is a number required? A lot of the answers in this task are nouns or noun phrases.
- It is easier and quicker to write numbers as figures rather than words, eg – '11:30' rather than 'half past eleven'.
- Don't rephrase what you hear and don't include unnecessary details. Your answer will be exactly the word or words you hear that appropriately fill the gap in the sentence.
- The words or phrases you have to write are the same as in the recording, but the rest of the sentences have been reworded. Think about how the information may be given in the recording.
- Don't waste time puzzling over an answer that you didn't hear. You will hear the recording a second time, and you know that the missing answer will come in the same order as you hear the information.
- At the end of this task, check your answers by reading the completed sentences and making sure that they make sense grammatically and reflect what you heard.

Getting ready

1 **Look at the sentences below. What can you tell about the missing answers before you hear the recording?**

1 The meeting couldn't start until _____ was operational again.

2 Jamie's _____ was the only person who disagreed with the plan.

3 The man was initially arrested for _____.

4 Mick asked his boss if he would be reimbursed for _____.

5 The maximum amount you can withdraw from this account each day is _____.

6 The Italian term that Carla was using actually means _____.

You will hear an expert talking about seaweed and its uses.

For questions 7 – 15, complete the sentences with a word or short phrase.

Seaweed has been eaten since ancient times in _____ 7 countries.

Seaweed isn't fattening, and it contains various _____ 8 as well as carbohydrates and proteins.

Before *nori* is dried, it is _____ 9 in colour.

A snack enjoyed by _____ 10 is rice enclosed in a sheet of seaweed.

To cultivate *nori*, the Japanese put spores on _____ 11 and wait for them to grow into fronds of seaweed.

In Britain, factories making _____ 12 used to use burnt kelp because it contains large quantities of potash and soda.

In Scotland, kelp was gathered and used as _____ 13 on fields.

Laver bread, which is traditionally eaten for _____ 14 in parts of Wales, is made from seaweed.

One day, seaweed may be used to produce _____ 15 on long journeys in outer space.

HINTS

7 What sort of word might complete the phrase 'in _ _ _ countries'?

8 The speaker talks about the nutritional value of seaweed and lists some of the things it contains. Which of these are needed to complete the sentence?

9 What effect does drying have on *nori* according to the speaker?

10 What type of phrase are you likely to be listening for here?

11 Can you think of a word which means 'grow plants or crops'? The speaker describes the process for growing *nori*. What's the first step of the process?

12 Here you are listening for a noun or noun phrase. What might be produced in a factory?

13 Why might farmers use something on their fields?

14 Here you are listening for the time or occasion when laver bread is usually eaten.

15 What might astronauts need on a journey in space?

Part 3: Multiple choice

What to expect:

- **In this part, you hear an exchange between interacting speakers lasting 3 to 4 minutes. You have to answer five 4-option multiple-choice questions based on what you hear.**
- **The questions follow the same order as the information is given in the recording. However, the final question may test your understanding of the text as a whole.**
- **The focus in this part is on opinions, agreement, inference, overall meaning and identifying specific information.**

TIPS

- Read the questions before you listen to the recording. Some students prefer not to look at the answer choices at this stage. In this way, they may avoid being influenced by a specific word they hear, and they may get a clearer understanding of the answer before reading the options. Finally, they can then look to see which option is closest to their understanding of what they heard.
- If you can't decide on an answer after hearing the recording twice, see if you can eliminate one or two of the options before making a guess.
- If you miss an answer, don't waste time thinking about it. Remember that the questions are in the same order as the information is given, so you should know what part of the recording to focus on the second time you hear it.

Getting ready

1 **Look at the exam-style question. What type of information are you going to listen for?**

What does Matt think of Luke's proposal?

A He doubts that it's the approach that others will expect.

B It's better than an alternative proposal made by Stella.

C He'd like to get another opinion before proceeding.

D He's heard better proposals recently.

2 **Below is part of the transcript. What is the correct choice? Why are the other options wrong?**

Luke: No, I believe that's the wrong way of going about it. We've got to plant the idea in their minds that it's what they actually want. I'm sure that, if we handle the discussion carefully, we'll manage to make it sound convincing.

Matt: Well, nobody's given me a better suggestion, but I think it wouldn't be very sensible to simply go ahead on that basis without preparing the ground ahead to some extent. You know Stella's the expert in this field. I reckon it wouldn't do any harm to run it by her.

You will hear part of a discussion in which two children's camp organisers, Kelly Wright and Martin Freedman, talk about the challenges of running a successful camp.

For questions 16 – 20, choose the answer (A, B, C or D) which fits best according to what you hear.

---

16 Kelly and Martin agree that

A most children suffer from serious homesickness when they first get to camp.
B rigorous preparation plays a major role in the success of a children's camp.
C most children don't want to follow a strict routine.
D they sometimes find it hard to come up with ideas for activities for the children.

17 What view is stated about the kids being organised into teams?

A It's a convenient way to separate the younger kids from the older ones.
B It may put a lot of responsibility on the group leaders.
C It makes sharing a hut easier.
D It helps less confident kids to feel they're part of a group.

18 When discussing the camp activities, Kelly mentions that

A not all of the kids are into sports and games.
B kids try to avoid educational activities at the camp.
C horse riding is probably the most strenuous activity the kids do.
D she's amazed at how patient the horses are with the kids.

19 What point does Kelly make about kids being told what they have to do?

A Camp staff make sure that the kids follow the same rules as they do at home.
B At camp, the kids wouldn't understand what is expected of them if they weren't told.
C It is good to give children the chance to decide what to do occasionally.
D It's counterproductive to give children strict rules.

20 Kelly disagrees with Martin regarding the

A extent to which kids will do chores without being told to.
B attention most kids pay to their peers' feelings.
C likelihood of kids managing to work well as a team.
D amount of work the kids should be expected to do at the camp.

HINTS

16 Martin's first contribution is to agree with Kelly about something. What are they talking about?

17 Martin first mentions dividing the kids into teams and then Kelly adds more information about this.

18 What does Kelly say about the nature study excursions?

19 What does Kelly say about providing guidance for kids and giving them freedom?

20 Listen for an expression Kelly uses to show that she is politely disagreeing with a point that Martin has just made.

Part 4: Multiple matching

What to expect:

- **In this part, you hear five short monologues (each about 35 seconds long) that are all on the same theme.**
- **There are two multiple-matching tasks, each with a different focus. For each task, you choose the correct answer from a list of eight options.**
- **For each monologue, there is one correct option from the list in the first task and one from the list in the second task.**
- **The focus of this part is on gist, attitude, feelings, main points and opinions.**

TIPS

- Before you listen, read both tasks, including the eight answer choices for each task, carefully. Think about how these ideas might be expressed by the speaker.
- For each monologue, you could try listening for the answers to both tasks during the first listening, and use the second listening to check your answers.
- Alternatively, try to answer one task the first time you hear the recording, and the second task the second time you hear it. You will need plenty of practice to find out which method works better for you.
- A speaker might mention elements from more than one of the answer choices. Make sure the meaning of the answer choice is the same as what the speaker says.

Getting ready

1 **The scripts below are similar to what you might hear speakers say in this part of the exam. Choose from the list (A – D) what each speaker says about a comment that has been made.**

A I think I should make an effort to find out what's wrong.

B I'll show her the facts that prove that she is mistaken.

C As far as I'm concerned, she has to decide what happens next.

D There's no way I should listen to any more of this.

Speaker 1 ☐

Speaker 2 ☐

Speaker 1

I really don't get it. I honestly don't know where she got that idea from. To tell the truth, I'm not going to waste any more time worrying about it. I know that I've done nothing to be ashamed of, so I think it's fair to say that, whatever's on her mind, it isn't anything I should feel responsible for. The ball's in her court. If she wants to take the matter further, she can. I just hope that she tries a calmer approach and sticks to the facts if that's what she decides to do.

Speaker 2

I wonder what set that off! She's never mentioned any of that before. I'm puzzled as to why it should suddenly be an issue now. Maybe I ought to wait until she's a little calmer and then broach the subject with her again. I'm sure that there must have been some sort of misunderstanding, and it should be easy to sort it out when I get to the bottom of it. Clearly, though, it's in nobody's best interests to let something like that remain unresolved. Who knows what might happen if we don't deal with it once and for all?

Exam practice: Part 4

You will hear five short extracts in which people talk about making an apology.

Task One

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

Task Two

For questions 26 – 30, choose from the list (A – H) how each speaker felt about apologising.

You will hear the recording twice. While you listen, you must complete both tasks.

A I let someone down.
B I was covering up for someone I care about.
C I should have taken more care.
D I wanted to avoid an argument.
E I lost my cool and went too far.
F I should have sought permission.
G I had abused my power.
H I was forced to.

Speaker 1 ☐ 21
Speaker 2 ☐ 22
Speaker 3 ☐ 23
Speaker 4 ☐ 24
Speaker 5 ☐ 25

A I resented having to do it.
B I regretted doing it almost immediately.
C It wasn't an ideal situation, but I did the right thing.
D It was a pretence that didn't fool someone.
E Doing the right thing was a weight off my mind.
F I'll do my best to avoid similar situations in the future.
G I felt it might be seen as a sign of weakness.
H I'm glad I was able to protect somebody.

Speaker 1 ☐ 26
Speaker 2 ☐ 27
Speaker 3 ☐ 28
Speaker 4 ☐ 29
Speaker 5 ☐ 30

HINTS

21 Did the speaker want to apologise? Why/Why not?
22 Does the speaker think her punishment for the kids was justified? Why did she give them a harsh punishment?
23 What does the speaker say about his rights?
24 Did the speaker realise that she was wrong about the time of the meeting? What would have been the consequences of not apologising?
25 Who left the gate open: the speaker or his sister?
26 Did the speaker feel better after he apologised?
27 Does the speaker feel like this situation was a one-off?
28 Why did the speaker apologise? What does he say about his conscience?
29 What did the speaker achieve by apologising?
30 Did the speaker achieve what he wanted to by apologising?

What to expect:

- **The speaking test usually lasts for about 16 minutes. It has three parts.**
- **There will be two examiners, and you usually do the exam with one other student. (If there is an odd number of candidates at your exam centre, there will be one group of three who do the speaking test together.)**
- **One of the examiners ('the interlocutor') runs the test. The other examiner doesn't take part. He or she will just listen to you and give you a mark.**
- **At the end of the test, the examiners will thank you for taking part. They won't give you any idea of how well you have done in the test.**

TIPS

Before the exam

- Practise speaking English whenever you can. Talk with your teacher and classmates in English, and with any English-speaking friends you have. Don't worry about making mistakes. Just get used to making yourself understood and having a natural conversation.
- Use the Practice Tests in this book to familiarise yourself with the format of the speaking test and the kinds of task you are likely to have to complete.
- Don't try to memorise large chunks of English and then produce them in the test. It's obvious to examiners when this happens. You won't sound natural and you won't be giving a good answer to the question either.
- It is, however, useful to learn certain words and phrases that you can use in specific situations such as when you have to reach an agreement or compromise, when you disagree or when you have to justify an idea or speculate about something.
- One skill that you should practise a lot is to try to find different ways to express the same ideas. In an exam, you may know what you want to say only to find that you can't remember the appropriate English word or phrase. In such a situation, being able to paraphrase is very useful.

During the exam

- Everyone feels a little nervous about speaking exams, and the examiners take that into account. However, if you are positive, friendly and enthusiastic, it will put you in the right mood to do well in the test and will make a good impression on the examiners.
- Make sure you speak loudly and clearly enough for the examiners and the other student to understand you. Smile and try to use the same gestures and body language as you would if you were speaking your first language. This will help the examiners to understand you, and some students find it helps them to speak more fluently.
- Always listen very carefully to the instructions the examiner gives you. Don't worry if you haven't understood a part of the instructions. You won't lose any marks if you ask the examiner to clarify what you have to do before you begin a task.

What to expect:

- **In this part, the examiner will ask you where you are from and whether you are working or studying at the moment. Then you will be asked one more question about your everyday life, where you live, your interests, etc.**
- **You do not need to talk to the other candidate or respond to their answers in this part, although you can do so if you wish.**

TIPS

- Don't give simple yes/no answers. Pay careful attention to the question and give a clear answer, providing any extra relevant details or opinions that you can.
- Usually it is better to answer these questions truthfully. The examiner doesn't care if you are lying or not, but, if for example you are asked about your hobbies, it will be much easier to talk about one that you know something about.

Getting ready

1 **Look at the question and the answers below. Which answer (a, b or c) is the best response to the question?**

Do you think you will still be living in this area ten years from now?

a I'm not sure. There are a lot of things to think about.

b I think it depends on how much you've already thought about your future. I believe you need to have a clear idea of what you enjoy doing and what your goals are.

c To be honest, I haven't really thought about it. This is my home and it's hard to imagine living anywhere else, but I might have to reconsider when it's time to start looking for a full-time job.

2 **You can use expressions (a – f) in this part of the speaking test. Match the expressions to their functions.**

a That's a good question.

b I'm sorry, I didn't catch that.

c I haven't really given that a lot of thought before.

d What I was trying to say was ...

e I'm sorry. I wonder if you could say that again.

f In other words, ...

Asking for repetition: ☐ ☐

Buying time: ☐ ☐

Clarifying: ☐ ☐

Note: For more practice, work with a partner and ask and answer the questions on pages 248-250.
Exam Practice: There is a complete practice speaking test at the end of this section (page 58).

Part 2: Collaborative task

What to expect:

- **In this part of the test, you and the other candidate(s) are provided with one or more photos which form the basis for a task which you carry out together.**
- **First, you will be asked a question that is designed to make you focus on one or more aspects of a photo or photos. You have one minute to talk about this.**
- **Next, the examiner will describe the decision-making task that you have to complete. You have to work with the other candidate(s), discussing different aspects of the theme with a view to reaching a decision. In this part of the speaking test, you might have to compare, speculate, evaluate, obtain information, give opinions and negotiate with a view to reaching agreement on a decision. You have three minutes to do this.**
- **In this part of the speaking test, you mainly speak to the other candidate(s).**

TIPS

- It's very important that you don't simply describe what you see in the photos. You have to address the questions raised by the examiner.
- You will probably have to think about issues raised by the photos. Pay attention to the title printed above the photos. This will help you focus on the issue the examiner is asking about.
- It is very useful to work with a partner before the exam, practising completing decision-making tasks. You should be comfortable about managing the conversation, listening and responding to your partner, and using language to agree, disagree and move the conversation forward. Try to use appropriate language to prompt a response from your partner (Do you agree? Don't you think? What about ...?), to acknowledge your partner's contribution (I see what you mean. That's true. Yes, but shouldn't we ...?) and to move the discussion forward (So, I think we're ready to make a decision. We seem to agree that ...).
- Remember, there is no right or wrong answer to the decision-making task. You are not marked on your decision, only on the language you use as you try to reach it.

Getting ready

1 **What is the function of each of the useful expressions below?**

1	Politely disagreeing	2	Prompting your partner	3	Agreeing	4	Wrapping up

How do you feel about ...? ☐

Sorry, but I'm not sure that that's the best way to proceed. ☐

So, is that our final decision? ☐

Would you say that ...? ☐

That's a good point. ☐

That seems reasonable. ☐

I'm happy with that decision. ☐

I'd go along with that. ☐

I don't really see it that way. ☐

I think that's it unless there's anything else you'd like to say. ☐

Don't you agree that ... ? ☐

I'm not totally convinced about that. ☐

2 **Can you think of useful expressions to:**

- give a personal opinion
- point out a problem
- keep the discussion going

Exam Practice: There is a complete practice speaking test at the end of this section (page 58).

Part 3: Long turn and discussion

What to expect:

- **In this part of the test, you have to talk on your own for about two minutes. You will be given a card with a question on it which you must answer. There are some ideas on the card that you can use if you want to. You can also add your own ideas.**
- **You mustn't interrupt the other candidate while she/he is speaking, but you should listen carefully. You will be asked a follow-up question after she/he finishes talking.**
- **After you and the other candidate(s) have finished your long turns, the examiner will start a discussion based on the topic of the long turns.**

TIPS

- After the examiner gives you your card, you have about ten seconds before you have to start speaking. Use this time to organise your thoughts and think about what you are going to say.
- Remember that the ideas on the card are there to help you, but you don't have to use them if you don't want to. In class, you might like to practise answering exam-style questions without any prompts so that you get used to coming up with your own ideas.
- It's also a good idea to practise talking for two minutes so that you get a feel of what it is like to talk for this period of time.
- Don't forget that there aren't any right or wrong answers to the questions. What you are expected to do is to show how you can use language to express opinions and then justify and support them. Also, in the discussion, you can show the examiner that you can exchange ideas and express disagreement and agreement.

Getting ready

1 **Each of the questions below is of the kind you might be given in Part 3 of the speaking test. For each question, think of three prompts which could be included on the card in the exam.**

1 What can people with busy schedules do to fit daily exercise into their routine?
2 What qualities does a good teacher have?
3 Are we too dependent on technology these days?
4 What steps can city planners take to improve the quality of life in cities?

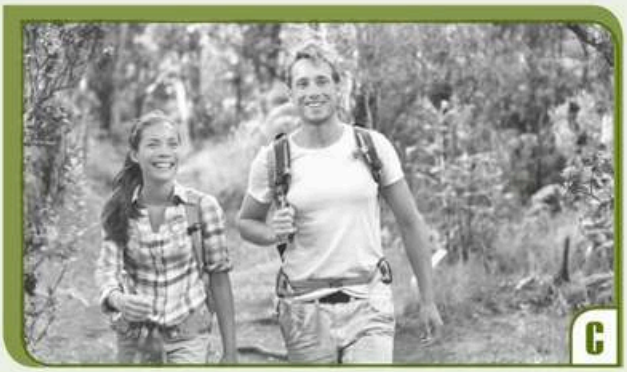
Exam Practice: There is a complete practice speaking test at the end of this section (page 58).

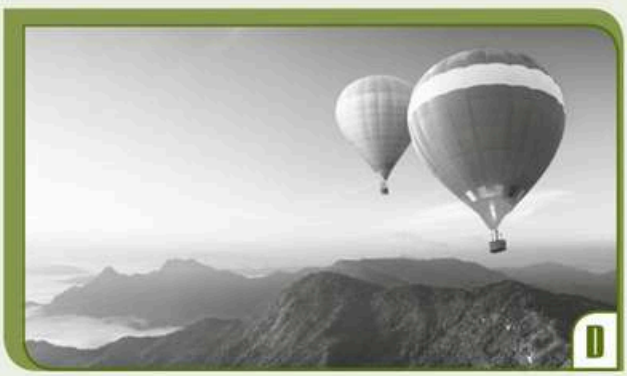
Part 2

Magazine article – People on the move











Part 3

Student A's card

What makes a good colleague?

- personality traits
- talent
- attitude to job

Student B's card

Which is more satisfying, achieving something on your own or achieving a joint goal with others?

- at work
- in sports or other competitive hobbies
- at different stages in life

PRACTICE TEST 1

1 Reading and Use of English: Part 1

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

Example:

0 A consists **(B)** involves **C** comprises **D** applies

0	A	B	C	D

Frescoes

Fresco painting is the age-old technique which (**0**) _ _ _ painting on damp plaster walls. It is known to have been used to decorate homes for at least 5,000 years and has probably existed in one form or another for (**1**) _ _ _ longer. Its very nature makes it (**2**) _ _ _ for adorning large surfaces, which explains its ubiquity in churches and government buildings. (**3**) _ _ _ oil paintings, which are glossy and reflect light, making it difficult to view them from certain angles, frescoes have a pleasing matt finish. As fresco plaster bleaches relatively easily, artists do not use as wide a range of pigments as in other types of painting, sticking mainly to pale earth (**4**) _ _ _.

Fresco painting is considered to have reached its (**5**) _ _ _ in Italy during the Renaissance, with Michelangelo being perhaps the most famous artist to (**6**) _ _ _ this technique. A great many churches in Europe (**7**) _ _ _ wonderful frescoes, while more recently celebrated artists such as the renowned Mexican muralist Diego Rivera have used the technique to great (**8**) _ _ _ .

1	**A** greatly	**B** noticeably	**C** perceptibly	**D** considerably
2	**A** ideal	**B** pertinent	**C** relevant	**D** absolute
3	**A** On the contrary	**B** Unlike	**C** Conversely	**D** In reverse
4	**A** tones	**B** tints	**C** shades	**D** hues
5	**A** summit	**B** crest	**C** height	**D** top
6	**A** operate	**B** enlist	**C** engage	**D** employ
7	**A** demonstrate	**B** boost	**C** expose	**D** boast
8	**A** result	**B** success	**C** effect	**D** reaction

Reading and Use of English: Part 2

For questions 9 – 16, read the text below and think of the word which best fits each space. Use only one word in each space. There is an example at the beginning (0). Write your answers IN CAPITAL LETTERS.

Example: **0** R E C E N T

Police and Body-cams

In (**0**) _ _ *RECENT* _ _ _ years, CCTV cameras have become ubiquitous in some countries such as Britain, (**9**) _ _ _ _ _ _ _ _ _ _ _ inside public buildings and on the streets. Their presence does seem to have (**10**) _ _ _ _ _ _ _ _ _ _ _ a modest effect on crime reduction and, despite some people's concerns about privacy, the cameras appear to be here to stay.

Cameras have also been installed in most police cars in Britain, and the next trend concerning cameras and (**11**) _ _ _ _ _ _ _ _ _ _ _ enforcement appears to be body-cams for police officers. Pilot schemes to test these cameras are already (**12**) _ _ _ _ _ _ _ _ _ _ _ way in some parts of the US and use of the cameras is likely to become more widespread in the near future.



These cameras are worn whenever officers are (**13**) _ _ _ _ _ _ _ _ _ _ _ duty, and the aim is to benefit civilians and officers alike. In the event of an officer witnessing an incident, the devices may provide valuable evidence. What is (**14**) _ _ _ _ _ _ _ _ _ _ _, the camera records the behaviour of the officer and anyone he or she interacts (**15**) _ _ _ _ _ _ _ _ _ _ _. This (**16**) _ _ _ _ _ _ _ _ _ _ _ only ensures the accountability and professional standards of police officers, but can also defend them against any unfounded accusations of wrongdoing.

1 Reading and Use of English: Part 3

For questions 17 – 24, read the text below. Use the word given in capitals at the end of some of the lines to form a word that fits in the space in the same line. There is an example at the beginning (0). Write your answers IN CAPITAL LETTERS.

Example: 0 E M B E D D E D

Mosquitoes

The remains of ancient insects found (**0**) ____*EMBEDDED*____ in amber indicate **BED**

that mosquitoes have been in (**17**) _____ in much the same form **EXIST**

for tens of millions of years.

Of the 3,500 different species of mosquito some are harmless and a few carry out activities that are (**18**) _____ for humans, but for the most **BENEFIT**

part they are feared and (**19**) _____ pests due to the role they play in **WANT**

the (**20**) _____ of disease. Some types of female mosquito feed on **TRANSMIT**

the blood of humans and animals and, in the process, can pass on various viruses or parasites to their victims.

Mosquito-borne diseases kill millions of people annually. (**21**) _____, **THERE**

tackling this problem is clearly of paramount importance. Attempting to

(**22**) _____ the amount of standing water in an area can help, **MINIMUM**

although even the stagnant water found in holes in tree trunks or plant pots

provides a more than (**23**) _____ breeding ground for the insects. **SATISFY**

Another approach that has proved to be (**24**) _____ effective in parts **REMARK**

of Africa is for people to sleep under nets impregnated with insecticide, and so providing such nets has become a priority for many charities.

Reading and Use of English: Part 4

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

Example:

0 They weren't calmly discussing the issue; it was more of an argument.

DISCUSSION

It wasn't so _____ an argument that they were having.

Example: **0** MUCH A CALM DISCUSSION OF THE ISSUE AS

---

25 Amanda is the most devious person I've ever met.

COME

I've yet _____ than Amanda.

26 I'd certainly report that unstable structure to the local authorities.

HESITATION

I _____ that unstable structure to the local authorities.

27 In order for us to finish the project on time, Robin will have to work as hard as the rest of us.

WEIGHT

Robin will have _____ are to finish the project on time.

28 I don't think the teacher should have criticised one particular student.

SINGLED

I don't think one particular student _____ by the teacher.

29 Erica and her sister look very much alike.

STRIKING

Erica bears _____ her sister.

30 Whatever the circumstances, this prisoner must always be guarded.

IS

Under _____ left unguarded.

1 Reading and Use of English: Part 5

You are going to read an extract from a novel. For questions 31 – 36, choose the answer (A, B, C or D) which you think fits best according to the text.

A Matter Of Principle

It wasn't that Bill was averse to making a bit of money on the side – after all, everyone likes to treat themselves to something special from time to time – but he drew the line at certain activities.

"Go on mate!" said Marina. "What can go wrong?"

"You've got no idea, have you?" thought Bill to himself, a response that he wasn't going to express out loud, being well aware of the futility of such comments as far as Marina was concerned.

Impetuous, and as single-mindedly determined as she always was, Marina pushed on with her onslaught, convinced that, even if Bill were slow to catch on, the voice of reason would, eventually, break through. Then, even someone like Bill, who clearly couldn't be trusted to recognise a golden opportunity when it was staring him in the face would finally see the light. Oblivious to any shortcomings in her persuasive powers, Marina pressed on: "Just say the word, and we can get the ball rolling."

Bill decided that the best course of action for the time being would be to avoid commenting one way or the other. Marina could make as many assumptions as she liked, but if Bill kept his thoughts to himself, it would probably be safer than saying anything that Marina could subsequently latch on to and interpret in whatever way suited her best. Bill understood that Marina, seeing an opportunity for lining her own pockets, was intent on recruiting him as an accomplice. That would increase her chances of getting away with what would, after all, be a serious violation of trust, if not actually a crime. He already had a pretty clear idea of how the conversation would go if he actually expressed his misgivings to Marina.

Bill was aware that Marina had formed a firm impression of their boss, Mr Portly, as an incorrigible exploiter, willing to take advantage of anyone he happened to come across. The antiques business was, after all, a tricky sea to navigate. However, a good haul could be made by those who had the experience and knowledge of a master mariner, so to speak. Mr Portly was just such a man and he also had a first-rate network of contacts, carefully cultivated over the decades. This did not, though, in Bill's opinion, justify the course of action that Marina was contemplating.

What made this whole business more complicated was Marina's apparent belief that she and Bill were friends as well as workmates. This was understandable, Bill realised, when he stopped to think about it. After all, who had actually shown him the ropes when he first came to work here? At that point, Marina had only been there for ten months herself, but she had taken her role as Bill's mentor in the world of antique selling very seriously.

Now, Bill could see, he would somehow have to get Marina to change her mind, with subtle hints and manipulation. He would plant the seeds of doubt in her mind in such a way as to make her convince herself that this about-turn was both the smart move and a conclusion that she had reached on her own. In this way, the whole thing might be forgotten with Mr Portly remaining none the wiser. Bill knew that achieving this was going to be anything but straightforward. Marina had a number of faults, but she certainly wasn't stupid and Bill knew he would have to tread carefully.

Nevertheless, Bill knew he had to try. After all, he knew something that Marina was almost certainly unaware of. Bill had been orphaned at the age of six, and it had been Mr Portly, a distant relative of Bill's, who had taken the young boy under his wing. Okay, the man might have a reputation for shady business practices, but Bill knew that their boss was always very careful to remain on the right side of the line dividing the illegal from the legitimate. More importantly to Bill, even if few other people ever saw it, Bill knew that Mr Portly possessed a genuine streak of compassion and generosity.

31 The first paragraph implies that Bill doesn't want to go along with Marina's plan because

A he never enjoys taking risks.

B he isn't sure about what the consequences would be.

C he has moral objections to the plan.

D he thinks the plan is unlikely to make them any money.

32 Marina apparently believes that Bill

A has his own plan, which he is keeping secret.

B will, sooner or later, agree to help her.

C doesn't understand that she wants his help.

D is not someone that she can rely on.

33 Why does Bill choose to remain silent?

A He worries that whatever he says may be misconstrued.

B He is still undecided on whether to take part.

C He finds it difficult to put his feelings into words.

D He believes that Marina already knows what he is thinking.

34 The writer uses the phrase "master mariner" to

A express criticism of Mr Portly's business practices.

B indicate that Mr Portly is an experienced navigator.

C suggest that Mr Portly would be better suited to another line of work.

D demonstrate that Mr Portly knows his business well.

35 Bill hopes he can get Marina to see things from his point of view

A by demonstrating his intelligence to her.

B by getting advice from Mr Portly.

C by appealing to her spirit of friendship.

D without her realising that this is his aim.

36 In the last paragraph, we learn that Mr Portly

A isn't concerned about breaking the law.

B has some characteristics that most people do not know about.

C has avoided some punishment that he deserved.

D would like to be remembered for his good deeds.

1 Reading and Use of English: Part 6

You are going to read a story. Seven paragraphs have been removed from the story. Choose from the paragraphs A – H the one which fits each gap (37 – 43). There is one extra paragraph which you do not need to use.

An Indian Adventure

A recent month-long trip to India proved to be a real eye-opening experience for me. I went with a childhood friend of Indian origin, and her father, who had grown up near Mumbai. When the call came one afternoon, announcing their intention of returning to India after 30 years and inviting me to join them, I didn't hesitate for a second; I'd been waiting half my life for this opportunity.

37 _____

Having spent a good part of my teenage years amongst the Indian families of my two best friends, I had an image of that ancient land which differed greatly from the one of these pessimists and doubters. To me, India was not a tragic place, but an exotic, magical, mysterious one, teeming with quirky and vengeful gods, beautiful princess-like women, and pleasingly unfamiliar traditions.

38 _____

The initial shock quickly wore off and it soon became clear that the reality of India conformed to neither my own pre-trip images of it nor those of my parents, but was rather a rich, startling, challenging blend of the two. It did not disappoint, but it is a land of great extremes.

39 _____

But the wonders are equally incredible: ubiquitous outdoor markets overflow with produce the likes of which you've never seen; sweet, delicate flavours hide in hideous fruits; restaurants abound with an endless variety of delicious savoury dishes; the scent of herbs and flowers fills the air; women of all shapes and sizes are radiant in brightly coloured saris; fabrics of all the colours of the rainbow hang outside shops; scary, grimacing faces adorn coconuts and ward off evil spirits; enormous temples with intricate decorations are carved out of the rock... the list goes on and on.

40 _____

Of course, this is part of what makes for a great trip – the learning which comes from exciting and challenging experiences, acquiring new information and making observations about what you've seen. But this type of learning forms only one part of what you discover when you're on a trip. Inevitably, travellers have to process data regarding other matters as well, such as those concerning their companions or, worse, themselves.

41 _____

Her dad, however, was an unexpected delight. Evidently, a childhood of trips with my own short-tempered father had given me the impression that travel inevitably made fathers irritable and hard to please, which was clearly not the case. My friend's dad's gentle patience and tolerance greatly enhanced our trip.

42 _____

And so it was. Just as the driver hadn't seen the great grey beast, so things which had shocked and astounded me early in the trip had no real effect on me by the end of it. The begging and starving children barely registered, the stench of the city streets no longer made me retch, the sight of skeletal animals didn't move me to tears any more.

43 _____

Countless times since my return, I have been asked whether I would ever go back to India and, of course, I would. But I know that it would be like reading an extraordinary novel; you can read it again, but the exhilaration you experience as the plot unfolds and the characters evolve and develop can never be repeated in quite the same way.

A And so off I went, despite the ominous warnings and concerns of those around me, armed with a guidebook, some Hindi cassettes and several volumes of history and literature under my belt. As I took in the smell of burning rubbish and the sight of row upon row of sleeping bodies on the pavements on the drive into Mumbai from the airport, I wondered whether I would leave India as enamoured with it as I had been when I arrived.

B If it sounds like every minute in India is one in which you are tempted, tantalised, stimulated and challenged, it is because that is the truth. It requires every ounce of energy and attention to deal with the sensory stimuli which constantly bombard you – the honking horns, thronging crowds, careering rickshaws, suffocating smog, reeking gutters. And although making sense of it all is a round-the-clock proposition, the prospect of blinking and missing one split second of it is equally daunting, because everything somehow seems like something that can't be missed.

C But there were still other lessons to be learnt. Once, driving along a narrow, bumpy highway in an old jeep, we passed a man riding an elephant. I was amazed: was this simply a means of transport in rural India? 'What was that man doing with the elephant?' I asked the driver. 'What elephant?' was his reply. This brings me to the alarming thing I found out about myself, or perhaps about human beings, in general: the truth of Dostoevsky's famous adage, 'man is a scoundrel; he can get used to anything.'

D A few of my friends and relatives expressed apprehension at my decision, especially after news of political instability and border skirmishes in India hit the headlines. Efforts to convince me not to go reached a peak as the list of inoculations needed to guard against a dazzling array of diseases grew ever longer. My worried parents headed the team of opponents – unsurprisingly, given their press-inspired vision of India as an impoverished nation ravaged by internal conflict.

E Fortunately, I am already well aware of many of my own shortcomings. I can't say I found out anything unpalatable or even surprising about my friend either. We've been fellow travellers on a couple of trips and on the road of life for a long time now, and she was just the cautiously eager and reliable person I've always known her to be.

F One of the most insightful travel writers of this century wrote that to see poverty in India is to see merely what's obvious, and both this and its implications are equally true. There is blinding, indescribable poverty: people live in the streets, picking food from the piles of rubbish, drinking water from the shallow, muddy rivers. Naked children with distended stomachs beg relentlessly, disturbingly, while mothers wash shabby clothes outside tin huts, scrubbing them against the dirt road, hanging them to dry on the overflowing rubbish bins. Diseases long-forgotten in the West cripple young and old alike, despite desperate door-to-door vaccination schemes.

G And elephants weren't the only animals we had seen on the streets, either. Cows were everywhere and, though they seemed peaceful, they could be vicious for no apparent reason; I'd been head-butted by two cows for nothing more than walking by them. Camels were also common in some parts, though they didn't meander in and out of shops and lie down to rest in the middle of the street.

H I suppose this tendency to become accustomed to the truly appalling is both a stroke of luck for the human race, as well as being a serious shortcoming. In the context of India and the rest of the developing world, it is quite a worrying talent, for there are such a lot of upsetting things to get used to, and succeeding in this only makes it more likely that things there will never change. On the other hand, for a relatively powerless individual such as myself, it may be the only way to cope.

1 Reading and Use of English: Part 7

You are going to read an article about classical music training in impoverished communities. For questions 44 – 53 choose from the sections (A – E). The sections may be chosen more than once.

In which section are the following mentioned?

our tendency to overlook reports painting a more balanced picture of life in the slums **44** ☐

the pervasiveness of a particular genre of music in South American slums **45** ☐

the indifference some prosperous people display towards the less fortunate **46** ☐

an example of someone with humble roots who achieved great success **47** ☐

the fact that we should feel revulsion at our current failure to make abject poverty a thing of the past **48** ☐

the fact that music doesn't need to sound perfect in order to have benefits **49** ☐

a group of musicians who use unconventional instruments **50** ☐

the fact that residents of the poorest areas have little chance of improving their lot in life **51** ☐

a method of tackling social problems that spread from South America to other parts of the world **52** ☐

the tendency of people who are unfamiliar with a place to imagine that life there is better than it is in reality **53** ☐

Finding Music Where You Least Expect It

A I remember gazing out the window of the bus as it weaved its way through the streets of Rio de Janeiro and catching a glimpse every now and then of the foot of a towering hill at the end of a side street just off the main bus route. I saw lush vegetation creeping all the way down and around the city's high-rises, and nestled amidst this tropical jungle, scaling the hillsides, Rio's notorious *favelas*, or slums. Many of those I had met in the relatively wealthy areas of the city seemed uninterested in or even dismissive of the problems faced by the inhabitants of the *favelas*. Couldn't they see that their apathetic urban core was being encroached upon, inch by inch by twin forces: the jungle and poverty?

B Rio is not alone in this, although its *favelas* are perhaps among the best known examples of the ignominious realities of poverty around the world. Many, if not all, Latin American mega-cities are surrounded by these sprawling shanty towns built with little more than salvaged tin, scrap wood and sheets of corrugated iron. And in these settlements, steeped in squalor and infested with crime, the poor are, for the most part, trapped, left to fend for themselves with very few opportunities to escape to a better future for themselves or their children. Though known by different names across the continent (*favelas*, *barrios*, *villas miserias*, *bañados*, or *cerros*), all share some common characteristics, and outsiders inevitably tend to focus on the more obvious and less palatable ones, such as the grip of drugs and crime on these communities. Accounts of the vibrant cultures they foster in the face of the most abject conditions, cultures to which music, for instance, is central, often fall through the cracks. The average European may be dimly aware of the sound of salsa which provides a constant backing track to life in the *barrio*. Imagine his surprise, however, if he were to hear not salsa, but a few bars of Beethoven instead.

C Since the mid-1970s, when Venezuelan orchestra conductor, pianist, social activist and politician José Antonio Abreu founded the country's National System of Youth and Children's Orchestras, known today simply as El Sistema, many South American slums have become an unlikely hothouse for classical music talent. A tradition has developed, recently exported to the USA and Europe, of using classical music education to battle the effects of poverty. Both Abreu and star conductor Gustavo Dudamel, himself a product of El Sistema and now music director of the prestigious Los Angeles Philharmonic, perceive music as a "social saviour". It is worth noting that "Play and Fight!" was El Sistema's early slogan. More than two million children have tried fighting poverty-induced despair and resignation through classical music training with El Sistema, and many of them have gone on to create a better life for themselves.

D There is, however, an even more impressive example of how classical music has been used as a social remedy: opening up new possibilities and transforming lives by granting them a modicum of beauty. The Cateura landfill, on the outskirts of Asunción, in Paraguay, is a potential source of income (albeit a pathetically small income) for the inhabitants of the surrounding *bañados*, who scrape a living by working in the landfill, picking through the rubbish for any reusable items or materials which they can sell. Thanks to the vision of a landfill technician and conductor, and the craftsmanship of a local carpenter, Cateura is now known for its symphony orchestra, granted one that uses cellos made from oil drums and violins made from discarded oven trays. The Recycled Orchestra of Cateura consists of 30 schoolchildren who play their classical repertoire on these instruments made from repurposed rubbish and, although their music may lack the rich tones of, say, their more conventional Venezuelan counterpart, it illustrates beautifully how harmony and meaning is a matter of choice, not circumstance.

E For a tourist on a bus ride across any Latin American metropolis, living conditions in the slums can be shocking and, it is true that we should be appalled by the persistence of such abject poverty in this day and age. Nevertheless, without falling into the other trap that tourists are susceptible to – that of romanticising life in the colourful barrio – it is worth bearing in mind the stories of these improbable symphony orchestras. They certainly made my vision of life in the poorest neighbourhoods a little richer, more nuanced and, for this, more realistic.



1 Writing: Part 1

1 **Read the two texts below.**

Write an essay summarising and evaluating the key points from both texts. Use your own words throughout as far as possible, and include your own ideas in your answer.

Write your answer in 240 – 280 words.

Telecommuting: an efficient working practice?

Telecommuting, the practice that allows employees to work from home on a regular basis is growing in popularity. Some employers are keen on the savings on overheads that telecommuting provides: less office space is needed and there are associated cuts in heating and lighting costs. Employees, too, save on the expense and time required for commuting. However, employers need to be satisfied with the amount of work getting done and its quality, while employees may feel isolated from colleagues and distracted by calls on their time arising from family or other domestic issues.

Global business enhanced through teleconferencing

Nowadays it is not only the largest multinationals that use teleconferencing. Advances in technology mean that it is relatively straightforward and inexpensive for organisations of all sizes to reap the benefits of these meetings conducted online through video and audio links. They can slash travel costs and enable colleagues who work in different parts of the country, or indeed the globe, to hold meetings and reach decisions without wasting time on travelling. While some people maintain that it is harder to forge relationships in a 'virtual meeting' than it is face-to-face, teleconferencing seems to be winning fans from all sectors of the world of commerce.

Write your **essay**.

Writing: Part 2

Write an answer to one of the questions 2 – 4 in this part. Write your answer in 280 – 320 words.

2 The principal of your college has announced that a new language will be added to the curriculum. The language will be either Latin or Spanish. Write to the principal, giving your opinion on the decision to require all students to learn another language, say which language should be chosen and discuss the benefits young people get from learning a foreign language.

Write your **letter**. You do not need to write any postal addresses.

3 You work for your local council. There is a plan to build a large shopping centre near your home. Your manager has asked you to write a report on shopping and young people in your area. Say which shops are popular with young people, discuss whether young people would like the new shopping centre, and say whether or not you think it should be built.

Write your **report**.

4 A popular magazine has asked readers to send in articles with the title 'Was I Really Like That?' In your article you should describe the ways in which you have changed over the last five years. Explain whether you think these changes are for the better and say whether you think you have changed more or less over this time period than the other people of your age that you know.

Write your **article**.

1 Listening: Part 1

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 will hear part of a radio discussion about a project to preserve an old building.

1 What is Julie's main reason for appearing on the show?

- **A** to explain what the aims of the project are
- **B** to ask listeners for financial contributions
- **C** to appeal for volunteers

2 What is the presenter's opinion of the project?

- **A** He doubts that its aims are feasible.
- **B** He thinks it is a waste of money.
- **C** He is impressed by what Julie has achieved.

Extract Two

You hear a clinical professor of medicine talking about organ donation.

3 What does she say is regrettable?

- **A** There is a shortfall of organ donors.
- **B** Advances in medicine have not made organ transplants easier to perform.
- **C** Very few transplant recipients make a full recovery.

4 The professor believes that

- **A** most people are unwilling to become organ donors.
- **B** heightened awareness could improve the situation.
- **C** people are reluctant to discuss organ donation.

Extract Three

You hear part of an interview with a film critic discussing a new film.

5 How does the critic feel about Rigby's latest film?

- **A** It will probably get a positive critical reception.
- **B** It is an improvement over his previous work.
- **C** He may have made it with the intention of impressing other directors.

6 The critic thinks that the director should

- **A** get help to improve the standard of the writing of his films.
- **B** go back to making films like the ones he used to make.
- **C** pay more attention to what critics have been telling him.

Listening: Part 2

You will hear part of a radio programme about diet.
For questions 7 – 15, complete the sentences with a word or short phrase.

It isn't clear to the speaker whether people should take _____ 7 .

The Harvard study focused on the _____ 8 of a large number of middle-aged men.

Tomatoes are rich in a particular antioxidant which might have some kind of _____ 9 .

People's _____ 10 may be extended by eating foods popular in the Mediterranean region.

Dr Keys did research into the _____ 11 of heart disease.

Dr Keys found that American men in their early fifties were much more likely to suffer from heart disease than their peers in _____ 12 .

Olive oil, like other unsaturated fats, seems to provide real _____ 13 .

It is important to look at the whole diet and lifestyle associated with it rather than seek a _____ 14 .

It may be the relaxed _____ 15 of life, rather than the diet, that keeps people in the Mediterranean region so healthy.

1 Listening: Part 3

You will hear a discussion in which two historians, Claire Dickson and Eric Wilde, talk about their work in television.

For questions 16 – 20, choose the answer (A, B, C or D) which fits best according to what you hear.

---

16 Professionally, Claire got a lot of pleasure from

- **A** being in charge of work related to her studies.
- **B** working with some famous actors.
- **C** being given the opportunity to appear on TV.
- **D** cooperating with her new colleagues.

17 How did Eric feel when he and Claire were put forward for the job?

- **A** He felt that chance had presented them with a good opportunity.
- **B** He was disappointed not to be working with his professor.
- **C** He was nervous about working with a well known producer.
- **D** He was surprised that both of them were offered work.

18 Eric implies that useful historic information can often be found in

- **A** personal accounts of major social events.
- **B** financial records of household spending.
- **C** letters written by businesspeople.
- **D** texts written by historians in that period.

19 What point does Eric make about academic life?

- **A** It requires more dedication than their TV work.
- **B** It lacks some of the demands of working life.
- **C** It has similar challenges to commercial work.
- **D** It demands more attention to detail than other work.

20 What do Claire and Eric imply about their future TV work?

- **A** They would prefer to work with a different producer in the future.
- **B** They plan to produce their own historical drama.
- **C** They are confident it will become a full-time job for them.
- **D** They are looking forward to working on some documentaries.

Listening: Part 4

You will hear five short extracts in which different people are talking about something they regret.

Task One

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

Task Two

For questions 26 – 30, choose from the list (A – H) what each speaker regrets.

You will hear the recording twice. While you listen, you must complete both tasks.

A travelled by train
B hired a car
C turned down a job
D bought a printer
E invested money
F walked home
G purchased a mobile phone
H got stranded

Speaker 1 21
Speaker 2 22
Speaker 3 23
Speaker 4 24
Speaker 5 25

A failing to attend an important meeting
B ignoring a friend's advice
C not following his/her instincts
D being mean with money
E being tricked
F missing the weather forecast
G not taking supplies
H being stubborn

Speaker 1 26
Speaker 2 27
Speaker 3 28
Speaker 4 29
Speaker 5 30

1 Speaking

Part 2

Photo exhibition – Getting older









Part 3

Student A's card

What responsibilities does a teenager have?

- to school and teachers
- to family members
- to the local community

Student B's card

What are the most important obligations a high school has to its students?

- quality of teaching and facilities
- physical and mental well-being of students
- preparation for higher education/work

PRACTICE TEST 2

2 Reading and Use of English: Part 1

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

Example:

0 (A) **skies** **B** **heaven** **C** **upward** **D** **space**

0	A	B	C	D

The Sky's the Limit with Podcars

The escalating problem of congestion and pollution in cities has aerospace engineers and inventors looking to the (**0**) _ _ _ for the answer. Thankfully, the goal of a safe, quiet, environmentally-friendly form of public transport seems to be (**1**) _ _ _ in the not too (**2**) _ _ _ future. Now, after being (**3**) _ _ _ to the test for over a year at one terminal at Heathrow Airport, driverless podcars are officially in operation. These small automated passenger vehicles operate on a network of (**4**) _ _ _ built pathways transporting passengers between the business car park and the main building.

(**5**) _ _ _, proposals are being discussed to suspend similar podcars from a network of elevated tracks high above busy streets in several cities. Designed to glide swiftly through the air, (**6**) _ _ _ up passengers at a host of 'portal' stops built on top of buildings, these levitating pods may one day allow commuters to (**7**) _ _ _ away with train schedules and avoid congested streets by calling for a taxi pod in (**8**) _ _ _.

1	**A** portable	**B** workable	**C** profitable	**D** attainable
2	**A** remote	**B** distant	**C** bygone	**D** vague
3	**A** ran	**B** rode	**C** brought	**D** put
4	**A** specially	**B** mainly	**C** notably	**D** primarily
5	**A** Materially	**B** Particularly	**C** Furthermore	**D** Nonetheless
6	**A** dropping	**B** collecting	**C** taking	**D** picking
7	**A** do	**B** get	**C** make	**D** go
8	**A** progress	**B** advance	**C** front	**D** ahead

Reading and Use of English: Part 2

For questions 9 – 16, read the text below and think of the word which best fits each space. Use only one word in each space. There is an example at the beginning (0). Write your answers IN CAPITAL LETTERS.

Example: **0** T O

Man Ray: *Painting with Light*

Man Ray (1890-1976), born Emmanuel Radnitzky (**0**) _____TO_____ Russian immigrants who had settled in the USA, was a widely celebrated and groundbreaking visual artist. His work is often said to (**9**) _____ embodied the radical spirit of early twentieth-century art.

(**10**) _____ known for his photography, his "painting with light", as he called it, Ray was nonetheless a highly versatile artist. He experimented with film and sculpture, and despite the fame that his photography brought him, he considered himself (**11**) _____ and foremost to be a painter.

Ray was loosely linked to the Dadaist and Surrealist movements, but he had his (**12**) _____ unique style. His work could be poignant, but often it also showed off his irreverence and (**13**) _____ of humour. He was always willing to challenge authority and the accepted way of doing things, and this attitude extended (**14**) _____ his art, allowing him to develop or refine a number of different techniques. Ray's innovative spirit is just one of the (**15**) _____ why he remains such an influential figure well (**16**) _____ the 21st century.



2 Reading and Use of English: Part 3

For questions 17 – 24, read the text below. Use the word given in capitals at the end of some of the lines to form a word that fits in the space in the same line. There is an example at the beginning (0). Write your answers IN CAPITAL LETTERS.

Example: 0 I N D E P E N D E N T

The Art Of Cliff Diving

Legend has it that King Kahekili, the last (**0**) ___*INDEPENDENT*___ ruler of Maui, **DEPENDENT**
in Hawaii, would challenge his warriors to prove their (**17**) _____ **DIE**
loyalty to him by diving from a towering cliff into the ocean below.

These days, cliff diving is a highly (**18**) _____ sport. It features **COMPETE**
(**19**) _____ renowned athletes from around the globe and cliff **NATION**
diving competitions are regularly held in (**20**) _____ beautiful **BREATH**
locations.

In these competitions, the divers attempt to outdo one another by
performing dives of incredible (**21**) _____. They plunge from **COMPLEX**
(**22**) _____ of up to 28 metres into waters that might be a mere **HIGH**
5 metres deep. In the three seconds it takes before a diver slams into the water,
he has to impress the judges with an (**23**) _____ combination **ACROBAT**
of twists and somersaults, while plummeting downwards at a speed in excess of
85 km per hour. It's clear that the best cliff divers need to display great athleticism
and (**24**) _____. **FEAR**

Reading and Use of English: Part 4

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

Example:

0 They weren't calmly discussing the issue; it was more of an argument.

DISCUSSION

It wasn't so _____ an argument that they were having.

Example: **0** MUCH A CALM DISCUSSION OF THE ISSUE AS

---

25 Jack knows nothing about raising children.

FAINTEST

Jack hasn't _____ up children.

26 Kevin must accept that he isn't going to take part in the show.

TERMS

Kevin has _____ fact that he won't be taking part in the show.

27 There's no way that Sue is going to resign at the end of the month.

INTENTION

Sue has absolutely _____ in her resignation at the end of the month.

28 You don't have to participate in the activity if you don't want to.

OBLIGATION

You _____ part in the activity if you don't want to.

29 Perhaps you will remember something if you look at these photos.

JOG

It's possible that _____ memory.

30 They will reimburse your expenses as long as you have still got the receipts.

PROVIDED

Your expenses will _____ away the receipts.

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

Living in the Land of Cherry Blossoms

Sakura Allen talks about growing up in Japan, a place she considers her homeland.

People still ask me where I'm from, even today. It used to bother me, but I'm used to it now. It's just one of those things you have to put up with. I get why people assume that I'm not Japanese, of course: I've always taken after my father in looks. When people find out where I was actually born, they become even more intrigued. You see, my mother gave birth to me on an international flight just before landing on the runway at Tokyo airport. That might have caused a bureaucratic headache, since my father is American, but fortunately I automatically received Japanese citizenship due to my mother's nationality.

As a young girl, I never questioned my identity, nor can I remember ever being made to feel like an outsider. I grew up in a bilingual household and was very close to my relatives on my mum's side of the family. I watched Japanese cartoons and listened to pop music on the local radio station. Although my father insisted I attend the Hokkaido International School, an American institute here in Sapporo, I also had extra Japanese lessons every Saturday until I was twelve and, if I ever thought about it, I considered myself Japanese through and through.

I was in my early teens when I began to wonder whether I was in fact half-Japanese after hearing that children who have a non-Japanese parent are called 'Hafu', a term derived from the English word 'half'. I asked my mother several times during those years about my half-Japanese status and she would always answer, "You're not half anything, you're a whole person." This answer always struck me as less than satisfactory, but if Mum didn't want to discuss the issue, I knew I wouldn't get anywhere by pushing her. Still, the feeling of uncertainty stayed with me, although I kept it to myself for the most part.

Despite these doubts, it was always my view that Sapporo, on the northern Japanese island of Hokkaido was my permanent family home. My father sometimes took us along on his business trips to the USA, and we visited Washington for family celebrations throughout my childhood. We always had a great time, but I never imagined relocating. Eventually I left Sapporo to go and study in Tokyo, but leaving Japan altogether is still not an option that holds any attraction for me.

I still visit family and friends in Sapporo on a regular basis, and every time I'm there this beautiful large city evokes plenty of fond memories from my past. The earliest of these is of going with my grandfather to watch Consadole Sapporo, our local football team, play in a weekend match. The cheers of the crowd when Consadole scored the winning goal are still fresh in my mind. Other recollections have blurred together somewhat. Family traditions were very important to my mum, and we tended to do some things over and over again. For instance, she always took me to the annual snow festival in February to see the hundreds of snow statues and ice sculptures on display. Then, usually in late April or early May, she liked to take me for a weekend trip to the picturesque town of Kakunodate. When we were there, we would walk along the Hinokinai riverbank and have a picnic under the cherry trees when they were in full bloom. Mum loved their heavy sweet scent, and I'm sure that's why she chose the name 'Sakura', which means cherry blossom in Japanese, for me.

Surprisingly, my father has never taken offence that I feel far more Japanese than American. I'm sure he realises that it makes sense given my upbringing. Despite his occasional efforts to help me understand and appreciate the way of life in the States, the cultural differences are just too huge. I vaguely remember him trying to get me to memorise a list of the US presidents when I was around five, but he didn't seem too put out when I quickly gave up. He must have realised how irrelevant such information was likely to be to my life in Sapporo. I don't think I was really conscious of it at the time but, looking back, it's sad to recall that he was absent from a lot of my early childhood.

Overall, I am very proud of my Japanese heritage, and I don't feel like I missed out on a lot by not spending more time in America. I'm no longer struggling with issues of identity as I did when I was a teen. Japan is my home, and I have a content and comfortable life here. My unusual family background has its benefits too. Being bilingual, for example, has certainly allowed me to progress more quickly in my career. Answering the occasional nosy question from someone who wonders why someone who looks vaguely foreign seems so Japanese in other ways is a small price to pay for that.

31 In the first paragraph, the writer says that

A it was difficult for her to become a Japanese national because of where she was born.

B her father looks more typically Japanese than she does.

C when they see her for the first time, some people don't think that she is Japanese.

D her parents had to complete a lot of paperwork in Japan because her father was American.

32 What does the writer say about her early childhood?

A In Japan, she always found it difficult to fit in.

B Her parents had very different ideas about how she should be educated.

C As a young child, she never had any doubts about her ethnic heritage.

D Some people treated her badly because of her background.

33 What does the writer suggest about her mother in the third paragraph?

A She could be stubborn about some things.

B It was easy for the writer to manipulate her.

C She spent a lot of time reassuring the writer.

D She found the term 'hafu' somewhat confusing.

34 The writer mentions going to a football match because

A it was something she did regularly when she was younger.

B she is proud of Sapporo's team.

C it is something she has only ever done in Sapporo.

D she still recalls the event clearly.

35 The writer says that, compared to her mother, her father was

A more traditional in his values.

B more interested in teaching the writer about the world.

C not present a great deal of time.

D extremely strict.

36 On the whole, the writer appears to be

A upset about the way her parents raised her.

B happy and to have accepted who she is.

C angry and disappointed about how people treat her.

D embarrassed about how she acted when she was a teenager.

2 Reading and Use of English: Part 6

You are going to read an extract from an autobiography. Seven paragraphs have been removed from the extract. Choose from the paragraphs A – H the one which fits each gap (37 – 43). There is one extra paragraph which you do not need to use.

A Fresh Start

Back when I was eighteen, I thought it was about time I figured out what I should be doing with my life (although now, many years later, I still haven't quite got there). In order to do this, I went to live with my older brother Brandon in Clarksville, Tennessee. This medium-sized American town is near the larger, better-known city of Nashville in the same state.

37 _____

Over the next few weeks, I came up with and then quickly rejected all sorts of crazy plans. Should I get a job in a holiday resort in Southern Europe, go to India to find myself or hike across South America? Finally my parents, who must have been growing exasperated at having to listen to my increasingly wild and impractical plans, reminded me that Brandon was currently trying his hand in America.

38 _____

This was some time ago, of course, when obtaining a US work permit wasn't easy, but it was a walk in the park compared to the hoops you have to jump through to get a 'green card' today. A few background checks and a letter of recommendation from my brother and his employer were all I needed.

39 _____

Finally, the day of my departure arrived. With two thousand pounds in my pocket and a sense of youthful adventure I was on my way to gain glory, or something like it, in the American south. I remember the trip seemed interminably long and intensely uncomfortable. In a way, though, this seemed fitting. I was on an adventure and things weren't supposed to be too easy. I had packed everything I had thought I needed to last me until I got myself settled and earned my first pay cheque, and after that I was free to take things as they came. As far as I was concerned, I didn't have a thing to worry about.

40 _____

The first red flag which should have tipped me off that things weren't quite what I had been led to believe was my brother's pickup truck. After a lengthy queue to get through customs, I collected my luggage, and went to find my brother. It had been more than a year since we'd seen each other, and he gave me a really warm welcome before leading me outside. That's when I saw his dusty, decrepit old truck. It should have been obvious to me that this wasn't the kind of vehicle owned by a successful young businessman, but I honestly didn't think anything of it at the time. I just excitedly jumped in and waited for the next part of my adventure to begin.

41 _____

The resilience of youth is a remarkable thing. I don't know how I would deal with a setback like that today, but back then I just took it in my stride. A few days later, I found an opening in a book store and a week after that a coffee house had a vacancy, so I was surviving on two part-time jobs.

42 _____

Despite it all though, I had a great time and I was making a decent living. Also, my relationship with my brother was better than it had ever been before. It had been strained after the bombshell he'd dropped on my arrival, but we soon got over that, and found that we really enjoyed one another's company.

43 _____

For his part, I think Brandon saw that I had grown up a lot in the time that he'd been in the States. In Clarksville he got used to treating me as a peer and, by the time I finally said my farewells two years later, it was clear that he saw me more as an equal than as an annoying younger brother. I'm still very grateful to him for making the whole experience possible. Who knows how my life would have turned out if I had stayed in England instead of taking a chance and heading out into the wider world?

A In a foreign country, with no one else we could really count on, we only had each other. Overcoming various obstacles together made us much closer than we had been when we were kids, and since then Brandon has always been the first person I've turned to when I've got myself into trouble.

B Brandon had assured me that he was living the American dream. He said he had a fantastic apartment and a well-paid job, and that once I was in Clarksville, he would talk to his boss about securing a position in the company for me. I was a little naïve, to say the least, and it hadn't occurred to me that this story might be too good to be true.

C Having a relative on the ground, who could provide me with bed and board, made my plans for an overseas quest for enlightenment much more feasible. I agreed to talk to my brother to see if he would put me up for a while, and when he said he'd be happy to, I started making the practical arrangements.

D I found that the Americans are a hard-working people for whom I have a lot of respect. Dealing with American customers, however, is another story entirely. If working in customer service in England was bad, the experience in the States was so much worse. Some days it seemed that nothing I did was good enough, fast enough or friendly enough for them.

E There wasn't much I could do about any of it. I really felt quite alone and depressed for a very long time, but I found out what I was capable of in the end. I am just glad I had a good support group around me when I needed them. Otherwise, I don't know where I would have ended up.

F It didn't take too much longer for reality to set in though. Brandon's apartment was just as ramshackle and old as his truck, and he had to admit to me that rather than being a high-flying executive, he was actually working as a waiter in a cheap diner. He hadn't got a job waiting for me and, moreover, since his housemate had just moved out, he was expecting me to pull my weight and pay half of the rent.

G Unsurprisingly, there wasn't much a teenager could find to do in a place like that but, as it turned out, it was an experience I would certainly grow from. I had been contemplating doing something different with my life for some time, but what finally pushed me into making the move was breaking up with a girl I had been dating for some time. It was an unfortunate situation to be sure, but rather than wallowing in self-pity, it pushed me into action. I decided I needed to start again somewhere new.

H Of course, I still had to pay for my plane tickets and some spending money would be required when I first arrived in Tennessee. So, even after I sorted out all of the paperwork, I was stuck in the UK for a few more months, working in a café and saving as much of my meagre wages and tips as I could.

2 Reading and Use of English: Part 7

You are going to read an article about whether a university degree is essential preparation for starting a rewarding career. For questions 44 – 53, choose from the people (A – D). The people may be chosen more than once.

Which person gives each of these opinions about education?

Luck can play a significant role in personal success. 44 ☐

Learning to see things through other people's eyes can be valuable. 45 ☐

It's important to find a balance between theoretical and practical training. 46 ☐

Early failures needn't mean that you can't succeed. 47 ☐

Confidence in yourself can play a big role in personal success. 48 ☐

It isn't essential to be promoted through the hierarchy of an organisation in order to achieve success. 49 ☐

It can be surprising which jobs a degree is necessary for. 50 ☐

Graduates should have learnt the art of writing a good report. 51 ☐

Some employers value graduates irrespective of what their degree is in. 52 ☐

Some people succeed due to their ability to identify and cultivate useful contacts. 53 ☐

Is a university degree an essential requirement for starting a rewarding career?



A Mark

Although there is quite a lot of guided learning while you are at university, the element of individual research and initiative increases as you progress towards earning your degree. A university education helps students to polish their writing skills, thus enabling them to arrange, evaluate and summarise relevant material, argue and justify points, and reach a conclusion. Another, and possibly even more important, part of the university experience is meeting people from all sorts of different backgrounds, hearing their opinions and discussing the relative merits of your different points of view. To my mind, this experience is invaluable preparation for success in any career. It is for this reason that many employers are happy to take on a graduate regardless of what they actually studied for their degree. Such employers appreciate the fact that the candidate has demonstrated the effort and discipline to successfully graduate. Though you may not consider it essential to have been awarded a degree in order to go on to a rewarding career, it is certainly highly desirable.



B Vince

It is important to remember that not everybody's definition of achievement is tied to the number of rungs on the corporate ladder that they have managed to scale. Many highly desirable careers, in the arts, for example, require very little in the way of a record of academic achievement. What counts is to make your mark and thus have your talents recognised by the people who matter. Lots of people are talented, but being self-assured can give you the edge on others. The same principle may apply in the arena of entrepreneurship. Of course, a degree in business studies won't harm you, but many successful entrepreneurs have an innate aptitude for making good deals. To some extent, it is a person's character and personality that seals their success. Such people are positive, optimistic and highly skilled at networking. The fact that some of them may have failed to shine in secondary school is irrelevant.



C Fay

Nowadays, some fields of science are so advanced that even a postgraduate degree may not be enough for you to get your foot in the door of your chosen career. Occasionally, however, it is possible for the unthinkable to happen, enabling someone with a poor start in academic terms to find an unseen route to a successful career. My best friend, Susanna, is a classic example of what I mean. After an unpromising and fairly miserable time at school, she more or less had to quit before the end of her final school year. Her mother, however, managed to find her an apprenticeship in a new industry. This was when the Siftex Company started manufacturing the Siftex, which was the result of a completely new technological breakthrough. From then on, there was no looking back for Susanna. She's had a great career, working all over the world, and she has been the company's senior troubleshooter for the last decade. And just think – she was told that she would never have got her apprenticeship if she'd waited until the end of the academic year!



D Connor

Medicine, law, engineering, biotechnology – these are all fields where you need a good degree in order to get your first job. Imagine, you even have to go to university in order to become a nurse in some countries! Getting a degree would appear to be an essential stage in nearly anyone's education if they want to do something more rewarding than manual labour or assembly line work. One great aspect of this type of education is that, for a lot of careers, you need to complement the academic side with a generous share of work experience. This is why there is very close cooperation nowadays between businesses and universities. You can learn lots of theory at university, but nothing in lectures can take the place of hands-on learning. For this reason, degree courses with sandwich years for the non-academic side are becoming more the norm.

2 Writing: Part 1

1 **Read the two texts below.**

Write an essay summarising and evaluating the key points from both texts. Use your own words throughout as far as possible, and include your own ideas in your answer.

Write your answer in 240 – 280 words.

The Importance of Conscription

In today's world, where the emphasis is firmly placed on being an 'individual' (some might even say on being self-centred), compulsory military service is often seen as an unnecessary, old-fashioned imposition. What has become of self-sacrifice and patriotism? Every country needs to be able to defend itself, and every citizen is obliged to help. And, if people insist on taking an egocentric view of things, then let them consider this: a year in the armed forces really accelerates personal development. Hardly anyone completes their military service without growing up in a hurry and acquiring a range of important skills.

Pity the Poor Conscript!

Compulsory military service is one of the last remaining relics of our dark shameful past. In years to come, people will look back on the days of conscription and wonder why it took us so long to abolish something that has as one of its primary goals the transformation of independent-minded young people into unthinking robots programmed to obey orders, whatever they may be. They will wonder, too, about the ethical values of a society that forces its citizens to learn how to kill.

Write your **essay**.

Writing: Part 2

Write an answer to one of the questions 2 – 4 in this part. Write your answer in 280 – 320 words.

2 A website about art has asked readers to send in articles with the title 'An Artwork That Inspires Me'. Describe this particular work of art, explain why you are inspired by it and discuss whether you think it has the same effect on other people.

Write your **article**.

3 You recently attended a concert given by a band that you have been a fan of for a long time. You decide to write a review of the concert for your college magazine. You should briefly describe the concert, say what you liked and/or didn't like about it and discuss whether attending the concert would have been a good introduction to the band for someone who knew nothing about them.

Write your **review**.

4 Your English class has been discussing improvements that could be made to the public transport system in your area. Your teacher has asked you to write a report, discussing how popular travelling by public transport is in your area, outlining the strengths and weaknesses of the current system, and making recommendations for improvement.

Write your **report**.

2 Listening: Part 1



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 will hear part of an interview with a doctor.

1 According to the interviewer, there is growing concern about
- **A** the consequences of travelling too frequently.
- **B** the physical effects of long flights.
- **C** the fact that air travellers have less space than ever before.

2 The doctor suggests that airlines
- **A** prefer passengers to remain in their seats.
- **B** are motivated primarily by financial concerns.
- **C** can't provide passengers with sufficient space.

Extract Two

You hear a man talking about his experiences at a fair.

3 How did the man feel about the demonstration?
- **A** He felt very fortunate to have had the opportunity to see it.
- **B** The dyeing process looked very arduous.
- **C** He didn't understand why so many people were watching it.

4 Why did a large number of people leave the fair?
- **A** It was getting late.
- **B** The weather conditions changed.
- **C** Most of the products had been sold.

Extract Three

You hear a swimming coach talking to a boy she is training.

5 The coach's main point is that the boy should
- **A** be trying to go faster.
- **B** always be conscious of his technique.
- **C** spend more time swimming training laps.

6 What advice does she give about breathing?
- **A** Make sure that you stick to a regular rhythm.
- **B** Try not to put your head very low in the water.
- **C** Practise holding your breath.

Listening: Part 2

You will hear part of a radio programme about oceanography.
For questions 7 – 15, complete the sentences with a word or short phrase.

The sea is becoming more polluted as a result of the fact that more and more people are living in _____ 7 .

More than 30% of the world's _____ 8 is extracted from under the oceans.

One reason for the oceans' importance is that they provide us with food that is rich in _____ 9 .

_____ 10 is responsible for the fact that cod and other types of sea life are becoming scarce.

Plankton is important because of the role it plays in the oceans' _____ 11 .

It is the spinning of the Earth that produces the main ocean _____ 12 .

Much of the energy generated by waves currently remains _____ 13 .

Each year, the total amount of fish we take out of the oceans does not weigh as much as the amount of _____ 14 we put into it.

The fact that the world's oceans are getting warmer is a direct threat to _____ 15 .

2 Listening: Part 3

You will hear part of a discussion between two experts, Alan Evans and Clara Walsh, who are talking about the pros and cons of renting or buying your home.

For questions 16 – 20, choose the answer (A, B, C or D) which fits best according to what you hear.

---

16 Alan and Clara agree that the decision to rent or buy

- **A** primarily depends on how long you'll be living somewhere.
- **B** is easier to make if you can be flexible about where you will live.
- **C** won't be the same for everyone.
- **D** is only worth thinking about if you live in certain locations.

17 When talking about where you're going to live, Alan recommends above all

- **A** investigating how well that neighbourhood will live up to your requirements.
- **B** determining how close you'll be to your place of work.
- **C** obtaining various opinions about the area's suitability.
- **D** assessing the likelihood house prices will rise in that neighbourhood.

18 Clara points out that, when you first move to an area, renting accommodation will

- **A** be inconvenient, as you will need to relocate later on.
- **B** be sensible if you don't like making on-the-spot decisions.
- **C** make it easier to decide on the benefits of home ownership.
- **D** allow you more flexibility if you change your mind.

19 Alan points out that a major problem of renting your home is that

- **A** it isn't a long-term investment.
- **B** the property is probably not so secure.
- **C** you spend more on rent than you would on payments on a home loan.
- **D** you can be asked to vacate it without warning.

20 What is the benefit of Clara's idea about regularly increasing your savings before you take out a mortgage?

- **A** It will mean you don't have to take out an insurance policy to cover your loan.
- **B** It means that you will be able to take out a smaller mortgage.
- **C** It will prevent you losing your house if you can't pay off the mortgage.
- **D** It means you will have extra money to help with your regular loan payments.

Listening: Part 4

You will hear five short extracts in which different people are talking about eating out.

Task One

For questions 21 – 25, choose from the list (A – H) what each speaker's profession is.

Task Two

For questions 26 – 30, choose from the list (A – H) the main reason they like a particular establishment.

You will hear the recording twice. While you listen, you must complete both tasks.

A construction worker
B dance teacher
C professional sportsperson
D nurse
E sales representative
F PE teacher
G shopkeeper
H journalist

Speaker 1 ☐ 21
Speaker 2 ☐ 22
Speaker 3 ☐ 23
Speaker 4 ☐ 24
Speaker 5 ☐ 25

A It's a good place to meet people and make friends.
B It's a good place to relax.
C It serves food you can't easily find elsewhere.
D The great food and low prices make it very good value for money.
E The location is very convenient.
F Its atmosphere is very lively and noisy.
G The service is very attentive.
H The portions are generous.

Speaker 1 ☐ 26
Speaker 2 ☐ 27
Speaker 3 ☐ 28
Speaker 4 ☐ 29
Speaker 5 ☐ 30

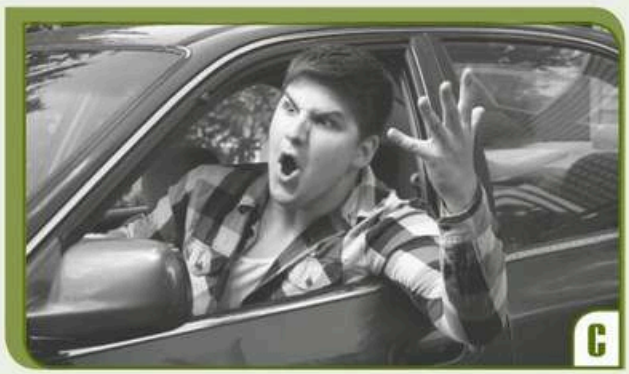
2 Speaking

Part 2

Class discussion – Road safety











Part 3

Student A's card

How can a country benefit from immigration?

- cultural diversity
- variety of skills
- lowers average age of population

Student B's card

Why might you choose to move to a different country?

- employment opportunities
- lifestyle
- a safer environment

PRACTICE TEST 3

3 Reading and Use of English: Part 1

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

Example:

0 (A) mitigated **B appeased** **C soothed** **D eased**

0	A	B	C	D

Iceland

Iceland, a volcanic island situated on the Arctic Circle in the North Atlantic, has a harsh climate, though this is (**0**) _ _ _ to some extent by the warm ocean (**1**) _ _ _ that are part of the Gulf Stream. The first major settlements on the island were built in the 870s AD when Norse settlers arrived from Scandinavia.

Iceland's population has experienced several periods of sharp (**2**) _ _ _ over the centuries. At various times, epidemics of the bubonic plague (commonly (**3**) _ _ _ to as the Black Death) and smallpox (**4**) _ _ _ out large swathes of the population. Then, in the late 18th century, a massive volcanic (**5**) _ _ _ killed more than half of the island's livestock, and the resulting famine (**6**) _ _ _ the death of about a quarter of Iceland's residents.

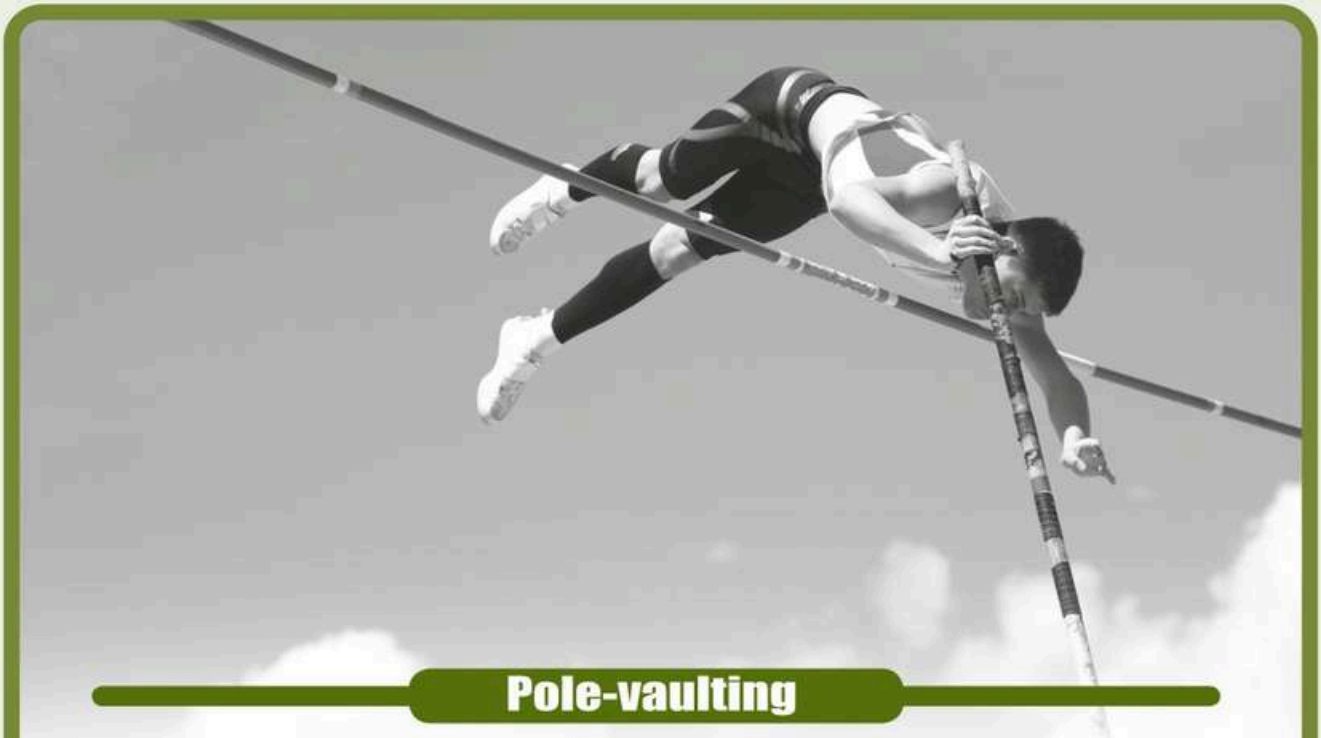
Modern Iceland has a vibrant society, which has boosted its agricultural capabilities by (**7**) _ _ _ the island's geothermal energy. Its scenic beauty, natural geothermal geysers and hot pools and welcoming locals, make Iceland a perfect holiday destination. Little (**8**) _ _ _, then, that tourism also contributes significantly to the Icelandic economy.

1	**A** drifts	**B** tides	**C** currents	**D** flows
2	**A** deterioration	**B** decline	**C** withdrawal	**D** loss
3	**A** cited	**B** remarked	**C** acknowledged	**D** referred
4	**A** cleaned	**B** ripped	**C** cut	**D** wiped
5	**A** eruption	**B** outbreak	**C** explosion	**D** discharge
6	**A** resulted	**B** provoked	**C** induced	**D** caused
7	**A** employing	**B** manipulating	**C** harnessing	**D** applying
8	**A** wonder	**B** confusion	**C** bother	**D** shock

Reading and Use of English: Part 2

For questions 9 – 16, read the text below and think of the word which best fits each space. Use only one word in each space. There is an example at the beginning (0). Write your answers IN CAPITAL LETTERS.

Example: **0** T O



Pole-vaulting

Pole-vaulting is, in some ways, similar (**0**) _____TO_____ the high jump. After (**9**) _____, in both events athletes attempt to jump over a bar. Of course, there is one significant (**10**) _____ between the two: pole-vaulters use a long flexible pole to help them achieve their aim.

It has been claimed that the origins of the sport can be traced (**11**) _____ to the Netherlands or parts of England where there are a lot of canals and rivers. People traditionally used poles in these areas to (**12**) _____ shortcuts by jumping across the waterways. Pole-vaulting competitions have been held in some of these places for centuries although athletes were originally judged (**13**) _____ the distance they could jump rather than the height.

In the (**14**) _____ days of the sport, the poles were made of wood or bamboo. Later, aluminium was used and today's high-tech poles have a complicated fibreglass and metal design, enabling athletes to clear heights (**15**) _____ excess of six metres. While the first pole-vaulters landed on their feet in a pile of sand or sawdust, now special large foam-filled mats are used with a (**16**) _____ to minimising the risk of injuries.

3 Reading and Use of English: Part 3

For questions 17 – 24, read the text below. Use the word given in capitals at the end of some of the lines to form a word that fits in the space in the same line. There is an example at the beginning (0). Write your answers IN CAPITAL LETTERS.

Example: **0** N E R V O U S N E S S

A Fresh Start

It was Amelia's first day at her new job, and she was experiencing the usual feelings of (**0**) ___NERVOUSNESS___ and excitement. In some ways it was (**17**) _____ of her childhood. Her family had moved around a lot when she was young and she had been the new girl in class on what felt like (**18**) _____ occasions. NERVE REMINISCE COUNT

One advantage of her itinerant (**19**) _____ was that Amelia had become an expert at fitting in when she found herself in an unfamiliar situation. Although not the most (**20**) _____ person by nature, she had developed a talent for quickly forming close (**21**) _____ with the people around her. BRING SOCIAL RELATION

That's why Amelia knew she didn't really have anything to worry about. When she was about to (**22**) _____ a new role, she would always feel anxious (**23**) _____, but once she got started and began to (**24**) _____ herself with her colleagues and the demands of her position, she knew that everything would be fine. TAKE BEFORE FAMILIAR

Reading and Use of English: Part 4

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

Example:

0 They weren't calmly discussing the issue; it was more of an argument.

DISCUSSION

It wasn't so _____ an argument that they were having.

Example: **0** MUCH A CALM DISCUSSION OF THE ISSUE AS

---

25 Jerry was operating the machine when the accident took place.

TIME

The machine _____ of the accident.

26 I'm not sure it would be a good idea to trust Jane with the keys.

MISGIVINGS

I _____ Jane with the keys.

27 Katie's less likely to be given a promotion after not completing that project.

DEALT

Katie's failure _____ blow to her chances of getting a promotion.

28 She claimed that what happened was my fault.

RESPONSIBLE

She accused _____ what happened.

29 I hope they'll think of a cheaper solution.

COME

I hope they will be _____ expensive solution.

30 That doesn't explain her sudden departure.

ACCOUNT

That does _____ away so suddenly.

3 Reading and Use of English: Part 5

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

The Far North

The far North seems to have a special fascination for all peoples whose nations encompass northern lands. For Americans, Alaska represents the last frontier and the most forbidding wilderness. Canadians have comparable perceptions about the vast Canadian north, characterised by a similar contradiction – the North is at once a homeland and a distant foreign land. Northern Scandinavia fulfils the same role for Europeans, while for Swedes, the northern part of their country is a place of hopes and dreams.

One of the most interesting things about the far North is that academics do not seem to be able to agree on precisely where it is, something you may have thought was a fairly straightforward issue. But those people studying the North at the various institutes of Northern or Polar or Arctic Regions Studies (who, incidentally, are more numerous than you might imagine) are having quite a tough time of it. The trouble is not, primarily, that they are unable to reach a consensus on its geographical boundaries, although this may be partly true. The real problem is that the North is not simply a place, but also an idea.

Perhaps the most concrete and mercenary idea of the North is as a sort of colony of southern-based national governments. In this view, the northern hinterland is portrayed as a place overflowing with natural resources ripe for exploitation; it is not a place which has any real existence independent of the mother country. This is the concept of the industrialist, whose goals are the promotion of industry, the extraction of raw materials, and the making of money. For decades, these ideas have underpinned the exploitative and destructive activities of governments whose territory includes Arctic regions.

This concept of the North, though slightly outdated now, has always existed in spite of the romantic view of the North as the last bastion of wilderness. In this latter view, the North is a place of extremes: stark, barren land; blinding, never-ending days in summer and endless dark nights in winter; biting winds and subzero temperatures; extraordinary solitude. But even all this is seen as having a breathtaking beauty – the barren land is awe-inspiring; the creatures majestic and resilient; the cold crisp and invigorating; the solitude liberating. The North spells escape, wonder, freedom, and offers us the dream of a chance to assert our very humanity because, in our imagination, it is there that we can be pitted against the elements in an exhilarating us-against-nature struggle. The North challenges our very existence as human beings and, there, surviving is our greatest achievement.

Comprehensive studies of various national literatures reveal that the image of the North as described above is widespread. A prime example of this is the role that Siberia plays in the Russian psyche. As with the other regions mentioned previously, there is a duality in the fictional portrayal of Siberia – for Russians, it is the land of both plenty and of darkness.

And, what of the reality? Outside of fiction, what do those who have had real-life experience of the North say about it? Library shelves and lifestyle magazines are full of factual accounts of life in the North, ranging from nineteenth-century explorers' accounts to interviews with nurses who, enticed by supplementary pay, have gone there to work. Their tales all echo the sentiments expressed in literature: the contrast between the terrible frozen wasteland and the final innocent frontier; the myth of the great escape into the unknown and the venue for the glorious triumph of the human spirit.

Academics are not much different, in the sense that they are equally likely to create subjective definitions of the North. Every researcher is governed by his or her own individual interests and inclinations, and every discipline has its own criteria for defining the far North. When it comes to the North, it seems even scholarly writing is replete with flowery prose and metaphors.

The prevalence of the myth of the North testifies to its necessity. Even as humankind slowly and systematically brings nature under its control in a short-sighted brutish display of strength, people continue to fabricate a dream of untouched wilderness – another final frontier. Those who actually live the dream, the Inuit, have a theory. They believe that all physical beings have a spirit, called inua, and that this spirit characterises its host, but is essentially independent of it. People, animals and even the weather have spirits which live a life apart from the material one. In the light of this conviction, it seems fitting that our image of the far North has a life all of its own, which exists independently of the actual place.

31 What does the first paragraph suggest?

A Each northern country has its own unique view of 'the North'.

B Northern countries are very different to countries in other parts of the world.

C The emotional pull of the North is very widespread.

D It's difficult to explain the north-south divide that exists in many countries.

32 In the second paragraph, the writer

A reveals her disappointment with the contributions of academics.

B offers a possible reason why academics are having difficulty.

C questions the value of trying to define the North.

D expresses surprise that more people aren't studying the far North.

33 The writer implies that she

A shares a view of the North held by many industrialists.

B believes industry is unlikely to be successful in the North.

C thinks the importance of natural resources in the North has been overstated.

D disapproves of the policy of some governments towards the North.

34 The romanticised view of the North described by the writer

A glamorises the hardships of living in the North.

B focuses on what the North was like in the past.

C highlights similarities between the North and other places where life has thrived.

D ignores any difficulties associated with life in the North.

35 Why does the writer mention academic writing?

A to point out a similarity between academics and other writers

B to illustrate a difficulty about studying the North

C to highlight an inaccuracy in the common view of the North

D to express a preference for other kinds of writing

36 In the article, the writer makes it clear that

A she is concerned about the environmental impact of developing the North.

B she is surprised that more fiction set in the North hasn't been written.

C she wants to carry out further research on the North.

D she believes our views of the North are likely to change in the near future.

3 Reading and Use of English: Part 6

You are going to read an extract from a magazine article. Seven paragraphs have been removed from the extract. Choose from the paragraphs A – H the one which fits each gap (37 – 43). There is one extra paragraph which you do not need to use.

Nomads of the Sahara Desert

Photojournalist Kristy Elliot joins a desert tribe to capture their lives on film.

As a nature and landscape photographer, I've travelled all over the world, discovering hidden villages and visiting some of the most isolated places on the map. I've often been referred to as a 'visual storyteller', and that just about sums up how I feel about my line of work.

37 _____

The Tuareg are an ethnic group native to northwest Africa. Many of them still live in the barren regions of the Sahara, one of the harshest environments on Earth. For hundreds of years, they fought bitterly to defend this vast stretch of land, but today they can be found surviving peacefully in small farming communities, having adapted to the extreme weather conditions in the desert.

38 _____

When I arrived by jeep in this desolate region to meet up with the small nomadic tribe with whom I would be living for the next eight weeks, it was still early in the day, but temperatures were already around 35°C. Sunscreen was an absolute necessity, as was a large hat. Five Tuareg men, whose faces were hidden behind blue veils, sat on large camels waiting for me. They enthusiastically greeted me in French, the language we would be communicating in for the most part, although I did manage to pick up a few words of their native language, Tamashek, while I was with them.

39 _____

Approaching the Tuareg campsite, I gave a sigh of relief when I saw it had been pitched close to an oasis. Water is obviously an important commodity for those living in the desert, and it can sometimes take several days to locate water holes and dig the very deep wells required to draw it. Some underground rivers flow out of the mountains and come to the surface in places, but lack of water is a major concern for Sahara dwellers.

40 _____

I immediately started snapping away since I wanted to catch the first expressions on their faces. An elderly woman approached a little apprehensively and handed me a small flask of milk to quench my thirst, and then presented me with a kind of turban which I later found out was called a 'tagelmust'.

41 _____

I was eager to set up my cameras and get more shots of my new home, but the old woman had other plans. She led me into one of the large tents and pointed to the woven mat on the floor, where I gathered she wanted me to sit with her relatives. The tent was decorated with brightly coloured cushions and fabrics with long flowing tassels.

42 _____

The group was keen to describe their way of life to me, and I soon learnt that dromedary camels, which are domesticated and have only one hump, are the Tuareg's most prized possession. Valued for their immense strength and endurance, they carry heavy loads across the desert. The females produce milk, and camel hair is often used in crafts and also to make canvas for tents.

43 _____

So, as soon as I could politely do so, I left to find my guide and my friendly camel. Who would have thought that by the end of the first month, I would not only be sitting on this humped creature for days at a time, but actually taking part in one of the many camel races held in the Sahara?

A Although most people think of the Sahara Desert as a scorching hot oven, the lack of humidity during certain periods of the year can cause night-time temperatures to plunge, often to freezing and below. The climate is dry with little rainfall, and trees and shrubs are a rare sight.

B Apparently, in the desert, a Tuareg is never without this traditional headwear because it provides good protection not only from the sun, but also from the wind, sandstorms and the cold at night. Fierce winds, known locally as a 'simoon' or 'poison wind', can cause dust or sandstorms, as well as soil loss from dry land and damage to crops. I took my turban and a young woman showed me how to put it on. She explained that they come in different colours, each with its own special meaning. Mine, which was pure white, meant respect.

C It would have been easy to sit around for the rest of the day and listen to the family eagerly chat to me about their nomadic lives, but I knew there would be plenty of time for that later, and I wanted to get to work, capturing the blazing landscape with my camera while the sun was still high in the sky. Also, I'd heard that the desert was surprisingly well populated with a variety of creatures and I was looking forward to getting a few close-ups of the local wildlife.

D Tribes flock from all directions to take part in camel races, but wedding ceremonies are also a huge cause for celebration. A Tuareg bride not only receives a dowry from her family, but also a fully equipped tent which she keeps for life, whether she stays married or not.

E Heading off the beaten track and into unfamiliar territory is one of the most rewarding experiences a person can have and, with my camera at the ready, I can't wait to capture real-life drama as it unfolds. For the past two months, I've been travelling through the Sahara Desert and living with the Tuareg people of Algeria.

F Clearly realising it was home, my camel came to a sudden halt and knelt down. Two young children rushed forward to help me dismount and the remaining members of the tribe appeared from the cluster of tents and cone-shaped grass buildings.

G One of my hosts indicated the extra camel they had brought along and helped me to mount it. It was pretty uncomfortable and I didn't feel very confident about staying in the worn leather saddle. Once we set off, I clung on tightly so as not to go tumbling over its head. It felt nothing like being on a horse, where there are stirrups for the rider's feet, and my skin felt irritatingly itchy from all the camel hair. Thankfully, I managed to endure the excruciating ride across the desert on this not so luxurious transport, just grateful that it was only a twenty-minute journey.

H I was brought a steaming hot bowl of thick meat and vegetable soup called 'chorba'. Seeing my reservations about tasting it, the woman pointed to the camel saddle in the corner and shook her head. On seeing my confused look, one of the younger members of the family told me with amusement that she was trying to tell me that it was goat meat, not camel.

3 Reading and Use of English: Part 7

You are going to read a newspaper article about tall ship sailing. For questions 44 – 53, choose from the sections (A – E). The sections may be chosen more than once.

In which section does the writer mention

a regret related to her professional life? 44 ☐

that acquiring certain skills and knowledge cannot be achieved overnight? 45 ☐

that someone on board could always be counted on to be there when you needed them? 46 ☐

that crew members could not be expected to show leniency when it came to how duties were performed? 47 ☐

that tidiness is a necessary consequence of the limited space on board? 48 ☐

that working as a group has a unifying effect? 49 ☐

that the trainees would have to learn some woodworking skills? 50 ☐

a novice being comforted thanks to the advice of experienced crew members? 51 ☐

managing to overcome a fear? 52 ☐

that the trainees would not be working together in one group all of the time? 53 ☐

BACK TO BASICS FOR FUN AT SEA

Journalist Tess Jordan joins the crew of the Windcutter for some tall ship sailing.

A I have always been fascinated by tall ships, with their many imposing masts and sails so reminiscent of times past. Thus, on being given the chance to join the crew for a month-long training voyage on a tall ship, I grabbed it with both hands. At 42, I was one of the oldest of the thirty new crew members, whose average age was 23. Despite our combined lack of maritime experience, we got off to a pleasant, confidence-inducing start organised by Captain Cox and the bosun, Ben Murray. Obviously, being the crew member in charge of the ship's equipment and the deck hands, the bosun would be a constant reassuring presence in our midst. Having assembled on the deck, we were given a friendly pep talk, in which we were briefed about the training we would receive and given a thorough grounding in everything concerning safety on board.

B Captain Cox explained that absolutely everything we did would be part of the learning process. Our names were already on lists for working groups known as 'watches'. Each watch would be on duty for a certain part of the day or night and these would rotate during our time on board so that we would get a taste of working each different shift. Clearly, we would be getting to know the other members of our watch really well. We would also be socialising with the other crew members when participating in different lessons. These included plenty of rope work, sail-repairing and carpentry. We spent the first afternoon getting acquainted with each other, finding our way around and learning the names for everything on the ship, whether it moved or not. We were due to set sail at six in the morning with the high tide. Until then, we hoped the gentle swell in the harbour was helping us to 'find our sea legs'.

C One thing that seemed certain from the outset was that we would have little time for idleness or boredom. On deck, we would be handling lines and sails, keeping lookout and scrubbing the decks. Sailors have to know a little bit about every aspect of life on board, so we all had turns at taking the helm to steer the ship. One activity that I was rather anxious about was climbing aloft in the rigging to trim sails. Fortunately, the harnesses we were equipped with alleviated my concerns somewhat, and in the end, it wasn't nearly as bad as I had anticipated. In the galley we helped the cook prepare meals, did the washing-up and put everything away in its designated place after meals. Space on any ship is at a premium, hence the need for absolute order.

D In parallel to our hard physical work, we received lessons in navigation – not just involving the theory, but with plenty of opportunities to put theory into practice, for example by plotting our position and checking the course we were on. Although much of this is a science, learning about wind directions and speeds and the vagaries of different currents in the sea seemed to be more like an art that must be acquired through long experience. We certainly saw something of the different moods of the weather at sea. Fortunately, everyone had been provided with top quality waterproofs for use on deck. Actually the weather conditions gave us ample opportunity to acclimatise ourselves to the motion of a boat at sea, which can induce dizziness and, in one unfortunate case involving Jack, a member of my watch, a bad bout of seasickness. Luckily, with some tips from the seasoned sailors, Jack learnt to overcome his nausea.

E Ultimately, it turned out to be true that sharing work is a great way of bringing people together as a cohesive unit and of creating friendships. What's more, as we became more adept at our work on the Windcutter, we developed the ability to function efficiently enough without concentrating hard on our tasks, so there was a relaxed atmosphere and a feeling of camaraderie. After all, this was an experience of a lifetime, not a typical nine-to-five job. Of course, we were always aware of the need to do things properly, especially since the experienced crew members weren't going to cut us any slack in terms of the quality of our work. Nevertheless, I was seriously impressed by our teamwork on the Windcutter, and I truly wish my fellow journalists and I could achieve similar standards of work here at the Congress Courier.



3 Writing: Part 1

1 **Read the two texts below.**

Write an essay summarising and evaluating the key points from both texts. Use your own words throughout as far as possible, and include your own ideas in your answer.

Write your answer in 240 – 280 words.

Vegetarianism is the answer

As the problem of feeding the hungry continues to escalate, the issue of vegetarianism is likely to come to the forefront. The expanse of land required as pasture for livestock, or to grow grain to feed those animals is immense. Were the amount of grain that is needed to feed livestock given to humans instead, millions of people, particularly those in developing countries, could avoid starvation. The environmental component of the argument cannot be overlooked either. Raising animals for food leads to far more greenhouse gas emissions and uses far more water than producing the same amount of vegetarian food.

Why stop now?

Evidence has shown that humans have eaten meat for over two million years. It is believed that including nutrient-rich meat in their diet, alongside roots and berries, helped our ancestors develop their large brains and intelligence. Therefore, it can be claimed that it is natural for people to eat meat. I realise that vegetarians are unlikely to be swayed by this argument. Indeed, opinions are firmly entrenched on both sides. While moral, environmental and health claims can be put forward by both camps, at the end of the day, most meat-eaters are simply unwilling to give up what they see as a delicious part of their diet.

Write your **essay**.

Writing: Part 2

Write an answer to one of the questions 2 – 4 in this part. Write your answer in 280 – 320 words.

2 An international research group is studying changing trends in the ways young people spend their free time. You have been asked to write a report for the group about the situation in your country. You should briefly describe two or three of these trends, give reasons to explain them and predict whether they will continue in the future.

Write your **report**.

3 A technology website has asked readers to write reviews of gadgets that they were disappointed with. Write a review of a gadget that you bought recently. Describe the gadget, say why it didn't live up to your expectations and say whether you think other readers of the website might be more satisfied with its performance.

Write your **review**.

4 You have just read an article in your local newspaper about the main environmental problems in your area. Write a letter to the editor of the newspaper including your ideas for how to tackle these problems. You should also discuss some ways in which more local people could be encouraged to help alleviate environmental problems.

Write your **letter**. You do not need to write any postal addresses.

3 Listening: Part 1

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 a woman describing a traditional Scottish event.

1 The woman explains that

A the events of the Highland Games today differ greatly from those of the past.
B originally, the Highland Games were seen as a way of testing military personnel.
C the athletes today take their sport more seriously than in the past.

2 The sword dancing described is a

A very popular attraction at the Games.
B dance involving two men brandishing swords.
C dance with only one or two simple steps.

Extract Two

You hear part of a conversation about boarding schools.

3 Why doesn't the girl approve of boarding schools?

A The school terms are longer than at other schools.
B She's sure children will miss their parents.
C She thinks the school staff members are probably cruel.

4 In the man's opinion, his parents' decision to send him to a boarding school shows they

A wanted the best for him.
B overvalued academic success.
C weren't interested in child-raising.

Extract Three

You hear part of a sports report on the radio.

5 What is true according to the reporter?

A United will probably retain their title.
B City look like staying at the top of the table.
C The two teams have an equal chance of winning the championship.

6 In the second half of the match, Roy Fuller

A played very well.
B was lucky to score the last goal of the match.
C almost cost his side the match.

Listening: Part 2

You will hear part of a talk by a man called Paul West about standing stones.
For questions 7 – 15, complete the sentences with a word or short phrase.

Paul was travelling across a _____ 7 with his family when he first encountered a standing stone.

In the mist, Paul's father realised that sheep had become _____ 8 .

Paul thought the standing stone was _____ 9 than the sheep.

He later discovered that the story about King Arthur was a _____ 10 .

At Stonehenge, druids still carry out _____ 11 today.

Paul thinks it is far more likely that Stonehenge was used as a _____ 12 than as a place where alien spacecraft could land.

It is possible that people in ancient times believed the ley lines which linked stone circles and standing stones had _____ 13 .

There has been speculation that, in the past, stone circles were the site of _____ 14 .

The _____ 15 of the ancient builders were not completely regained even hundreds of years later.

3 Listening: Part 3

You will hear part of a radio interview with Adrian Jones, who has special responsibility for overseas students at the University of Bridgeport.

For questions 16 – 20, choose the answer (A, B, C or D) which fits best according to what you hear.

---

16 According to Adrian, most overseas students

A are on science and engineering postgraduate courses.
B have never studied subjects in the humanities.
C are studying for a business degree.
D did not complete their first degree course.

17 What does Adrian stress about overseas students at the university?

A They all suffer from essentially the same problems.
B The language problems they have are the hardest for them to overcome.
C They are different from each other in many respects.
D They are all from similar social backgrounds.

18 According to Adrian, the most serious problem for the majority of overseas students at Bridgeport is

A learning to work with people from other countries.
B finding a suitable place to live.
C getting to grips with the way things are organised and run in Britain.
D learning the university's rules and regulations.

19 Adrian makes the point that

A most overseas students lack self-confidence.
B in the long term, we've all got to help ourselves.
C it isn't uncommon for somebody's studies to be affected by family problems.
D five overseas students had to leave because they couldn't cope with their coursework.

20 What statement from the interviewer does Adrian disagree with?

A British students pay less to attend the university than foreigners.
B Overseas students can get a place at the university even if they did relatively poorly at school.
C The university would like to increase the number of overseas students.
D Accepting more overseas students may damage the university's reputation.

Listening: Part 4

You will hear five short extracts in which different people are talking about volunteering.

Task One

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

Task Two

For questions 26 – 30, choose from the list (A – H) which benefit of volunteering each speaker mentions.

You will hear the recording twice. While you listen, you must complete both tasks.

A assisted the elderly
B helped to provide a water supply
C helped out in an old people's home
D took care of wounded people
E worked with computers
F transported supplies
G taught a foreign language
H did construction work

Speaker 1 21
Speaker 2 22
Speaker 3 23
Speaker 4 24
Speaker 5 25

A correcting a mistaken idea
B improving language skills
C getting ideas for further reading
D socialising and making friends
E gaining an appreciation of how lucky he/she is
F learning a new skill
G feeling a sense of accomplishment
H making a life-changing decision

Speaker 1 26
Speaker 2 27
Speaker 3 28
Speaker 4 29
Speaker 5 30

3 Speaking

Part 2

Magazine cover – The future of architecture









Part 3

Student A's card

Do you believe that cigarettes and alcohol should be illegal?

- freedom of choice
- health concerns
- effects on others

Student B's card

How have eating habits changed in your country over the last twenty years?

- when and where people have meals
- variety and quality of food
- eating as a social event

PRACTICE TEST 4

4 Reading and Use of English: Part 1

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

Example:

0 A posed **(B)** staged **C** displayed **D** exhibited

0	A	B	C	D

My Introduction to Theatre

My only previous exposure to theatre had been lavish productions (**0**) _ _ _ at large West End venues where no (**1**) _ _ _ had been spared on the sumptuous costumes and scenery. So I was quite (**2**) _ _ _ when I accompanied a friend to a play at her local community centre.

For a start, I hadn't (**3**) _ _ _ for the ugly stark concrete architecture of the centre. My realisation that the stage was simply one corner of an ordinary classroom adorned with nothing more than a few stacks of empty plastic milk crates (**4**) _ _ _ my expectations still further. I was on the (**5**) _ _ _ of walking out when the small cast of scruffily-attired actors appeared. However, it was immediately obvious that these performers had no need of fine costumes and props; they were clearly in their (**6**) _ _ _. I was whisked away on a (**7**) _ _ _ tour of the imagination, with the cast conjuring up a magical fantasy world that (**8**) _ _ _ me simply spellbound and more emotionally involved than I could ever have imagined. What an experience!

1	**A** expense	**B** cost	**C** charge	**D** outlay
2	**A** put out	**B** thrown off	**C** taken aback	**D** set up
3	**A** expected	**B** bargained	**C** assumed	**D** envisaged
4	**A** dampened	**B** deadened	**C** softened	**D** shortened
5	**A** edge	**B** dawn	**C** limit	**D** verge
6	**A** situation	**B** comfort	**C** element	**D** sector
7	**A** whirlwind	**B** cyclone	**C** hurricane	**D** tornado
8	**A** made	**B** turned	**C** put	**D** left

Reading and Use of English: Part 2

For questions 9 – 16, read the text below and think of the word which best fits each space. Use only one word in each space. There is an example at the beginning (0). Write your answers IN CAPITAL LETTERS.

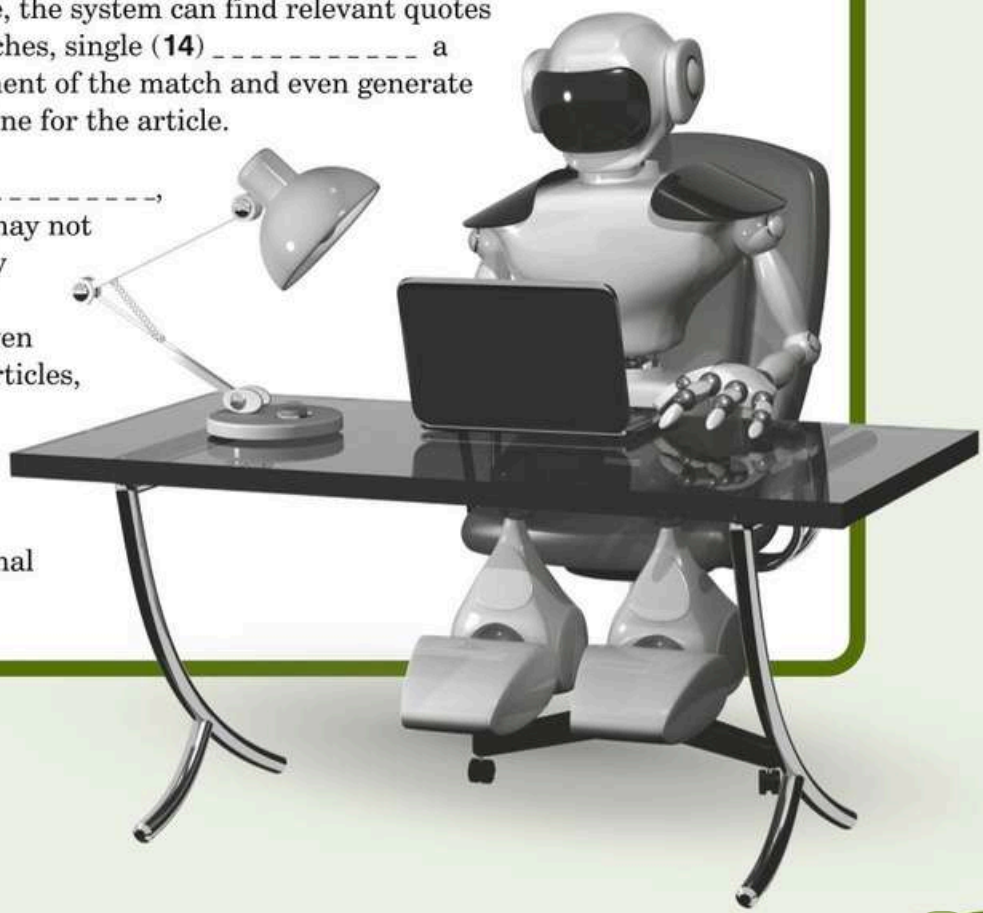
Example: **0** T H E

The Rise of the Robo-journalist

Journalism has undergone some profound changes over the last few decades with (**0**) _____THE_____ advent of digital technology and the growth of online news publications. In fact, some people believe that the very existence of newspapers hangs in the (**9**) _____ and that some media organisations will survive only (**10**) _____ they are able to adapt and make the (**11**) _____ of recent technological developments.

One way in (**12**) _____ this might be possible is for news organisations to use so-called 'robo-journalists'. These are systems devised to collect data, search for key information and then collate it. Algorithms already exist that can, for example, create a report of a football match. In (**13**) _____ to recording the score, the system can find relevant quotes from players and coaches, single (**14**) _____ a photo of the key moment of the match and even generate an appropriate headline for the article.

For the time (**15**) _____, computer programs may not be able to successfully judge a story's newsworthiness or even to produce flawless articles, but it may only be a (**16**) _____ of time before technology can do much of a traditional journalist's job.



4 Reading and Use of English: Part 3

For questions 17 – 24, read the text below. Use the word given in capitals at the end of some of the lines to form a word that fits in the space in the same line. There is an example at the beginning (0). Write your answers IN CAPITAL LETTERS.

Example: 0 I N D I S P E N S A B L E

Why Good Things Happen to Positive Thinkers

There is a large body of evidence that suggests positive thinking is an almost (**0**) *INDISPENSABLE* ingredient when it comes to success. Many scientists are even convinced that optimism constitutes a more important (**17**) _____ of academic achievement than IQ tests. — DISPENSE — PREDICT

Psychologists define optimism not merely as a sunny (**18**) _____ on life, but as a belief in yourself and your ability to (**19**) _____ your goals. One key (**20**) _____ optimists appear to share is the ability to attribute failure (and success, to some extent) to factors outside of themselves. The optimist tends to regard failure as the result of something temporary and changeable, and therefore has the (**21**) _____ to focus on trying again while avoiding making the same mistakes as in the past. — LOOK — REAL — CHARACTER — INCLINE

Conversely, a pessimist may blame himself for his failure. He doubts his own (**22**) _____ and may conclude that he is incapable of accomplishing a given task. This becomes a self-fulfilling prophecy, making it more difficult for pessimists to (**23**) _____ the setbacks they encounter. Obviously this has significant (**24**) _____ for our chances of success in all areas of life. — RESOURCE — COME — IMPLY

Reading and Use of English: Part 4

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

Example:

0 They weren't calmly discussing the issue; it was more of an argument.

DISCUSSION

It wasn't so _____ an argument that they were having.

Example: **0** MUCH A CALM DISCUSSION OF THE ISSUE AS

---

25 The police started watching the suspect some time ago.

EYE

The police had _____ some time.

26 Based on what Bob said, they don't share many of the same interests.

LITTLE

According _____ common.

27 I was surprised by her comments.

ABACK

I was _____ said.

28 She watches that TV show almost every day.

WITHOUT

Hardly a day _____ that TV show.

29 The teacher became angry because his pupils refused to apologise.

TEMPER

What made the teacher _____ to apologise.

30 Starting my own business was only possible because I got a loan from my father.

BORROWED

Had I _____ would not have been able to start my own business.

4 Reading and Use of English: Part 5

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

Dialogue in the Dark

Almost three decades ago, Andreas Heinecke, a journalist at the time, was asked to design a programme for the rehabilitation of a colleague who had lost his sight in a car accident. The challenge to face his own prejudices about disability and all that he learnt about overcoming hardships from his fellow reporter resulted in Heinecke creating an experience called *Dialogue in the Dark*.

Heinecke developed the *Dialogue in the Dark* idea into an exhibition involving the use of sound and ropes in a dark interior space, which he began exhibiting in the late 1980s in Germany. The exhibition provoked an overwhelming response from the public and, since then, similar exhibitions and business workshops have been organised in 130 cities in 32 countries around the world.

Dialogue in the Dark is an intense experience, capable of inducing a change in perspective. Led by visually-impaired guides, visitors are challenged to explore a world of total darkness. Normal roles are reversed as the sighted are put in a totally unfamiliar situation and have to rely on their guide for orientation.

The experience begins with an introduction to a world without vision. Visitors are handed white canes, instructed in their use, then – with barely a pause – led into the darkness and out of their comfort zone. After a brief period of acclimatisation, the exploration commences. Everyday acts become adventures, as visitors are required to negotiate busy streets and a public park, climb steps and cross a bridge. The situations are simulated, but completely lifelike, provoking an intense feeling of insecurity in many participants. The trained guides, however, are on hand with words of comfort, instruction and encouragement. Some visitors report that their senses of smell, touch and hearing become heightened to compensate for the loss of vision as they gradually become accustomed to the situation.

The experience then becomes more enjoyable. With the help of the cane, the guide and fellow visitors, the environment becomes recognisable, obstacles are overcome, and trust and empathy are established. On being led to a cafı, visitors are given entertaining tasks to accomplish that require collaboration and communication with other participants. The opportunity then given to converse with their guide affords visitors an even deeper insight into visual impairment on a personal level. Visitors re-emerge into the light more aware of their capabilities and with an altered perception of themselves and others.

Besides being educational and entertaining for visitors, *Dialogue in the Dark* is also extremely beneficial for the visually impaired. Throughout the years, thousands of guides and facilitators have been given employment and empowerment, leading to an improvement in their standard of living, as well as in their social standing. Moreover, the general public has become more aware of the requirements of those with special needs, and critically, of their potential and their possible contribution to society.

The benefits of the experience have also extended to other areas of society. After the success of *Dialogue in the Dark*, Heinecke went on to found *Dialogue in Silence* in 1997, and *Dialogue with Time* in 2012. The former raises awareness of the various challenges faced by the hearing impaired, and the latter, of those faced by the elderly. Heinecke's mission is to "facilitate social inclusion of disabled, disadvantaged and elderly people on a global basis". His achievements so far have been recognised with ten international awards.

In 2008, Heinecke founded a company incorporating all of the Dialogue concepts, the Dialogue Social Enterprise, based on social entrepreneurship. In contrast to traditional commercial businesses, which are profit oriented, this form of business, while profit-making, primarily tackles a social or environmental need. This is accomplished by using standard business methods to find solutions to social problems and give a positive return to society. As life expectancies rise, so does the number of people with chronic or age-related disabilities. Dialogue Social Enterprise aims to break down attitude and environmental barriers to overcome the social exclusion of the disadvantaged.

The success of Heinecke's business model is reinforced with each visitor's reaction. Comments from those who have taken part in the experience range from gratitude at having their eyes, heart and mind opened, to declarations of life-altering transformations. It is immensely encouraging that a mere hour of role reversal can have such a drastic effect on a person's awareness of human diversity.

31 The writer suggests that, before Heinecke embarked on the first *Dialogue* project,

A he had some uninformed views about people with disabilities.

B he worked for an organisation that helped visually-impaired people.

C he reported on issues of interest to visually-impaired people.

D a co-worker informed him about an exhibition on a similar theme.

32 What is true about visitors to the *Dialogue in the Dark* exhibition?

A They are required to help blind people overcome the common everyday problems they face.

B Before it begins, they are given plenty of time to get used to not being able to see.

C They inevitably become the recipient of assistance from their guide.

D They are sent out into the city to face the dangers of being blind.

33 In order to complete the tasks set for them, visitors have to

A wait for their other senses to improve.

B work out a new way to communicate with their guide.

C find the café on their own.

D work with one another.

34 In the sixth paragraph, the writer states that

A *Dialogue in the Dark* should do more to help the blind people who work for the exhibition.

B finding employment can enhance a person's position in society.

C for the most part, the public are unsympathetic to people with special needs.

D we need to be aware of the limitations to what visually-impaired people can contribute to society.

35 The writer suggests that he believes

A only profit-making companies can tackle serious social problems.

B it's wrong that Heinecke wants *Dialogue Social Enterprise* to make money.

C the primary goal of social entrepreneurs is different from that of other business people.

D *Dialogue Social Enterprise* has a unique approach to business.

36 The impression given of Heinecke is that he

A regrets focusing on *Dialogue in the Dark* for so long.

B is more comfortable focusing on the business side of *Dialogue Social Enterprise*.

C considers it extremely important to tackle social exclusion.

D believes that the visually impaired are the people most likely to be marginalised by society.

4 Reading and Use of English: Part 6

You are going to read a text from a website. Seven paragraphs have been removed from the text. Choose from the paragraphs A – H the one which fits each gap (37 – 43). There is one extra paragraph which you do not need to use.

W. A. Milroy – An Artist Cut Off In His Prime

Wallace Arthur Milroy was born in 1951 to a middle-class family, the youngest of three children. His early years were idyllic: as the baby of the family, he always got plenty of attention and affection. His father was a somewhat distant figure, usually working long hours attending to his manufacturing business. He had patented a new type of rivet and this was the sole source of income for the family.

37 _____

As he grew older, Wallace realised that his mother cherished the ambition of becoming a published poet – hence the constant jotting down of phrases or expressions she came across that might complete or begin a poem. It was in this kitchen that he first began his artistic endeavours. There was a cake in the oven, and his mother was writing distractedly in her notebook, when he accidentally (or perhaps deliberately in a bid for attention) knocked over a bag of flour. He carefully spread the white powder over the floor and began making patterns, using his index finger.

38 _____

Wallace visited a museum with his father when on holiday at the age of five, and later recalled being mesmerised by a particular object: the beautiful face of a black bull which had also had a practical use. It had been used as a drinking vessel by the ancients.

39 _____

His school career passed in a haze of mediocrity, although he did pass two examinations, in maths and art, despite the fact that the art teacher hated most of his work. To pass exams, Wallace had to curb his own distinctive style and paint as he'd been taught, using perspective and creating more generally accepted works.

40 _____

After graduating, Wallace seemed in no rush to put his obvious artistic talent to use. He decided instead that philosophy was his true calling and horrified his mother when he did nothing but spend his days pontificating on life and the universe, whilst his father threatened to cut him off without a penny unless he made an attempt to find a job.

41 _____

Wallace clearly wasn't cut out for the corporate world, however. His sometimes erratic behaviour and inability to meet deadlines meant that he was given far fewer commissions than might otherwise have been the case, despite the brilliant work he was able to produce on the rare occasions when a project captured his imagination.

42 _____

This inadvertently was to lead to Wallace's big break. One of his friends with whom he had left some paintings threw a party, and a gallery owner discovered one of Wallace's works leaning against a wall in the kitchen.

43 _____

The following five years saw him at his most innovative and prolific; he produced what are now considered to be his masterpieces. Unfortunately, Wallace did not enjoy the acclaim for long. He died in a car accident at the age of 39, a tragic shame, given how much potential he still had to fulfil. Nevertheless, at least Wallace did achieve some success and happiness in the years before he died.

A This combination of form and function was to become a feature of Wallace's own art. When interviewed about his artistic style, Wallace always insisted that he was not particularly innovative – it was just that, in a more utilitarian age, people were used to the concept of WYSIWYG – computer-speak for 'what you see is what you get'.

B Mrs Milroy was not exactly the practical type. Indeed Wallace's early recollections of her were of an affectionate mother who was always pausing what she was doing to write something in a leather-bound notebook, which was perpetually open on the kitchen table. This room was the hub of the family home, the warmest place in the house, where Mrs Milroy practised her favourite recreational pastime, baking.

C The rest is history. Wallace was commissioned to mount an exhibition, a retrospective of his earlier works. It was extremely successful, with critics extravagant in their praise of a new 'young' artist, although by this time Wallace was in his mid-thirties.

D Although claiming that money was unimportant to him, Wallace must have been, on some level at least, a realist. He eventually acquiesced. Through a friend who was rapidly scaling the ladder at an advertising agency, Wallace managed to arrange some freelance work for himself. In return, his father agreed to continue paying the rent on Wallace's flat in the city.

E Compromise never sat well with Wallace and, fortunately for him, the next stage of his education suited him much better. He moved from his northern hometown to the capital to go to art college and in the process gained his first taste of freedom and bright lights. He was in his element, surrounded by artists and wannabes. He produced works that were regarded as astounding, and basked in the praise of his tutors, whilst his friends enjoyed the kudos of his reflected glory. Success seemed guaranteed, but things did not go quite to plan at first.

F Rejections from advertising agencies and galleries made him regret his adolescent response. He was now almost penniless and unable to buy essentials, let alone art supplies, although his rent was paid for. Yet he stubbornly refused to change his attitude, although clearly no one wanted to employ an artist of dubious talent who would be such a headache to deal with on a daily basis.

G Instead of being angry, his mother complimented him on his ingenuity, while gently drawing him away and producing crayons and paper from a barely used kitchen cupboard. In her usual motherly fashion, she cooed over his attempts, which naturally pleased Wallace. But it was his father who recognised his son's talent and began to nurture it.

H During this period, money was always tight for Wallace, but somehow he kept his head above water. Moreover, despite occasional bouts of depression, he started producing his own art again. Indeed, he soon ran out of room in his own modest flat, and started asking friends to look after his canvasses for him.

4 Reading and Use of English: Part 7

You are going to read some reviews of TV programmes. For questions 44 – 53 choose from the sections (A – D). The sections may be chosen more than once.

About which programme does Irene Marshall say the following?

It is now more economical to make than it was in the past. 44 ☐

In this evening's episode, a key character receives less attention than usual. 45 ☐

This show features some preposterous or unusual plotlines. 46 ☐

A famous actress makes a brief appearance in this evening's episode. 47 ☐

She thinks its name is uninspired. 48 ☐

The majority of the performers ought to be replaced. 49 ☐

The themes it explores have universal appeal. 50 ☐

This episode is likely to provoke debate. 51 ☐

Each of its episodes is structured in a similar way. 52 ☐

It has the potential to evolve into a gripping programme. 53 ☐

TV Round-up

Our reviewer, Irene Marshall, takes a look at this evening's TV dramas.

A Mars Mission Zero Channel 4, 11pm

This science-fiction adventure series set in the year 3030 has a modest, but dedicated (some would say rabid) following. When Channel 4 threatened to cancel the show after its first season, it was saved by an internet fan campaign. The programme's production budget was cut, but the resulting reduction in the size of the supporting cast and lessened reliance on special effects actually improved the show, allowing us to spend more time with the main characters and observe the relationships between them develop. After a dip in quality over the last few weeks, tonight's season finale is a triumphant return to form, and tomorrow there will be lots to discuss in the online forums dedicated to the show. On the Sulaco Spacecraft, tension is building as the infighting within the crew comes to a head, and an alien attack appears to be imminent. One of the strengths of *Mars Mission Zero* is that it isn't about superheroes or evil geniuses. Despite the outlandish storylines, the characters are believably human and, in tonight's episode, Rachel Silver gives an amazing performance as the beleaguered Captain Drax.

B Farshore Manor Channel 11, 8pm

Period dramas dealing with the trials and tribulations of aristocrats and the servants they employ have been a staple of TV schedules for years. *Farshore Manor*, set in an English stately home in the years leading up to World War One, could have turned out to be just another in a long line of such programmes. What puts it head and shoulders above the competition, however, is the character of the scheming butler, Jenkins, superbly played by Jason Archer. The contrast between how Jenkins rules the servants' quarters with an iron fist, and the more subtle and devious methods he has to use to get his employers to do what he wants has been a joy to watch. Unfortunately, for most of tonight's episode, Jenkins is sidelined in favour of a silly subplot about a pair of stolen earrings. As usual, the attention paid to the period costumes and other details is admirable, and guest star Carla Banks (better known as the matriarch Susan Stone in the soap opera *Lifeline*) has a memorable cameo as a policeman's wife. On the whole, however, this episode doesn't advance the central storyline much and may leave regular viewers disappointed.

C Cop Show Channel 9, 8pm

This import from the US was a surprise ratings hit when Channel 9 first started broadcasting it two years ago, and since then it has only grown in popularity. Its success was unexpected because, although the rest of the show isn't as lazy and formulaic as its title might suggest, it certainly isn't trying to do anything new with the genre. Just as in countless other police procedural shows, each week a grumpy older detective (here, played by David Hawk) and his two enthusiastic but naove sidekicks (Tom Nixon and Sandra Bell) are confronted with a murder case that has to be neatly wrapped up by the end of the episode. What sets *Cop Show* apart from other similar programmes is the strong performances of the three leads and the smart, witty scripts. In tonight's episode, a professional baseball player is poisoned on the eve of a big game, and the detectives come under pressure from the city's mayor to solve the crime as quickly as possible. If you are one of the few people who hasn't seen *Cop Show* before, this might be a good place to start. Don't expect anything revolutionary, but it's a satisfying murder mystery and the chemistry between the stars leads to some genuinely funny moments.

D Cityscape Channel 3, 9:30pm

It's hardly surprising that the creators of *Cityscape* struggled to get the programme made. A show focusing on local government and urban planning is not the sort of thing that most TV viewers are clamouring for, or that investors want to throw money at. Nevertheless, although this is only the show's third episode, it looks like it is developing into a compelling drama. Set in the fictional city of Draughton, it focuses on a newly-employed city planner, Molly Wright, and her battles with her colleagues, most of whom are corrupt, incompetent or both. Almost anyone who's ever worked in an office will be able to relate to Molly's growing frustration, and the issues raised by the show are relevant to all of us wherever we live or work. If *Cityscape* has a weakness, it's the cast. Using amateur actors in most of the roles adds a sense of realism but, unfortunately, in some scenes the limitations of these cast members are clearly exposed. This is something the programme makers will have to address before the show is likely to attract a large mainstream audience.



4 Writing: Part 1

1 **Read the two texts below.**

Write an essay summarising and evaluating the key points from both texts. Use your own words throughout as far as possible, and include your own ideas in your answer.

Write your answer in 240 – 280 words.

Cities under surveillance

As the number and sophistication of security cameras increases, it is becoming clear just how valuable this technology can be in the fight against crime. The presence of the cameras alone can deter prospective wrongdoers and, if a crime is committed, facial recognition software can help the police identify and track the culprits. Beyond its role in law enforcement, surveillance technology may soon be able to boost safety, for instance, on our cities' streets. Cameras make it easy to monitor traffic flow and for the authorities to take action in the case of an accident or other event.

All eyes are on you!

The primary objection that many civilians have to increased CCTV surveillance is that it is an invasion of our privacy. Should the authorities be able to check up on us everywhere we go? Is it right for them to track the activities of a 'person of interest' even if that person has not committed any crime? Moreover, there is concern about whose hands all of this data might fall into. For the time being, access is limited to law enforcement officers and other officials, but some people fear that large multinational corporations would pay handsomely to know, for example, when and where we do most of our shopping.

Write your **essay**.

Writing: Part 2

Write an answer to one of the questions 2 – 4 in this part. Write your answer in 280 – 320 words.

2 An international magazine that you like is planning to do a feature on local traditions and customs. Write a letter to the editor of the magazine describing a traditional custom from your area. Discuss its significance to local people today and say whether you think this custom will still be followed in twenty years' time.

Write your **letter**. You do not need to write any postal addresses.

3 A website that is popular with young people has asked for articles about readers' experiences of doing volunteer work, and you decide to submit one. In your article, explain what was involved in your role as a volunteer, discuss what you personally got out of the experience and assess the benefits of high schools organising volunteering programmes for their students.

Write your **article**.

4 An ethnic restaurant that recently opened near your college serves food of a cuisine that wasn't previously available in the area. Your college magazine has asked you to write a review of the restaurant. In your review, assess the restaurant's food and atmosphere, say whether you think the restaurant is likely to be a success and discuss the popularity of different cuisines with local people.

Write your **review**.

4 Listening: Part 1

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 a crime scene investigator talking about his job.

1 The speaker stresses that

A most people wouldn't be physically capable of doing his job.
B he has to be very diligent and meticulous when at a crime scene.
C it's impossible to predict what type of evidence he might locate at a certain crime scene.

2 What does he especially enjoy about his profession?

A compiling written reports detailing the evidence retrieved.
B locating knives, revolvers, etc concealed in small spaces.
C convincing others that his interpretation of the evidence is correct.

Extract Two

You hear a man and a woman talking about new cars.

3 Why does the man say they should buy a particular car?

A It is cheaper than a foreign-built car.
B He hasn't seen anything that looked like it before.
C It would help the nation's economy.

4 What does the woman's attitude towards the man's suggestion appear to be?

A enthusiastic
B dismissive
C perplexed

Extract Three

You hear a beekeeper talking about her hobby.

5 When explaining why she took up beekeeping, the woman mentions

A her ignorance regarding the maintenance of honeybee colonies.
B her fondness for spending time outdoors.
C her misapprehension that beekeeping wouldn't require a big time commitment.

6 Why does she mention parasites?

A to explain something she learnt at the Beekeeping Association.
B to emphasise her concerns regarding the honeybees.
C to describe the condition of her beehives.

Listening: Part 2

You will hear part of a radio programme about the writer Germaine Greer.
For questions 7 – 15, complete the sentences with a word or short phrase.

Greer was able to go to a convent school because she had been awarded a _____ 7 .

Even when she was a student, Greer didn't hesitate to question _____ 8 which she disagreed with.

The articles that Greer wrote about rock music have been described as _____ 9 .

Greer travelled widely in order to _____ 10 her first book.

While in Africa and Asia, Greer searched for _____ 11 for a book about art.

Some _____ 12 said that Greer was guilty of being condescending.

Greer's follow-up to *The Female Eunuch*, her first major work, has been described as more _____ 13 than any of her other books.

Fans of Greer think that the fact that her work is based on her own _____ 14 is a positive thing.

The speaker says that Greer made many of her readers evaluate the _____ 15 of their own lives.

4 Listening: Part 3

You will hear part of an interview with Maria Driscoll and Tom Eastman, who recently spent some time in Thailand doing research for a guidebook.

For questions 16 – 20, choose the answer (A, B, C or D) which fits best according to what you hear.

---

16 What does Maria say about going back to Thailand?

- **A** She only went because she was offered a lot of money to do so.
- **B** It reminded her of good times she had had in Thailand in the past.
- **C** She expected her time there to be more like a holiday.
- **D** It was boring because she had seen it all before.

17 The main part of Tom and Maria's assignment was to

- **A** verify practical information.
- **B** provide detailed descriptions of the places they visited.
- **C** compile a list of the sights that are most popular with tourists.
- **D** see how quickly they could complete a tour of the country.

18 Tom and Maria suggest that some people might choose not to visit Thailand because they

- **A** are scared of the animals there.
- **B** think the climate is too hot for them.
- **C** can't get adequate information about the country.
- **D** are worried about becoming ill there.

19 Maria advises visiting Thailand

- **A** during the monsoon season.
- **B** in July or August.
- **C** at Thai New Year.
- **D** early in the year.

20 What does Maria appreciate most about Thailand?

- **A** the cuisine
- **B** the good manners of the people
- **C** the beauty of the language
- **D** the fact that Bangkok isn't like other cities

Listening: Part 4

You will hear five short extracts in which different people are talking about life-changing events.

Task One

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

Task Two

For questions 26 – 30, choose from the list (A – H) how each person felt as a result of their experience.

You will hear the recording twice. While you listen, you must complete both tasks.

A I undertook a challenge with some acquaintances.
B I found the resolve to turn my life around.
C I made the decision to make a fresh start somewhere new.
D I was given the job I had always dreamed of.
E I failed to take proper care in doing something.
F I went on the holiday of a lifetime.
G I made personal sacrifices in order to help someone.
H I received some unexpected good news.

Speaker 1 ☐ 21
Speaker 2 ☐ 22
Speaker 3 ☐ 23
Speaker 4 ☐ 24
Speaker 5 ☐ 25

A furious
B proud and excited
C embarrassed and horrified
D vindicated
E confused
F elated and thankful
G distressed and isolated
H exhausted and worried

Speaker 1 ☐ 26
Speaker 2 ☐ 27
Speaker 3 ☐ 28
Speaker 4 ☐ 29
Speaker 5 ☐ 30

4 Speaking

Part 2

Project – Leadership







Part 3

Student A's card

Why is art important?

- changes perceptions of the world
- improves everyday life
- encourages others to be creative

Student B's card

What can be done to make young people more interested in art?

- art classes at school
- free admission to museums and art galleries
- community events

PRACTICE TEST 5

5 Reading and Use of English: Part 1

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

Example:

0 (A) outward **B** outside **C** outlying **D** outermost

0	A	B	C	D

Starfish

There exists a sea creature whose simple yet beautiful (**0**) _ _ _ appearance is a cause of delight – the starfish. Their name (**1**) _ _ _, starfish are not fish; they are a type of marine invertebrate, found in both shallow and deep waters. Starfish come in all shapes, sizes and colours as there are over 1800 species of them.

For protection, starfish have (**2**) _ _ _ skin and sometimes long sharp spines. They also have radial symmetry, meaning (**3**) _ _ _ arrangement of body parts around a central axis. Although, most commonly, starfish have five arms, there are species with up to forty, and each arm has at its (**4**) _ _ _ an eye spot which can detect light and dark. The starfish also has the ability to (**5**) _ _ _ lost arms, though the process takes approximately a year.

Another interesting, if somewhat (**6**) _ _ _, fact about the starfish is its method of feeding. It takes (**7**) _ _ _ of its prey (often clams, mussels or small fish), slides its stomach out of its mouth, (**8**) _ _ _ its prey outside the body, then slides its stomach back in.

1	**A** opposing	**B** in contrast	**C** notwithstanding	**D** nevertheless
2	**A** soft	**B** leathery	**C** dense	**D** sturdy
3	**A** a constant	**B** a regular	**C** a habitual	**D** an alternating
4	**A** tip	**B** edge	**C** peak	**D** summit
5	**A** renovate	**B** refresh	**C** revive	**D** regenerate
6	**A** off-putting	**B** impolite	**C** daunting	**D** adverse
7	**A** hold	**B** clasp	**C** grip	**D** catch
8	**A** diminishes	**B** compresses	**C** contracts	**D** digests

Reading and Use of English: Part 2

For questions 9 – 16, read the text below and think of the word which best fits each space. Use only one word in each space. There is an example at the beginning (0). Write your answers IN CAPITAL LETTERS.

Example: **0** O N



Just Deserts?

(**0**) _____ON_____ being informed that the peasants had no bread to eat, Marie Antoinette, the French queen, purportedly responded, 'Then let them eat cake.' The story (**9**) _____ be considered apocryphal at best. Indeed, (**10**) _____ exists convincing evidence that the exact same quote had been attributed (**11**) _____ several other French princesses long before Marie Antoinette's time. Nevertheless, the version of the story featuring Marie Antoinette, and thus highlighting her supposed (**12**) _____ of sympathy for her subjects' plight, clearly (**13**) _____ a chord in the common imagination and continues to stain the young queen's reputation to (**14**) _____ day.

Marie Antoinette was certainly a lavish spender who was fatally – some might say criminally – ignorant of the realities of her subjects' lives. However, it's difficult not to feel at least a (**15**) _____ sympathy for the young woman who was delivered to a foreign husband at the age of fifteen, lost her son when he was just seven and had to flee her home on three separate occasions, a murderous mob literally (**16**) _____ her heels, before she was finally sent to the guillotine to be executed in public.

5 Reading and Use of English: Part 3

For questions 17 – 24, read the text below. Use the word given in capitals at the end of some of the lines to form a word that fits in the space in the same line. There is an example at the beginning (0). Write your answers IN CAPITAL LETTERS.

Example: **0** S E C O N D A R Y

How I Cope with Revision

Since exams are part and parcel of life at (**0**) ___*SECONDARY*___ school, doing revision is one of those (**17**) _____ chores that we all have to put up with. **SECOND** **AVOID**

In my first two years at high school, revision meant (**18**) _____ trying to cram enough relevant information into my head on the night before an exam. I soon came to the (**19**) _____, however, that there is an easier, more (**20**) _____ approach. **FRANTIC** **REALISE** **FRUIT**

My secret is (**21**) _____: whenever we cover important new material in class, I (**22**) _____ it in some brief notes that night. I then go over those notes the following day and again at the weekend. Finally, I test myself on the material a few weeks later. I'm often pleasantly surprised by how much I can (**23**) _____ and laying the (**24**) _____ in this way means that I'm much more relaxed and better prepared when exam season comes around. **REPEAT** **SUMMARY** **COLLECT** **GROUND**

Reading and Use of English: Part 4

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

Example:

0 They weren't calmly discussing the issue; it was more of an argument.

DISCUSSION

It wasn't so _____ an argument that they were having.

Example: **0** MUCH A CALM DISCUSSION OF THE ISSUE AS

---

25 When somebody accused Pauline of lying, she was offended.

EXCEPTION

Pauline _____ that she had lied.

26 Do you realise how annoying you're being?

IDEA

Have you _____ are annoying everybody?

27 I thought the men might start fighting over the parking space.

IMPRESSION

I got _____ to blows over the parking space.

28 The boss is very unlikely to come to a decision until the last minute.

PROBABILITY

In _____ mind up until the last minute.

29 I didn't consider asking Mark for help.

OCCURRED

The thought _____ me.

30 He demanded the immediate return of his money.

GIVEN

He insisted _____ away.

5 Reading and Use of English: Part 5

You are going to read an extract from a novel. For questions 31 – 36, choose the answer (A, B, C or D) which you think fits best according to the text.

Looking Back

I stirred the browning pieces of chicken and then sat down at the large wooden table while taking in the sturdy maple cupboards and the old worn armchair tucked away in the corner. Above my head hung rows and rows of cooking utensils, and brightly polished pots and pans were carefully stacked on every worktop. As always, everything had been cleaned meticulously and put back in its designated place after use. Looking back, I remembered that Mum had designed the room herself. Everything was exactly as she thought it should be and it resembled something from an English country house, not unlike the one she had worked in as a young woman. Until fairly recently, it had been a cosy room the family would burst into, clambering over each other to be first to reach the stove and lift the lid off the steaming pot.

Mum had been famous for her cooking skills and for the mountains of food she fed to her relatives and friends. In all honesty, she really had no need to cook such huge amounts day in, day out, but she insisted everything tasted better when eaten with the family and would sit patiently waiting for them to arrive. So, we would visit regularly and gather around this table to be fed, creating a tradition that the old woman greatly appreciated. She had always been generous, wanting everyone to enjoy a hearty meal, but at times, I saw in this tradition a hint of selfishness. We did after all, have our own families and day-to-day lives to attend to, and yet we had to drop everything and come running when she had a big family meal planned.

Lost in thought, I glanced over at the comfortable armchair; her favourite place for a nap. I pictured my own daughter, Steffi, when she was young, standing on a three-legged stool watching her grandmother intently as she made extra-thick bread pudding with apples. Then, as the years went by, Steffi developed an even deeper interest in learning her grandmother's traditional recipes, writing them down in her best handwriting. I smiled as I recalled them both busy in their old-fashioned aprons and covered in flour, separated by more than fifty years in age, but united in their infectious laughter.

I absent-mindedly added water, salt and a cup full of rice to the pot. What a disappointment I must have been: not particularly interested in cooking, and my lack of enthusiasm clearly comes across in the finished product. No one even enjoys my efforts very much because preparing a meal seems like just another routine chore to me. In recent weeks, when I saw that Mum was becoming frail, I made small contributions when visiting. I bought the various groceries from the market and weighed ingredients while she moved less steadily round the kitchen. Now that she's gone, I can see clearly: kitchens tell stories of who we are and, sadly, I won't be able to step into my mother's shoes. Family members will not come together to sample my cooking or linger round the table, unable to tear themselves away.

I stirred the broth again, and took in the countless cookery books lined up on the shelves. The only one I own is somewhere hidden away in the attic. A couple more unwanted gifts had gone out with the rubbish years ago, another clear indication of the differences between us. Yes, she had tried to teach me about the joy of experimenting with various ingredients, but understandably she soon lost patience in the face of my indifference. No wonder she had been so pleased that Steffi felt so much more at home in the kitchen.

Nevertheless, I did gain things of great value in the hours I spent with everyone in Mum's favourite room. First of all, our gatherings round the table helped me to overcome my natural diffidence. I always felt comfortable in their company and was able to be much more forthright about speaking my mind than I was elsewhere. Also, I would listen to various issues being discussed, often impressed by how people with such different personalities could come together to hammer out a solution to a problem facing the family. This wonderful warm kitchen was where I started exploring the minds of others. I'm convinced that this is what led me to my current work as an educational psychologist, helping young people who are experiencing problems in the classroom. I may not be the world's best chef, but I can certainly cook up a great story to help youngsters appreciate their surroundings and overcome what's troubling them.

I turned off the soup knowing full well that it would likely be too salty or too oily, but I didn't really care. My husband was away on business and Steffi, long grown up, had moved to Canada. The only person who would be dining tonight was me and, actually, my food tastes a lot better when there's no one around to criticise it.

31 In the first paragraph, the writer suggests that the room she is in

A is messy and crammed with outdated kitchen equipment.

B was a source of pride for her mother.

C had recently been redecorated.

D is located inside a large house in the country.

32 What does the writer imply about her family's get-togethers?

A She thought it was inconsiderate that no one else ever offered to do the cooking.

B They failed to make up for an underlying mean streak in her mother.

C It was sometimes inconvenient to attend them.

D They were something she avoided whenever possible.

33 The writer stresses that she

A doesn't find cooking to be an enjoyable pastime.

B was surprised by her daughter's attitude towards cooking.

C has always been more self-sufficient than her mother.

D worries about her ability to take care of her family.

34 Why didn't the writer's mother succeed in teaching her to cook?

A Her mother was a very impatient teacher.

B They didn't have any good cookery books.

C The writer had been too busy looking after her own daughter.

D The writer wasn't interested in learning.

35 By spending time in her mother's kitchen, the writer

A learned to be more cautious about expressing her views.

B had the opportunity to analyse people.

C was persuaded to change her career.

D realised her family members were more alike than she had thought.

36 Overall, the writer appears to

A regret not being more like her mother.

B resent what she considers to be her mother's impatience.

C have a lot of fond memories related to her mother's kitchen.

D be very jealous of her mother's skills as a cook.

5 Reading and Use of English: Part 6

You are going to read an extract from a magazine article. Seven paragraphs have been removed from the extract. Choose from the paragraphs A – H the one which fits each gap (37 – 43). There is one extra paragraph which you do not need to use.

Road Trip To Yellowstone

The American term 'road trip' carries with it a wealth of excitement and suspense. Or at least it did for a British girl from a sleepy northern town in England. So, when my expat brother, Brian, announced during my visit to him and his American wife, Kelly, that we'd be travelling from Denver up to Yellowstone National Park, little butterflies began dancing in my stomach.

37 _____

As the green of Denver suburbs changed to the brown of undulating pasture land, Kelly suddenly let out a shout. "Pronghorn!" she cried, pointing at a group of antelope-like animals grazing in the distance. "One, two, three...twelve altogether. Twelve points for me!" Shortly afterwards Brian roared, "BOP!" in reply, "Two of them! Ten points!" indicating a couple of eagles soaring above us in the cloudless sky. The acronym, as I soon discovered, stood for bird of prey. Their game of 'Spot the Wildlife' served two functions: to pass the time and to train the eye for spotting bigger and better game in the National Park.

38 _____

At last, after what was almost an entire day on the road, we approached Yellowstone. The scenery became greener, more vibrant, with towering trees and majestic mountains. Almost immediately we spotted a couple of elk striding through the edge of the trees, their magnificent antlers standing out against the background of the setting sun.

39 _____

Who needs an alarm clock when you've got Brian? He was up before the sun the next day making a hearty breakfast of sausage, gravy and biscuits. Then gathering up hats, water, sunscreen and camera, we set out on our sightseeing extravaganza.

40 _____

Not long after passing a particularly large herd, a peculiar stench filled my nostrils. I realised we'd reached the area with the geysers. As most of Yellowstone is on the site of an ancient caldera, another attraction, apart from the wildlife, is the volcanic activity. Leaving the car for a welcome stretch of the legs, we wandered around the geysers staying, as instructed by the signs, on the boardwalk so as to avoid the spectacular spurts of super-heated water and steam spewing out of them.

41 _____

Another short drive brought us to Old Faithful, Yellowstone's definite crowd-pleaser. Old Faithful is a geyser that erupts regularly. It's not the biggest geyser in the park, nor is it the most regular. What it is, though, is the biggest regular geyser in Yellowstone. Nobody leaves this area disappointed; within a time period of two hours at the most, the geyser will have performed for the waiting crowds. We only had to wait twenty minutes before it shot steam and boiling water fifty or so metres into the air.

42 _____

Brian stopped the truck and we clambered out, taking cameras, camcorders and binoculars with us. Then we watched in awe as a mother grizzly and her cub proceeded to give us a performance worthy of any nature programme. First the bears seemed to play hide-and-seek in the long coarse grass, then they tumbled and romped together. The display culminated with the mother bear tramping into a nearby river to give her cub, and us onlookers, a fishing lesson. Before our eyes, she snatched a large fish out of the water with her paws, with such ease that it was as if the fish had been planted there.

43 _____

I struggled to keep my head above the surface, as I was pulled along past viciously sharp rocks. Eventually I was able to drag myself over to the bank. As I sat gasping for air, I wondered, "Is this an American's idea of fun? What else have I let myself in for?"

A Even more impressive were the hot springs. The micro-organisms which live in and around them produce an amazing range of colours. Turquoise, emerald, gold, crimson; colours you see in photographs and doubt their existence in such surroundings, until you see them with your own eyes.

B It was he who saw the small herd of elk. They were at the water's edge, some gently lapping the clear water, others sniffing the air warily, ready to flee at the first sign of a bear or wolf. What an incredible sight!

C My English eyes are used to seeing small fields of docile Friesian cows. There, we travelled over vast plains where hundreds of wild bison roamed, sometimes standing in the middle of the road forcing drivers to queue patiently, other times graciously allowing them to pass. The damage these beasts can inflict, even on vehicles as large as Brian's is incredible. We drove respectfully past them, avoiding looking them in the eye, as you would with a vicious guard dog.

D The road stretched endlessly before us, cutting as straight as a ruler through the monotonous Wyoming countryside. The animal count kept on rising, but as the time passed my initial excitement began to wear off. This one state was the size of a whole European country! I dozed off, now and again, but whenever I awoke it didn't seem like we had made any progress.

E Each day followed a similar routine – early to bed and early to rise, ready for a never-ending tour of unique sights. Our final day, however, brought the climax we'd been waiting for. As we drove sedately along, eyes peeled for anything interesting, Kelly suddenly squealed and pointed at something moving down the hillside to our right.

F As they shook themselves dry and disappeared into the forest, we decided to copy one of their activities. We loaded our stuff, got back into the truck and Kelly directed us to a certain part of the river. We changed into our swimming costumes, kept our trainers on for a little protection and plunged in. The icy water took my breath away and, before I had time to recover, the underwater current started carrying me downstream.

G On the day of our departure, I got up, bleary-eyed, at 6am, only to discover that Brian was already up and raring to go. In fact, he'd already been out and done some last minute shopping. Little did I know that dawn wake-up calls would be the norm for the next week or so. After a hurried, but substantial breakfast made by Kelly, we hooked up the enormous trailer to Brian's huge, black truck and we were off.

H We still weren't at our final destination, however. We would be driving for at least another hour through the park before we reached our campsite. There, we hooked up the trailer to the electricity supply, took note of the warnings "You are now in bear country," and after lighting the fire in our barbecue pit sat around roasting marshmallows and chatting as darkness fell.

5 Reading and Use of English: Part 7

You are going to read an article about advertising. For questions 44 – 53, choose from the people (A – D). The people may be chosen more than once.

Which person gives each of these opinions about advertising?

Today, advertising is so ubiquitous that it is impossible to escape it. 44 ☐

Thanks to advertising, the quality of goods on the market improves over time. 45 ☐

It is possible that advertising can encourage people to adopt a healthier lifestyle. 46 ☐

It places small businesses at a disadvantage. 47 ☐

It is essential for the survival of many businesses. 48 ☐

It has a damaging impact on the natural world. 49 ☐

Most members of the public aren't fooled by the underhand techniques that advertisers use. 50 ☐

The primary concern of advertisers is to sell more of their clients' products. 51 ☐

The abundance of information given may confuse people. 52 ☐

It aids potential consumers to make an informed decision. 53 ☐

Advertising: something to spread the word about?



A James

However much the public complains about advertising, what is abundantly clear is that it is an economic necessity. Whether we like it or not, we live in a consumer society, which depends on cash circulation. Advertising creates a demand, and this has the effect of encouraging competition amongst companies, thereby leading to progress and product upgrades. The positive role advertising plays is also evident where information is concerned. The consumer is conveniently supplied with any relevant facts and figures about a product they may wish to purchase without having to conduct personal market research. Having this information at their fingertips gives consumers the resources to choose wisely between competing goods. Not only is advertising beneficial to consumers, but it is advantageous, if not crucial, for the existence of a host of companies who rely on advertising to boost sales of their wares.



B Sheila

Every company wants to promote their products to the public. However, advertising can be extremely costly, and this is where the massive multinational companies can get one up on their more modestly-sized competitors. They can afford the best marketing to draw attention to their products and have no qualms about making this investment. This is what has resulted in advertising becoming such a big business and why, for the advertisers, the bottom line is everything. How else can you judge the effectiveness of an ad other than by observing the effect it has on sales? So we should expect advertisers to use every trick in the book to encourage us to reach for our wallets. Nevertheless, consumers shouldn't overlook what we are getting in return for allowing the advertisers to make their pitch to us. After all, how many of the TV shows, magazines and websites that you enjoy could exist at all if they weren't funded by advertising? I say, let the advertisers promise you the world. You don't have to fall for the claims that their product will make you happier, healthier and more productive. Just let the ads wash over you and appreciate what you are getting in return.



C Paul

What bothers me most about modern advertising is that there is no getting away from it. Turn on your TV or computer and you are likely to be bombarded by advertisers trying to give you the hard sell. You have probably also recently received unsolicited phone calls or text messages trying to persuade you to buy something you never knew you needed or wanted. And then, when you head out into the world, practically everywhere you look posters, billboards and neon displays are competing to attract your attention. Apart from this mental pollution, there are very real environmental effects. Just think of the valuable resources such as paper and electricity that advertising consumes. And that is before we even consider the environmental impact of promoting rampant consumerism, where unnecessary objects become must-have status symbols and extravagant spending becomes the norm.



D Alison

I consider the amount of criticism levelled at modern advertising to be somewhat unfair. Without a doubt, the sheer volume of information can baffle rather than enlighten consumers, and there are unscrupulous companies which try to exploit the weaknesses of their prospective customers. However, it's a business, just like any other. The advertiser's job is to persuade people to buy the product and they will try to take advantage of emotion, not reason, or play on feelings of inadequacy, but no one is forced into unnecessary spending. For the most part, savvy consumers are wise to the advertisers' tricks. They understand the nature of the game and are happy to play along. Moreover, the 'ideal' lifestyle promoted in advertisements for a whole range of products revolves around active, fit individuals, and in this regard, at least, it could be argued that adverts might encourage consumers to change their own habits for the better.

5 Writing: Part 1

1 **Read the two texts below.**

Write an essay summarising and evaluating the key points from both texts. Use your own words throughout as far as possible, and include your own ideas in your answer.

Write your answer in 240 – 280 words.

The Importance of Computer Skills

In my opinion, it is vital that high schools devote enough time to teaching computer skills. Moreover, the syllabus to be covered requires careful consideration. After all, there is no point in focusing narrowly on the use of one or two programs which may well become obsolete. Similarly, for the most part, young people can work out how to use an app or piece of equipment for themselves. We need to teach them insights and techniques that aren't covered in the manual – how to use technology creatively, how to assess the reliability of online sources and so on. These are the skills that will benefit them most in later life.

The Value of Computers in the Classroom

Providing students with tablets or laptops to use in the classroom appears to have a number of benefits. As well as honing their computer skills, students have access to information from the internet and can receive instant feedback in the form of automatically marked tests. They can also easily share information and produce attractive pieces of work. Although, some educators are of the opinion that this technology acts as a distraction, as long as the school is willing to meet the costs of providing and maintaining all of this equipment, I think it is a beneficial step to take.

Write your **essay**.

Writing: Part 2

Write an answer to one of the questions 2 – 4 in this part. Write your answer in 280 – 320 words.

2 A film festival was recently held in your town. You have been asked to write a report on the festival for your college website. You should briefly describe the event and identify two or three films which attracted particular attention. You should also evaluate the extent to which such events can attract visitors to the town and boost the local economy.

Write your **report**.

3 You were recently on holiday in the UK. While there, you went on a city tour run by a local travel company. Neither the company's staff nor the trip itself met your expectations. Write a letter to the director of the company explaining your dissatisfaction with aspects of the trip and making recommendations for avoiding similar problems in the future. You should also say what kind of compensation you expect.

Write your **letter**. You do not need to write any postal addresses.

4 In a recent survey recording 'happiness levels' of the general public in different countries, your country was ranked amongst the most unhappy. You have been asked to contribute an article for your school's website, saying whether you think this result is accurate and discussing factors that can contribute towards making an entire people happy or unhappy. You should also recommend measures that might boost the happiness levels of the population.

Write your **article**.

5 Listening: Part 1

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 part of an interview with a parent.

1 Which single consideration seems to have had the biggest impact on the woman's decision?

- **A** the area
- **B** the school uniform
- **C** the school fees

2 In the woman's opinion,

- **A** parents must put their children first.
- **B** everyone has more or less the same opportunities in the end.
- **C** it's not realistic to expect parents to spend a lot of money on school fees.

Extract Two

You will hear part of a radio discussion on animal testing.

3 The man seems to believe that

- **A** testing cosmetics on animals is the only way to ensure they are safe for human use.
- **B** there is no difference, morally speaking, between testing medicines and cosmetics.
- **C** medical products should be tested on animals.

4 The woman's view is that scientists

- **A** are unwilling to consider alternatives to animal testing.
- **B** are capable of finding alternatives to animal testing.
- **C** shouldn't waste their time developing beauty products.

Extract Three

You hear the start of a radio programme about carrots.

5 The presenter suggests that the public's view of the carrot is

- **A** ambivalent.
- **B** that it is mundane.
- **C** that it is fascinating.

6 According to the presenter,

- **A** orange and purple carrots have the same health benefits.
- **B** people have recently produced purple carrots for the first time.
- **C** you can find many different colours of wild carrot.

Listening: Part 2

You will hear a woman called Jane Dyson talking about silk and the Silk Road.

For questions 7 – 15, complete the sentences with a word or short phrase.

In the past, in some places, silk could be used in the place of _____ 7 .

Silkworm caterpillars are given _____ 8 from a particular type of tree to eat.

People who campaign for _____ 9 are strongly opposed to certain aspects of silk-making.

The same basic _____ 10 has been used to make silk for thousands of years.

At one time, relatives of the _____ 11 were the only people who were legally entitled to wear silk clothing.

Attempting to take silkworms out of China could result in someone being given the _____ 12 .

According to one story, members of a religious group hid silkworm eggs in their _____ 13 in order to take them out of the country.

Kublai Kahn demanded less _____ 14 from people who bought and sold goods.

The speaker compares the 'Golden Tablet' to a _____ 15 for important people.

5 Listening: Part 3

You will hear part of a radio programme about education in which two experts, Fred Murray and Mary Wilson, discuss literacy levels.

For questions 16 – 20, choose the answer (A, B, C or D) which fits best according to what you hear.

---

16 Mary says that under the previous government

- **A** official policies weren't being implemented.
- **B** overall, teachers were very demoralised.
- **C** literacy levels were the lowest they had ever been.
- **D** teachers were making a lot of unfair complaints.

17 Fred seems to believe that

- **A** Mary isn't presenting an accurate picture of the situation in primary schools.
- **B** the government's policy will lead to lower adult literacy rates in the future.
- **C** government spending in schools is wasteful.
- **D** not enough emphasis is being put on adult literacy.

18 Why does Fred mention the country's gross domestic product (GDP)?

- **A** He believes that raising adult literacy levels will make the country more prosperous.
- **B** As a result of increasing GDP, adults with literacy problems will be able to find better jobs.
- **C** He wants to prove that the country can afford to spend more on fighting illiteracy.
- **D** He thinks the government is overlooking some important research.

19 What do Mary and Fred agree about?

- **A** It is surprising how many people are taking part in the government's basic literacy programme.
- **B** The government hasn't really started to deal with the problem of illiteracy yet.
- **C** Mary's department is likely to make significant progress in the near future.
- **D** The situation is better now than it was under the last government.

20 Overall, what does Fred's attitude seem to be?

- **A** angry that previous successes aren't being repeated
- **B** understanding of how difficult it is to make progress in this area
- **C** disappointed that the government isn't doing more
- **D** confused about why Mary doesn't see things the way he does

Listening: Part 4

You will hear five short extracts in which different people talk about a sport they enjoy.

Task One

For questions 21 – 25, choose from the list (A – H) what reason each speaker gives for choosing to do their sport.

Task Two

For questions 26 – 30, choose from the list (A – H) which difficulty of doing the sport each speaker has.

You will hear the recording twice. While you listen, you must complete both tasks.

A a recommendation from a relative
B to become more graceful
C the convenience of the location
D the feeling of excitement
E the acclaim of fans
F to improve their appearance
G the hope of becoming a professional athlete
H to impress other family members

Speaker 1 21
Speaker 2 22
Speaker 3 23
Speaker 4 24
Speaker 5 25

A the shortage of worthy opponents
B the risk to their health
C the cost involved
D the unpleasant tasks required
E the amount of time that must be dedicated to training
F the need to overcome fear
G the problems caused by bad weather
H the attention that must be paid to nutrition

Speaker 1 26
Speaker 2 27
Speaker 3 28
Speaker 4 29
Speaker 5 30

5 Speaking

Part 2

Campaign – Promoting a destination









Part 3

Student A's card

What factors should you take into account in order to judge if someone is a 'success' or not?

- wealth
- relationships with others
- happiness

Student B's card

In what ways can failure be a positive thing?

- building character
- learning from experience
- finding out who your real friends are

PRACTICE TEST 6

6 Reading and Use of English: Part 1

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

Example:

0 **A** belittling **B** begrudging **C** badgering **D** bantering

0	A	B	C	D

The Gym

My doctor had been (**0**) _ _ _ me about getting more exercise for several years. Of course, I knew he was right. Over the years, the various sports I'd played in my youth had fallen by the (**1**) _ _ _. I was no longer able to find the time for them.

That left the gym. I'd been (**2**) _ _ _ it over for about six months, but every time I looked through my local gym's window, I was convinced it was a terrible idea. There were the competitive, exhibitionist types, grunting and sweating. Then there were the trainers insisting that you rigidly (**3**) _ _ _ to a schedule of mind-numbingly monotonous activities such as running on a treadmill like a hamster on its wheel. And all of this was (**4**) _ _ _ out in front of huge picture windows in (**5**) _ _ _ view of any passers-by! Nothing about it was the least (**6**) _ _ _ appealing.

And yet, when I finally (**7**) _ _ _ the gym, I was pleasantly surprised. With careful planning, the grunters can be avoided, and I'm even becoming quite (**8**) _ _ _ of my trainer.

1	**A** roundabout	**B** wayside	**C** backdrop	**D** sideline
2	**A** reflecting	**B** pondering	**C** mulling	**D** contemplating
3	**A** adhere	**B** follow	**C** comply	**D** abide
4	**A** pulled	**B** set	**C** held	**D** carried
5	**A** total	**B** full	**C** great	**D** entire
6	**A** bit	**B** spot	**C** trace	**D** share
7	**A** enrolled	**B** registered	**C** enlisted	**D** joined
8	**A** attached	**B** keen	**C** fond	**D** devoted

Reading and Use of English: Part 2

For questions 9 – 16, read the text below and think of the word which best fits each space. Use only one word in each space. There is an example at the beginning (0). Write your answers IN CAPITAL LETTERS.

Example: **0** O U T

Invisible solar panels

As concerns about climate change grow, the world is crying (**0**) _____OUT_____ for environmentally friendly power sources. Therefore, it's hardly surprising that the use of solar power is (**9**) _____ the rise, both for heating water and for generating electricity. Now, a new innovation (**10**) _____ the potential to allow solar power to really come (**11**) _____ its own.

The invention is a transparent solar panel. These panels are practically invisible because they are made of dye-like molecules which absorb wavelengths of light that humans are (**12**) _____ to see, while letting visible light pass through.

Currently, some mobile phones have solar panels on the back. The disadvantage of this set-up is that the phone can't (**13**) _____ operated and recharged simultaneously. With a see-through photovoltaic coating on the screen, however, devices will be able to charge their batteries even when they are (**14**) _____ use.

(**15**) _____ from transforming smartphones, tablets and other devices, another possible future application of this invention is in high-tech windows. As (**16**) _____ as these absorb infrared and ultraviolet light, while remaining transparent, they would act as a normal window, but they would also help to keep rooms cool and generate power at the same time.



6 Reading and Use of English: Part 3

For questions 17 – 24, read the text below. Use the word given in capitals at the end of some of the lines to form a word that fits in the space in the same line. There is an example at the beginning (0). Write your answers IN CAPITAL LETTERS.

Example: 0 E N T R A N C E

Dance

It is undeniable that music can (**0**) _____*ENTRANCE*_____ or electrify — **TRANCE**

an audience, and that a catchy tune almost (**17**) _____ elicits — **VARY**

from people a near (**18**) _____ tapping of toes no matter what — **VOLUNTEER**

the occasion. Music taps into something primal within us. Indeed, dance

is one of the oldest art forms, enjoyed since (**19**) _____ — **HISTORY**

times as evidenced by ancient cave paintings in northern Spain.

Experts (**20**) _____ that dancing was associated with religious — **THEORY**

ceremonies and other rituals originally. In time, however, it would come to form

the core of public (**21**) _____ in many cultures, with dances — **ENTERTAIN**

evolving into grand social events in their own right.

The modern world would be (**22**) _____ to our ancient — **COMPREHEND**

ancestors, and yet we still love to dance as they once did. Turning, twisting and

jumping in unison engenders a feeling of (**23**) _____, a sense — **TOGETHER**

of bonding that connects the (**24**) _____ not only to one — **PARTICIPATE**

another but also to our distant collective past.

Reading and Use of English: Part 4

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

Example:

0 They weren't calmly discussing the issue; it was more of an argument.

DISCUSSION

It wasn't so _____ an argument that they were having.

Example: **0** MUCH A CALM DISCUSSION OF THE ISSUE AS

---

25 Everybody says that the accident was Tim's fault.

BLAME

By all _____ the accident.

26 There can be no doubt that he did it on his wife's advice.

MUST

His wife _____ do it.

27 He missed his opportunity because he arrived late.

TIME

If he _____ missed his opportunity.

28 The opposition attacked the minister's proposal.

UNDER

The minister's proposal _____ the opposition.

29 People know that Jack was surprised by what happened.

KNOWN

Jack _____ aback by what happened.

30 We won't reach the airport in less than forty minutes.

LEAST

It will _____ to the airport.

6 Reading and Use of English: Part 5

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

Thinking about getting a 4-legged friend?

Carla North explains the basics of dog or cat ownership.

For thousands of years people have had a close relationship with dogs and cats. Dogs made exceedingly useful companions for hunters and farmers as well as offering protection for the family. Cats came in very handy for farmers and householders who needed help keeping down the rat population and killing other vermin. Nowadays, while there are still plenty of roles for working animals, the majority of dogs and cats are pets. The main reason many individuals or families get a dog or cat is to enjoy the animal's companionship.

The primary purpose of this article, therefore, is to give the reader an idea regarding their choice of pet. Two important considerations are your house and the members of your household. For example, your range of options may be considerably wider if you have a spacious house and garden, and less so if you live in a small flat. As regards the household, it is obvious that someone living on their own may have more incentive to get a pet than someone who shares accommodation with family or friends. Nevertheless, a family group, while not having an urgent need for more companionship, may welcome the opportunity to bring a pet or pets into their home and their lives.

Experience suggests that a significant proportion of people have a marked preference either for dogs or for cats and would not be so keen on owning the other. Dog lovers are won over by the devotion and loyalty of these creatures, whereas fans of cats enjoy the close company of their furry friends while acknowledging and respecting their pet's independence. Other prospective pet owners, however, are willing to consider the characteristics of both animals and would cherish either one, or even owning both simultaneously.

Once someone has given sufficient thought to the responsibilities of pet ownership, they need to find out the most appropriate animal for their home and for their circumstances. For example, there is a huge difference between housing a small dog and accommodating a large one. Vets commonly recommend seeking advice from breeders, since they have expert knowledge of a particular breed's temperament and requirements. In addition, they can advise a potential owner about the health risks which that breed is most susceptible to. This is especially pertinent for potential dog owners, but cat breeders can be a great source of relevant information for people considering getting a certain breed of cat. Whatever pet you decide on, it is vital to be fully informed about its dietary needs and the types and amounts of exercise it requires.

Before your new pet arrives, it is essential to make the appropriate preparations at home. Have you made sure there are no breakables in the animal's living space and no electric wiring to chew on? Do pot plants need to be moved? Is your garden fence secure enough to keep a dog from escaping? Also, bear in mind that a warm comfortable bed and some toys appropriate for a dog or a cat will help your pet settle into its new home.

An important first step is for the new pet to become familiar with the other members of the household, yet care must be taken not to overwhelm it with too much attention from too many people. You also need to be aware of how to train it so that it does not make a mess, damage property or show aggression. Obedience classes are particularly useful for both new dog owners and their pet. It is also essential to talk with a vet about your animal's health care. What vaccinations does it need? How do you care for teeth and claws? What grooming or bathing does it require? Finally, give your new pet plenty of attention and love in its first days in its new home. You'll be amazed by how much you are rewarded.

As you can see, preparing to welcome a pet into your life and helping it to settle down in your home requires a lot of work. For many owners, though, in the initial flush of enthusiasm about their new companion, this seems like the easy part. Owning a pet is a long-term ongoing commitment, however. In the months and years ahead, it's important to remember that, as well as being a great privilege, pet ownership comes with obligations too. There may be days when your pet annoys you or when taking care of it properly makes things extremely inconvenient. This is what you are signing up for, so remember that all true pet lovers would agree that the pleasures of having a happy and healthy pet more than outweigh any trouble they cause.

31 What does the writer suggest in the first paragraph?

A It took people an extremely long time to domesticate dogs.

B There is a greater variety of roles for working dogs today than there was in the past.

C Practical considerations originally led to people keeping cats and dogs.

D In the past, dogs were more useful than cats.

32 In the second paragraph, the writer implies that

A in large families, all family members should know how to take care of their pet.

B people who live alone may feel a greater need for company from a pet.

C living in a small flat prohibits you from owning a pet.

D families with a pet are less sociable than other families.

33 What opinion about animal lovers does the writer express?

A Dog owners tend to be more devoted to their pets than cat owners are.

B Dog owners almost always strongly dislike cats.

C Those who prefer dogs to cats or vice versa appreciate different qualities.

D Dog owners should appreciate that their pets need just as much independence as cats do.

34 The writer states that some breeds of dog

A should only be owned by experts in pet care.

B can cause health problems for their owners.

C are more likely than others to be affected by certain health issues.

D are not recommended by vets to be kept as pets.

35 The advice about making preparations to welcome your new pet implies that, to a large extent,

A cats and dogs may prove vulnerable in a domestic environment.

B displays of affection are counterproductive when trying to train cats and dogs.

C cats and dogs are innately aggressive towards people.

D cats and dogs are incapable of changing their natural behaviour.

36 In the last paragraph, the writer states that

A true pet lovers never get irritated by their pet.

B pet ownership brings with it responsibilities as well as benefits.

C many people underestimate how difficult the first few days with a new pet will be.

D if your pet does something annoying, it's probably because you aren't taking good care of it.

You are going to read an extract from a magazine article. Seven paragraphs have been removed from the extract. Choose from the paragraphs A – H the one which fits each gap (37 – 43). There is one extra paragraph which you do not need to use.

The Homecoming

As the pilot announced that we would shortly be touching down in Manchester, half of the passengers began gathering up their books and magazines, and the other half began turning off tablets and laptops as they'd been requested to do. I, however, continued to gaze through the window at the tiny fields bordered by hedges, the assortment of shapes and colours reminding me of a patchwork quilt.

37 _____

Despite the familiarity of the landscape, I was still impressed by the various shades of green on display and the regular arrangement of fields. It was then that I realised, it had been more than a decade since I'd left England to live in Greece. I was only now returning to my homeland and, after living abroad for so long, I was seeing it through the eyes of a foreigner.

38 _____

The politeness instilled into the English was in evidence again as we drove away from the airport in the early morning traffic. No drivers could be seen gesticulating wildly at each other, no horns sounded impatiently as an elderly gentleman ambled across the pedestrian crossing, no motorbikes weaved precariously in and out of the lines of vehicles. It goes without saying that everybody seemed to be carefully sticking to the speed limit.

39 _____

I grinned, as I remembered my mother's constant battle against the elements in order to get the washing dry. She would laboriously peg it out one minute in sunshine and blustery winds, only to hastily run out and bring it in again because of a sudden downpour the next.

40 _____

Evidence that my dad wasn't alone in this habit was obvious as we wound our way through the maze of narrow streets. Tiny squares of grass were bordered by lovingly-maintained flower beds, proudly bearing a profusion of plants in a riot of colour. Garden gnomes peeked out from behind ornamental wells, and ceramic hedgehogs and owls were strategically dotted around.

41 _____

Some houses still had milk bottles on their doorstep while the residents stole an extra few minutes' sleep. The doors of other houses opened to reveal early birds in their dressing gowns bending down to pick up the glass bottles that are delivered religiously each day.

42 _____

And, of course, the British would want fresh milk delivered every morning; milk being an essential component of the ritual of tea drinking. Whereas other nationalities take their tea black, with lemon or honey, for example, the typical Englishman will want milk and sugar in his cup of tea. More surprising still, is the frequency with which he will indulge in this practice, that is to say, every couple of hours or so. Tea, for the British, is omnipresent and a cure-all. If someone suffers a shock, hot, sweet tea is prescribed; an interval during working hours is a tea break, and a social visit to someone's home is incomplete without a 'cuppa'.

43 _____

There on the doorstep were my parents: my father just collecting the newspaper and my mother with the milk. Their faces lit up as they realised I had arrived.

"Here she is, at last!" said my dad, "Welcome home, love."

"Hello, darling, you look exhausted after your flight," said Mum. "Let's go in and have a nice cup of tea. You'll soon be as right as rain."

A The compact two-storey residences nestling within these boundaries of shrubs were obviously cared for just as devotedly. Windows gleamed from recent polishing, the paintwork on doors and window ledges was free of blemishes and hanging baskets stuffed with colourful blossoms swung from porch corners.

B As the taxi turned the corner and the house I grew up in came into view, my heart skipped a beat. My head flooded with childhood memories of learning to ride a bike on the driveway, and doing handstands on the lawn. Though as a teenager the wet weather was the bane of my life, my earlier childhood seemed to be bursting with nothing but sunny days packed with fun and activity.

C Of course I knew these outward appearances could be deceiving. Underneath these calm, courteous English exteriors, people were just as likely to be angry and mean-spirited as anywhere else on the planet. They were just experts at hiding it behind seemingly inane conversations about the weather. I was reminded about how they got away with this tactic, as on our short journey we experienced everything from brilliant sunshine to gentle drizzle to thunderous rain. With such frequent and unexpected variations, the subject is inexhaustible.

D The taxi driver waited patiently as I counted out the unfamiliar money. I'd forgotten what pounds looked like, having used only euros for the past decade. He took my heavy suitcases out of the boot of the car and I wished there had been somebody there to help me with my luggage on the next part of my journey.

E Waiting to go through passport control was the first culture shock. Nobody voiced any complaints about the length of the queue, nobody dug me in the ribs or rammed their suitcase into my calves. Everyone stood there patiently, having murmured conversations, until it was their turn to hand over their documents to the smiling, welcoming official.

F Another similar custom still remaining in Britain is the delivery of newspapers. To a city dweller like me, who has a selection of shops selling both newspapers and milk within a five-minute walk of her home, having such goods brought to your doorstep first thing in the morning seemed like an old-fashioned and yet somehow luxurious tradition.

G The weather is one factor partly responsible for another British fascination, namely gardening, since the abundance of rainfall helps plants to flourish. Another recollection came back to me. This time it was my father, nipping out to tend his roses or do some weeding whenever the sun came out in defiance of the heavy grey clouds hanging low in the sky.

H From above, the little square houses looked like matchboxes sitting in handkerchief-sized gardens, and a smile played on my lips as I remembered myself as a teenager mowing the lush green lawn in order to squeeze some extra pocket money out of my dad.

6 Reading and Use of English: Part 7

You are going to read an article about job satisfaction and the ways people achieve it. For questions 44 – 53, choose from the people (A – F). The people may be chosen more than once.

Which person mentions the following regarding job satisfaction?

It's preferable to work somewhere where you aren't often disturbed. 44 ☐

I could only derive job satisfaction from being self-employed. 45 ☐

The perks that come with my job make up for the poor salary. 46 ☐

I try to take into account external factors which may be affecting an employee's performance. 47 ☐

Adjusting your work priorities can improve the quality of what you do and make it more rewarding. 48 ☐

Learning a trade and gaining experience paid off in the long run. 49 ☐

Working conditions are not my main concern. 50 ☐

For some employees, dissatisfaction can lead to absenteeism. 51 ☐

Employees who are in good spirits will put more effort into their work. 52 ☐

Regular opportunities to develop professional skills prevent employees from getting into a rut. 53 ☐

What does job satisfaction mean to you?



A Natalie

From a supervisor's point of view, I believe that people who are content work a great deal harder, and that's why I do my best to ensure that in our company there is a pleasant and comfortable working environment. I'm all too aware that, if employees are apathetic about their surroundings and are detached from what they do, there will be a decrease in productivity and, in some cases, this can seriously jeopardise a company's survival. I don't stand for slacking, but on the other hand, I'm understanding and sympathetic about personal problems or trouble at home that may be having an effect on an employee's work.

B Conrad



I used to work for a major chemical company where it was incredibly difficult to accomplish a great deal due to all the distractions. I couldn't truly focus on anything and felt compelled to leave in the end. Now, I'm employed at a small local firm, I fully appreciate being back at work in a quieter environment with fewer interruptions and less competitiveness too. I believe that people should enjoy earning a living and be happy with their working conditions or else they just end up taking days off, which places an intolerable burden on the rest of us.



C Graham

I work as a science professor at a large research university and most aspects of my profession are extremely enjoyable. However, having said that, to increase my overall job satisfaction a few years ago, I decided to reorganise the way I worked. Once I limited my time at meetings and functions to spend more time working with students, I was able to derive more meaning from my career. I became even happier about heading out to the university campus each day, and the truth of the matter is that nowadays my students are much more fired up with enthusiasm in my classes.

D Miriam



As a single mother, my most important priorities when it comes to work are a high level of job security and a reasonable wage. I have to earn enough money to raise and support my family, and hanging on to my job is very important in a town where unemployment is high. Given these facts, I don't really have the luxury of spending too much time worrying about how my workplace could be improved or about what my long-term career plan should be. For me, it all comes down to earning enough to be able to put food on the table and keep a roof over our heads.



E Stuart

Well, I realised at a young age that I would never enjoy working for someone else. I can be stubborn and I wouldn't be good at taking orders. Also, my dad always told me that if you are an employee, you will always be paid just enough to keep you there, and never what you are really worth. With that in mind, I gained some experience as a plumber's apprentice after I left school and then established my own business. As far as I'm concerned, job satisfaction comes from doing a good job and pleasing my clients. I think that's why I've seen my earnings climb steadily over the years. So much so, in fact, that I'm now considering selling up and retiring.

F Cassandra



Working in healthcare, I've had plenty of training opportunities. That helps keep things fresh and it's one of the things that makes my job as a registered nurse so interesting. I also believe it's one of the most stable careers that someone can embark on. On top of that, there are plenty of fringe benefits too. For example, we are all offered comprehensive health insurance coverage, life and disability insurance plans and several pension and saving options. This means that, although my basic wage is nothing to write home about, I would say that, overall, we are pretty well remunerated for our work.

6 Writing: Part 1

1 **Read the two texts below.**

Write an essay summarising and evaluating the key points from both texts. Use your own words throughout as far as possible, and include your own ideas in your answer.

Write your answer in 240 – 280 words.

Cities Need Cars

Those who are clamouring for the banning of cars from our cities don't seem to realise that city shops, restaurants and so on would go out of business if their customers couldn't drive to the city centre and park nearby. And how well do they think the public transport system would cope with the thousands of extra passengers if commuters stopped using their cars? Have they thought about the chaos that would ensue if, rather than driving through the city to get from A to B, drivers were forced to detour round it? How many of our cities have an adequate network of ring roads and bypasses?

Let's Take Our Cities Back!

Our cities seem to have been designed for motorists rather than pedestrians. The car is reducing our quality of life and damaging our psychological health. Cars make it dangerous to cross the road, difficult to walk on the pavement, and land that could be used for much-needed green spaces is taken up by depressing multi-storey car parks. There is also pollution: the exhaust fumes that damage both our health and the environment, not to mention the noise of blaring horns and revving engines. Something needs to be done!

Write your **essay**.

Writing: Part 2

Write an answer to one of the questions 2 – 4 in this part. Write your answer in 280 – 320 words.

2 An English-language magazine has invited readers to send in letters sharing their recent experience of trying to settle a dispute between two people. You decide to write a response. In your letter, briefly describe the situation, explain why you decided to get involved and how you went about it. Finally assess how successful you think you were.

Write your **letter**. You do not need to write any postal addresses.

3 An international magazine is asking readers for reviews of items they bought as gifts. You recently bought a traditionally-made wooden toy as a present for a younger relative, so you decide to submit a review. In your review, give your opinion of the toy, explain why you thought that your relative would like it and assess the benefits of traditional toys in comparison to modern electronic gadgets.

Write your **review**.

4 As part of a road safety campaign, the police chief of your area recently organised some talks at local schools. Your head teacher has asked you to write a report on the talk. Briefly describe aims of the campaign, identify two aspects of the talk that appeared to work well and assess the overall effects it is likely to have.

Write your **report**.

6 Listening: Part 1



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 a journalist talking about crime-fighting technology.

1 The journalist believes that the use of tablets in policing

A remains impractical because of the cost.
B is likely to become widespread.
C will probably be a short-term fad.

2 Why does the speaker mention phones and laptops?

A to illustrate other gadgets with an important role in law enforcement
B to give examples of times when modern technology has not lived up to expectations
C in order to compare them unfavourably to tablets

Extract Two

You hear a reporter describing a novel dining experience.

3 Why does the reporter mention the crane?

A to indicate that the new restaurant isn't offering an original experience
B to explain how diners are raised and supported above the ground
C to illustrate the difficulties faced by the staff

4 The reporter suggests that the best thing about this experience is

A the entertainment.
B the unusual setting.
C the food.

Extract Three

You hear part of a radio discussion about children's pocket money.

5 The new research suggests that

A it's easier for adults to afford to give their children pocket money today.
B children get more pocket money than they used to.
C the average adult's salary and child's pocket money are growing at about the same pace.

6 The woman believes that most children

A don't do anything in return for their pocket money.
B get more pocket money if they do more work around the house.
C would choose to do more chores if it meant they would get more pocket money.

Listening: Part 2

You will hear part of a talk about the engineer Isambard Kingdom Brunel.

For questions 7 – 15, complete the sentences with a word or short phrase.

In the 1800s, huge _____ 7 were made in many branches of engineering.

Brunel's father, Marc, was born in _____ 8 .

While working on a tunnel, Brunel was _____ 9 by floodwater after the roof collapsed.

You have to pay a _____ 10 to drive or walk across the suspension bridge at Clifton.

The British navy still used _____ 11 in 1850.

There were a series of hold-ups and accidents before the launch of the ship named _____ 12 .

This ship laid a _____ 13 across the Atlantic ocean.

The building of the Great Western Railway demanded enormous energy and _____ 14 from Brunel.

For a century after Brunel built the Saltash Bridge, engineers followed the _____ 15 of its construction.

6 Listening: Part 3

You will hear part of a radio interview with Jack Edwards, an expert on rainforests.
For questions 16 – 20, choose the answer (A, B, C or D) which fits best according to what you hear.

---

16 According to Jack, all of the world's tropical rainforests

- **A** are found in only a few countries.
- **B** can be divided into two types.
- **C** have temperatures constantly above 24°C.
- **D** are in either Central or South America.

17 What does Jack say about temperate rainforests?

- **A** They are home to a huge variety of animal species.
- **B** They have existed much longer than any other forests on Earth.
- **C** In a few cases, they can be found in the same country as a tropical rainforest.
- **D** They are much larger than tropical rainforests.

18 The speakers agree that the most important characteristic of rainforests is that

- **A** they may help mitigate changes to the planet's climate.
- **B** they are home to very rare species of plants and animals.
- **C** they provide people with food and shelter.
- **D** some pharmaceutical companies depend on ingredients found in them.

19 Jack is concerned that

- **A** some plants that are normally used in medicines are being deliberately destroyed.
- **B** governments don't understand the negative impact mining and logging have on the rainforest.
- **C** conservation projects are not as profitable as other ventures in the rainforest.
- **D** plants with medicinal properties may become extinct before they are discovered.

20 What does Jack say about the people working on the conservation project in Acre?

- **A** They are planting trees to recreate an area of rainforest.
- **B** They are creating environmentally friendly employment for local people.
- **C** They inspired Jack to start his own conservation project.
- **D** They have succeeded in making the river so clean that you can now drink the water in it.

Listening: Part 4

You will hear five short extracts in which different people talk about career changes.

Task One

For questions 21 – 25, choose from the list (A – H) what reason each speaker gives for their choice of new job.

Task Two

For questions 26 – 30, choose from the list (A – H) what surprised each speaker most.

You will hear the recording twice. While you listen, you must complete both tasks.

A a lack of interest in their previous job

B the fact that it's a perfect match for their skills

C a desire to influence political decisions

D feeling under-appreciated and capable of more

E the chance to work with animals

F following their original dream

G a desire to improve people's lives

H being inspired by family members

Speaker 1 ☐ 21

Speaker 2 ☐ 22

Speaker 3 ☐ 23

Speaker 4 ☐ 24

Speaker 5 ☐ 25

A the attitude of new colleagues

B the similarity in some respects to their previous job

C how easy it was to make a big change in their life

D being offered a job immediately

E passing a test with a high score

F the response of former colleagues

G being offered a better job than they expected to get

H realising their suitability for the job

Speaker 1 ☐ 26

Speaker 2 ☐ 27

Speaker 3 ☐ 28

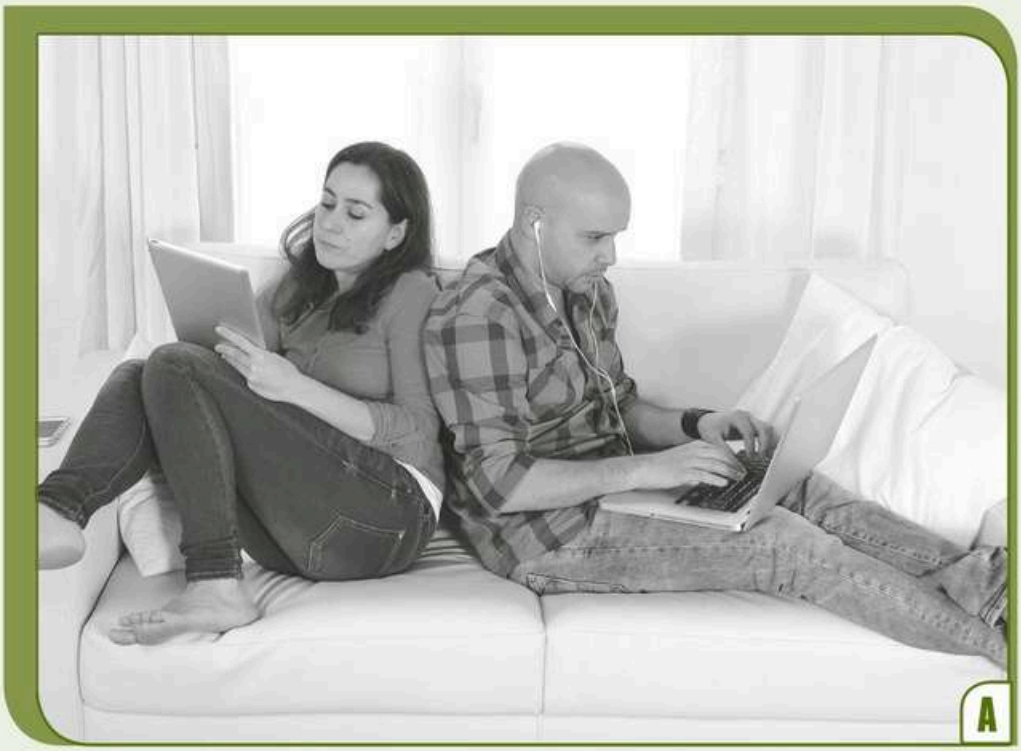
Speaker 4 ☐ 29

Speaker 5 ☐ 30

6 Speaking

Part 2

Book cover – Effect of technology on modern lifestyles



Part 3

Student A's card

What are the disadvantages of large-scale tourism for the host country?

- environmental concerns
- locals' way of life
- seasonal nature of employment

Student B's card

How has tourism changed in the last 30 years?

- cheaper air fares
- eco-tourism
- effects of new technology

PRACTICE TEST 7

7 Reading and Use of English: Part 1

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

Example:

0 A announced **B** stated **C** claimed **D** believed

0	A	B	C	D

A Ghost Story

Charlie Bates, my great-great-grandfather, once (**0**) _ _ _ to have seen a ghost. Two ghosts, actually. And this (**1**) _ _ _ his being a very level-headed, practical man by all (**2**) _ _ _.

It all happened back in 1918. Charlie was (**3**) _ _ _ his weary way home, on foot, after three years spent fighting in the First World War. On arriving at his parents' cottage, he expressed his amazement that Daisy and Florence Boothroyd, nonagenarian sisters, were still alive and well. Charlie's puzzled mother told him that in fact they'd both (**4**) _ _ _ a year earlier. In spite of this, Charlie insisted that he'd seen the two "old misers" as the sisters were known locally, sitting under an ancient oak tree.

The next day the oak tree was (**5**) _ _ _ by lightning and uprooted. Underneath was a huge sack of gold coins. Charlie always (**6**) _ _ _ that the sisters' ghosts had been watching over their precious hoard. His mother, (**7**) _ _ _, would mutter about the effects of shell shock and the horrors of war on sensitive young soldiers whenever Charlie (**8**) _ _ _ the subject up.

1	**A** despite	**B** although	**C** contrary	**D** albeit
2	**A** ways	**B** accounts	**C** means	**D** reports
3	**A** limping	**B** coming	**C** setting	**D** making
4	**A** passed away	**B** fallen out	**C** gone through	**D** dropped off
5	**A** shocked	**B** struck	**C** stroked	**D** beaten
6	**A** sustained	**B** supported	**C** endorsed	**D** maintained
7	**A** furthermore	**B** regardless	**C** however	**D** moreover
8	**A** took	**B** brought	**C** raised	**D** made

Reading and Use of English: Part 2

For questions 9 – 16, read the text below and think of the word which best fits each space. Use only one word in each space. There is an example at the beginning (0). Write your answers IN CAPITAL LETTERS.

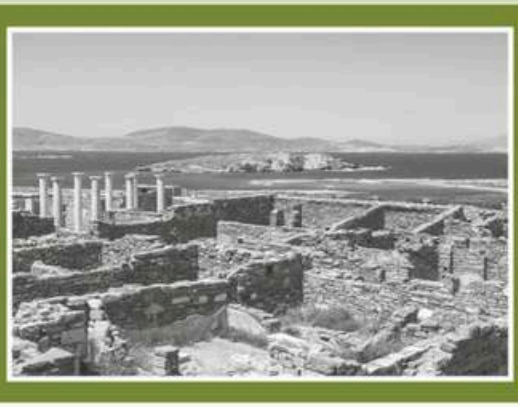
Example: 0 W H E R E A S

Archaeology

Like history, archaeology is the study of past societies, but (**0**) __WHEREAS__ historians rely on written records, archaeologists gather much of their information by (**9**) _____ out excavations or 'digs'. During these digs, the archaeologists are (**10**) _____ the lookout for bones, seeds or any man-made objects which will give them clues as to how our ancestors lived.



One of the most significant challenges (**11**) _____ archaeologists is finding the right place to dig. This decision is (**12**) _____ by consulting old maps, documents or aerial photographs, which can reveal the footprints of ancient roads or buildings invisible (**13**) _____ the ground. The next step is the painstaking removal of layers of soil, examining, recording and analysing everything that is found.



Although considerably (**14**) _____ difficult, archaeologists have excavated buildings and whole towns that were (**15**) _____ water, using many of the same techniques that are used on land.



(**16**) _____ was archaeologists who first discovered that human evolution began in Africa, and this is just one of many contributions to human knowledge made by people in the fascinating field of archaeology.

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 space in the same line. There is an example at the beginning (0). Write your answers IN CAPITAL LETTERS.

Example: 0 | W | I | T | H | S | T | A | N | D |

The 'Standard Family' Myth

The traditional picture of the nuclear family features a marriage that can (**0**) ____*WITHSTAND*____ the tests of time, a father who is the active (**17**) _____ and a mother who cares for their common offspring. In (**18**) _____, however, families that fit this description are becoming (**19**) _____ rare. Rising divorce rates coupled with a growing number of (**20**) _____ women who elect to have children mean that the one-parent family is no longer a rarity to give just one example.

STAND
BREAD
REAL
INCREASE
MARRY

Nevertheless, the myth of the 'typical family' seems to be tenacious. The overwhelming (**21**) _____ of families depicted in films and on TV fit the traditional mould. Advertisers are (**22**) _____ guilty of this, seemingly unaware that by portraying families in this way they exclude and (**23**) _____ a significant portion of their audience.

MAJOR
SPECIAL
MARGIN

Research shows conclusively that what is important to children is their (**24**) _____ with their caregivers, not the latter's marital status. Trying to conform to an idealistic image of family life does more harm than good, and it's high time that popular culture reflected this.

RELATE

Reading and Use of English: Part 4

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

Example:

0 They weren't calmly discussing the issue; it was more of an argument.

DISCUSSION

It wasn't so _____ an argument that they were having.

Example: **0** MUCH A CALM DISCUSSION OF THE ISSUE AS

---

25 Passengers are not allowed to use their phones during take-off.

REFRAIN

Passengers are asked _____ the plane is taking off.

26 We didn't realise how expensive that mistake would prove to be.

WOULD

Little _____ cost us.

27 My first impression upon meeting him was that he was very polite.

STRUCK

When I met him, I _____ was.

28 Despite what we had expected, the play was well received by the audience.

WENT

Contrary _____ well with the audience.

29 Although she seems very friendly, you shouldn't trust her.

SEEM

Friendly though _____ to be trusted.

30 The police investigation into the killing began in March.

INTO

The police _____ since March.

7 Reading and Use of English: Part 5

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

Experts from the 'Developing World' Help Local Community Find Its Feet

For the first time in the five years since the closure of the notorious Millburgh Munitions Factory, smiles are to be seen on the faces of residents of the Grange, Millburgh's most run-down inner city district. New businesses are becoming established and unemployment, which until recently affected a staggering 45% of the working population, is now approaching the national average of 5%. But the most amazing aspect of this remarkable recovery is, according to some analysts, the fact that a lot of the credit for this change in Millburgh's circumstances belongs to experts from the so-called 'developing world'.

In the dark days when unemployment and poverty characterised the Grange, one thing that soon became abundantly clear was that the government support offered to this badly-hit community was woefully inadequate. Yet, surprisingly to some, the ideas that set Betty Bridges, one of the founding members of the Grange Revitalisation Initiative, on the path to success came from Winnie, a penfriend she has who was born and bred in a rural community in Africa. "Winnie's ideas seemed rather alien to the notions I'd been brought up with, but I was aware of how successful they'd proved to be in her own community, and it didn't take much to convince me that they were worth trying," explained Ms Bridges.

Following Winnie's advice, Ms Bridges was able to convince many of her friends and neighbours to pool most of their modest redundancy payments to set up a women's credit union. With these shared resources, the women had enough capital in their credit union to afford them some bargaining power. Each member was issued with a not-for-profit credit card, with which they were entitled to obtain small amounts of credit at a low interest rate.

Initially, the main benefits of the scheme were the low interest and the fact that the loans were collateral-free. Soon, however, the credit union had persuaded most local shops to accept the credit card and also managed to negotiate substantial discounts on bulk purchases. Thus, by co-ordinating their shopping requirements, the women were able to obtain the best quality for much lower prices than they would have obtained as individuals.

The overwhelmingly female make-up of the union is obvious, but not deliberate according to Ms Bridges. She says, "I hadn't planned to set up a women's union, but on the one hand I didn't have many male acquaintances and, on the other, the men we spoke to were too sceptical of the idea to give it a go."

While the credit union members were making ends meet more successfully than other residents of the Grange, they could not remain oblivious to the straitened circumstances of their more disadvantaged neighbours. Accordingly, with their credit union experience and by further recourse to the community development expertise available in some parts of the "developing world", Ms Bridges and like-minded acquaintances set up the Grange Revitalisation Initiative, or GRI. According to Ms Bridges, "similar initiatives had already proven their worth in other communities and, indeed, by the time I contacted Winnie about the success of the credit union, her own community had set up the same sort of initiative."

Founded with the aim of embracing a wider section of the community and injecting a spirit of optimism and activity into the Grange, the GRI united a great many residents with the goal of determining their own future. Drawing on the expertise of communities in Africa and Asia, the Initiative not only enabled people to pool their meagre savings, but also permitted the most hard up to contribute their skills and labour.

Using the interest on the money of those who had contributed their savings, and more of the skills and energy of those who had no savings, the GRI quickly began to make a difference. Flats and homes were properly insulated, making them warmer and less damp while reducing heating bills. Starting with the homes of the elderly, solar heating is being installed. Co-operative businesses have been established and, despite the cynicism of observers from the business community at large, they are confounding critics by their disciplined success. Not only do the employees have a say in these enterprises, but the wider community has a stake in them too. However, the most impressive headway has been made in the field of vocational training provided and supported by the GRI, whose aim is to make every resident both employable and employed.

Judging by its activities to date, the GRI epitomises well-thought-out democratic decision-making and has already resulted in many new jobs as well as in a marked improvement in local amenities and facilities. Perhaps the most vital element, even if it is not amenable to scientific measurement, is the community's new-found confidence in itself. The people of the Grange now have a vision of their future: they know where they are going and have plans for how they will get there.

31 We learn in the second paragraph that Betty Bridges

A got help from a friend who had moved to a rural community in Africa.

B wrote to everyone she knew asking for help.

C was initially uneasy about taking advantage of her friend.

D was unacquainted with the type of proposal her friend had made.

32 What appears to have been the main strength of the credit union initially?

A It provided a good source of cheap, easy credit.

B It enabled members to negotiate better deals.

C It was a not-for-profit arrangement.

D It was run by women for women.

33 What point does Ms Bridges make about men with regard to the credit union?

A They wanted someone other than Ms Bridges to be in charge.

B They felt that they had been left out.

C Their doubts prevented them from becoming involved.

D They were dissuaded by the fact that the idea originated overseas.

34 The founding of the Grange Revitalisation Initiative was prompted by

A the jealousy of residents who weren't in the credit union.

B the success that a similar initiative had enjoyed in Winnie's community.

C the continuing plight of residents of the area.

D the credit union's inability to succeed without attracting more members.

35 The writer regards the activities of the GRI as being

A somewhat exploitative of those who had no savings.

B instrumental in creating employment.

C rather limited by a lack of business experience.

D too disciplinarian despite their obvious success.

36 What point is the writer making when referring to scientific measurement?

A There is little proof that the GRI has achieved much.

B The Initiative's main success is not easy to quantify.

C There is no scientific basis for confidence in the GRI.

D Despite their success, the people behind the Initiative have not acted very logically.

7 Reading and Use of English: Part 6

You are going to read a newspaper article. Seven paragraphs have been removed from the article. Choose from the paragraphs A – H the one which fits each gap (37 – 43). There is one extra paragraph which you do not need to use.

The New Consumers

What comes to mind when you think about the average ten-year-old child? There are all sorts of possible answers to this question, but it is unlikely that you came up with the word 'consumer'. Nevertheless, a growing number of business entrepreneurs are targeting 9- to 12-year olds, and are doing very nicely, thank you! For some time, it has been acknowledged that advertisements for fast-food outlets, clothes and snack foods have been aimed at teenagers, but pre-teens? Isn't that going too far? Doesn't it smack of immorality?

37 _____

It's true that via tablets and smartphones, today's children are better connected to the wider world than ever before. Other generations absorbed information about products through TV and magazines, but these pre-teens live in a technological age which is, in many ways, more complex than at any time in the past. They have access to information from sources that were unimaginable fifty years ago.

38 _____

Another consequence of this trend is that parents may not have time to prepare meals for the family. Instead, they treat their children by taking them wherever they want to go, thus inadvertently giving pre-teens more spending power. And where do kids want to go to eat? Fast-food outlets. Take a walk along the high street and you will see the number of families eating in such establishments.

39 _____

These children have more extra-curricular activities to occupy their time, keeping them busy after school so that their schedules fit in with their parents' working day, and in the evening they text their friends and go online.

40 _____

This means that other generations are sometimes neglected. Indeed, on the whole, advertisers have been slow to recognise the importance of elderly consumers. As life expectancy continues to rise and some pensioners, at least, are reasonably well off, it is surprising that this market has been overlooked.

41 _____

In order to attract these customers for life, businesses understand how important it is not to underestimate young consumers' intelligence by patronising them. It is important to construct the right image for their products and also to use other novel techniques that appeal particularly to children.

42 _____

Of course, there is nothing truly new under the sun, and this marketing technique had its origin in children's radio programmes, which began in the 1950s. In the 1960s, kids' comics had Birthday Corners and would print a child's photo during the week of their birthday, even on occasion offering small prizes for each one published. They realised of course that many children get a thrill from receiving presents and from public recognition.

43 _____

Occasionally there is outrage, when TV stations run a glut of advertisements for toys, during the run-up to Christmas, say. However, it seems that this type of marketing to 9- to 12-year olds is broadly accepted. Is this because the marketing people are right in their belief that modern pre-teens are more sophisticated than previous generations and are, therefore, fair game?

A One unusual technique that an online retailer came up with was to set up a Birthday Club. They would send birthday cards and small value gift vouchers to their young customers. Given that receiving mail is something of a novelty in this day and age, especially for this age group, they seem to have hit upon a winning idea.

B Despite their packed daily routines, children will always still find time for fun. What is different today is that their wishes can now be more speedily gratified. When pre-teens can instantly shop online, or at the very least pester their parents or grandparents to do the same, it is no wonder that advertisers are now willing to prioritise attracting their custom.

C A further important consideration is that these children increasingly come from two-income families. In order to make ends meet, if they are able to find work, both parents are likely to have to take it. As the number of working mothers increases, more children are being given greater responsibility. This does not mean that they are neglected, but they often, by necessity, have more responsibility for purchasing goods for the household than their parents did at that age.

D Such marketing methods seem quite tame compared with today's, but they were still rooted in consumerism. Radio programmes wanted to compete with other stations and the comics aimed to increase their circulation.

E Modern societies in the West are more multicultural than they were in the past. Thus, youngsters are becoming accustomed to different foods, and are more adventurous in their tastes than before. In addition to this, there is an unprecedented variety of convenience foods on the market these days.

F One reason for the lack of foresight is that advertisers tend to want their products to be seen as 'hip' or 'cool' and so are more interested in trying to sell to a younger demographic. Another is that, historically, the elderly made up only a small proportion of the overall population. Although this may be changing, advertisers still appear to prefer to target the young, hoping that, by encouraging brand loyalty, they can guarantee themselves customers for the foreseeable future.

G Not so, say the marketing people. These pre-teens are much more sophisticated than those of previous generations. No one is implying that they have lost the innocence associated with childhood, but they have a greater knowledge of the world around them and have become streetwise at an earlier age in several respects.

H Of course, for the most part, parents still control the family purse strings, but the influence of pre-teens is undeniable. Moreover, these parents deferred childbearing until later than had been the norm in previous generations. They spend less time on housework and food preparation and so have more time to indulge their cherished children. This only adds to the children's appeal, as far as advertisers are concerned.

7 Reading and Use of English: Part 7

You are going to read an article about obesity. For questions 44 – 53, choose from the sections (A – E). The sections may be chosen more than once.

In which section is each of these views expressed?

Activists are demanding more action from the authorities in order to tackle the problem of obesity. 44 ☐

Enjoying unhealthy foods in moderation occasionally shouldn't be forbidden. 45 ☐

In the past, other public health issues were seen as more important than obesity. 46 ☐

It isn't uncommon for adults to eat quickly while they are on the move. 47 ☐

A lack of information limits the assistance that some people can give to others. 48 ☐

Contemporary culture often promotes ideals which are virtually unattainable. 49 ☐

Mistreatment of youngsters who are overweight can often result in the problem becoming worse. 50 ☐

Certain corporations see an advantage in promoting their products to youngsters. 51 ☐

Children may have access to fewer areas where they can play sports than they did in the past. 52 ☐

Giving overweight children the opportunity to socialise with one another can boost their self-esteem. 53 ☐

A Modern Health Problem

A There is growing concern about the way we view food, which goes beyond the 'do we live to eat or eat to live?' debate. More and more children are leading inactive lifestyles and are suffering from obesity. In the 1990s and early years of this century, tobacco-related diseases were the main problem, but aggressive anti-smoking campaigns caused the focus of concern to shift. In this decade, obesity appears to be the major health concern with far-reaching repercussions. Obese children suffer taunts and bullying from their peers and this, instead of causing them to rethink their eating habits, may perpetuate the vicious circle; in other words, these children turn to 'comfort eating' which adds to their weight problem.

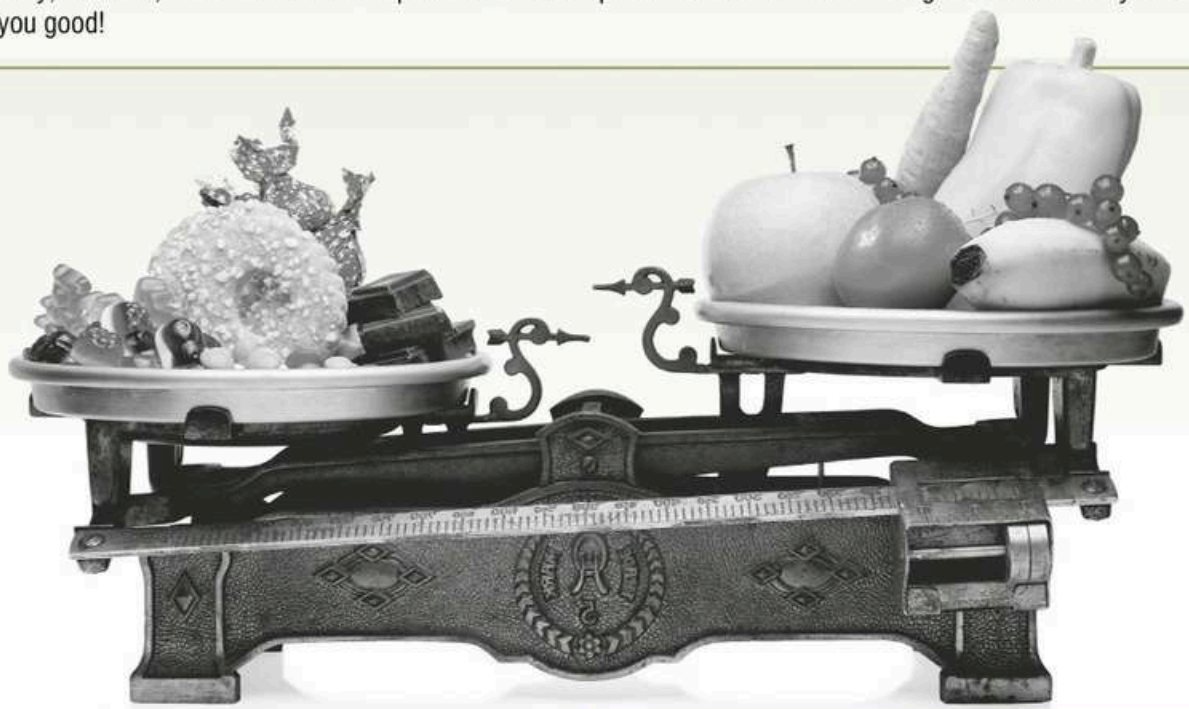
Researchers have noted that some children are doing less than one or two minutes of 'moderate activity' in an hour, which is an alarming reduction on the results of previous studies. The problem seems to be worse in teenage girls than in their male counterparts, with older children getting much less exercise than younger ones.

B Many parents realise that their children are overweight, but do not know enough about nutrition to give their offspring the support they need in order to help them change their lifestyles. Given time pressures from work and family, a growing number of people rely on pre-cooked convenience foods or quick fry-ups, thus exacerbating the problem. In general there is some recognition of the situation. For example, at 'Weight Loss Camps', obese children, along with their slightly less overweight peers, learn to read food labels and understand the nutritional content of food, or lack of it, eat healthily and exercise. This experience can also increase their confidence in themselves, as they are surrounded by youngsters who are in the same boat. But, by and large, not enough is being done.

C Schools are partly to blame, as they have marginalised physical education due to time limitations. Also, in many cases, they have bowed to financial pressure and sold off playing fields, often in order to buy more up-to-date computers, which in turn encourage sedentary lifestyles. The food industry must also shoulder some of the responsibility, as their advertising campaigns promote foodstuffs which are high in fat and sugar. Advertisements frequently feature such products as fizzy drinks, king-size chocolate bars and ever larger packets of crisps. These are attractive to families on low incomes because you now get more for the same price as the original, smaller portions. However, children who have large bags of crisps or bars of chocolate in their school lunch-boxes don't save half for the next day; they eat the whole thing. It would appear that fast-food marketing people have seized upon children as being brand-loyal from cradle to grave. They therefore target small children with free toys, a worrying trend which, some believe, warrants government action.

D Some campaigners want governments to treat the fast-food industry as they do the tobacco industry, insisting that foods with a high fat or sugar content should carry an official health warning. They would also like a ban on vending machines in schools, as it is estimated that one fifth of children get more than 20 per cent of their energy from sugar, with 5 per cent of that coming from the consumption of fizzy drinks. Of course, children are not the only ones to suffer from obesity. In one survey, only 40 per cent of adults claim to regularly sit down for a meal, which means that the majority are eating on the hoof. Only around 30 per cent say that they cook all their own meals. It becomes reasonably obvious that this is so when you look around you in the street or in an underground station. Walking and talking are interspersed with eating and drinking; people carry a can to swig from, and clutch food to scoff.

E We live in a culture which actively promotes fast food while simultaneously showing images of svelte models who are supposedly the ultimate in 'beauty'. The majority of us could never achieve this perfect look, given our lifestyle and diet. This fact, in turn, gives rise to both overeating and its extreme opposite, anorexia. It is obviously time for us to take a close look at our relationship to food. The recommended daily diet, at least according to some experts, consists of at least five portions of fruit and vegetables, some protein (but not too much) and only a few carbohydrates. No one would deny, however, that the occasional lapse would be acceptable. Remember the old adage: a little of what you fancy does you good!



7 Writing: Part 1

1 **Read the two texts below.**

Write an essay summarising and evaluating the key points from both texts. Use your own words throughout as far as possible, and include your own ideas in your answer.

Write your answer in 240 – 280 words.

Chat power

A key attraction of the internet is the scope it offers to get in touch with others who share the same interests, no matter where they are in the world. Not only can you make contact with interesting people; you can discuss issues that you and they feel strongly about. In turn, this leads to a form of networking through which you get to know not just more about topics that concern or intrigue you, but also about the ways in which others think matters through, express themselves and take the initiative when they feel motivated to do so.

Real human contact: a genuine lifeline

How often do you see family members all glued to their own separate screen or set of headphones nowadays? Community is a major element of human existence, and family bonds should be even closer, yet the Net is increasingly becoming a sham version of real contact, a poor substitute for genuine personal interactions. This lifestyle is not always recognised for what it is: a recipe for social isolation. Social and medical professionals are noting with alarm the deleterious effects of this trend: more real-life loneliness, worsening behaviour and depression.

Write your **essay**.

Writing: Part 2

Write an answer to one of the questions 2 – 4 in this part. Write your answer in 280 – 320 words.

2 A popular English-language magazine has invited readers to send in articles with the title 'My Favourite Day of the Year'. You decide to write an article in which you explain why you especially enjoy one particular day each year. Say what significance the day has for other people that you know and discuss the benefits for people in general of having certain occasions to look forward to.

Write your **article**.

3 Last summer you took part in a reforestation project run by a large environmental organisation. You have been asked to write a report on the project for the staff of the organisation. In your report, discuss any difficulties you encountered and the benefits the project had for the local area. Finally, include recommendations for similar projects run by the organisation in other areas this year.

Write your **report**.

4 Your local council has recently set up a website to promote your area to people in other parts of the world. You have been asked to write a review of the website. In your review, assess the design and content of the site and discuss how effective you think it will be in attracting people to visit your area. Finally, make recommendations on how the site could be improved.

Write your **review**.

7 Listening: Part 1

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 part of a radio programme about domestic help.

1 The speaker suggests that many people

- **A** haven't got time to do things for themselves.
- **B** don't have the skills to do household chores.
- **C** want to show off their wealth to their neighbours.

2 Pat Kelly's employees

- **A** focus on one particular type of work.
- **B** have to work very long hours.
- **C** know how to do lots of different jobs.

Extract Two

You hear a woman talking on the radio about dancing.

3 The speaker refers to a comment made by some reviewers to show that they

- **A** often jump to the wrong conclusions.
- **B** may not appreciate how much work she puts into rehearsals.
- **C** have a good awareness of her state of mind during performances.

4 What does the speaker suggest about rehearsals and the final performance?

- **A** There are more distractions during rehearsals.
- **B** She learns her dances so well in rehearsals that she can perform them almost instinctively.
- **C** Rehearsals are far less demanding than the actual performance.

Extract Three

You hear part of a programme about disreputable builders.

5 The woman had been told that the best way to choose a builder was by

- **A** word of mouth.
- **B** price.
- **C** advertising.

6 What was the woman determined to do?

- **A** finish the building work herself
- **B** locate the builder
- **C** find a better surveyor

Listening: Part 2

You will hear part of a talk by a man called Frank Wood about the notebooks of Leonardo da Vinci. For questions 7 – 15, complete each sentence with a word or short phrase.

Frank says that even people who are _____ 7 about painting are impressed when they see Leonardo's masterpieces.

Frank believes that both Leonardo's notebooks and his more famous artworks provide _____ 8 of his brilliance.

It is thought that, after Leonardo's death, his notebooks were left to his _____ 9 .

The incredible _____ 10 of da Vinci's drawings shows how well he understood human anatomy.

It was centuries before a _____ 11 that Leonardo had designed was actually constructed.

According to Frank, sketching objects multiple times allowed Leonardo to improve the _____ 12 of his major art works.

The notebooks in Britain are housed in a couple of libraries and in a famous _____ 13 .

The owner of some of the notebooks uses a lot of _____ 14 when these documents are exhibited to the public.

Frank believes that you will have a new _____ 15 of Leonardo and nature in general after studying the notebooks.

7 Listening: Part 3

You will hear a conversation between two friends who have just attended a workshop for people who want to increase their self-esteem.

For questions 16 – 20, choose the answer (A, B, C or D) which fits best according to what you hear.

---

16 Following the workshop, both speakers seem to agree that

- **A** they are looking forward to applying what they learnt.
- **B** they're likely to become unrecognisable to their family and friends.
- **C** the woman's therapist would have disagreed with a lot of what they heard.
- **D** improving self-esteem isn't something you can learn how to do.

17 What view is expressed about fear?

- **A** that some forms of fear are easier to overcome than others
- **B** that it is something we must learn to face up to
- **C** that being afraid forces you to take control of situations
- **D** that to develop self-esteem you must first be fearless

18 In the man's opinion,

- **A** being unduly apologetic may let others take advantage of you.
- **B** being fair to others will boost your feelings of self-worth.
- **C** apologising always increases your feelings of self-doubt.
- **D** there's no point in saying sorry to people that you don't respect.

19 What does the woman suggest about self-criticism?

- **A** It's always harmful even if you rephrase it in a more positive way.
- **B** It can have a debilitating effect on your self-image.
- **C** Being self-critical is a habit she feels confident she can get out of.
- **D** It's beneficial to be aware of our faults before others point them out.

20 According to the speakers, what did the workshop leader imply about our accomplished friends?

- **A** Our relationship with them is proof of our own merit.
- **B** We should end our relationship with people who we think are too good for us.
- **C** Comparing ourselves to others is bound to leave us feeling worthless.
- **D** Only when we are more confident will we see our friends' real faults.

Listening: Part 4

You will hear five short extracts in which different people are talking about problems they have faced.

Task One

For questions 21 – 25, choose from the list (A – H) the situation in which each speaker encountered their problem.

Task Two

For questions 26 – 30, choose from the list (A – H) how each speaker was affected by the problem.

You will hear the recording twice. While you listen, you must complete both tasks.

A I was on holiday.

B I was visiting a zoo.

C It was a typical day at school.

D I was in bed.

E I was out at sea.

F It was at my place of employment.

G It was after I finished work.

H I was at a hospital.

Speaker 1 21

Speaker 2 22

Speaker 3 23

Speaker 4 24

Speaker 5 25

A It made me afraid of water.

B It left me feeling very sore.

C It made me afraid of nurses.

D It caused me to get really filthy.

E It left me feeling pleasantly surprised.

F It gave people the wrong impression.

G It made me annoyed that people play tricks on me.

H It showed me that my precautions weren't very useful.

Speaker 1 26

Speaker 2 27

Speaker 3 28

Speaker 4 29

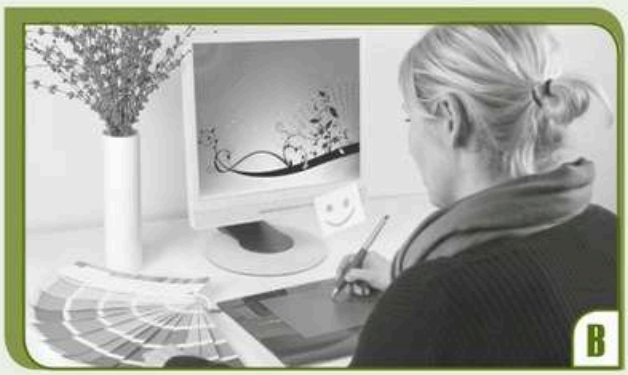
Speaker 5 30

7 Speaking

Part 2

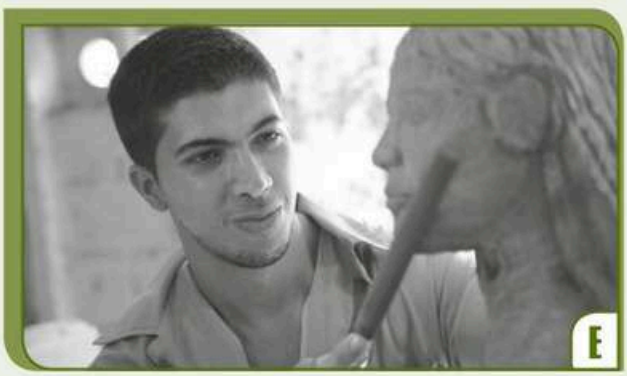
Lecture – Art and the young











Part 3

Student A's card

Apart from through language, what other effective ways of communicating are there?

- music and art
- gestures and body language
- dress

Student B's card

What impact has technology had on the way we communicate?

- speed
- quantity of communication
- style

PRACTICE TEST 8

8 Reading and Use of English: Part 1

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

Example:

0 A initiation **(B) launch** **C inauguration** **D founding**

0	A	B	C	D

Satellite Meteorology

Satellite technology has revolutionised the field of meteorology. The 1960 (**0**) _ _ _ of the first television and observation satellite heralded the beginning of a completely different approach, not only to (**1**) _ _ _ the weather, but also to looking at climatic and environmental phenomena.

The main problem with (**2**) _ _ _ methods of observation was that they could not monitor weather patterns over the world's oceans. It is above these oceans, which comprise (**3**) _ _ _ 75% of the surface of the planet, where the most severe storms begin. (**4**) _ _ _, scientists were unable to provide advance warning of impending storms. Nowadays, however, meteorologists can keep (**5**) _ _ _ on hurricanes and typhoons that are still far out at sea.

Satellites are also fitted (**6**) _ _ _ with instruments that can collect a huge quantity of data related to the changes that the Earth's climate is undergoing. Conservationists hope that they will be able to use this evidence to increase awareness of environmental issues and to (**7**) _ _ _ upon decision-makers to pay more attention to the far-reaching (**8**) _ _ _ of human activities on the natural world.

1	**A** foreseeing	**B** forecasting	**C** envisioning	**D** estimating
2	**A** conventional	**B** moderate	**C** routine	**D** conservative
3	**A** closely	**B** generally	**C** totally	**D** roughly
4	**A** Equivalently	**B** Consequently	**C** Nonetheless	**D** Subsequently
5	**A** marks	**B** hooks	**C** tabs	**D** flags
6	**A** over	**B** across	**C** through	**D** out
7	**A** demand	**B** appeal	**C** prevail	**D** pressure
8	**A** influence	**B** role	**C** place	**D** function

Reading and Use of English: Part 2

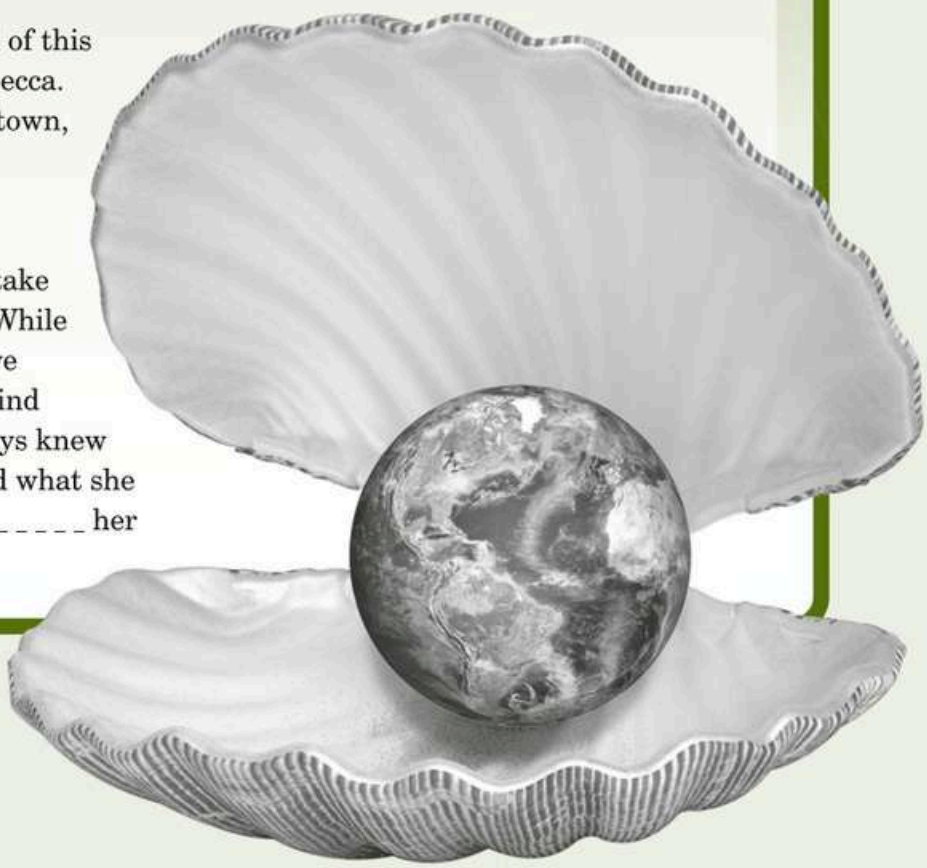
For questions 9 – 16, read the text below and think of the word which best fits each space. Use only one word in each space. There is an example at the beginning (0). Write your answers IN CAPITAL LETTERS.

Example: 0 | W | H | A | T | | | | | | | | | | | | | | |

The World is Our Oyster

I grew up in (**0**) _____ was then a small village, though now it would more accurately be described as a bustling town. I never really liked the small-town mentality of the place and couldn't (**9**) _____ to escape. As soon as I finished school, I moved on in search of pastures (**10**) _____. I was far (**11**) _____ alone in feeling this way. Within a few years, my classmates had scattered around the world in (**12**) _____ of better jobs or other opportunities. Every now and then, we would bump (**13**) _____ each other in some foreign city and spend some time reminiscing. There were people and places we missed of course but, on the (**14**) _____, none of us regretted leaving.

The one exception to all of this was my best friend, Rebecca. She stayed in our hometown, started a business, got married, had children and never left (**15**) _____ to take the occasional holiday. While the rest of us felt that we had to go elsewhere to find ourselves, Rebecca always knew exactly who she was and what she needed to (**16**) _____ her happy.



8 Reading and Use of English: Part 3

For questions 17 – 24, read the text below. Use the word given in capitals at the end of some of the lines to form a word that fits in the space in the same line. There is an example at the beginning (0). Write your answers IN CAPITAL LETTERS.

Example: 0 M A T E R I A L I S E

Goosebumps

You must have noticed those strange bumps that sometimes (**0**) ___*MATERIALISE*____ **MATERIAL**
on our skin when we are cold or feel very afraid, excited or (**17**) _____. **NOSTALGIA**
These are known as goosebumps or goose pimples, probably as a result of the
(**18**) _____ they cause our skin to bear to that of a goose after it has **RESEMBLE**
been plucked.

Goosebumps are (**19**) _____ a change in the skin brought about when **ESSENCE**
an involuntary (**20**) _____ of some muscles makes our hair stand **CONTRACT**
on end. They don't seem to serve any particular purpose, and there are
conflicting theories as to what (**21**) _____ advantage goosebumps **EVOLVE**
may have offered. One theory is that our ancient ancestors had much more
body hair than we do. Goosebumps, which caused this hair to stand up, would
have made them look bigger and perhaps more (**22**) _____ when **THREAT**
they were in dangerous situations. Another (**23**) _____, which would **POSSIBLE**
explain why we get goosebumps when we are cold, is that they cause our
hairs to act as a form of (**24**) _____, trapping heat near the surface of **INSULATE**
our skin.

Reading and Use of English: Part 4

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

Example:

0 They weren't calmly discussing the issue; it was more of an argument.

DISCUSSION

It wasn't so _____ an argument that they were having.

Example: **0** MUCH A CALM DISCUSSION OF THE ISSUE AS

---

25 You were wrong to scold the child in front of the others.

OUGHT

You _____ the child off in front of the others.

26 Entry is prohibited to those without a valid ticket.

POSSESSION

Unless you are _____ not be allowed in.

27 We are trying to persuade Jim to come out with us.

TALK

We are trying _____ out with us.

28 Mary always tried to remain impartial when her brothers started fighting.

SIDES

Mary always tried to avoid _____ out between her brothers.

29 Irene was so upset that she started crying.

BURST

So upset _____ tears.

30 I'm surprised Erica didn't lose her job for being so rude.

RESULT

The fact that Erica's _____ the sack surprised me.

8 Reading and Use of English: Part 5

You are going to read an extract from a novel. For questions 31 – 36, choose the answer (A, B, C or D) which you think fits best according to the text.

Castaway

I awoke to the sound of waves breaking on the shore and felt the warmth of the hot sun on my upturned face. At first, I lay perfectly still, aware of a dull pain in my left leg. Gazing up at the clear blue sky, I supposed it was mid-afternoon, but as I tried to reconstruct the sequence of the previous evening's events, there was no way of being absolutely sure. I turned my head, took in my surroundings, and slowly my memories began to coalesce. Apparently out of nowhere, a fierce storm had suddenly hit our charter boat. Before we knew what was going on, water was rushing into the cabin and had flooded the engine room. My friends had been trying to launch the inflatable lifeboat when a huge wave had crashed over the deck, washing me into the rough Caribbean Sea. I lost sight of the boat almost immediately as the ocean waves angrily tossed me around.

After struggling into a sitting position, I mentally assessed my condition. Other than my injured leg, I seemed to be in surprisingly good shape. I was alive and had apparently been washed up here on the beach relatively unscathed, but where were my friends and what was I going to do, stranded on what appeared to be a desert island? I was suddenly overcome with a feeling of intense loneliness and sank back down into a lying position. When I could no longer stand the harsh sun, I somehow found the strength to get to my feet, and limped somewhat unsteadily along the beach calling my friends' names whilst on the look out for any signs of our personal belongings. The idea of exploring my new surroundings filled me with terror, but I knew that finding water, shelter and food would have to be my priority before nightfall.

This unexpected clear thinking spurred me into action, although I was deeply troubled by the fact that there was no sign of my friends. Approaching a canopy of shady trees, I hesitated, alarmed by some strange unidentifiable sounds. There would be insects living amongst the dense vegetation and probably deadly snakes slithering their way around the undergrowth. Would there be other creatures lurking in the shadows or even worse, waiting in ambush, incensed at finding a trespasser in their territory? It was no good; I would have to find out.

As I moved further inland, I saw an abundance of colourful flowers and leafy plants. Tropical coconut palms stretched towards the sky and squawking parrots perched on overhanging branches. After some time, I came across a small stream running into the sea and I was able to drink thirstily for the first time that day. Shortly afterwards, I discovered a large cave entrance situated in a tiny bay. I decided it would offer effective protection from the elements and any predators, which I presumed were still out there somewhere. After making sure that the cave was indeed empty, I made a reasonably soft bed from some large palm leaves and fell asleep. Fierce thunderstorms raged through the night, waking me on several occasions. Each time, I lay awake for a while, wondering about my friends. There was no way of knowing what fate had befallen them, but lying there, cold and alone, I began to fear the worst.

To the best of my recollection, during the first couple of days on the island, I was convinced there was little chance of being rescued. I began to lose sense of time and everything I did seemed pointless. I was constantly hungry, but hunting seemed out of the question. One evening, I glimpsed a wild boar not far from the cave. Instead of plotting to trap the animal, I found myself wondering whether I was intruding in its home and felt a pang of guilt about using the cave for a roof over my head. Even setting traps for smaller animals or fishing seemed beyond my capabilities back then, although this would change, of course, as my days on the island stretched into weeks. In those early days, though, I survived on berries and roots. Fairly early on, I also began laying out seaweed to dry in the sun, an idea that came to me after remembering it was a popular dish in Japan.

My biggest challenge was starting a fire, which I eventually managed to do on the third day by using a piece of broken glass that had washed up on the shore to focus the sun's rays onto some dry grass. In the evenings, the warmth and the orange glow provided a little comfort and certainly helped to ward off any unwanted visits from the local wildlife.

I slowly began to take the situation in my stride, becoming skilful at making traps and fishing hooks. I also improved my shelter and even began fashioning some simple tools and other items to make everyday chores on the island easier. I also spent time arranging rocks spelling out messages for help. I realised that it was only a matter of time before a plane flew overhead or a boat passed close by. Being rescued didn't feel like such a long shot after all, and I just had to keep going until then.

31 What does the narrator recall in the first paragraph?

A how she had injured her leg

B their boat filling with water

C their lifeboat sinking

D her friends falling overboard

32 What can we infer about the narrator's initial unwillingness to move from the place where she came to?

A She thought there was a better chance of her friends finding her there.

B She was in too much physical pain to move.

C She wanted to rest and think carefully about a survival plan.

D She was in shock about what had happened to her.

33 The narrator eventually moves from the beach in order to

A carry out a wider search for her friends.

B try to locate things important for her immediate survival.

C investigate the island's wildlife.

D find out if the island was inhabited.

34 On her first night in the cave, what did the narrator think about her friends?

A She concluded they were fortunate not to be there with her.

B She felt a little angry that they hadn't come to find her.

C She worried that something very bad had happened to them.

D She surmised that they had probably reached safety by then.

35 The narrator suggests that she

A ended up spending some considerable time on the island.

B always found fishing to be less demanding than hunting.

C knew it was pointless to hunt or fish before she had mastered fire-making.

D had always had moral objections to hunting animals.

36 What do we learn about the narrator in the final paragraph?

A She later found evidence of other inhabitants of the island.

B As time went on, she became less hopeful about being rescued.

C She saw planes and boats sometimes, but they never came to rescue her.

D She eventually adapted quite well to her new circumstances.

8 Reading and Use of English: Part 6

You are going to read an extract from a magazine article. Seven paragraphs have been removed from the extract. Choose from the paragraphs A – H the one which fits each gap (37 – 43). There is one extra paragraph which you do not need to use.

A Great Gift for Music

As the last notes from the piano died away, there was a moment of complete and utter silence. Then, the audience erupted into thunderous applause. I opened my eyes and saw that I was receiving a standing ovation. A smile started at the corners of my mouth, and on reaching my eyes, turned into an elated grin. I dropped into a curtsey, bowing my head graciously as the applause continued.

37 _____

It was a concertina in an eye-catching shade of red that dared you to ignore it. The straps were made of leather, also red, and its buttons were sparkling white mother-of-pearl. My little fingers reached out to take the instrument and, with the guidance of my uncle, I produced my first notes. The sound was sweetly resonant, and I was hooked!

38 _____

As I grew in size, so did my presents. The next musical offering was a piano accordion. I found this black, hand-crafted instrument daunting at first, but before long I had got the hang of it, and was producing more complicated tunes than I had on my concertina. "The lass has definitely got talent," Uncle Jack opined. It seemed my parents agreed because not long afterwards they suggested that I started having music lessons.

39 _____

She entered my life like a breath of fresh air. Whereas before, I'd rushed headfirst into playing a song, she taught me to slow down and understand the music. She showed me the reasoning behind each note and helped me appreciate it to the full. Music took on a new, deeper meaning for me, and I spent even more hours immersed in it.

40 _____

My friends couldn't comprehend my obsession. At that age, they were learning to drive and being given old bangers as birthday presents. They would drive to concerts and music festivals with their hearts in their mouths lest their ride broke down halfway there. Instead of tagging along, I stayed at home and reproduced the songs they were hearing myself. I even began composing pieces of my own.

41 _____

I started off with some classical pieces that I knew inside out, and then went on to play some rock ballads that I knew they liked. Their enthusiasm was obvious as they made request after request. The evening ended hours later than planned, and not before I'd tried out a few of my own compositions on this supportive audience.

42 _____

We arranged a meeting, and from there, my career took off. I signed with the producer's label and, with his help, I put together a list of the songs that would appear on my first CD. The next step was to go into the studio with some session musicians to record them. At first I was nervous, but I soon got into the swing of things and I was really proud of the finished result.

43 _____

And, now here I stood, on the stage of one of London's most famous music venues lapping up the applause. All my years of dedication had proved worthwhile. Even more important to me was to see the pride of the people in the front row – my parents, my best friends and a frail older couple, Auntie Olive and Uncle Jack.

A Who would have thought that a belated birthday present I had received many years before would have led to that wonderful experience? It had been on my fifth birthday and Auntie Olive and Uncle Jack had come on one of their rare visits. My siblings and I always looked forward with great enthusiasm to their arrival since Uncle Jack, being a sailor, invariably brought with him an unusual gift or two. And this time was no exception – opening his enormous bottle-green holdall, he produced my gift with an exaggerated flourish.

B From there, the promotion team took over and, to my immense surprise and delight, sales were really good. Interviews with magazines and on TV followed, and then people began to recognise me on the street. Live performances in small venues were soon replaced by sell-out recitals in larger concert halls.

C My parents bought a cheap second-hand baby grand piano for me, and sitting at it was where I spent most of my free time from then on. I went to school, came home, did my homework, then played. Hours and hours were spent on practice, but for me they flashed by. I learnt every piece Miss Hathaway recommended to me, and anything else I could lay my hands on too, classical or modern.

D That was the closest I ever came to giving up. I'd put so much time and effort into nurturing my musical abilities, and this was all I had to show for it? Fortunately, the moment passed, and in the end, this setback just made me more determined than ever to succeed.

E At first I wrote lullabies to calm my nieces and nephews when they came to stay. Then I experimented with a ballad or two, which I hesitantly played to Miss Hathaway. With her encouragement, and after we'd tweaked the compositions to her satisfaction, I invited my friends to come to an impromptu recital.

F Learning to produce recognisable ditties on that beautiful object was the first indication of my musical talent. At every family gathering I would be requested to entertain the crowd. While uncles stifled yawns of boredom and cousins scowled at my attention-grabbing antics, rosy-cheeked aunts would sit forward in their seats and cheerily clap along.

G Not long afterwards, I received a call from the father of one of my friends. He was a music producer and, after hearing his son's glowing account of the evening, he was interested in hearing my music for himself.

H A student, Ben, answered the advert my parents had placed for a tutor in the local newspaper. He was the only person to do so; the accordion wasn't, and isn't, a very commonly played instrument. And so we got started, my Wednesday and Friday afternoon lessons were the highlight of my week, and with several hours of practice every day, I was getting better and better. So much so, that after about a year, Ben told me that he would have to resign. I'd surpassed him in ability and there was nothing more he could teach me. His parting advice was that I could take my musical ability to the next level if I learnt to play the piano and he recommended his former music tutor, Miss Hathaway.

You are going to read an article about drystone walling. For questions 44 – 53, choose from the sections (A – D). The sections may be chosen more than once.

In which section does the writer mention

the instructor's approval of something? 44 ☐

that somebody was hoping to improve their job prospects? 45 ☐

a necessary step in order to make a drystone wall aesthetically pleasing? 46 ☐

how inactive he typically is? 47 ☐

his long-term fascination with something? 48 ☐

somebody benefiting from skills they had acquired in a very different setting? 49 ☐

getting an initial impression of somebody that was misleading? 50 ☐

what the preliminary preparations necessary before building a drystone wall are? 51 ☐

that the group he was with didn't look like they were capable of doing the job at hand? 52 ☐

a fact that would make their job more straightforward? 53 ☐

LEAVING NO STONE UNTURNED

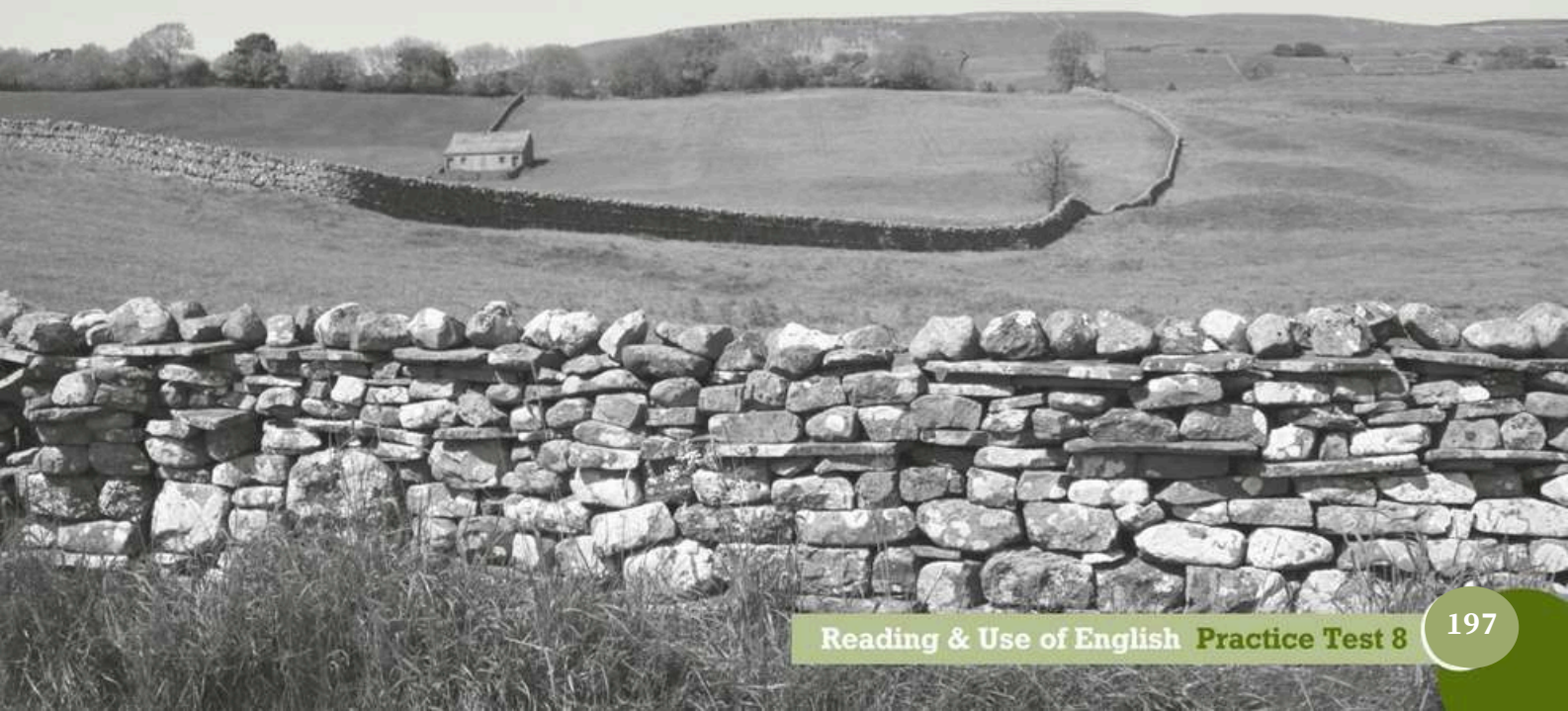
Alan Reid tries his hand at drystone walling

A They say that a day in the countryside is great for relaxation, especially for people like me with jobs that combine constant stress-inducing deadlines with a largely sedentary existence at a poky workstation. Anyway, my day in the country was going to involve manual labour as well as fresh air since I'd signed up for some rudimentary on-the-job training as a drystone waller. Drystone walls (stone walls built without mortar or cement) are a characteristic feature of much of Britain's upland farming areas. They serve a variety of purposes: denoting property boundaries, separating fields, facilitating livestock management and providing some shelter from the strong icy winds that can sweep over great swathes of the countryside. I'd observed these walls countless times on my travels around the country and had always been curious about how they were built. This would be my chance to find out.

B At seven in the morning on a sunny Saturday in June, a group of eight of us met up at Dalry Farm in Perthshire to spend the day learning something about the ancient techniques used to build these walls. In charge was an expert drystone waller, Ken Brown, a wiry, lightly built man in his early sixties with the weather-beaten complexion of someone who has spent their working life out in the elements. He had a serious demeanour that belied what turned out to be an easy-going personality. Our group, which was made up of a wide range of people in terms of age, race and gender, seemed on first appearances to be rather an unlikely bunch for a stint of what was supposedly going to be hard manual labour. At least Mr Brown was pleased to note that we had turned up suitably attired, especially as regards our sturdy work gloves and our stout boots with steel toecaps. Like all good teachers, he first ensured we got a clear idea of the task ahead of us. Nearby, there was a stretch about twelve or so metres long of badly damaged wall that was in need of reconstruction.

C Mr Brown explained that, before a brand new wall is built, the topsoil is dug out to make a level surface for the foundation stones to sit on. These stones, referred to as 'footings', are usually the largest stones. In our wall, fortunately, the footings were still in place which would save us some time and effort. We then learnt that we would build two 'skins', one for each side of the wall. For the skins, which make up the bulk of the wall, we had to use good 'face stones', placing each one in a way that would give the wall the most attractive 'face'. Between the skins goes the 'hearting', small pieces of stone that are tightly packed in the middle, and 'through' stones are set in key places at regular intervals to help bond the two skins and hold them together. Finally, large 'coping' stones are selected to be put vertically along the top of the wall, packed or slotted together very tightly. You need a good eye to keep the wall level horizontally and everything in line vertically. Additionally, we had to try to gauge the 'batter' well. Each skin of the wall must have a 'batter'. In other words, from the base up the wall should taper slightly in towards the centre, resulting in a structure somewhat wider at the bottom than at the top.

D By the end of the day, weary, but pleasantly so, and ready for a long hot bath, I entered my new friends' contact details into my mobile. Working together in fairly close proximity had allowed us to get to know each other a bit. Jenny, a 32-year-old teacher, had come to get a break from the city, and most of the others had office jobs. The only exceptions were Matt and Meg. The former, a 40-year-old carpenter, explained that he was trying to acquire some building skills that would help him get work on larger projects. He certainly had a good eye for lines and angles. However, Meg, a 52-year-old confectioner at a large city-centre bakery was even more skilled in this regard, a fact that she put down to her practice at such activities as icing large multi-tiered wedding cakes.



8 Writing: Part 1

1 **Read the two texts below.**

Write an essay summarising and evaluating the key points from both texts. Use your own words throughout as far as possible, and include your own ideas in your answer.

Write your answer in 240 – 280 words.

Rubbish – Let it Burn

An ever-increasing population and the consumerism it indulges in means the problem of rubbish disposal increases accordingly. Landfills were the solution of the past, but the future of rubbish lies elsewhere. Many European countries now have incinerators, located in or near cities, which burn the rubbish the residents produce. This effectively reduces waste and also provides heat and electricity for nearby buildings. These incinerator plants can be located close to residential areas thanks to complex sets of filters which reduce the amount of pollutants they produce. They help local people and do very little damage to the environment.

A Better Solution

Some people are trying to convince us that the most satisfactory method of rubbish disposal is incineration. They announce that air emissions are within the legal limits, without acknowledging the fact that global warming gases are still being produced, and harmful toxins continue to be released. Incinerators may be better for the environment than landfills, but that does not mean they are the perfect solution. My view is that it would be far better to focus our efforts on encouraging more people to recycle their rubbish, and to put pressure on producers to reduce the amount of packaging they use. In the long-run, I believe this would prove to be a far better way to tackle the problem.

Write your **essay**.

Writing: Part 2

Write an answer to one of the questions 2 – 4 in this part. Write your answer in 280 – 320 words.

2 An international magazine is running a series of reviews of TV programmes that people enjoyed when they were children. You decide to send in a review in which you describe a TV show that you enjoyed and say why it appealed to you when you were a child. You should also discuss whether children today would enjoy this programme.

Write your **review**.

3 An international magazine popular with young people is asking readers to send in articles about a person who had an important influence on their lives. Write an article describing the person, explaining why they were so influential in your life and discussing how important you think it is for young people to have positive role models.

Write your **article**.

4 You recently read a newspaper article which stated that younger drivers are often reckless and are more likely to put their own lives and the lives of others at risk. The article proposed raising the legal driving age to twenty-five. Write a letter to the editor of the newspaper giving your opinion on the article, outlining any problems this proposal would cause and assessing its potential benefits.

Write your **letter**. You do not need to write any postal addresses.

8 Listening: Part 1



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 part of an interview with an expert on computer technology.

1 What does the expert say about malware?

A It can cause considerable damage to infected websites.
B Antivirus software is adequate protection against it.
C A computer user may fail to notice its existence.

2 He states that rootkits are

A a more sophisticated form of antivirus software.
B extremely difficult to combat.
C only relevant to people who run industrial networks.

Extract Two

You hear a journalist reviewing a new book about global warming.

3 What feature of the book does the speaker wish to emphasise?

A The author isn't sure which side of the debate to support.
B The author takes the trouble to explain both sides of the controversy.
C The author is more interested in solutions to the problem than in its causes.

4 The speaker gives the impression that the author believes

A pollution is a more serious problem than climate change.
B the earth would be warming even if there were no pollution.
C changes in climate are linked to pollution levels.

Extract Three

You hear part of a talk about the authorship of Shakespeare's plays.

5 The speaker suggests that

A it is now clear that Shakespeare did not write the plays.
B some of the theories are less plausible than others.
C the identity of Shakespeare is unknown.

6 How does the speaker appear to feel about the authorship debate?

A It makes her very angry.
B She thinks it's silly.
C She is surprised more people aren't convinced by some of the newer theories.

Listening: Part 2

You will hear a talk by a woman called Amy Hemmingway, who serves in the British armed forces, describing army life.

For questions 7 – 15, complete the sentences with a word or short phrase.

Amy admits that some people would consider that being a soldier is too dangerous or would have _____ 7 to joining the army.

She says that having colleagues that she holds in high esteem and she feels she can rely on gives her a great deal of _____ 8 .

Soldiers can participate in some outdoor sports on the _____ 9 programme.

Amy says that in the armed forces both men and women have the same chances of _____ 10 .

When it comes to work, Amy compares the army to a smaller version of the _____ 11 .

Many accomplished members of the armed forces were _____ 12 when they first joined up.

When she first joined the army, Amy took some tests and was given _____ 13 in order to help her choose a particular job.

Amy and her dog work together to find _____ 14 .

Amy says that it might be hard for _____ 15 to appreciate all of the benefits of military life.

8 Listening: Part 3

You will hear a discussion in which two historians, Matt Thomas and Sue Wilkins, talk about a book they have written.

For questions 16 – 20, choose the answer (A, B, C or D) which fits best according to what you hear.

---

16 What does Sue say about digging on the Thames foreshore?

- **A** Until recently amateur archaeologists weren't allowed to do it.
- **B** Official authorisation is required to do it.
- **C** You must have a member of a certain society with you to do it.
- **D** The 'Thames Mudlarks' can give you a permit to do it.

17 Matt says that, in the past, poverty-stricken children

- **A** might live on the Thames foreshore.
- **B** used to try and sell things to people in boats on the river.
- **C** would hunt certain types of bird near the river banks.
- **D** looked for things in the mud at certain times of day.

18 How did Sue feel about the Thames when she visited it as a girl?

- **A** curious about why her parents took her there
- **B** excited about the chance to search for treasure
- **C** repulsed by its appearance
- **D** fascinated by the idea that she might work there one day

19 Matt is intrigued by

- **A** what can be learnt from the objects they find.
- **B** the transport people used in the Middle Ages.
- **C** how London's inhabitants used to dispose of their rubbish.
- **D** how much the Thames has changed over the centuries.

20 What makes the discovery of certain small items very important?

- **A** They made Matt rethink his views of life in the past.
- **B** They reveal something about family relationships.
- **C** They can teach us how mud can be used to preserve things.
- **D** They confirm a widely held theory.

Listening: Part 4

You will hear five short extracts in which different people are talking about stressful events.

Task One

For questions 21 – 25, choose from the list (A – H) what each speaker says about their situation.

Task Two

For questions 26 – 30, choose from the list (A – H) how each speaker feels about the situation they are in.

You will hear the recording twice. While you listen, you must complete both tasks.

A Financial issues are my major concern.

B I miss having more on my plate.

C Finding a new job might be the best option for me.

D Some people don't understand my course of action.

E I'm relieved that things are easier than they used to be.

F I would like more help with some aspects of the situation.

G Challenging events have made me rethink my relationships with others.

H I'm apprehensive about something normally considered enjoyable.

Speaker 1 21

Speaker 2 22

Speaker 3 23

Speaker 4 24

Speaker 5 25

A enthusiastic about what the future holds in store

B resentful about being responsible for certain tasks

C frightened about what the results of failure might be

D surprised by others' reactions

E dejected about a change in lifestyle

F exasperated by a lack of options

G resigned to having to deal with some difficulties

H happy and relieved about a decision

Speaker 1 26

Speaker 2 27

Speaker 3 28

Speaker 4 29

Speaker 5 30



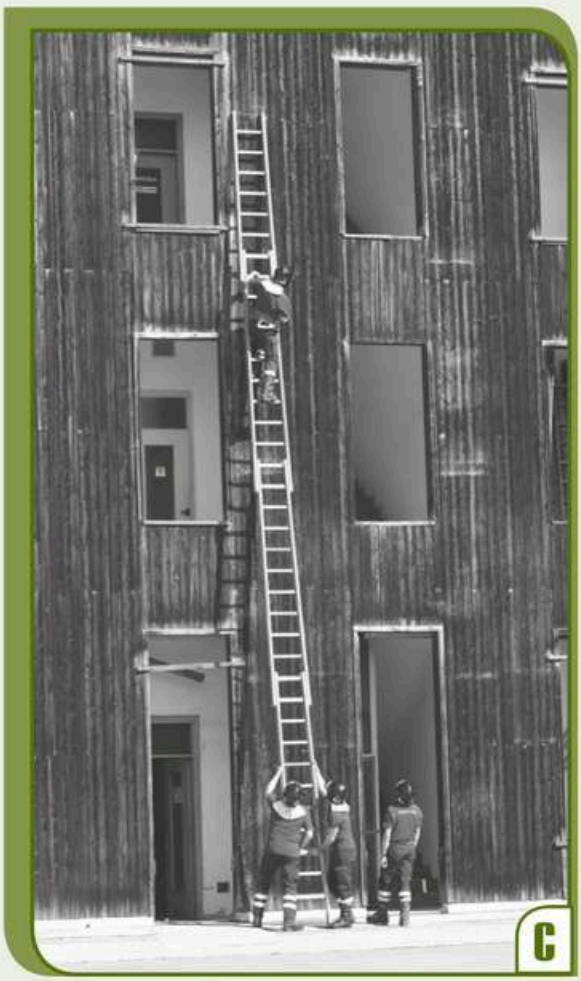
8 Speaking

Part 2

Recruitment campaign – Volunteer firefighters







Part 3

Student A's card

Who or what has the biggest influence on the way in which young people behave?

- friends
- family
- the media

Student B's card

What does a successful friendship depend on?

- shared interests
- similar backgrounds
- age

PRACTICE TEST 9

9 Reading and Use of English: Part 1

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

Example:

0 A professes **(B) boasts** **C claims** **D asserts**

0	A	B	C	D

Bollywood

To us in the West, Hollywood may seem like the centre of the cinematic world, but it is actually India which (**0**) _ _ _ the biggest film-making industry on the planet. A large part of this industry is based in Mumbai, and is (**1**) _ _ _ 'Bollywood' – a combination of the words 'Bombay' (the (**2**) _ _ _ name of Mumbai) and 'Hollywood'.

India produces all sorts of different films, but the ones that really bring the (**3**) _ _ _ down there are the so-called Bollywood blockbusters. These tend to follow a fairly standard pattern and include (**4**) _ _ _ drama, plenty of romance, comedy, tears and violent (**5**) _ _ _ of passion, always in beautiful, colourful surroundings. Singing and dancing are musts – even in Bollywood war films, soldiers are likely to (**6**) _ _ _ song before and even during battle scenes.

In recent years, the popularity of Bollywood films has spread beyond India's (**7**) _ _ _ and there is now an audience for these spectacular movies in all (**8**) _ _ _ of the world.

1	**A** classed	**B** cited	**C** mentioned	**D** dubbed
2	**A** elapsed	**B** foregoing	**C** former	**D** preceding
3	**A** home	**B** stage	**C** house	**D** audience
4	**A** high	**B** lofty	**C** tall	**D** grand
5	**A** outcomes	**B** outbursts	**C** outputs	**D** outcrops
6	**A** break into	**B** blow up	**C** turn away	**D** set out
7	**A** outskirts	**B** edges	**C** borders	**D** fringes
8	**A** bends	**B** junctions	**C** corners	**D** branches

Reading and Use of English: Part 2

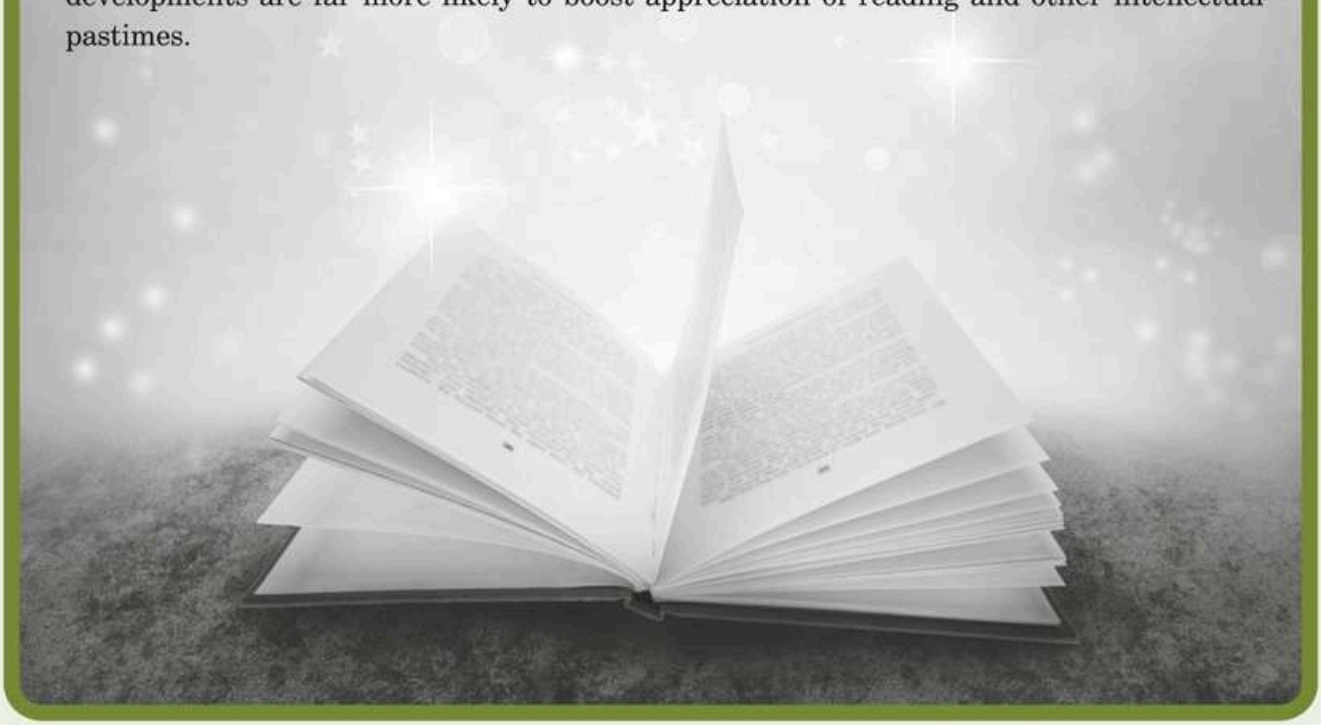
For questions 9 – 16, read the text below and think of the word which best fits each space. Use only one word in each space. There is an example at the beginning (0). Write your answers IN CAPITAL LETTERS.

Example: 0 | B | E | E | N | | | | | | | | | | | | | | |

Threat or Promise?

Pessimists have (**0**) _____ quick to lament the death of reading, predicting that increased exposure to new media would (**9**) _____ an end to the practice as we know it. However, I would argue that, (**10**) _____ anything, technology is boosting the dissemination of the written word via the internet and e-books, (**11**) _____ to mention digital publishing platforms. These have been largely responsible for the proliferation of small publishing firms and self-publishing enterprises. In fact, in my opinion, (**12**) _____ is the momentum and scope of these developments that we are currently faced with (**13**) _____ could be termed a superabundance of reading choices.

What I (**14**) _____ interesting about the doomsayers' comments is not the accuracy of their predictions, but that their views so closely echo those of various self-appointed cultural guardians of the past. Some eighteenth-century intellectuals feared that mass literacy and cheaper books would compromise the quality of cultural life. More recently, (**15**) _____ radio and television were seen as serious threats to creativity and highbrow pursuits. Now, as then, my (**16**) _____ belief is that technological developments are far more likely to boost appreciation of reading and other intellectual pastimes.



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 space in the same line. There is an example at the beginning (0). Write your answers IN CAPITAL LETTERS.

Example: 0 S A F E T Y

Dangerous Animals

When you think of animals that pose a serious risk to our (**0**) _____*SAFETY*_____, **SAFE**

lions and tigers might make an (**17**) _____ near the top of the list. **APPEAR**

However, while it would certainly be a mistake to (**18**) _____ just **ESTIMATE**

how dangerous these big cats are should you ever have to (**19**) _____ **FRONT**

one in the wild, they are nowhere near the most deadly animals as far as humans are concerned.

Crocodiles and alligators also have terrifying (**20**) _____ and it is **REPUTE**

estimated that Nile crocodiles alone kill over a hundred people each year. Perhaps

more (**21**) _____, Cape buffalo in Africa are just as dangerous. **SURPRISE**

In fact, these extremely strong, fast and aggressive herbivores are responsible for

several hundred (**22**) _____ a year. **FATAL**

All of these figures pale into (**23**) _____, though, when you consider **SIGNIFY**

smaller creatures. Mosquitoes for example, which can transmit a range of deadly diseases, kill millions of people annually. Finally, perhaps we should acknowledge

that humans themselves can be held (**24**) _____ for the loss of **ACCOUNT**

very large numbers of lives.

Reading and Use of English: Part 4

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

Example:

0 They weren't calmly discussing the issue; it was more of an argument.

DISCUSSION

It wasn't so _____ an argument that they were having.

Example: **0** MUCH A CALM DISCUSSION OF THE ISSUE AS

---

25 They started to train the new recruits six weeks ago.

UNDERGOING

The new recruits _____ the last six weeks.

26 She was free to do whatever she wanted because her father was so rich.

HAD

Given how _____ to do whatever she wanted.

27 I will only be satisfied if the manager apologises to me personally.

SHORT

Nothing _____ will satisfy me.

28 If you need her to, she can prepare a delicious meal in about half an hour.

RUSTLE

Should the _____ a delicious meal in about half an hour.

29 Many local people criticised the architect's design.

CAME

The architect's design _____ locals.

30 Sally was only in charge of the family business because her father retired early.

HAVE

But for her _____ running the family business.

9 Reading and Use of English: Part 5

You are going to read the introduction to a book about retirement. For questions 31 – 36, choose the answer (A, B, C or D) which you think fits best according to the text.

Retirement: A Friendly Guide To Getting It Right

You may not even want to think about it but, the chances are, at some point in your life you will find yourself waking up one morning, most likely the day after receiving fond farewells from your colleagues, and suddenly asking yourself: what now? This is precisely what happened to my father, and this book is my attempt to find ways in which to avoid receiving a similarly tough blow. If one thing is certain, the best use for this book is for it to be your preparatory guide, one that can help you to plan and prepare before you actually become a pensioner.

Of course, the whole concept of being a pensioner centres on one particularly important detail, which is that you are actually receiving a pension. For this reason, it is never too early to find out where you stand with regard to your pension rights and how much you can count on getting. If you have any doubt as to how you're going to manage to live on your pension, you'll need to investigate ways of saving for a better one. This book will tell you about your rights and give you ideas for improving your financial situation.

A very important consideration in this regard is the age at which you will apply for your pension. Is retirement compulsory? This may be dependent on what field of employment you are in. You may be allowed to keep on working for more years than you thought. Would you like to stay in employment but on a part-time basis or doing less tiring work? Also, the fact that you are planning to stop work is a sign that you definitely need to give careful thought (if you have not already done so) to how you are going to spend your days.

Undoubtedly, you will be at an advantage if you already have some hobbies which enrich your free time. If not, is there a sport, craft, pastime or interest which you would like to try? Perhaps you have already acquired some useful skills that you would like to pass on to younger people, for example, by teaching a class at your local community centre. Many older people also find different forms of volunteer work a rewarding activity. What you plan or hope to do with your time is something that may also depend on your family and friends. Where do they fit into your picture of life after retirement? What plans do you have with them? Maybe you would welcome the chance to be more involved in your grandchildren's lives. When you have given these matters some thought, it could be constructive to set yourself some goals and plan how you hope to achieve them.

Inevitably, people tend to equate retirement with old age, which may then lead to thoughts about illness or infirmity. Consider your current state of health and fitness objectively. Are you getting enough regular exercise? Have you got healthy eating habits? The more carefully you look after yourself, the more slowly you are likely to age. Accordingly, you should be better able to enjoy a good quality lifestyle in retirement. If you have any doubts about this, what steps are you going to take to remedy the situation? Remember that you are more likely to stick to a resolution to be more active if it is something you enjoy and if you have good company while you are doing it. You will find plenty of ideas in this book. It is also worth thinking about ways of staying mentally alert and active. Social activities are a good start, but simple pleasures like completing a crossword or a sudoku puzzle every day can do the trick. Some people use their retirement to fulfil a dream like learning a foreign language.

Your home, where you will probably be spending more hours as a pensioner, is of the utmost importance. Do you want to stay in your current house? Is downsizing a good idea? Is your garden important to you? Will you need to think about mobility issues later on, and can you make mobility-friendly alterations to your house now? Have you dreamt of moving to a completely different place? Do you know how well you'll be able to adapt to change?

Basically, you have a world of possibilities before you, and I hope that this book will give you food for thought, that it will offer a friendly hand to guide you through uncertainties and some means to help you weigh up your options and, perhaps even more importantly, to open your eyes to the people around you and to the fact that dreams are more than okay: with the right help they can be achievable.

31 What is the writer's aim in the first paragraph?

A to suggest he is aware of some mistakes he made

B to jolt the reader into thinking about their future

C to express gratitude for a lesson his father taught him

D to prepare the reader for a shock

32 What point does the writer want to stress about your finances?

A Surviving on just your pension is rarely manageable.

B You shouldn't believe everything you are told about your pension.

C It's never too late to think about boosting your income.

D People need an adequate source of income when they have retired.

33 The writer suggests that

A retirement at a certain age isn't always obligatory.

B it's unusual to retire without first taking another job where you work fewer hours.

C depending on your job, you may not be able to retire early.

D a significant portion of workers never consider retiring.

34 When talking about retirement planning, the writer implies that

A a lot of people plan to keep on working indefinitely.

B it is wise to think about the future well in advance.

C it is foolish to try to do too much after you retire.

D older people are overly pessimistic about their future capabilities.

35 The impression given by the writer is that

A having good mental health helps you deal with physical health problems.

B physical exercise becomes less important as you get older.

C after retirement, it is important to continue doing the same things that you did before.

D people tend to be more motivated if they are not alone.

36 The writer appears to want the reader to

A explore all avenues with the help of this book.

B appreciate how much help they are going to need after they retire.

C avoid unrealistic expectations about retirement.

D discuss issues raised in the book with other pensioners.

You are going to read an extract from a magazine article. Seven paragraphs have been removed from the extract. Choose from the paragraphs A – H the one which fits each gap (37 – 43). There is one extra paragraph which you do not need to use.

Picking Up Where Mother Left Off

While in Africa the lion may be king of the jungle, in the equatorial rainforests of Borneo and Sumatra in South-East Asia you could, perhaps, give the orang-utan similar recognition, even though the only creatures living in fear of this king would, on the whole, be insects. The orang-utan is not only the most truly tree-dwelling of apes, it is also the largest arboreal mammal in the world. Every night, using branches and foliage, orang-utans make nests so they can sleep up in the trees.

37 _____

Orang-utans are more solitary than other apes, due to the scarcity of food in the rainforest, though they will gather in small groups and socialise at times when food is more abundant. Nevertheless, this tendency is, in a way, balanced out by the fact that orang-utans spend more years dependent on their mother than any other animal in the world. Babies are nursed by their mother until they are about six. After that, males usually remain with the mother for a few more years, and females may not seek independence until they are in their teens.

38 _____

Yet despite our appreciation of the crucial function that they fulfil, preserving life on this planet, we are witnessing their destruction at our own hands. Researchers estimate that, in Borneo alone, an island more than twice the size of Germany, an area of rainforest approximately the size of two football fields is disappearing every minute! The most serious threats to these forests are illegal logging and forest clearance by companies that want to profit from plantations. This particular development is largely fuelled by the world's demand for all sorts of products that contain palm oil.

39 _____

All this, and more, is driving the orang-utan towards extinction. For each tract of forest that is destroyed, more orang-utans become homeless, forcing them to look elsewhere for food. Often, those who survive starvation are slaughtered by people on the plantations. Babies are then taken and sold to illegal pet traders. Any that remain free have not yet acquired the necessary survival skills that their mother would still be teaching them were she alive.

40 _____

It is now home to well over 600 infant orang-utans, and more than 150 people are employed to help there. Although the ultimate goal of the organisation is to reintroduce the rescued animals back into the wild, a great deal of work is required with each individual orang-utan before that can happen. With the sheer numbers involved, this calls for an impressive degree of organisation.

41 _____

With these issues under control, new arrivals can be allocated to the appropriate group. The first of these is the infants. They initially receive round-the-clock care from a team of "babysitters". They sleep in spacious cages or in cradles, and every day they are taken out to the forest by their supervisors early in the morning. There they play, and are encouraged to learn to climb and to build nests.

42 _____

Those arriving as more experienced youngsters are catered for in the socialisation cage. This gives them the opportunity to learn to socialise with others. While achieving this, they will also be strengthening their muscles in preparation for a life in the forest. Their carers will also be helping them to learn how to make nests and to become acclimatised to more natural feeding patterns.

43 _____

Lone and her colleagues are delighted when the island residents can finally be released in protected forest areas that are far from both human settlements and from established populations of wild orang-utans. If the orang-utan is to be saved from extinction, people will definitely need to get to grips with the ever-worsening deforestation problems and take action to reverse this process. The dedicated work being undertaken at the Nyaru Menteng Orangutan Rehabilitation Centre and similar establishments is playing no small part in making the survival of these amazing creatures more likely.

A This, essentially, is the situation that started to get serious attention from a few wildlife activists about twenty years ago. One of the major players in this field is Lone Drøscher Nielsen, a Danish woman who spent four years as a volunteer caring for infant orang-utans before she and her husband, Odom, who is from Borneo, opened the Nyaru Menteng Orangutan Rehabilitation Centre with the help of the Borneo Orangutan Survival Foundation.

B Slightly older orang-utans that may be 2½ to 5 years old may still need to be taught how to build nests and how to fend for themselves. Their home is the halfway house, and a lot of them prefer to sleep in the security of the large cages there, though they are encouraged to sleep out in their nests. Another important life skill that the supervisors constantly give them practice with is finding their own food.

C Unfortunately, a lot of young orang-utans are now reliant on human support until they learn appropriate survival skills. But how did this unnatural situation arise? The problem is closely tied to the tragic decline of the world's rainforests. These beautiful areas, which are home to more than half the species of plants and animals in the world, are vitally important for maintaining stability in the world's temperatures and weather patterns, for absorbing carbon dioxide and providing nearly a third of the world's oxygen, and for their role in the water cycle, helping to ensure the continued supply of fresh water.

D Of course, industry representatives have been keen to highlight their own concerns, making it clear that they are not insensitive to the situation. They point out that much of the habitat destruction is caused by wildfires which, they observe, do not receive the rapid firefighting response that they merit. Indeed, they have even begun to make some tentative overtures to wildlife organisations, showing willingness to prove their environmental credentials with some financial support.

E On the ground, they are rather clumsy due to their short legs, but with the help of their long arms (some have an arm span of over two metres) they can move very gracefully in the trees. However, the acrobatic display team consists mainly of females and youngsters since the males, who may weigh over 100 kilos, spend more time travelling on the ground.

F As might be expected, an important part of such a centre is the veterinary clinic. For a start, some of the orang-utans that have been rescued may be sick, wounded or malnourished, so the first step in the care process is the quarantine phase. Thus, each new arrival receives medical attention at the outset, being examined and monitored over a period of one or two weeks. On-site veterinary staff assess general health and check for illness and parasites.

G Total release into the wild is preceded by a further acclimatisation stage. This is open to halfway house orang-utans that have acquired good forest survival skills and to those from the socialisation cages that have benefited from forest training. They are taken to one of three islands in the forest where they can roam freely, foraging for food and honing their skills as successful forest dwellers.

H The ruination caused by industries like this one is further exacerbated by the fires that are lit to help create more room for plantations. Such fires can easily rage out of control, not only burning a much greater extent of forest than even the companies intended, but also smouldering underground through the peaty soil. These environmental disasters, however, are quite widely tolerated due to the short-term financial gains and the employment opportunities associated with them.

9 Reading and Use of English: Part 7

You are going to read an article about how the economic situation in Greece led some people to change their career or lifestyle. For questions 44 – 53, choose from the people (A – E). The people may be chosen more than once.

Which person expresses the following:

Currently, I can't live off the money I make from my new job. 44 ☐

I am honing my expertise in something I've been learning about all my life. 45 ☐

Agriculture has given me considerable pleasure. 46 ☐

The fact that some Greek people are moving from cities to the countryside could have been predicted. 47 ☐

It was highly improbable that I would get a job like the one I had before. 48 ☐

I was surprised by the amount of interest in a recreational pastime. 49 ☐

Urban Greeks are more likely to have links to rural areas than their counterparts in other countries. 50 ☐

I decided to change career in order to do something I would enjoy more. 51 ☐

Agricultural work can be very arduous. 52 ☐

I know some people who had very little choice other than to move to a new place. 53 ☐

A Major Turning Point

The economic crisis in Greece has forced some people to make radical changes.



A Simon

Sociologists such as myself are very familiar with the concept of urbanisation. All over the world, people are moving away from rural areas and into towns and cities. However, in Greece, in the last few years, the financial crisis has resulted in a reversal of this trend, at least to some extent. Ties between the urban centres and the countryside were never really severed in Greece, so this development was not entirely unforeseeable. The majority of those who have already taken up farming as a result of the crisis, or who aspire to do so in the near future, have access to family land and related resources, a fact which makes this kind of change in lifestyle a much more realistic and attainable goal. It is certainly unusual that Greece's well-qualified young workforce is moving away from the service sector and into more traditional roles but, for many, it is a rational step to take.

B Spyros



As a forty-five-year-old graphic designer who had been out of work for nearly four years, I knew my chances of finding well-paid employment in my field, or in any other for that matter, were very slim. That's why two years ago my wife and I decided to use the land her father owned in a small village to grow pomegranates. We entered a contract farming agreement, were trained and provided with seeds and went ahead despite both our families' less than enthusiastic response to our proposed undertaking. Nothing could have prepared us for the backbreaking work we would both have to put in, and there were several frustrating setbacks along the way. But, equally, nothing from my previous career can compare to the joy I felt upon seeing our seedlings – tiny green rays of hope – shooting up from the ground.



C Marianne

My husband and I met while on holiday here, got married and settled on the island long before the crisis hit. At first, I was convinced that the local economy would have little or no use for my skills – I am a pianist, you see. I soon discovered, however, that there was a real thirst for knowledge and a craving for creative outlets, especially among the young. I have had numerous students since, which has definitely helped me lead a fulfilling life here. I hope things prove to be as uncomplicated for those young couples who have recently arrived on the island and are planning to 'go back to the land'. I worry about them, though, because this, it seems, is their last resort, their only way out of the economic deadlock they were in.

D Nick



My dad was a baker and my grandfather before him, but I never saw myself following in their footsteps. I completed a postgraduate degree a few years ago and resolved to help out at the family bakery only until I could get my academic career on track. While no progress was being made on that front, I became more and more involved in the business, and the science of making bread. Having grown up in this family, I had picked up a lot along the way, but I soon found myself not only putting that knowledge into practice but also doing research into ways of improving the quality of our bread, making it affordable to everyone, and introducing new products. Small bakeries like ours are really having to fight for their survival these days, but I truly believe that it is a fight we can win. I will be proud to know I played a part in securing that victory.



E Anna

A crisis really brings things into sharp focus. When the first pay cut was announced at work, I realised it had been a long while since my job had offered me any real satisfaction. I started contemplating a simpler life in the country, and it was round about that time that I happened to read an article about small-scale beekeeping and honey production. A little research led me to a local Institute of Agricultural Studies that offered beekeeping seminars. Apparently, they were all the rage: I had to sleep in the park where the institute's headquarters are located the night before the seminars started, together with a horde of other aspiring apiarists, to make sure I got a place on the course. Having a house in the countryside, where I could set up an apiary certainly helped and I now own ten hives and produce an average of a hundred kilos per season. It is not enough to fully support me yet, but that's the goal that I've set for myself, and I hope to be there in four or five years' time.

9 Writing: Part 1

1 **Read the two texts below.**

Write an essay summarising and evaluating the key points from both texts. Use your own words throughout as far as possible, and include your own ideas in your answer.

Write your answer in 240 – 280 words.

Prison is a Punishment

When the criminal justice system determines that an offence which someone has committed deserves a prison sentence, then that person is clearly being punished for what they have done. Prisoners should be treated humanely, but prison should in no way be a pleasant environment. This is related to the second main purpose served by imprisoning people. It should act as a powerful deterrent for other potential offenders. Hugely expensive rehabilitation programmes which may, for instance, include allowing prisoners to study for a college degree seem wasteful to me, especially when many poor law-abiding citizens do not get the same opportunities.

Criminal Rehabilitation: Best for Everyone

The whole of society benefits if the criminal justice system focuses on rehabilitation rather than retribution. If prisoners receive counselling and training while they are serving their sentence, they will find it much easier to re-integrate into society when they are released and are far less likely to reoffend. To me, giving people a second chance seems to be the right thing to do: after all, we all make mistakes. More importantly, this policy means that once a prisoner's punishment is over they are likely to positively contribute to society and to stay on the right side of the law.

Write your **essay**.

Writing: Part 2

Write an answer to one of the questions 2 – 4 in this part. Write your answer in 280 – 320 words.

2 The head of your local education authority is concerned about a recent rise in bullying in schools in your area, and she plans to launch a campaign against it. Write a letter to the head outlining the seriousness of the problem, discussing the various ways that the campaign could attempt to tackle it and how successful you think the campaign is likely to be.

Write your **letter**. You do not need to write any postal addresses.

3 You recently visited a science museum in a nearby town. Your head teacher has asked you to write a report on the museum. Your report should include information about how easy the museum is to get to by public transport, a brief description of the best exhibits and an assessment of the suitability of the museum for a school trip.

Write your **report**.

4 A popular magazine is running a series of articles on homes of the future, and the editor has asked readers to submit articles describing what they think people's homes will be like in twenty years' time. In your article, you should describe such a home, explain the benefits it will have for the people who live in it, and consider, in general, what most people are looking for in a home.

Write your **article**.

9 Listening: Part 1

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 a talk promoting a new invention.

1 The speaker likens the PAL V One to a motorcycle because of
- **A** the fact that it can accommodate two people.
- **B** how nimble the machine is.
- **C** how quickly it can travel.

2 The speaker informs us that the PAL V One
- **A** can be readied for flight by following a straightforward procedure.
- **B** requires a lengthier runway to land than to become airborne.
- **C** can also float on water for short periods.

Extract Two

You hear two people discussing a holiday destination.

3 What is causing a problem that is affecting turtles?
- **A** too much traffic on a busy road
- **B** aircraft landing at night
- **C** noise from construction sites

4 According to the man, the woman has investments in
- **A** several holiday companies.
- **B** companies for ethical consumers.
- **C** companies with poor environmental records.

Extract Three

You hear part of an interview with a footballer.

5 The presenter says that a popular view is that
- **A** everyone is entitled to a salary determined by the market.
- **B** David shouldn't have accepted the pay offer.
- **C** all footballers are overpaid.

6 According to David,
- **A** the woman is overpaid.
- **B** his career will be too short for him ever to make much money.
- **C** many footballers are not very well paid.

Listening: Part 2

You are going to hear part of a talk by a woman called Maya Roberts about teenagers and stress. For questions 7 – 15, complete each sentence with a word or short phrase.

Maya says that stress is so widespread these days that it is reaching _____ 7 proportions.

If a teenager's parents break up, he or she might be anxious because it puts the _____ 8 of the teen's family life at risk.

Stressed teens may have poor _____ 9 and be less interested in learning than usual.

Insomnia, stomach pains and a smaller _____ 10 than usual are physical manifestations of stress in teenagers.

Teenagers should be given enough _____ 11 to let them act in a more grown-up manner.

Maya says that teens must be made to understand the _____ 12 between bad behaviour and punishment.

Maya thinks that parents and teachers need to set _____ 13 for teenagers.

Parents must be caring and listen to their teenage children, even when they are _____ 14 by something they have done.

Getting plenty of sleep and having a healthy diet are a couple of the well-known _____ 15 for stress that Maya mentions.

9 Listening: Part 3

You are going to hear a radio discussion about buying a new car.
For questions 16 – 20, choose the answer (A, B, C or D) which fits best according to what you hear.

---

16 What point does Tessa make about salesmen?

A They will be happy to help you calculate your budget.
B Most of them won't know what your current car is really worth.
C They are likely to try to coax you to spend more than you want to.
D A good one will help you avoid expensive mistakes.

17 What do Tessa and Paul agree about?

A Financial considerations make buying a new car inadvisable for most people.
B The majority of buyers should opt for a new car.
C Borrowing money to buy a car is usually a bad idea.
D The importance of warranties is often overstated.

18 When discussing used cars, Paul reveals

A a buyer must demand to know all of the car's history.
B the distance the car has been driven may not be accurately reflected.
C recognised dealers will give you a wider range of cars to choose from.
D very low prices should be treated with suspicion.

19 Why does Paul mention sunroofs?

A as an example of an optional extra you can get on a new car
B something that may cause problems with a second-hand car
C to explain why some features are more important than others
D to indicate one of the more expensive features of new cars

20 Paul advises buyers

A not to try to negotiate with experienced salesmen.
B to never buy the first car that they test drive.
C to be willing to spend more if they are offered a good deal.
D to fight hard to get the best possible deal.

Listening: Part 4

You will hear five short extracts in which different people talk about a memorable holiday.

Task One

For questions 21 – 25, choose from the list (A – H) what reason each speaker gives for choosing their destination.

Task Two

For questions 26 – 30, choose from the list (A – H) what each speaker enjoyed most about their holiday.

You will hear the recording twice. While you listen, you must complete both tasks.

A The trip was something I had had my heart set on for a very long time.

B A heavy workload meant that I wasn't able to take a long holiday.

C It was a chance discovery related to the life of one of my favourite authors.

D It was the result of a memory in the absence of an alternative plan.

E It had a very positive reputation among like-minded individuals.

F A very pleasant and convenient combination of features made it an enticing option.

G My avid interest in urban architecture meant I insisted on going there.

H It was something that somebody close to me planned.

Speaker 1	21
Speaker 2	22
Speaker 3	23
Speaker 4	24
Speaker 5	25

A the chance to take in some stunning views

B having first-hand experience of a local custom

C the sumptuous accommodation

D the ease of making trips to the beach

E staying in accommodation once occupied by someone famous

F reuniting with an old acquaintance

G being able to indulge their fascination with historical architecture

H hiking around some ancient buildings

Speaker 1	26
Speaker 2	27
Speaker 3	28
Speaker 4	29
Speaker 5	30

Part 2

Magazine article – Ways of learning









Part 3

Student A's card

What are the greatest problems faced by people who live in a big city?

- crime
- isolation
- stress

Student B's card

What should urban planners give priority to?

- transport systems
- attractive architecture
- parks

PRACTICE TEST 10

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

Example:

0 A peak B summit C top D tip

0	A	B	C	D

Body Language

Words may be the most obvious part of any conversation, but they are only the (**0**) _ _ _ of the communication iceberg. Studies have shown that body language, or non-verbal communication, has an enormous impact on our (**1**) _ _ _ of others.

Is the person you are talking to leaning in or are they (**2**) _ _ _ away from you? Is their head tilted? Are their hands in their pockets? Do they keep breaking eye (**3**) _ _ _? Even if you are not aware of it, all of these things are likely to (**4**) _ _ _ to your opinion of the person and of what they are telling you.

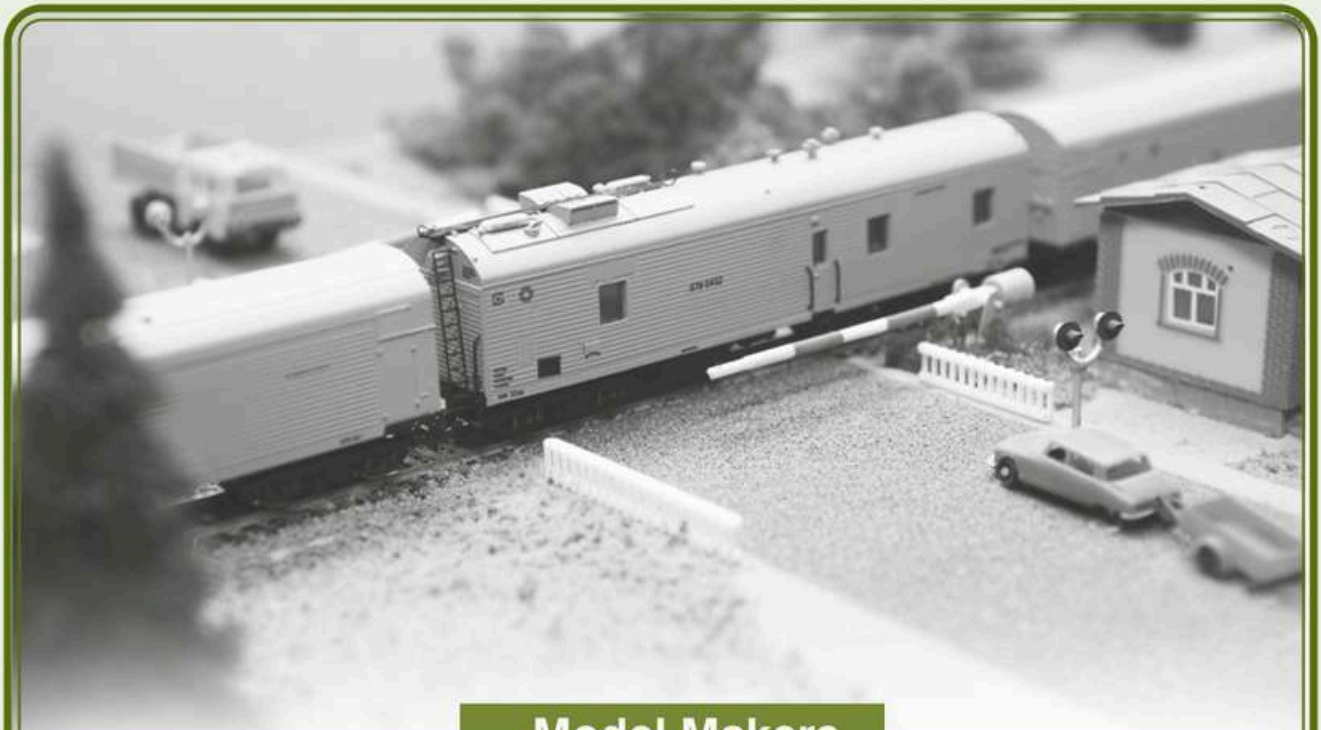
The meaning of particular (**5**) _ _ _ can vary greatly from one culture to another. Having (**6**) _ _ _ that, the importance of non-verbal communication seems to be universal. Indeed, all around the globe, in cases where words and body language (**7**) _ _ _, people seem to give just as much credence to the non-verbal message that they are (**8**) _ _ _ up on as they do to the speaker's words.

1	**A** realisation	**B** perception	**C** insight	**D** outlook
2	**A** edging	**B** verging	**C** dipping	**D** drooping
3	**A** union	**B** contact	**C** hold	**D** connection
4	**A** influence	**B** shape	**C** account	**D** contribute
5	**A** deeds	**B** indications	**C** gestures	**D** directions
6	**A** said	**B** seen	**C** given	**D** known
7	**A** dispute	**B** conflict	**C** oppose	**D** dissent
8	**A** reading	**B** taking	**C** picking	**D** letting

Reading and Use of English: Part 2

For questions 9 – 16, read the text below and think of the word which best fits each space. Use only one word in each space. There is an example at the beginning (0). Write your answers IN CAPITAL LETTERS.

Example: **0** L O S S



Model Makers

Last weekend, I was at a (**0**) ___*LOSS*____ for something to do when an advertisement in the entertainment section of the paper (**9**) _____ my eye. It was for a 'Modelling Meet-up'. Noting that it was taking place at a fancy hotel within easy walking (**10**) _____ of my flat, and presuming that it was some kind of fashion event, I decided to wander over there on Sunday afternoon to (**11**) _____ it out.

Imagine my surprise when I arrived and discovered that the models (**12**) _____ question were not the thin young men and women that saunter up and down catwalks (**13**) _____ a living. Instead the event was dedicated to the plastic kind of models which become trains, planes or cars (**14**) _____ the pieces are glued together.

The get-together at the hotel was for advanced model makers who prefer to construct models which can be used, not simply displayed, and many of them actually build the engines and propellers themselves (**15**) _____ scratch. I must admit I was very impressed by the whole thing even though it wasn't (**16**) _____ all what I had been expecting!

10 Reading and Use of English: Part 3

For questions 17 – 24, read the text below. Use the word given in capitals at the end of some of the lines to form a word that fits in the space in the same line. There is an example at the beginning (0). Write your answers IN CAPITAL LETTERS.

Example: **0** C O N V E N T I O N A L

Europe's Tower of Babel?

(**0**) ___*CONVENTIONAL*___ wisdom has it that most of the common languages spoken in Europe, as well as some from Asia, are (**17**) _____ of an ancient language that is sometimes referred to as Proto-Indo-European. Some (**18**) _____ in historical linguistics believe that this common ancestor originated 5,500 to 6,500 years ago. (**19**) _____ in animal husbandry allowed people to migrate and the language to (**20**) _____ in an area stretching from north of the Black Sea to the Caspian Sea. An alternative theory proposes that the (**21**) _____ of speakers of the language occurred two or three thousand years earlier and started in what is now Turkey.

CONVENTION
SHOOT
SPECIAL
DEVELOP
CIRCLE
DISPERSE

Obviously, there is no written record of the Proto-Indo-European language, so studying it (**22**) _____ carrying out a careful examination of words from living and dead Indo-European languages. By using (**23**) _____ modelling, researchers can study the rate at which words change over time, giving them more accurate information about when the (**24**) _____ of various languages took place. It is hoped that further study will reveal more about what was the source of so many of our modern languages.

NECESSARY
STATISTIC
DIVERGE

Reading and Use of English: Part 4

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

Example:

0 They weren't calmly discussing the issue; it was more of an argument.

DISCUSSION

It wasn't so _____ an argument that they were having.

Example: **0** MUCH A CALM DISCUSSION OF THE ISSUE AS

---

25 This is the right moment for you to gain control of the company.

RIPE

The _____ over the company.

26 My grandparents are unlikely to arrive on my doorstep late at night.

LITTLE

There's _____ up on my doorstep late at night.

27 You must speak louder if you want people to hear you.

RAISE

You'll have _____ order to be heard.

28 We're always telling Carla to do her work more carefully, but she never listens.

TIMES

No _____ Carla to do her work more carefully, she never listens.

29 I'd just fallen asleep on the sofa when the phone rang.

NODDED

No sooner _____ the phone rang.

30 "Please, lend me your car, Jessica," he pleaded.

LET

He pleaded _____ her car.

You are going to read a text from a website about underground living. For questions 31 – 36, choose the answer (A, B, C or D) which you think fits best according to the text.

Subterranean Living

Although it has taken modern society a while to catch on, the possibility of living underground is becoming a viable alternative to living on the surface of the earth. This growing interest in subterranean living stems, to some extent, from a worldwide concern over environmental problems and their devastating consequences for life on the planet. More to the point, shortages in energy resources and building materials, such as wood for instance, coupled with a scarcity of development sites, almost make a necessity of what some may consider a curious trend. In fact, underground dwellings, the vast majority of which make use of renewable energy sources, are far more energy efficient, and thus more cost-effective, than their free-standing counterparts, and this economic advantage is the main driver of the unexpected boost in the market for earth-sheltered homes.

And yet, living underground is no novelty. There is plenty of archaeological and historical evidence to suggest that the practice goes back millennia. Take the cave dwellings in the ancient Italian city of Matera, for example. This sprawling underground settlement dating from prehistoric times is thought to have been one of the first such settlements in Italy. The *Sassi di Matera*, as they are known, were once inhabited by thousands of families and animals. Today, many of the caves have been transformed into stylish homes, hotels and restaurants. Cave dwellings are also common in certain parts of northern China. In the province of Shaanxi, locals still prefer living in caves dug into the side of a mountain to protect themselves from the region's severe weather conditions. When originally built, these subsurface homes required fewer building materials; today, most of them sport modern amenities like plumbing, electricity and phone connections.

Another example of present-day subterranean living is Australia's bustling underground town of Coober Pedy. Although, at first sight, there appears to be nothing here but boundless desert wasteland, there are in fact around 4,000 residents living in underground residences known as 'dugouts'. The small town was established in 1915 by opal miners who converted old mines into homes to escape the region's extreme temperatures. Today, these homes are fitted with all the conveniences of modern urban living, while the town itself comes complete with hotels, a tourist gift shop and an underground museum.

Obviously, modern subterranean life scarcely means living like a mole or an earthworm. However, for those who are not comfortable living somewhere that is entirely underground, structures can be built with various degrees of earth-sheltering. For example, 'elevational dwellings' are built into the sides of hills in such a way as to leave the structure's facade exposed and thus allow ample natural light to filter through the living areas. An atrium-style earth-sheltered home is arranged around a submerged courtyard, using a feature that was common in Ancient Roman homes. Both these types of dwellings enjoy access to sunlight and fresh air and use the material excavated during construction to design their interiors. This makes them an ideal compromise for someone who is looking for an eco-friendly earth-sheltered home, but isn't ready to commit to going fully subterranean.

There are some common misconceptions about living underground, one of them being that conditions must be cold and damp and the atmosphere unbearably musty. In fact, quite the opposite is true: temperatures are sufficiently stable due to the natural insulating properties of the surrounding earth, an effect which is further reinforced by purpose-built ventilation systems to control indoor air quality and humidity. Subsurface homes are able to store and release heat energy over long periods of time. As the energy needed to heat the house and hot water can come from any number of alternative sources including solar power and even human body heat, underground dwellings are ideal for economical living. Another absurd notion is that subterranean living must have a disorienting effect on the dwellers, blurring their sense of time and place. This couldn't be further from the truth given the remarkable potential of humans to adapt to their circumstances.

All in all, subsurface homes are eco-friendly, highly resistant to extreme weather conditions, and undeniably cost-effective. As long as they are properly constructed to avoid the risk of potential flooding, which means taking groundwater levels, topography and soil type into consideration, using durable construction materials, and installing special plumbing systems, they usually require little to no structural maintenance. True enough, they are still somewhat of a rarity, but the trend is quickly picking up pace, attesting to the ever more pressing need to rethink and indeed abandon the energy-intensive lifestyles of the past.

31 The writer states that the growth in subterranean living can mostly be attributed to

A financial concerns.

B insufficient affordable urban housing.

C a shortage of natural resources.

D the trend towards more environmentally-friendly living.

32 The writer mentions Shaanxi

A to highlight differences between European and Asian attitudes to living underground.

B to explain how a recent move towards underground living benefited people there.

C to prove that underground residences can have modern amenities.

D to illustrate that underground living is more widespread than people might think.

33 The underground homes in Coober Pedy were built to

A help miners acclimatise to life underground.

B create a tourist attraction in the area once mining activity ended there.

C help settlers deal with the natural conditions there.

D relieve a crowded area that couldn't otherwise house so many people.

34 What does the writer imply about homes that are partially below the surface?

A They lack most of the benefits of a structure that is completely subterranean.

B They are a viable alternative for someone who doesn't want to live totally underground.

C They do not provide a sufficient amount of natural light to the interior rooms.

D They need extra building materials on account of their sophisticated design.

35 What false impression do some individuals have regarding living underground?

A Underground homes are uncomfortably hot in summer.

B A person permanently residing underground may become confused.

C Supplying hot water to an underground structure is prohibitively expensive.

D Occupants must be prepared to carry out regular repairs to the structure.

36 What does the writer say about subterranean accommodation?

A It can be built almost anywhere.

B Underground water usually has to be drained from the area before building begins.

C Complicated plumbing systems aren't necessary if a good location is found.

D Rigorous site surveys are an absolutely essential preliminary to the design stage.

You are going to read a magazine article. Seven paragraphs have been removed from the article. Choose from the paragraphs A – H the one which fits each gap (37 – 43). There is one extra paragraph which you do not need to use.

The Inuit

The way of life of aboriginal peoples the world over has been in decline for decades now, if not centuries. Slowly but surely, all of it, from its spiritual underpinnings to its actual geographical homeland, is being whittled away by the developed world. Even now that it is very nearly too late, the demise of these cultures is seen as just one of many problems needing our generous attention. Once again, we in positions of power have cast ourselves in the role of teacher with plenty to pass on to our needy pupils when, in reality, we are the ones who have much to learn.

37

Their spiritual views, for example, provide the basis for all other activities, lending them in turn a coherence and meaning that ensure that nothing is taken for granted. They believe that everything possesses its own spirit – not only people and animals, but also inanimate objects and phenomena such as the wind. These 'inua', as they are called, have independent existences of their own, and those that are hosted by particularly strong animals or men can take on a physical presence whenever they wish.

38

This belief, in turn, influenced other areas, such as art. Weapons like knives and harpoons were intricately crafted, as this was believed to reflect the hunter's esteem for the 'inua'. Materials selected for weapons were chosen because they were familiar and comforting to the prey; so, sea mammals were commonly hunted with weapons made from walrus tusks, showing a concern for the hunted which bordered on sympathy. Given that a single animal could provide food, oil, clothing, and even boats – often made out of skins – it is easy to see how it warranted the proffered reverence.

39

Rather than revealing the folly of peoples we consider more primitive than us, such practices and tales show a deep awareness of and respect for the true relationship between people and their environment. As also revealed in Inuit carvings of two-faced creatures, one face human and the other animal, the relationship is one of mutual interdependence; nature preys on us as we prey on it, and both factors in the equation need the other.

40

In the mid-nineteenth century, European whalers began to actually live in the Arctic, where they felt they could better control the whaling industry. Whales were hunted for oil and fuel, as well as for whalebone, which among other things, was used for making women's corsets. Inuit men and women were hired to work on the whalers' bases and also on the ships, and slowly abandoned their traditional way of life.

41

Nowadays, our role in the erosion of Inuit tradition has changed, but it continues unabated, if in a more modern way. To help solve the problems rampant in Inuit society, such as poverty and unemployment, governments have encouraged the promotion of tourism in Inuit lands, unlikely though this may seem. Dog-sledding adventures and whaling expeditions are now advertised online. You, too, can experience life in the frozen north, learn the seventeen words for snow and live in an igloo.

42

Our influence has altered Inuit art, as well. Thanks to collectors' relentless appetite for ivory, a ban on the hunting of animals for their tusks has been necessary to preserve these creatures from extinction, thus depriving the Inuit of materials for their weapons and crafts. Soapstone has taken its place, as its softness makes it easy to carve. As such, it is especially suitable for mass production, and today, soapstone carvings are being churned out at breakneck speed, often not even by Inuit carvers, to meet the demand from collectors.

43

Certainly, it is too late to turn back the clock, but is it too late to learn from the past? The industrialised nations are often depressingly slow learners, despite all their laudable technological achievements. But our own irreverent age would undoubtedly benefit from the meaning and guidance afforded by the traditional Inuit view of nature and the planet.

A The practice of engaging the help of Shamans for hunting purposes testifies to the respect and fear with which the natural world was viewed. A shaman was thought to have a special spirit, one which was stronger and in closer contact with others. He was often called upon to intervene in the hunt and persuade the prey to give itself to the hunters. Inuit legends also illustrate feelings of awe for the natural world. Sedna, for example, was a drowning girl whose severed fingers are transformed in the water into whales and seals.

B Wood was scarce, so Inuit art was generally carved out of ivory, caribou antlers or local stone, which had to be mined during the warmer months, sometimes at great distances from the hunting base. The carvings had simple shapes and smooth lines which were reminiscent of the flowing snowy landscape.

C Needless to say, these spirits were respected by the Inuit, because they affected their daily lives in so many ways. The sea, for example, could be bountiful, or it could withhold its gifts. Animals could be hunted or they could evade the hunters. A whale's spirit, if offended, could direct its host well away from the whalers, or, having been shown the proper respect, it could allow itself to be caught.

D This attitude is something which could inform our own world view and form the basis of a more rational approach to our planet. Unfortunately, we appear to have too much confidence in our supposed superiority to listen. Feelings like this are nothing new; indeed, we have been contributing to the decline of the Inuit for quite some time.

E There are those who will argue that these efforts have benefited the ailing Inuit culture, and perhaps they are right to some extent. Tourism brings in money, helps raise awareness of Inuit culture and the problems surrounding its survival, and selling art, however cheapened and removed from tradition, does the same. We cannot change history, the argument goes, and at least these are ways to help revive and maintain those few crafts and skills which survive among the Inuit.

F Soon, fashions changed and fur was in demand, so the Inuit became trappers. They had previously hunted big game, which required the combined efforts of the extended family unit, but trapping foxes was a solitary pursuit, and involvement in this field further eroded their traditional way of life. By the time the fur trade collapsed in the mid-twentieth century, the Inuit lifestyle and economy had changed so drastically that it was impossible to revert to the old way of life.

G This is particularly true in the case of the native people of the northern polar regions of the world, who could instruct us mightily if we let them. The Inuit, whose name means 'living people', are believed to have migrated westward from Greenland about a thousand years ago, merging with or possibly assimilating other, older peoples. Many aspects of their culture reveal a noble and cohesive world view which shows a deep respect for all living creatures as well as the natural environment, and acknowledges their interconnectedness.

H Fortunately, the prohibitive cost and the arduous trek to the far north, which involves several flights in single-engine aircraft and several hours on a snowmobile, have deterred all but the most determined travellers from such northern fantasy trips. But it is only a matter of time before insatiable adventure-seekers look to these regions as the last frontier to visit and impress their friends with.

You are going to read an article about charities. For questions 44 – 53, choose from the people (A – D). The people may be chosen more than once.

Which person gives each of these opinions about charities?

It's difficult to help the people around us if we don't know what problems they are facing. 44

I value the work of some charitable organisations more highly than that of others. 45

Often, people only come to understand others' problems through personal experience. 46

It would be preferable if the work of charities was not so necessary. 47

It is understandable why the public sector can't take on more responsibility. 48

Quite often an assumption people make results in them being less likely to take the initiative to help people. 49

It is likely that problems not receiving adequate attention will be exacerbated. 50

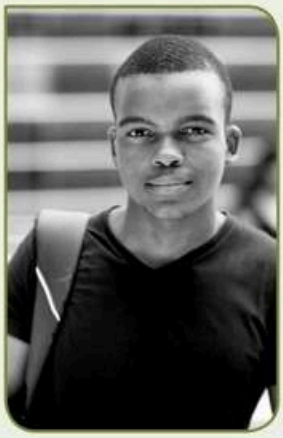
We can all help charities to work more effectively. 51

Someone's personal circumstances should be considered before they are punished for something that they felt they had to do. 52

It isn't hard to pinpoint examples of people with hardships who are receiving no help from the authorities. 53

Is charity as important as we are told it is?

A Mark



No matter how convinced we may be that we are members of a caring, responsible society that has a well-established safety net, the fact remains that there are still plenty of people who fall through the cracks. Too many of us sit back, supposedly safe in the knowledge that the authorities are living up to the duty of care they have for the most vulnerable members of society. In fact, even a not particularly rigorous examination of the trials and tribulations faced by some people will reveal plenty of situations in which they are enduring difficulties that are not even officially acknowledged, never mind addressed. The nub of the matter is that, in too many cases, people only become aware of some of the extreme difficulties faced by fellow citizens when they themselves become victims of the same circumstances – and in the process discover that there is actually no official they can turn to for help.

B Alice



Charities are organisations set up in an attempt to offer a lifeline to those who, often through no fault of their own, find themselves in extremely difficult circumstances for which the state can't or won't give them any meaningful or effective assistance. In the same way, we must consider situations where we, personally, could step in to give a hand.
For the fortunate amongst us, when we consider our own lives, we will likely become aware of the extent to which our family members and other people close to us help us to overcome our problems. Sadly, a lot of people are not blessed with caring relatives or friends, and this is where we ought to consider how we can be good neighbours. Of course, we can't do much in this regard if we have little contact with our neighbours and even less awareness of anything going on in their lives. However, there are plenty of charities that do try to help people and could do a better job if they had more assistance or support from us. I believe that we can provide some useful help to people in our communities if we make the effort to contact a charity that interests us and offer our support in whatever way we can.

C Julian

In an ideal world, far fewer people would be reliant on charities. The sad reality reflects poorly on society, particularly as regards the extent to which the authorities are able to relieve the burdens which some people end up facing alone. I know of regrettable instances where children are given detention at school for 'offences' that arise simply because they have to take time out to look after seriously ill or disabled parents. As a result of these detentions, they then have even less time to support their parents. Obviously, this creates a vicious circle that will lead the child to missing out on a significant part of their education and could quite possibly have even worse consequences. As a result of finding out about someone in such circumstances, I am now shouldering some of that child's burden, but I have not yet found a charity that I can turn to for more help.



D Beth

On the whole, I think we're fairly spoilt compared with people who live in certain other parts of the world. We live in a democracy which has operated a welfare state for several generations. I appreciate that the budget doesn't always allow enough funding to ensure that everyone gets adequate support, but we also have a long history of philanthropy. Personally, I am lucky to have a great network of friends and relatives whom I can turn to for assistance, but I know that lots of people must get by without this advantage. To tell the truth, there are quite a few charities that I don't consider to be particularly important or useful, but that is none of my concern, since I'm not forced to give them donations. However, there are others that I thoroughly approve of, and I actually volunteer for one of them in my free time.



10 Writing: Part 1

1 **Read the two texts below.**

Write an essay summarising and evaluating the key points from both texts. Use your own words throughout as far as possible, and include your own ideas in your answer.

Write your answer in 240 – 280 words.

Career Guidance

Parents are naturally concerned about their children's future happiness and well-being. For many, this ultimately results in them trying to convince their offspring of the benefits of a university education. It is amazing how many parents hope to have a doctor, lawyer or accountant in the family. Their view seems to be that, if their children receive a good education and find a well-paid job, then happiness is bound to follow. Of course, in some cases, parents may want their children to take advantage of the opportunities they themselves would have liked, but never had.

Work: Necessary evil or lifestyle choice?

In their free time, most youngsters get the opportunity to try out a wide range of hobbies and other activities. As well as having fun and developing skills, by doing this, they also acquire a good idea of what gives them the most enjoyment and satisfaction. It makes sense, therefore, to consider whether there are ways to make your living as an adult doing what you really enjoy. This may sound too good to be true but, with determination and the right research, it is certainly possible. Some people are prepared to put up with a job they don't enjoy, provided that it pays the bills, but it is important to remember that other individuals may decide that their own priorities are somewhat different.

Write your **essay**.

Writing: Part 2

Write an answer to one of the questions 2 – 4 in this part. Write your answer in 280 – 320 words.

2 Your local sports centre has received a grant which is to be used on renovating and upgrading its facilities. The management of the sports centre wants to encourage people of all ages to use the centre. They have asked you to write a report on the existing facilities, describing work that should be done and outlining a strategy for the centre to attract new members.

Write your **report**.

3 Your school recently teamed up with other schools in your area to organise an art exhibition featuring works by local young people. You have been asked to write a review of the exhibition for your school's newsletter. Describe the types of artworks that appeared in the exhibition and the impact it had on both visitors and participants. Also, say whether you think schools should regularly cooperate in this way.

Write your **review**.

4 A travel magazine is preparing a feature on the dangers which travellers should be aware of in various places. You decide to write to the editor of the magazine describing a frightening or dangerous incident that you experienced while travelling. You should say what could have been done to prevent this situation from arising and give your views on how important it is for travellers to prepare before they set off.

Write your **letter**. You do not need to write any postal addresses.

10 Listening: Part 1

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 part of a talk given to a group of parents.

1 The speaker is from a
- **A** school.
- **B** university.
- **C** parent-teacher association.

2 What is the main problem that students have to deal with?
- **A** resolving accommodation issues
- **B** managing their time
- **C** adapting their learning style

Extract Two

You hear part of an interview with a young actress.

3 Jane's day has been
- **A** relaxing.
- **B** tiring.
- **C** unexpected.

4 Jane's attitude would be best described as
- **A** humble.
- **B** pompous.
- **C** sheepish.

Extract Three

You hear a journalist discussing a childhood incident.

5 The reporter's criticism of the event is that
- **A** every student had to take part in the races.
- **B** no reasons for being absent were considered legitimate.
- **C** students were encouraged to be very competitive.

6 The word 'graciously' is used
- **A** sarcastically to show how little the speaker thought of the organisers.
- **B** to illustrate that the speaker realises the organisers were actually trying to be kind.
- **C** to emphasise how much the speaker was looking forward to using the pool.

Listening: Part 2

You will hear part of a radio programme about the search for new sources of energy.
For questions 7 – 15, complete each sentence with a word or short phrase.

The speaker considers the car to be the primary _____ 7 _____ when it comes to polluting our city centres.

He says that there has been a huge increase in the _____ 8 _____ in existence over the last thirty years.

The battery of a hybrid car charges whenever the driver _____ 9 _____ .

Substances that would normally end up on _____ 10 _____ can be used to make clean fuels.

Vegetables were among the possible fuels that Henry Ford wanted his _____ 11 _____ to experiment with.

The major advantage of _____ 12 _____ is that they don't require combustion in order to produce energy.

If there were a _____ 13 _____ of petroleum-based fuels it would do far more damage to the natural world than one of biofuel.

The main advantages of making a cleaner fuel from used _____ 14 _____ are the speed and the cost.

Advances in science might soon put an end to the problem of _____ 15 _____ in towns and cities.

10 Listening: Part 3

You will hear part of a radio interview with John Lowe, author of a book about murder.
For questions 16 – 20, choose the answer (A, B, C or D) which fits best according to what you hear.

---

16 John believes that a person accused of murder should be considered insane if he

- **A** often behaves irresponsibly.
- **B** could not help himself.
- **C** cannot explain what he did.
- **D** does not understand the consequences of his actions.

17 Why might forensic psychiatrists take into account a criminal's reading material?

- **A** to explain the methods he used
- **B** to determine its possible effect on his mental state
- **C** to gain clues about his attitude towards other people
- **D** to assess his personality type

18 Helping somebody who is terminally ill to commit suicide would be legal if

- **A** the patient were unable to express his wishes.
- **B** it were done by a lethal injection.
- **C** the patient asked for a life-support machine to be turned off.
- **D** the action is performed by the patient's spouse.

19 Why is a woman who kills her husband more likely to receive a life sentence than a man who kills his wife?

- **A** Women are not expected to behave in an uncontrolled manner.
- **B** It's more probable that the murder was planned in advance.
- **C** It is the recommended punishment in cases of poisoning.
- **D** Society views violent women more negatively than violent men.

20 John became interested in forensics because he

- **A** admired Sherlock Holmes' techniques.
- **B** thinks it's the best way to prove that somebody is guilty.
- **C** realised it can help explain historical events.
- **D** enjoyed reading about and studying science.

Listening: Part 4

You will hear five short extracts in which different people talk about discovering something of great personal value to them.

Task One

For questions 21 – 25, choose from the list (A – H) the circumstances in which each speaker made their discovery.

Task Two

For questions 26 – 30, choose from the list (A – H) a regret each speaker expresses related to their discovery.

You will hear the recording twice. While you listen, you must complete both tasks.

A on a trip
B doing maintenance work on an old building
C carrying out construction work
D rearranging furniture
E preparing to move house
F paying a visit to a relative
G reading an old book to a child
H cleaning up after a household emergency

Speaker 1 21
Speaker 2 22
Speaker 3 23
Speaker 4 24
Speaker 5 25

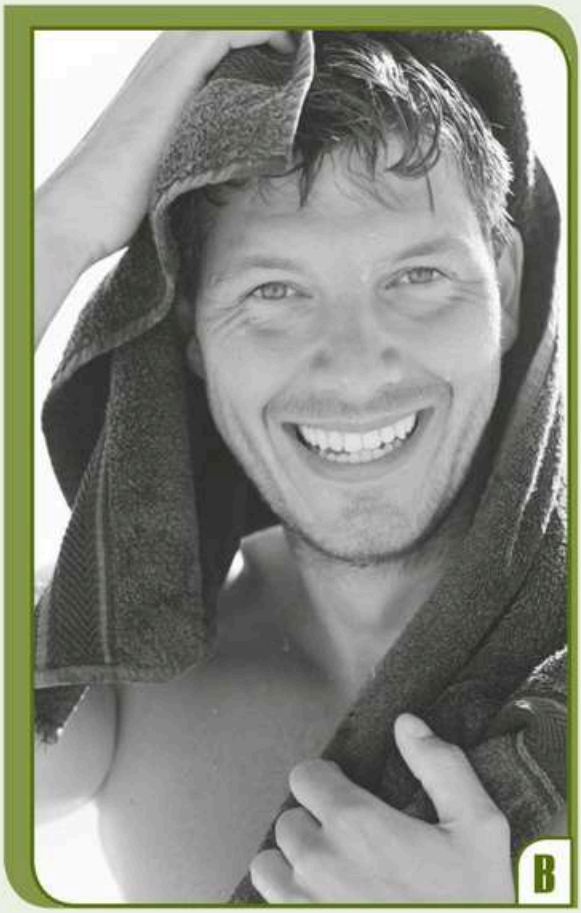
A I failed to give something valuable the care it deserved.
B I got rid of or lost some things I could have taken pleasure from.
C I became estranged from someone very important to me.
D There was no way of making a record of my discovery.
E It would have been preferable for someone else to make this discovery.
F Something that had been very important to me now belonged to someone else.
G I didn't appreciate the true value of something when I was younger.
H I couldn't share my discovery with someone who had been dear to me.

Speaker 1 26
Speaker 2 27
Speaker 3 28
Speaker 4 29
Speaker 5 30

Part 2

Class discussion – Advertising techniques





Part 3

Student A's card

What are the best ways to expand our horizons?

- books and magazines
- travel
- study

Student B's card

In what ways has technology changed the way we see the world?

- availability of information
- communication with others
- different work prospects

Extra Practice

1 Words with similar meanings: choose A, B, C or D.

1 People put this ointment on their skin to _ _ _ flies and mosquitoes.
A rebuff **B** retard **C** reject **D** repel

2 Luckily, due to their prompt action, a disaster was narrowly _ _ _.
A evaded **B** averted **C** impeded **D** obstructed

3 Unfortunately, that fact simply _ _ _ my mind.
A slipped **B** jogged **C** lapsed **D** boggled

4 All of the surgical instruments have to be _ _ _.
A pasteurised **B** filtered **C** sterilised **D** purged

5 The two rival entrepreneurs agreed to _ _ _ their companies to make an enormous new enterprise.
A mingle **B** mix **C** link **D** merge

2 Collocations: choose A, B, C or D.

1 It was a close _ _ _, but we managed to avoid an accident.
A range **B** contest **C** shave **D** cut

2 I didn't mean to say that; it was a _ _ _ of the tongue.
A slide **B** slip **C** lapse **D** leak

3 The art festival was a _ _ _ success.
A resounding **B** resplendent **C** resonant **D** resolute

4 I got the _ _ _ impression that she didn't like me.
A manifest **B** glaring **C** prominent **D** distinct

5 I was totally unimpressed with the _ _ _ treatment their guests received.
A seedy **B** shabby **C** shady **D** scruffy

3 Idioms/Set phrases: choose A, B, C or D.

1 I don't know how we're going to make ends _ _ _.
A touch **B** reach **C** meet **D** join

2 She said she would do it, but then she got cold _ _ _.
A feet **B** fingers **C** shoulders **D** toes

3 Don't tell Trevor about it. He's likely to _ _ _ the beans to Mandy.
A drop **B** spill **C** pour **D** tip

4 I _ _ _ the line at telling lies.
A draw **B** hold **C** keep **D** drop

5 We have no doubt that you will _ _ _ to the occasion.
A reach **B** pass **C** take **D** rise

4 Phrasal verbs: choose A, B, C or D.

1 I was hurt and disappointed when she _ _ _ my suggestion.
A wiped out **B** brushed aside **C** cleared up **D** packed in

2 They were going to turn down the invitation, but then Frank _ _ _ the idea of hiring a babysitter.
A came by **B** latched on to **C** bumped into **D** hit on

3 Everyone laughed at my mistake. I'll never _ _ _.
A live it down **B** keep it down **C** let it down **D** set it aside

4 She's always so rude! I don't know why her friends _ _ _ it.
A stick up for **B** put up with **C** take up with **D** catch up on

5 We should _ _ _ our French before our trip to Paris next February.
A fall back on **B** get in on **C** come back to **D** brush up on

5 Prepositional phrases: choose A, B, C or D.

1 They will do anything _ _ _ reason to save their business.
A under **B** beyond **C** above **D** within

2 Sadly, he lost his job _ _ _ no fault of his own.
A through **B** with **C** from **D** by

3 I couldn't help it: I did it _ _ _ impulse.
A under **B** through **C** by **D** on

4 No, _ _ _ second thoughts, we'll invite Helen as well.
A with **B** at **C** on **D** in

5 _ _ _ all odds, he completed the task on time.
A Against **B** Beyond **C** Through **D** Over

6 Prepositions: choose A, B, C or D.

1 The lottery winner was inundated _ _ _ requests for financial help.
A over **B** with **C** under **D** from

2 The Prime Minister is committed _ _ _ supporting the project.
A from **B** to **C** for **D** upon

3 Their innocence was apparent _ _ _ their reactions to the accusation.
A upon **B** by **C** through **D** from

4 Carla was absolutely furious _ _ _ what had happened.
A about **B** for **C** with **D** from

5 She seemed to be lacking _ _ _ good manners.
A from **B** of **C** for **D** in



1 Linking words: complete each sentence with one word.

1 I didn't sleep well and, _____ a consequence, I felt tired all day.
2 _____ I got up later than usual, I arrived at school quite early.
3 I arrived at school quite early _____ missing the bus.
4 In _____ of the fact that we were late, the teacher wasn't angry.
5 I got up later than usual; _____ so, I managed to catch the bus.

2 Relative pronouns and adverbs: complete each sentence with one word.

1 Yellowknife, _____ is the capital of Canada's Northwest Territories, is on Great Slave Lake.
2 The woman from _____ I got that advice knew what she was talking about.
3 We don't remember _____ said that.
4 That's the boy _____ sister you like, isn't it?
5 Do you know _____ she got annoyed?

3 Phrasal verbs: complete each sentence with one word.

1 The police would like to know how you came _____ those antiques.
2 We haven't got any sugar, so you'll have to do _____ it.
3 Luckily, Jim _____ in with our plans when we explained them to him.
4 Surprisingly, their new dog gets _____ quite well with their cats.
5 Matt soon _____ up with a solution to our problem.

4 Fixed phrases: complete each sentence with one word.

1 I just want to wash my _____ of the whole unfortunate business.
2 When will you get it into your _____ that I'm not interested in your offer?
3 Please don't go _____ on your word now.
4 Their unruly behaviour _____ a lot to be desired.
5 Her teacher told her not to take the exam, but she had the last _____ when she passed with flying colours.

5 Prepositions: complete each sentence with one word.

1 Their little disagreement soon developed _____ a full-scale argument.
2 The detective won't rest until the killer is _____ bars.
3 I've heard that she has a reputation _____ cruelty.
4 I was _____ the misapprehension that you approved of what we're doing.
5 No, he doesn't have a prejudice _____ people who are richer than him.

6 **Conditional links: complete each sentence with one word.**

1 I'll come too on _____ that you let me drive.
2 I won't do anything _____ it's absolutely necessary.
3 _____ for his illness, he would have been at the party too.
4 I'll text her your phone number in _____ she doesn't have it.
5 _____ I known where it was, I would have told you.

7 **Adverbs: complete each sentence with one word.**

1 He said we'd only go for a short walk, but even that took _____ than I'd expected.
2 I was _____ going to call you when you rang.
3 All too _____ problems like these are ignored at first.
4 He _____ hasn't answered my email. I wish he'd hurry up.
5 If you work hard _____, you'll easily pass those exams.

8 **Verbs: complete each sentence with one word.**

1 Before long, the police officer was _____ me of telling lies.
2 I can't _____ it when he presents my work as his own.
3 I'm sorry, but I can't _____ to pay for everyone's meal.
4 Although he _____ having sprayed graffiti on the wall, he'd been caught doing it on CCTV.
5 I'd like to _____ you on winning the race.

9 **Modals, etc: complete each sentence with one word.**

1 He doesn't _____ to do it if he doesn't want to.
2 You _____ not to have made those threats!
3 Be that as it _____, we've got more important things to talk about.
4 You _____ better tell us what really happened.
5 I _____ rather not inform anyone else at this point.

10 **Adjectives: complete each sentence with one word.**

1 They were so sleepy that they weren't _____ of staying awake.
2 Some people are _____ to peanuts. They might even die if they eat one.
3 Once _____ food has been thawed out, it shouldn't be put in the freezer again.
4 A _____ blanket is someone who spoils other people's fun.
5 You might tell someone a _____ lie to avoid hurting their feelings.

Paper 1, Part 3

Complete each sentence with a word formed from the word given.

Group 1 Verb → Noun

1 I was impressed by the press _____ of the event. COVER
2 His bad behaviour resulted in his _____ from school. EXPEL
3 This device can record even tiny _____ in speed. VARY
4 There are no mistakes in these _____. CALCULATE
5 Your _____ at the lecture is compulsory. ATTEND
6 With the _____ of a few herbs, you can make it even tastier. ADD
7 The paper you put down the drain caused the _____ in the pipe. BLOCK
8 Please contact me if you require further _____. CLARIFY

Group 2 Adjective → Noun

1 What's the _____ of everyone making the same mistake? LIKELY
2 Her _____ makes her a very unsatisfactory employee. IDLE
3 The manager at that bank is renowned for his _____. OFFICIOUS
4 In all _____, she won't like it. PROBABLE
5 There was plenty of laughter and other signs of _____. CONTENT
6 I liked the _____ of their idea. NOVEL
7 There was a real _____ of qualified candidates for the job. SHORT
8 I love that presenter's _____. SPONTANEOUS

Group 3 Verb → Adjective

1 I'm still waiting for a _____ answer to my question. SATISFY
2 That was rather a _____ comment. REVEAL
3 She can be quite _____ at times. BOAST
4 I endured a _____ night in an uncomfortable bed. REST
5 It turned out to be a completely _____ idea. REVOLVE
6 She described the painting as being _____. REPULSE
7 He's a very _____ person. ARGUE
8 We need _____ funds to cover the costs of the new stadium. ADD

Group 4 Noun → Adjective

1 She was wearing a very _____ outfit. STYLE
2 That species of mushroom is _____. POISON
3 Don't worry the procedure is completely _____. PAIN
4 The building is in the _____ heart of the city. COMMERCE
5 It was a case of _____ identity. MISTAKE
6 We wish you a _____ recovery. SPEED
7 It was a _____ idea. DISASTER
8 Some of the _____ drivers the police caught weren't even fifteen! AGE

Group 5 Noun → Verb

1 What did she _____ to do to you? THREAT
2 I would never do anything that might _____ my children. DANGER
3 They are going to _____ the story for TV. DRAMA
4 I can't watch clowns. They _____ me. TERROR
5 Don't do anything that will _____ your chances of success. JEOPARDY
6 Some people say that her films _____ violence. GLORY
7 It is hoped that the road safety campaign will _____ public awareness. HEIGHT
8 That speaker's charm can _____ an audience. WITCH

Group 6 Prefix + Adjective

1 The explosion caused _____ damage. REPARABLE
2 We couldn't achieve anything in such _____ circumstances. FAVOURABLE
3 Try not to be so _____. PATIENT
4 Her comments were totally _____. RATIONAL
5 How does she come up with all these crazy ideas? She's got an _____ imagination. ACTIVE
6 He was careful to make only _____ comments. JUDGEMENTAL
7 The restaurant is highly _____. It's not half as good as people say. RATED
8 His 'help' was quite _____; it made things considerably worse. PRODUCTIVE

Group 7 Noun → Adverb

1 I _____ knocked over my glass of water. ACCIDENT
2 He's _____ good at it for a beginner. SURPRISE
3 He glanced _____ at the woman next to him. SIDE
4 They _____ go to the theatre. OCCASION
5 The teacher looked _____ at Colin. THOUGHT
6 Things were getting _____ worse. PROGRESS
7 She's looking _____ happy. REMARK
8 We _____ review our procedures. PERIOD

Group 8 Two or more changes

1 Your work was _____. You'd better do it again! SATISFY
2 The cold in Siberia can be _____ at times. BEAR
3 Working for a _____ can be very demanding. PERFECT
4 It was the total _____ of the argument that really saddened me. POINT
5 She's very _____. It always takes her ages to make up her mind. DECIDE
6 Her remarks weren't just _____; they were downright rude. COMPLIMENT
7 To say that she's the _____ of evil is a bit of exaggeration. PERSON
8 If you don't explain yourself, your comments may be open to _____. INTERPRET

Paper 1, Part 4

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 eight words, including the word given.

1 As far as I know, the building was destroyed by fire last year. **KNOWLEDGE**
To the best _____ down last year.

2 It's completely futile to deny the size of the problem. **POINT**
There's _____ big the problem is.

3 He's sure to realise what happened eventually. **MATTER**
It's only _____ out what happened.

4 We thought that you could hire these bikes. **IMPRESSION**
We were under _____ hire.

5 I think it would be a good idea to postpone the meeting until next week. **FAVOUR**
I'm _____ off the meeting until next week.

6 They bought the land because they want to build a hotel on it. **INTENTION**
They bought the land _____ a hotel on it.

7 Fortunately, I got home before the blizzard started. **FORTUNE**
I had _____ home before the blizzard started.

8 The police officers watched him very carefully all day. **LET**
The police officers didn't _____ sight all day.

9 Although I tried very hard, I wasn't able to finish the project on time. **EFFORTS**
In spite _____ manage to finish the project on time.

10 I think you could have persuaded Jenny to help us if you had been more tactful. **BEEN**
In my opinion, had _____ Jenny into helping us.

11 It is thought that he is about to sign a new contract. **VERGE**
He is _____ a new contract.

12 Our teachers didn't tell us anything about the school trip. **DARK**
We were kept totally _____ our teachers.

13 Although I admire his determination, I'm not sure that he's doing the right thing. **MIGHT**
Admirable _____, I'm not sure he's doing the right thing.

14 She said that she had just been told about the note. **ATTENTION**
"This note _____," she said.

15 It never occurred to me to check whether Harry was there. **CROSSED**
The thought of _____ mind.

16 You might not believe it, but I've never been to this park before. **MAY**
Hard though it _____ time I've been to this park.

17 The company could have lost millions of pounds if the deal hadn't gone through. **RISK**
The company _____ millions of pounds if the deal hadn't gone through.

18 It's impossible to say why she looked so unhappy. **TELLING**
There's no _____ the mouth.

19 Bill went to the police station after somebody stole his wallet. **HAVING**
After _____ stolen, Bill went to the police station.

20 The authorities are strictly enforcing the speed limit in this area. **MOTORISTS**
The authorities are clamping _____ the speed limit in this area.

21 You shouldn't assume that the man can't hear well just because he is old. **GRANTED**
Just because the man is old, don't take _____ of hearing.

22 It's certain that Claire's older sister will defend her if she gets in trouble with their parents. **STICK**
There is no _____ for her if she gets in trouble with their parents.

23 In less than fifteen minutes she had completed the task. **TOOK**
It _____ the task.

24 As soon as John confessed, the police officer arrested him. **OWNED**
No _____ the police officer arrested him.

25 But for all the excitement, I would have remembered Tom's birthday. **SLIPPED**
If it hadn't been for all the excitement, _____ mind.

Family and friends

- What can you tell us about your best friend?
- What, in your opinion, are the most important qualities to look for in a friend?
- How important do you believe it is to live with or close to your extended family?
- How much, in your opinion, is your character influenced by others?
- Do you believe that you can have a close friendship with someone from a different generation?
- Do you think it's better to have a few close friends or a large number of friends?

Daily life

- How easy is it for you to make time for your friends?
- How important is getting enough sleep to you?
- What's the most important part of the day in your opinion?
- Do you think children should be expected to help out with household chores?
- Is there something specific that you look forward to when you get home at the end of the day?
- Are you somebody who likes to have a routine or who prefers to be flexible and take things as they come?

Free time

- How important is television in your life?
- What could you do to create more free time for yourself?
- What's the best way for you to enjoy your free time when you are on your own?
- To what extent do you make plans for how you will use your free time?
- In what ways might having too much free time be a drawback?
- What kinds of music do you enjoy listening to?
- Do you enjoy reading in your free time?
- Do you regularly play any sports?

Plans for the future

- What goals would you like to have achieved within the next five years?
- What future event are you most looking forward to?
- Do you have any plans for further studies after you've finished school?
- How optimistic are you about the future?
- Do you believe that the world will be very different ten years from now?
- How likely do you think you are to change your opinions as you get older?

Personal experiences

- How much do you think your choice of pet reflects your personality?
- Have you ever given someone advice that you yourself wouldn't follow?
- What was the most pleasant surprise you've ever had?
- If you could change one thing that you did in the past, what would it be?
- Tell us about one of your fondest childhood memories.

Where you live

- What would your ideal home be like?
- What, in your opinion, are your hometown's best and worst characteristics?
- Would you like to live and work in a different country?
- Which aspect of your neighbourhood is in most need of improvement?
- How can people make their neighbourhood a better place?
- What might attract tourists to the place where you live?

School and studies

- What do you consider to be a school's most important role?
- How much, in your opinion, do the school subjects you choose to study affect your future?
- What can history teach us that is relevant to our own lives?
- Why might it be preferable for some to do an apprenticeship rather than to go to university?
- If you could change one aspect of your education, what would it be?
- What is a typical day at your school/college like?
- Has your attitude to studying changed since you were younger?

Learning English

- In what ways might you use English when you leave school?
- Apart from attending English classes, how can students of English practise their language skills?
- What changes would you like to be made to the way you are taught English?
- Tell us something about the school or college where you are studying English.
- What do you find to be the most difficult aspect of learning English?
- How important is it to be able to speak English in your country?

Entertainment

- What type of entertainment do you most enjoy?
- How important do you believe it is to be able to play a musical instrument?
- In what ways can people use the internet for entertainment?
- How do you decide which TV programmes you watch?
- If you could change one thing about programmes on TV, what would that be?
- How often do you go to the theatre or to a concert, and would you like to go more often?
- How much time do you spend on your favourite hobby?

Food

- What dish do you most enjoy preparing?
- What, in your opinion, are the attractions of so-called 'junk food'?
- How important do you think it is for eveyone to know how to prepare healthy meals?
- What are the most important benefits of sharing a meal with family or friends?
- How much does advertising affect your choice of food?
- Tell us about a restaurant that you like.

Holidays and travel

- What's the most memorable journey you've ever made?
- What information should you look for about a place you plan to travel to?
- If someone offered you a free holiday, where would you like to go and what would you do there?
- How important is the weather to you when you are on holiday?
- What is your favourite means of transport? Why?
- In your opinion, what are the three most important requirements for a successful holiday?
- If you were offered a free trip into space, would you accept?

Science and technology

- How important is the internet in your everyday life?
- If you could have only one hi-tech gadget, what would it be?
- In your opinion, are we too dependent on modern technology?
- Do you think it's important to try to protect the environment?
- Would you rather have a lesson with a teacher or research something online yourself?
- Did/Do you enjoy studying science at school?
- Tell us about a website that you think is very useful.

Shops and shopping

- Have you got a favourite shop?
- Do you enjoy window shopping?
- Do you believe that online shopping is preferable to traditional shopping?
- How much is your shopping behaviour influenced by advertising?
- What advice would you give a friend who is prone to impulse buying?

Clothes and fashion

- How important is fashion to you?
- What qualities do you look for when you are buying clothes?
- How much can you tell about a person from the clothes they wear?
- Have you got a favourite outfit?

Work

- Have you ever had a part-time job?
- How important do you believe it is to go to university before you get a job?
- Which do you think is more important, your salary or job satisfaction?
- What would be your ideal job?
- How ambitious would you say you are when it comes to work?

Special occasions

- How do people in your family celebrate their birthdays?
- What, in your opinion, are the best ways to ensure that a party is a great success?
- What can you tell us about a special celebration that is unique to your hometown or country?
- If you were asked to help organise a celebration, what would you like to do?
- Is there a celebration anywhere in the world that you really want to go to some day?
- Tell us about the best day you've had in the last year or so.