

LONGMAN  
**EXAM  
SKILLS**

# Proficiency

## Listening & Speaking



**Fiona Scott-Barrett**

# Proficiency

## Listening & Speaking

Longman Proficiency Listening & Speaking is a new four-level course for students preparing for the Cambridge English Proficiency examination. It provides extensive listening practice through a variety of authentic materials, including news items, advertisements, and interviews. The course also includes speaking activities designed to help students develop their conversational skills. The book is part of the Longman Exam Skills series, which offers a range of resources for exam preparation.

The course consists of four levels: Beginner, Elementary, Intermediate, and Advanced. Each level contains ten units, each with a listening section and a speaking section. The listening sections feature recordings of real-life situations, such as telephone conversations, news reports, and advertisements. The speaking sections provide opportunities for students to practice their conversational skills through role plays, group discussions, and presentations. The book also includes a glossary of key words and expressions used in the listening and speaking sections.

Longman Proficiency Listening & Speaking is suitable for students who are preparing for the Cambridge English Proficiency examination or any other advanced English language exam. It is also suitable for students who want to improve their listening and speaking skills in general. The book is designed to be used in conjunction with a teacher's guide, which provides additional resources and support for the teacher. The teacher's guide includes lesson plans, audio scripts, and answer keys for the listening sections.

Longman Proficiency Listening & Speaking is a comprehensive resource for students preparing for the Cambridge English Proficiency examination. It provides extensive listening practice through a variety of authentic materials, including news items, advertisements, and interviews. The course also includes speaking activities designed to help students develop their conversational skills. The book is part of the Longman Exam Skills series, which offers a range of resources for exam preparation.

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## EXAM FACTFILE

### Paper 4: Listening

<b>takes</b>	about 40 minutes
<b>is conducted in</b>	groups
<b>consists of</b>	three or four parts making up a total of 25–30 questions. The tasks could take the form of: <ul style="list-style-type: none"><li>• multiple-choice questions</li><li>• true–false questions</li><li>• note-taking and blank-filling exercises</li><li>• yes–no questions</li><li>• identifying who said what</li><li>• labelling diagrams</li></ul>
<b>tests your ability to</b>	listen to a spoken text and: <ul style="list-style-type: none"><li>• understand the gist</li><li>• follow the significant points</li><li>• identify specific information</li><li>• understand points of detail</li><li>• recognise attitude, emotions and opinions</li><li>• deduce meaning</li></ul>
<b>is marked</b>	out of a final total of 20 marks

### Paper 5: Speaking

<b>takes</b>	about 15 minutes (individual candidates) <i>OR</i> about 20 minutes (paired candidates) <i>OR</i> about 25–27 minutes (groups of three)
<b>is conducted in</b>	a one-to-one interview with an examiner <i>OR</i> an interview in pairs with an examiner <i>OR</i> an interview in groups of three with an examiner
<b>consists of</b>	four parts: <ul style="list-style-type: none"><li>• some general, personal or social questions (about 1 minute)</li><li>• a discussion based on one or more photographs (about 5 minutes for individual candidates; about 7 minutes for paired candidates; about 10 minutes for groups of three)</li><li>• commenting on a short passage (about 2 minutes for individual candidates; about 3 minutes for paired candidates; about 3 minutes for groups of three)</li><li>• a communicative activity (about 5 minutes for individual candidates; about 8 minutes for paired candidates; about 12 minutes for groups of three)</li></ul>
<b>tests your ability to</b>	interact in a theme-based conversation in English on general, specific or abstract topics while demonstrating appropriate control of: <ul style="list-style-type: none"><li>• fluency</li><li>• accuracy</li><li>• pronunciation of sentences</li><li>• pronunciation of individual sounds</li><li>• interactive communication</li><li>• vocabulary</li></ul>
<b>is marked</b>	out of a final total of 40 marks

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# Man and the environment

## Listening A

### Think about the topic

Work with a partner and discuss the following questions.

- 1 How does man affect the environment?
- 2 How does the environment affect man?
- 3 Do you have any personal experience of natural disasters?

#### exam tip

In the exam, you are given time to read the questions before you hear the tape.

For blank-filling tasks like Listening 1, use this time to anticipate what kind of information you will be listening for.

### Before you listen

Match the words (1–4) with the correct definitions (a–d).

- |                  |  |
|------------------|--|
| 1 a drill        | a large caravan used as permanent accommodation                                |
| 2 the death toll | a practice of the things you should do in a dangerous situation such as a fire |
| 3 a mobile home  | pieces of brick or stone that come from a building that has been destroyed     |
| 4 rubble         | the number of people killed in an accident, disaster or war                    |

### Listening 1

- a** Look at questions 1–7 in **b**. What kind of word or information will you be listening for to answer each question? Choose from the following possibilities and write the number of the corresponding question (1–7) in the correct box.

a past participle of a verb (x 2)

an adjective describing geographical location

a day or date

a figure

a service or organisation

a noun relating to people

- b** You will hear part of a radio news bulletin about a natural disaster in Florida.

For questions 1–7, complete the notes with a number, a word or a short phrase.



**Tornadoes in Florida**

The tornadoes struck on **1** \_\_\_\_\_

Wind speeds reached nearly **2** \_\_\_\_\_ miles per hour.

Four counties in **3** \_\_\_\_\_ Florida have been affected.

At least 36 people have **4** \_\_\_\_\_ and a further 200 have been **5** \_\_\_\_\_

The National **6** \_\_\_\_\_ broadcast tornado warnings.

The clean-up operation will be carried out by **7** \_\_\_\_\_ and emergency-management officials.

- c** Now listen again and check, complete or amend your answers.

## Listening 2

- a The news bulletin you heard in **Listening 1** continues. For questions **1–9**, tick (✓) a box in the table below if damage of that type has occurred in that area.

Damage done to	Area		
	Orange County	Osceola County	Volusia County
1 trees	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2 power lines	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3 cars and trucks	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4 shops and stores	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5 houses and apartments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6 mobile homes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7 theme parks	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8 campsites	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9 government buildings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

- b Now listen again and check, complete or amend your answers.

## Before you listen

Match the words (1–5) with the correct definition (a–e).

- |              |  |
|--------------|--|
| 1 an anchovy | a an adjective describing an area where the land is very dry |
| 2 arid       | b a long period of time without any rainfall                 |
| 3 a drought  | c a product used to feed chickens                            |
| 4 fishmeal   | d the droppings of sea birds                                 |
| 5 guano      | e a small fish   |

## Listening 3

- a You will hear a lecture about a climatic phenomenon called El Niño.

For questions **1–8**, complete the notes with one or two words, or a short phrase.

A warm current appears in the eastern Pacific every **1**.

The phenomenon called El Niño occurs every **2**.

The water temperature in the Western Pacific is usually **3** than in the Eastern Pacific.

The winds known as the 'trade winds' usually blow **4**.

During El Niño, the warmer water moves to the **5** Pacific.

During El Niño, India and South-east Asia experience **6**.

**7** is used to make fertilisers.

**8** are used in the manufacture of fishmeal.

- b Now listen again and check, complete or amend your answers.

# Speaking A

## Photographs

- a Look at the photographs below and think about what they have in common. Match the phrases (1–3) and (a–c) to make complete sentences describing the theme of the photographs.

- 1 They all depict
- 2 The theme that connects them is
- 3 Each picture illustrates how

- a the forces of nature can disrupt daily life.
- b the aftermath of natural disasters.
- c the devastation caused by natural disasters.

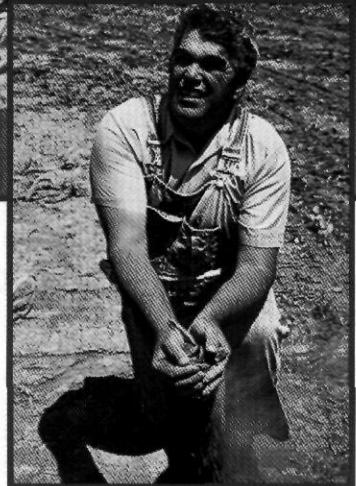
1



2



3



- b Describe the setting and people in each of the photographs.

### Useful words and phrases

severely flooded    thigh-deep in muddy water    (to) salvage    (to) wade    (to) float about  
debris    a waterproof garment    (to) collapse    an earthquake    (to) crumble  
heaps of rubble    twisted bits of metal    jagged chunks of reinforced concrete  
rescue workers    hard hats    (to) creep through a gap    survivors    withered crops  
cracked earth    severe drought    a handful of soil    (to) turn to dust    despair  
(to) scan the sky for signs of rain

### exam tip

In the exam, you will be asked to talk about one or more photographs. The examiner will ask you some questions about the photographs and expect you to highlight the theme that links them.

## Discussion points

a What needs do the victims of natural disasters have? Work with a partner and discuss whether the items below are **short-term needs**, **long-term needs**, or both. Write **S**, **L** or **Both** by each item.

- |  |   |
|--|---|
| 1 blankets .....   | 6 medical supplies .....                    |
| 2 clothing .....   | 7 medical help .....                        |
| 3 re-establishment of essential services<br>(e.g. gas, electricity, water) ..... | 8 psychological support .....               |
| 4 financial compensation .....   | 9 reconstruction of private houses .....    |
| 5 food .....   | 10 reconstruction of public buildings ..... |

b Who do you think should be responsible for meeting each of the needs in a?

- local governments
- international aid organisations
- national governments
- insurance companies
- charities
- the victims and their families

## Passages

Read all three passages below quickly, and then answer the questions and do the tasks that follow.

1

IN THE PERIOD around 1500 BC to 1450 BC the island was devastated: the palaces were smashed and burned and smaller settlements destroyed. The cause of this disaster is still the most controversial of all Minoan riddles, but the most convincing theory links it with the eruption of the volcano of Thira. It is believed that the eruption threw up great clouds of black ash and a huge tidal wave. Coastal settlements would have been smashed by the wave and accompanying earth tremors would have contributed to the destruction.

2

### In the event of an earthquake:

- Do not run outside.
- Take shelter under a table or doorway to protect you from falling debris.
- Count to forty. (Most tremors last no longer than forty seconds.)
- Turn off the gas and electricity.
- Leave the building rapidly and make your way to open ground.

3

Hundreds of troops, police officers and firefighters have been drafted into a massive rescue operation after heavy floods in eastern Slovakia killed at least 16 people, many of them children. Several rivers burst their banks, sending flood waves onto 20 villages and gypsy encampments. Thousands have had to flee their homes, often with only a few minutes' warning.

1 Which passage

- a gives information about a contemporary event?
- b speculates about a historical event?
- c gives instructions?

2 Underline at least two phrases in each passage to support your opinion.

3 Which passage

- a probably comes from a newspaper report?
- b might be posted on a noticeboard?
- c probably comes from a textbook or guidebook?

4 How does each passage relate to the theme of natural disasters?

Underline two words or phrases in each passage to support your opinion.

### exam tip

In the exam, you will be shown three passages and asked to read and comment on one of them.

- Do not read the passage aloud. The examiner will stop you if you do so.
- You may quote short extracts from the passage to support your opinions.

# Listening B

## Before you listen

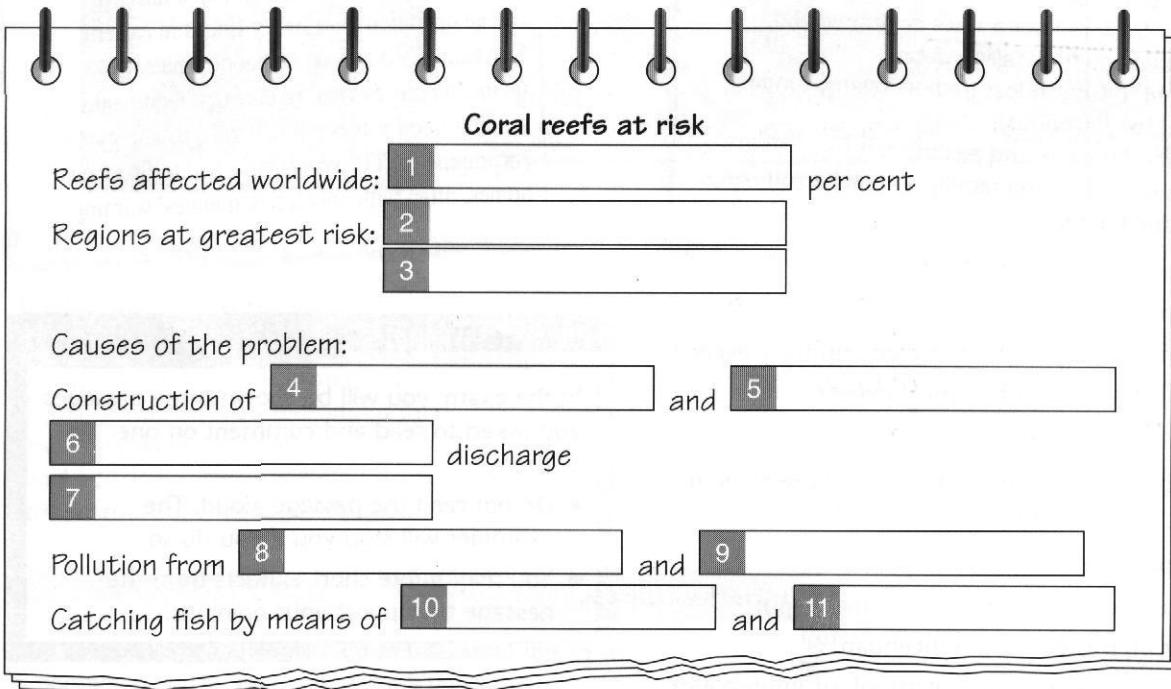
Complete the table, using the words and phrases in the box.

<b>car exhaust fumes</b>	<b>oil spills</b>	<b>water pollution</b>	<b>rise in earth's temperature</b>
<b>increased risk of skin cancer</b>	<b>untreated sewage</b>	<b>breathing problems, e.g. asthma</b>	<b>soil erosion</b>

Causes	Environmental problems	Long-term effects
● deforestation	1 ..... ● build-up of carbon dioxide in atmosphere	● loss of plant and animal species 2 .....
3 ..... ● factory emissions ● burning fossil fuels	● air pollution	4 ..... ● rise in earth's temperature
5 ..... 6 ..... ● overuse of chemicals in agriculture	7 .....	● loss of marine species ● destruction of coral reefs
● use of aerosols and coolants that contain CFCs	● depletion of the ozone layer	8 ..... ● rise in earth's temperature

## Listening 1

- a You will hear part of an interview with Paul Wrightsman, the director of 'Scubatours', a tour company which specialises in diving holidays. He is discussing the contents of a recent environmental report about coral reefs. For questions 1–11, complete the notes with one, two or three words.



- b Now listen again and check, complete or amend your answers.

## Listening 2

### exam tip

In true–false and multiple-choice questions, you generally do not hear the same words spoken on the tape as those written on the question sheet. Listen and try to find evidence that supports or contradicts each statement on the question sheet.

- a** The interview with Paul Wrightsman you heard in **Listening 1** continues. For questions **1–5**, decide which statements are true and which are false. Write **T** if you think the statement is true and **F** if you think it is false.

- |   |  |
|---|--|
| <p>1 Fish are inevitably threatened with extinction as a result of tourists visiting coral reefs.</p> <p>2 Many countries with coral reefs earn most of their income from tourism.</p> <p>3 Irresponsible tourists might be tempted to damage coral reefs.</p> <p>4 Tour operators are unable to influence hotels' environmental policies.</p> <p>5 Cleaning up the environment in areas with coral reefs is not cost-effective in the long term.</p> | <input type="checkbox"/> 1<br><input type="checkbox"/> 2<br><input type="checkbox"/> 3<br><input type="checkbox"/> 4<br><input type="checkbox"/> 5 |
|---|--|

- b** Now listen again and check, complete or amend your answers.

## Listening 3

- a** You will hear a radio interview with Maggie Kerr, who launched the 'Down with Noise' campaign. For questions **1–4**, choose the alternative (**A**, **B**, **C** or **D**) which best fits according to what you hear.

- |   |
|---|
| <p><b>1</b> According to Maggie Kerr, high levels of noise</p> <p><b>A</b> have been reduced in towns and cities.<br/> <b>B</b> are recognised as a problem by the World Health Organisation.<br/> <b>C</b> are recognised as a health risk by most members of the public.<br/> <b>D</b> can cause asthma in children.</p> <p><b>2</b> Maggie Kerr</p> <p><b>A</b> had a history of blood pressure problems.<br/> <b>B</b> went to her doctor for advice on how to handle stress.<br/> <b>C</b> was lucky that her doctor believed her.<br/> <b>D</b> became ill as a result of a change in her immediate environment.</p> <p><b>3</b> Noise constitutes a health hazard</p> <p><b>A</b> mainly for people who suffer from stress.<br/> <b>B</b> mainly for people who live near airports.<br/> <b>C</b> when people are exposed to above-average noise levels over a long period.<br/> <b>D</b> when people are exposed to very high noise levels for short periods.</p> <p><b>4</b> The 'Down with Noise' campaign</p> <p><b>A</b> organises national campaigns against cars.<br/> <b>B</b> shares some of the aims of other environmental groups.<br/> <b>C</b> wants to reduce bus traffic in towns.<br/> <b>D</b> works together with Environmental Health Officers.</p> |
|---|

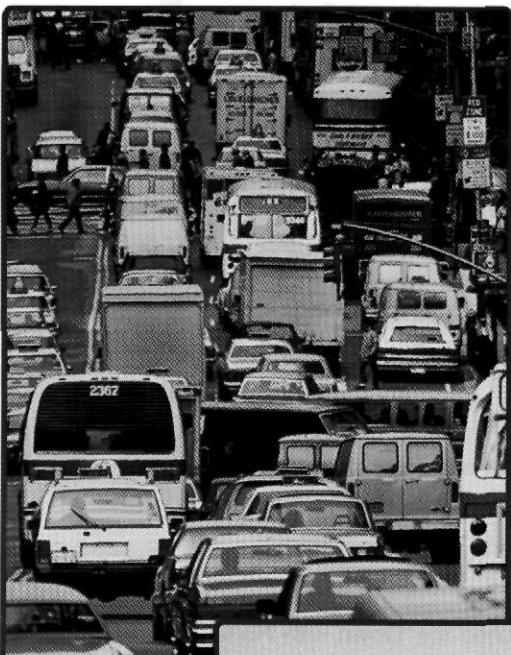
- b** Now listen again and check, complete or amend your answers.

# Speaking B

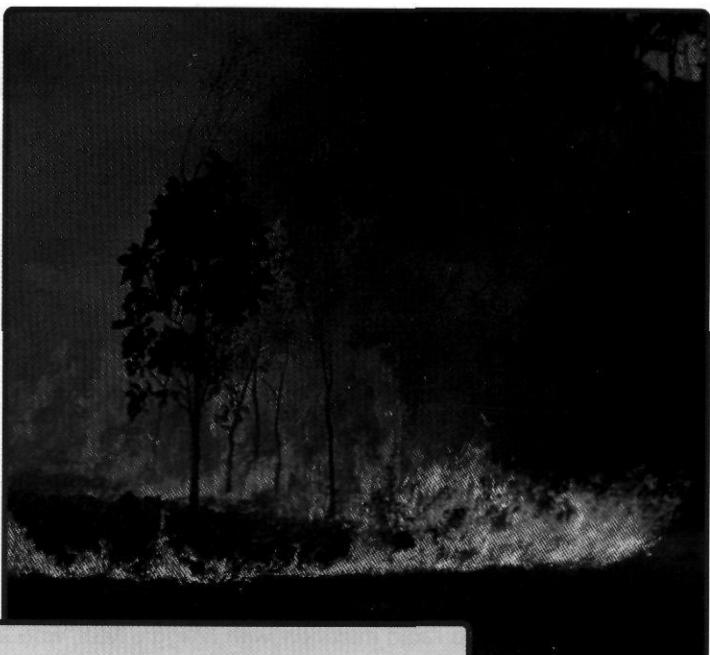
## Photographs

- a Look at the photographs below. Describe briefly what you see in one of them.

1



2



3



- b Describe what it would be like to be at the scene of one of the photographs.

- c What do the three photographs have in common?

### Useful words and phrases

in gridlock bumper-to-bumper traffic (to) grind to a halt palls of smoke (to) go up in flames  
 (to) obscure blazing raging an open dump discarded household goods (to) burst open  
 (to) spill out an eyesore (to) blot (to) mar an otherwise idyllic landscape  
 frustrating/disturbing/saddening/disgusting a stifling atmosphere (to) choke  
 thoughtlessness/carelessness deliberate disregard for the long-term consequences of ...

All the photos show problems which ...

The photos deal with different aspects of ...

## Discussion points

Work with a partner and discuss the following questions.

- 1 Which of the environmental problems shown in the photographs upsets you most, and why?
- 2 What can be done to prevent or solve this problem:
  - by members of the public?
  - by governments?

### Useful phrases

I find ... particularly upsetting/worrying/disturbing because ...

In my view, the problem of ... is the most serious, as ...

One way to prevent the problem would be to ...

I think the most effective solution would be to ...

At a personal level, everyone could ...

I've heard that in (Germany/the USA/Britain, etc.) they've ... and we could try that here too.

I think governments need to introduce far stricter controls on ...

## Communicative activities

### 1 Ranking activity

- a Which of the following problems pose the greatest threat to mankind's health and future survival? Choose the two problems you think are the most serious and explain the reasons for your choice.

#### Environmental problems

- deforestation
- noise
- air pollution
- rubbish disposal
- depletion of the ozone layer
- water pollution
- nuclear waste
- global warming

- b Which of the above problems are the most serious now in the area where you live? Choose two or three, and explain the reasons for your choice, giving examples from your own knowledge and experience.

### 2 Discussion

Tourism has destroyed our countryside.  
Now it's covered in concrete.

Foreigners are more environment-conscious. Thanks to tourists coming here, we've cleaned up our act.

- a Comment on the ideas expressed in each statement. What might *covered in concrete* refer to? In what ways might a country have *cleaned up its act*?

- b What is your reaction to each statement in relation to your own country? Is it:

- irrelevant?
- partially true?
- too extreme?
- absolutely true?
- other?

Give examples from your own experience and knowledge to support your opinion.

# Relationships

## Listening A

### Think about the topic

Work with a partner and discuss the following questions.

- 1 How important are family relationships to you?
- 2 In what way have relationships within families changed since your parents were young?
- 3 What role, if any, do animals play in your life?

### Before you listen

Explain the differences between the words in each group.

- |  |                  |
|--|------------------|
| 1 an extended family                     | 3 a childminder  |
| a nuclear family                         | a babysitter     |
| a single-parent family                   | a nursery school |
| <b>2 to keep someone company</b>         |                  |
| to be/not be good company                |                  |
| to keep company with (a group of people) |                  |

### Listening 1

#### tip

True–false and multiple-choice questions often test your ability to understand a speaker's **attitude** to and **opinions** about the topic which is being discussed.

- a** Look at questions 1–8 in **b**. Which questions do you think test your ability to understand a speaker's attitude and opinion, and which test your ability to understand information that the speaker gives? Write **AO** (attitude and opinion) or **I** (information).

- |         |         |
|---------|---------|
| 1 ..... | 5 ..... |
| 2 ..... | 6 ..... |
| 3 ..... | 7 ..... |
| 4 ..... | 8 ..... |

- b** You will hear part of an interview with Kathy, a British woman who lives in Greece and is married to a Greek man. She is talking about the differences between family life in Britain and Greece. For questions **1–8**, decide which statements are true and which are false. Write **T** if you think the statement is true and **F** if you think it is false.

- |  |                            |
|--|----------------------------|
| 1 Kathy considers herself an expert on family life in Greece and Britain.                    | <input type="checkbox"/> 1 |
| 2 Kathy thinks that her family unit was typical of British families at the time she grew up. | <input type="checkbox"/> 2 |
| 3 The extended family system in Greece has been affected by employment problems.             | <input type="checkbox"/> 3 |
| 4 Kathy believes that Greek families are closer-knit than British ones.                      | <input type="checkbox"/> 4 |
| 5 Kathy was an only child.   | <input type="checkbox"/> 5 |
| 6 Kathy thinks large families are happier than small ones.                                   | <input type="checkbox"/> 6 |
| 7 Kathy lives in the same flat as her parents-in-law.  | <input type="checkbox"/> 7 |
| 8 Five family members live in her brother-in-law's flat.                                     | <input type="checkbox"/> 8 |

- c** Now listen again and check, complete or amend your answers.

## Listening 2

- a The interview with Kathy you heard in **Listening 1** continues. For questions **1–4**, choose the alternative (**A**, **B**, **C** or **D**) which best fits according to what you hear.

### tip

Sometimes in multiple-choice tasks, the final question tests your understanding of the whole passage. This is the case with question 4 in Listening 2.

- 1 Kathy gets frustrated in Greece because
  - A** she feels lonely.
  - B** she is not allowed to make her own decisions.
  - C** family members are constantly asking her for help.
  - D** family members are constantly giving her advice.
  
- 2 As a working mother, Kathy
  - A** has had to change her schedule every week.
  - B** has had to find a childminder.
  - C** finds life easier in Greece than Britain.
  - D** is forced to rely on the family for help.
  
- 3 Kathy thinks Dimitris' brother's mother-in-law
  - A** is being used by her family.
  - B** is too ill to be expected to cook.
  - C** enjoys her household duties.
  - D** would be better off in a nursing home.
  
- 4 In this part of the interview, Kathy
  - A** presents a balanced view of family life in Greece.
  - B** presents a balanced view of family life in both countries.
  - C** is highly critical of family life in Britain.
  - D** is highly critical of family life in Greece.

- b Now listen again and check, complete or amend your answers.

## Listening 3

- a You will hear a radio programme in which a couple discuss their unusual relationship.

For questions **1–9**, write either **ALEC**, **PENNY**, **BOTH** or **NEITHER** in each box.

Which partner:

- 1 earns an income?
- 2 decided he/she wanted to change their way of life?
- 3 always worked regular office hours?
- 4 appears to be very people-oriented?
- 5 suggested their current way of life?
- 6 is satisfied with their current way of life?
- 7 did not entirely trust their childminder?
- 8 is dissatisfied with their financial arrangements?
- 9 is hurt by the reactions of friends or colleagues to their situation?

	1
	2
	3
	4
	5
	6
	7
	8
	9

- b Now listen again and check, complete or amend your answers.

## Discussion points

**a** Work with a partner and discuss the following questions.

- 1 What changes are taking place in family life in your country at present?
- 2 Are these changes for the better or for the worse?
- 3 Which of the following sentences (a–f) are true for your country?
- a These days more and more men are prepared to help their partner with childcare.
- b The extended family system is breaking down.

**b** Tick (✓) the sentences (a–f) in **a** which are true for your country. Use the **Useful phrases** in the box below to give complete answers to questions 1 and 2 in **a**.

### Useful phrases

I think/don't think this is something to be concerned about, as ...

I think this is a change for the better/worse, since ...

This has advantages in that ..., but on the other hand ...

As a result of this ..., which I believe is a positive/negative trend.

## Passages

**a** The examiner may ask you to comment on the style and possible source of a passage.

Match the items from the three columns in the table below. They are not in the correct order.

Language used	Style	Possible source
colourful descriptions; metaphors (e.g. <i>an ice-cold voice</i> ); similes (e.g. <i>like a fish out of water</i> )	informal, personal	extract from a newspaper article or scientific report
personal opinions are avoided; the personal pronouns <i>I</i> , <i>we</i> and <i>you</i> are rarely used; more formal vocabulary is chosen (e.g. <i>somnolence</i> instead of <i>sleepiness</i> )	neutral, impersonal	extract from a novel or short story
personal opinions are expressed; the personal pronouns <i>I</i> , <i>we</i> and <i>you</i> are used; phrasal verbs are used	literary	extract from an interview or discussion

**b** Find examples of the types of language in the table in **a** in the three passages below.

1

I was the second mixed-race baby my family adopted. Part of the reason they took me was because my father found my brother (also mixed-race) trying to 'scrub the dirt off' in the bath when he was two years old. Sensibly, they felt he needed a visual ally. Looking back, we epitomised the 1960s 'melting pot' ideology that so many social workers now disparage. There was no discrimination in my family; we were all brought up with the same amount of boundless, reciprocal love.

2

The most striking fact emerging from the survey is that male and female attitudes to friendships are very different. For most men, friendship is based on common interests and shared activities, whereas women place a far higher value on the sharing of problems and emotions with friends. This dichotomy surfaces during early adolescence: female respondents in the 11–14-year-old category placed 'the ability to keep a secret' at the top of the list of desirable attributes in a friend.

3

The sunset glow of the fire framed Duncan's head like a halo as he played on the rug with the puppy. As she watched their antics and listened to Duncan's gurgles of joy, Angela remembered with wonder how, just two years ago, she'd sworn she never, ever wanted to have a child. But from the instant that Duncan was born, Angela's love for him had lit up her life; it burned like the flame of a candle that never went out.

### exam tip

Remember that, although you see a written text, it may originally have been a spoken passage.

**c** Comment on the style and probable source of each passage.

# Listening B

## Before you listen

Explain the differences between these pairs or groups of words.

**1** conservation area

natural habitat

**2** a poacher

a hunter

a predator

**3** in the wild

in captivity

**4** an embryo

a nucleus

an egg cell

### exam tip

Sometimes a listening passage and/or the questions related to it will contain vocabulary that is unfamiliar to you.

- Try to deduce the meaning from the context. Often it will become clear during or after the first listening.

## Listening 1

**a** You will hear a conversation between two flatmates. They are discussing an article in the morning newspaper. For questions **1–8**, decide which statements are true and which are false. Write **T** if you think the statement is true and **F** if you think it is false.

- |  |  |
|--|--|
| <input type="checkbox"/> 1 The idea of taking part in a protest appealed to Mike.<br><input type="checkbox"/> 2 Derek approves of the animal rights activists' aims and methods.<br><input type="checkbox"/> 3 Derek is disgusted by people who wear fur.<br><input type="checkbox"/> 4 Derek and Mike are discussing these issues for the first time.<br><input type="checkbox"/> 5 Freeing the mink is likely to prove an ecological disaster in the area near the farm.<br><input type="checkbox"/> 6 Mike is indifferent to the issue of animals being kept in captivity.<br><input type="checkbox"/> 7 Mike thinks the animal rights activists should be taken to court.<br><input type="checkbox"/> 8 Derek is more emotional about animals than Mike. | <input type="checkbox"/> 1<br><input type="checkbox"/> 2<br><input type="checkbox"/> 3<br><input type="checkbox"/> 4<br><input type="checkbox"/> 5<br><input type="checkbox"/> 6<br><input type="checkbox"/> 7<br><input type="checkbox"/> 8 |
|--|--|

**b** Now listen again and check, complete or amend your answers.

## Listening 2

**a** You will hear a radio news bulletin about dogs. For questions **1–6**, decide which statements are true and which are false. Write **T** if you think the statement is true and **F** if you think it is false.

- |   |  |
|---|--|
| <input type="checkbox"/> 1 Dogs are being used instead of human models in French advertisements.<br><input type="checkbox"/> 2 Parisian dog-owners take their pets for beauty treatments.<br><input type="checkbox"/> 3 The popularity of a film contributed to the demand for dogs as models.<br><input type="checkbox"/> 4 Any appealing dog could be used as a model.<br><input type="checkbox"/> 5 The French are well-known to be dog-lovers.<br><input type="checkbox"/> 6 The aim of the bulletin is to amuse the listeners. | <input type="checkbox"/> 1<br><input type="checkbox"/> 2<br><input type="checkbox"/> 3<br><input type="checkbox"/> 4<br><input type="checkbox"/> 5<br><input type="checkbox"/> 6 |
|---|--|

**b** Now listen again and check, complete or amend your answers.

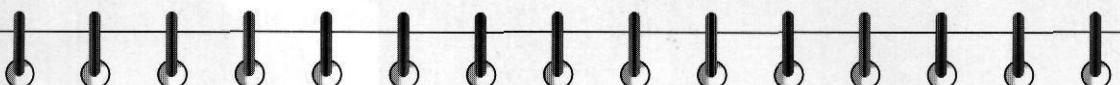
### Listening 3

- a You will hear a radio programme about the giant panda. For questions 1–10, complete the notes with a number, word or short phrase.

#### exam tip

In note-taking exercises, you will lose marks in the exam if:

- words are not correctly spelt. This includes using capital letters where necessary.
- the completed sentence is not grammatically correct.



#### The giant panda

China estimates that the number of pandas alive outside zoos is

1

Many panda cubs do not survive because

2

Pandas are threatened by the destruction of  
and by

3

4

Cloning involves:

- removing the nucleus from

5

- replacing it with the nucleus from

6

- implanting the embryo in

7

In contrast to the cloning of Dolly the sheep, the Chinese plan to use an egg cell and a host mother which are from

8

Dolly was successfully cloned after

9

Many people believe the money for the Chinese panda cloning project should instead be spent on

10

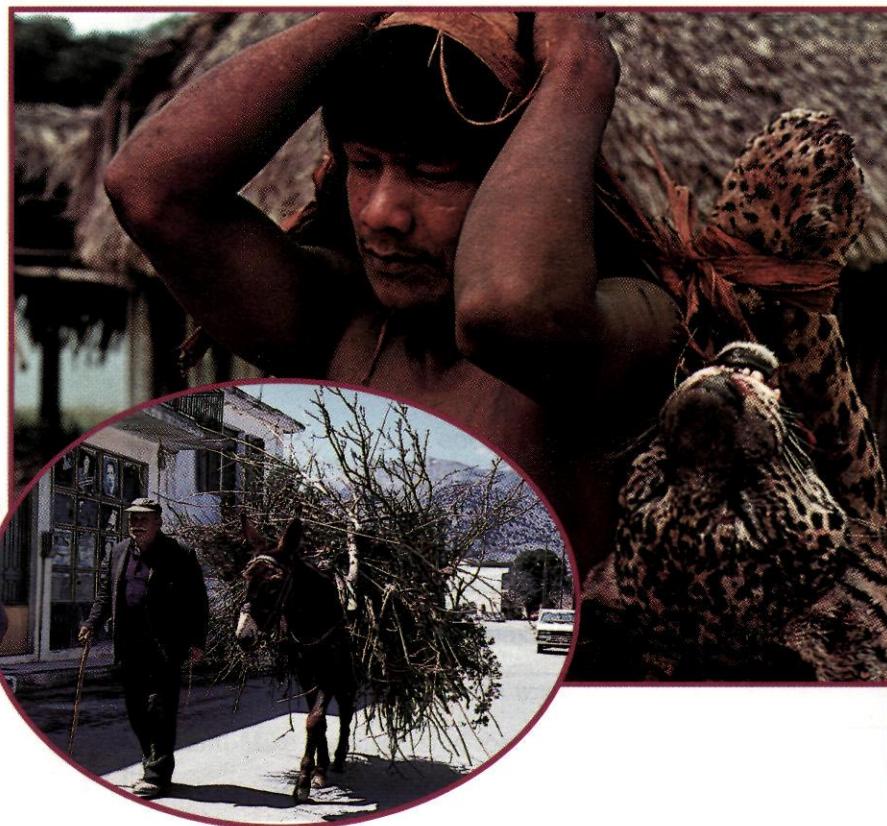
- b Now listen again and check, complete or amend your answers. Remember to check that your completed notes form whole sentences, and are correctly spelt.

# Speaking B

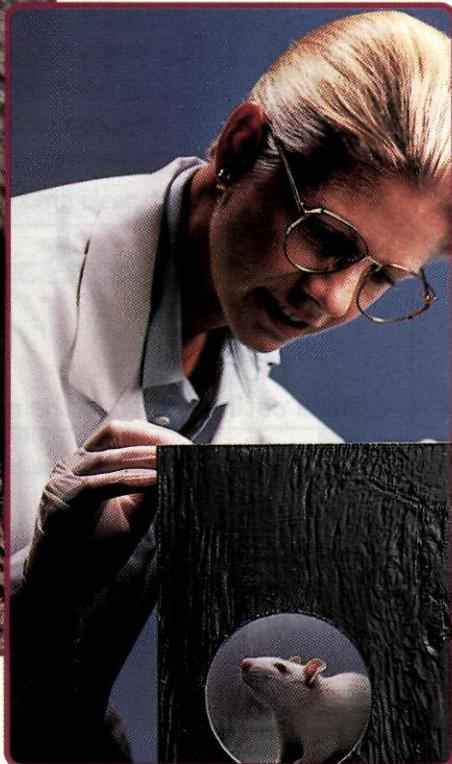
## Photographs

- a Look at the photographs below and compare the animals, people and settings in photographs 1 and 2.  
 b Describe the person and activity in photograph 3.

1



2



3



### Useful words and phrases

a primitive tribe   a leopard cub   the spoils of a hunt   a source of food/clothing  
 thatched huts   (to) bind   (to) suspend/hang   a laboratory   a research scientist  
 (to) perform/carry out an experiment   aspects of psychology/behaviour  
 (to) lead by the reins   heavily laden   a beast of burden   firewood

Judging from his/her clothing, I'd say he/she was ...

As far as I can see from the landscape/background, the photo was probably taken in ...

- c What different aspects of relationships between man and animals are illustrated by the three photographs?

### Discussion points

Work with a partner and discuss the following questions.

What are the most common examples of relationships between man and animals in:

- tribal cultures?      • agricultural societies?      • urban, technologically-advanced societies?

Choose from the following categories and give examples.

Animals are:

- a source of food.
- beasts of burden or a means of transport.
- a source of company and comfort.
- a source of income.
- a source of sport or entertainment.
- used in testing.
- a source of clothing.

## Communicative activities

### 1 Discussing pros and cons

a Brainstorm points in favour of and against each of the following topics.

Make notes of your ideas.

- keeping animals in zoos
- farming animals for fur
- using animals in circus acts
- hunting non-threatened species (e.g. hares, pheasants, deer, etc.) for sport

b Develop the notes into a short argument, using the following example as a guide.

#### keeping animals in zoos

+

- preserves otherwise threatened species, such as the panda
- is educational because people can learn about animals they would never see elsewhere
- many zoo animals were born in captivity, so have never known their natural habitat and thus do not suffer

-

- is cruel because animals' freedom is restricted
- takes animals away from their natural habitat

*On the whole, I'm in favour of keeping animals in zoos. One benefit is that it preserves otherwise threatened species, such as the panda. What's more, zoos are educational because people can learn about animals they would never see elsewhere. On the other hand, zoos are cruel because the animals' freedom is restricted. Another argument against zoos is that they take many animals away from their natural habitat but, as many zoo animals were born in captivity, they do not suffer as they have never known their natural habitat.*

#### Useful phrases

On the whole, I'm in favour of/not in favour of ...

One benefit/drawback is that ...

What's more, ...

On the other hand, ...

Another argument in favour of/against ... is ...

### 2 Selecting

Which of the following practices concerns you most, and which concerns you least? Give reasons for your choices.

- |  |                            |
|--|----------------------------|
| • factory farming                          | • cruelty to domestic pets |
| • using animals for laboratory experiments | • hunting animals for food |
| • poaching threatened species              | • putting animals to work  |
| • using animals as fashion accessories     | • cloning animals          |

# Young people in society

## Listening A

### Think about the topic

Work with a partner and discuss the following questions.

- 1 How important is a good education in young people's lives?
- 2 What constitutes a good education?
- 3 What problems and difficulties do young people face in society nowadays?

### Before you listen

Write the words in the box in the correct category.

<b>A-levels</b>	<b>articulate</b>	<b>coherent</b>	<b>creativity</b>	<b>degree</b>	<b>form teacher</b>	<b>GCSEs</b>	<b>intellect</b>
<b>knowledge</b>	<b>lecturer</b>	<b>literacy</b>	<b>professor</b>	<b>pupils</b>	<b>undergraduates</b>		

<b>Attributes of educated people</b>		<b>Qualifications</b>		<b>Staff and students</b>	
nouns	adjectives			at school	at university

### Listening 1

- a You will hear a radio debate on education. The first time you listen, tick (✓) which speakers mention which topics (1–6).

<b>Topics</b>	<b>Speaker</b>		
	Anne	Quentin	Phil
1 the aims of education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2 creativity and originality	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3 the curriculum	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4 discipline in schools	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5 exams and qualifications	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6 literacy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

- b Listen a second time and decide which of the topics above causes most concern to each speaker. Choose only one topic per speaker.

7 Anne .....

8 Quentin .....

9 Phil .....

- c** Listen a third time. For questions **10–14**, choose the alternative (**A**, **B**, **C** or **D**) which best fits according to what you hear.

**tip**

Often in multiple-choice questions an incorrect response contains words that you hear on the cassette.

- Do not choose an answer just because you hear and see the same words.
- Choose the response which has the same meaning as what you hear on the cassette.

- 10** Anne is currently
- A** a secondary school teacher.  
**B** a student.  
**C** a lecturer.  
**D** none of the above.

- 11** Anne believes that the old concept of a well-educated person
- A** encompassed personal qualities as well as knowledge.  
**B** deserved to be changed because it was elitist.  
**C** has been replaced by a better concept.  
**D** led to people becoming over-educated.

- 12** Quentin believes that the current education system

- A** pleases examiners.  
**B** tests intellect and knowledge.  
**C** prepares young people for the challenges of the future.  
**D** stunts creativity and original thinking.

- 13** Phil believes that

- A** literacy is more important than creativity.  
**B** many creative people are unable to express themselves articulately.  
**C** being well-educated encompasses creativity, originality and literacy.  
**D** standards at universities are higher than they used to be.

- 14** During the discussion

- A** none of the speakers agree about anything.  
**B** all of the speakers are in basic agreement.  
**C** none of the speakers listens to the others' opinions.  
**D** each speaker agrees with at least part of another speaker's argument.

**Listening 2**

- a** You will hear a conversation between two women, Elaine and Jane. They are discussing the school that Jane's daughter, Patricia, goes to. For questions **1–10**, decide which statements are true and which are false. Write **T** if you think the statement is true and **F** if you think it is false.

- |           |   |    |
|-----------|---|----|
| <b>1</b>  | The school Patricia attends uses an assessment technique that is also used in business. | 1  |
| <b>2</b>  | The pupils discuss their strengths and weaknesses with the teacher of each subject.     | 2  |
| <b>3</b>  | The personal review scheme encourages the pupils to think about their own performance.  | 3  |
| <b>4</b>  | During consultations, the teacher sets goals for each pupil.                            | 4  |
| <b>5</b>  | Pupils aged thirteen and over are asked to think about possible future careers.         | 5  |
| <b>6</b>  | Neither Jane nor Elaine was given career guidance at school.                            | 6  |
| <b>7</b>  | Jane thinks her school had an old-fashioned attitude.                                   | 7  |
| <b>8</b>  | The personal review scheme has created a good atmosphere and led to academic success.   | 8  |
| <b>9</b>  | At Patricia's school, they study yoga instead of doing sports.                          | 9  |
| <b>10</b> | Both women have negative memories of aspects of sport at school.                        | 10 |

- b** Now listen again and check, complete or amend your answers.

# Speaking A

## Photographs

- a Look at the photographs below and say what theme connects all three.

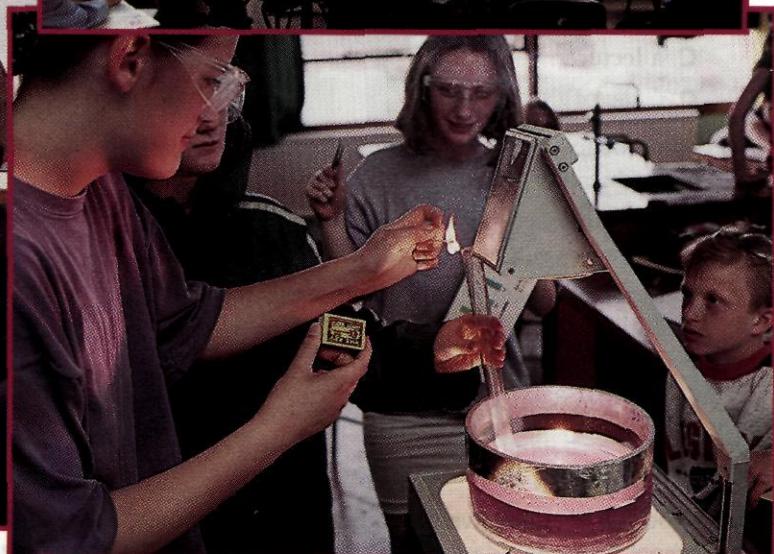
1

Beim Arzt

abe Kopfschmerzen  
abe Magenschmerzen  
labe H...  
labe O...



2



3

- b What are the main areas of contrast between the photographs?

- c Describe the people and the settings in each of the photographs.

### Useful words and phrases

a traditional classroom arranged in rows firmly in control a rather passive role  
 a blazer uniforms somewhat unruly enthusiastic and absorbed  
 (to) capture someone's attention (to) do group work a science lab learning by doing  
 (to) perform an experiment protective glasses formal/relaxed

### Discussion points

Work with a partner and discuss the following questions.

- 1 Which photograph is closest to the situation at your school/the school you attended when you were younger? In what way does it resemble your own experience?

- 2 What do you think education should aim to do? e.g.

- prepare students to pass exams
- teach students 'life skills'
- enable students to get jobs
- help students to develop their mind and character

## Communicative activities

### 1 Ranking

Look at the list of qualities below. Choose what you consider to be the three most important qualities in a teacher. Explain the reasons for your choice, giving examples from your own experience.

#### Desirable qualities in a teacher

- excellent qualifications
- many years of experience
- the ability to maintain discipline in the classroom
- the ability to motivate students
- a thorough knowledge of the subject he/she teaches
- the ability to make the subject interesting
- still being young enough to remember what it is like to be a pupil
- enthusiasm for the job

### 2 Discussion

Exam results are the best indicator we have of a student's knowledge and intellect.

Exams do nothing but test a candidate's ability to please the examiner – intellect and knowledge have nothing to do with the process.

- Comment on the ideas expressed in each statement.
- What is your reaction to each statement?
- Discuss what alternative methods are available for assessing a student's knowledge and intellect.

#### Useful words and phrases

continuous assessment personal review schemes IQ tests exam pressure  
an objective/subjective appraisal (to) perform well/badly under exam conditions

I completely/partially agree/don't agree at all with ... because ...

I would say this statement is rather simplistic/too extreme/absolutely true.

For example, ...

A number of other methods could be used, such as ...

The advantage of this method is that ...

However, one drawback of this method is ...

### 3 Simulation

If you were the Education Minister of your country, what changes would you make to the education system?

#### Useful phrases

The first thing I would do is to ...

I think this is a priority because ...

Another problem I would tackle is ...

One way to approach this might be to ...

By introducing/abolishing/changing ..., I could ...

#### tip

In activities like this, you are asked to talk about a hypothetical situation. Remember to use second conditional forms and appropriate modal verbs (*would/might/could*).

# Listening B

## Before you listen

Match the words (1–6 and a–f) to make common word combinations.

Use a dictionary to check the meanings if necessary.

- |             |            |
|-------------|------------|
| 1 illicit   | a abuse    |
| 2 municipal | b council  |
| 3 peer      | c drugs    |
| 4 role      | d election |
| 5 substance | e group    |
| 6 town      | f model    |

## Listening 1

- a** You will hear an interview between a researcher doing a public opinion survey and three passers-by. The researcher is interested in their opinions about giving the vote to 16- and 17-year-olds in local elections. Look at the arguments for and against this idea, which are listed below. For questions 1–9, put a tick (✓) beside the arguments which are mentioned.

### For

- |  |                            |
|--|----------------------------|
| 1 Local matters concern young people.  | <input type="checkbox"/> 1 |
| 2 Young people will develop more interest in politics if they are allowed to participate in decisions. | <input type="checkbox"/> 2 |
| 3 Everyone should begin to think about politics as early as possible.                                  | <input type="checkbox"/> 3 |
| 4 Politics concerns young people's futures.  | <input type="checkbox"/> 4 |
| 5 Young people are well-informed by the media about politics.  | <input type="checkbox"/> 5 |

### Against

- |   |                            |
|---|----------------------------|
| 6 Young people are too easily influenced by friends or parents.                                   | <input type="checkbox"/> 6 |
| 7 Politics is primarily an adult concern.   | <input type="checkbox"/> 7 |
| 8 It is not right to give people the vote but prevent them from standing for election themselves. | <input type="checkbox"/> 8 |
| 9 Many young people are not mature enough to vote on political matters.                           | <input type="checkbox"/> 9 |

- b** Now listen again and check, complete or amend your answers.

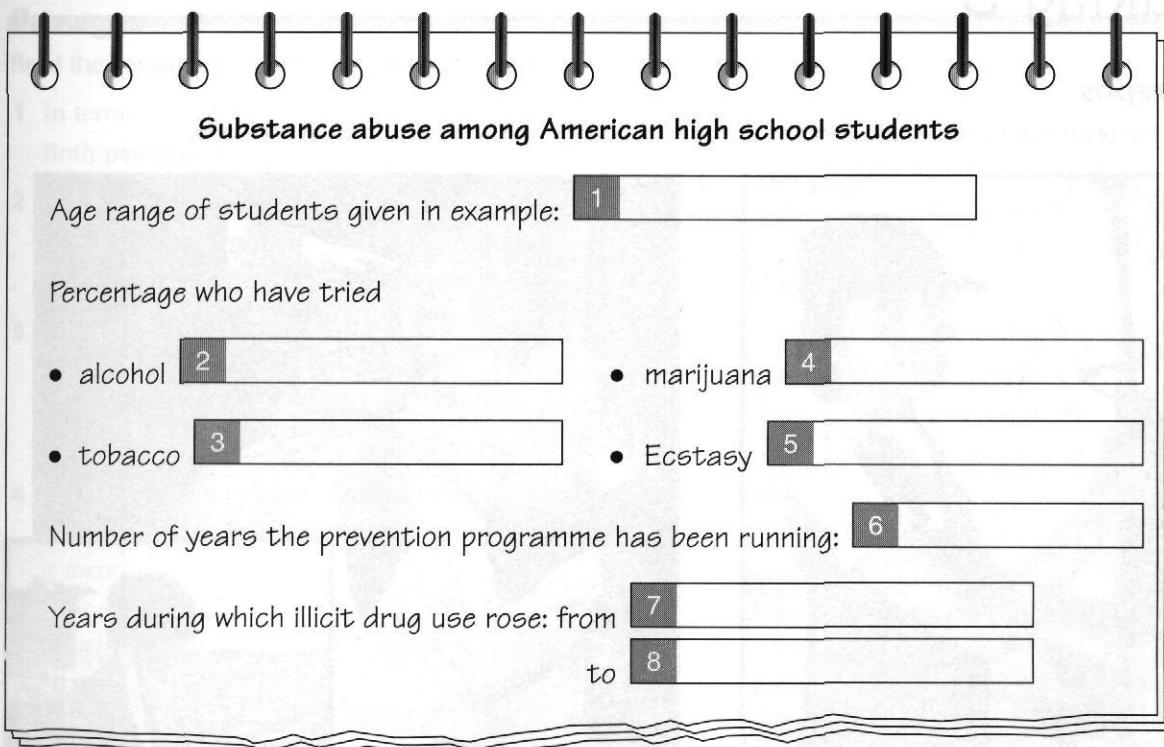
## Listening 2

- a** You will hear part of a lecture about substance abuse among high school students in America. For questions 1–8, complete the notes with a number, a date or a short phrase.

### tip

Sometimes you will hear a lot of information in a very short passage.

- Don't panic if you don't catch all the answers at the first listening.
- Write down the answers you're sure of immediately.
- During the second listening, focus your attention on getting answers to the questions you've left blank.



**b** Now listen again and check, complete or amend your answers.

### Listening 3

**a** The lecture you heard in **Listening 2** continues. During this extract, the speaker uses the term ATOD to refer collectively to alcohol, tobacco and other drugs. For questions **1–9**, decide which statements are true and which are false. Write **T** if you think the statement is true and **F** if you think it is false.

- |   |   |                            |
|---|---|----------------------------|
| 1 | Most teenagers believe that ATOD use is more widespread among their fellow students than it really is.                                  | <input type="checkbox"/> 1 |
| 2 | Teenagers find it more difficult to talk to other people when they reach puberty.   | <input type="checkbox"/> 2 |
| 3 | Pop or movie stars might influence students' attitudes to drugs.  | <input type="checkbox"/> 3 |
| 4 | Understanding the effects of a drug has little influence on a student's decision to use it or not.                                      | <input type="checkbox"/> 4 |
| 5 | Frightening real-life stories about people who have abused ATOD cause students to think twice before taking a drug or drinking alcohol. | <input type="checkbox"/> 5 |
| 6 | If you have a positive view of life, you are less likely to experiment with ATOD.   | <input type="checkbox"/> 6 |
| 7 | Some young people drink or take drugs because they do not want to spoil a friendship with someone who is doing the same.                | <input type="checkbox"/> 7 |
| 8 | Discussions on the prevention of ATOD abuse work best in large, impersonal groups.  | <input type="checkbox"/> 8 |
| 9 | In general, the most important factor that influences teenagers to use ATOD or not is the attitude and behaviour of their peers.        | <input type="checkbox"/> 9 |

#### tip

Remember that often the last question in true-false or multiple-choice tasks tests your understanding of the passage as a whole.

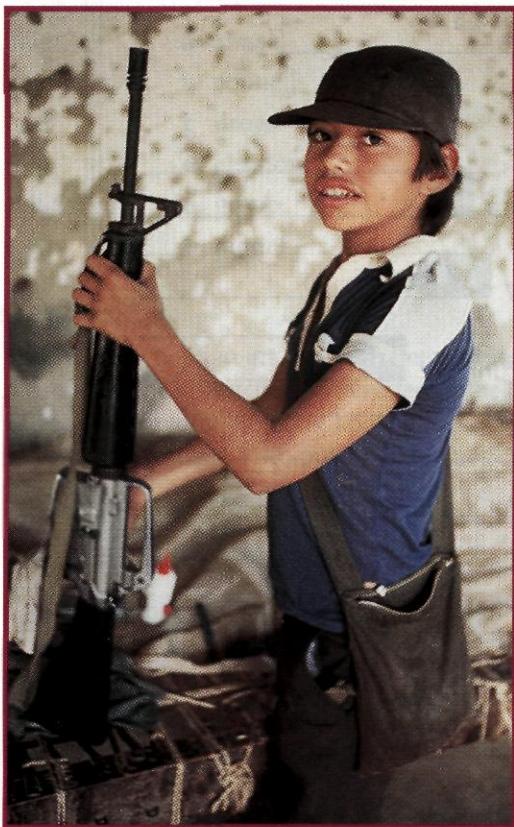
**b** Now listen again and check, complete or amend your answers.

# Speaking B

## Photographs

a Look at the photographs below and describe the people, settings and activities shown in each one.

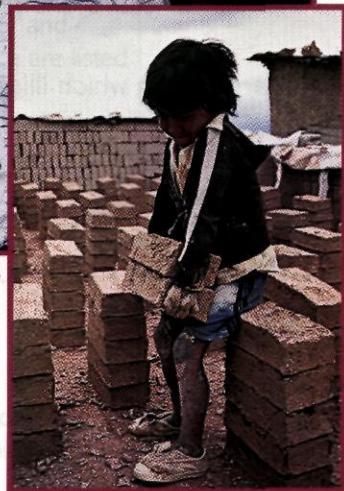
1



2



3



b Apart from the fact that they all show young people, what do the photographs have in common?

### Useful words and phrases

(to) display a machine gun a quasi-military cap ammunition packing cases  
 tipsy dressed for a night on the town a cigarette machine (to) clutch (to) heave  
 breeze blocks straining with effort ragged clothes battered plimsolls  
 caked in plaster and grime adolescent under-age prohibited illegal restricted  
 All the photos portray activities which ...  
 If I'm not mistaken, all the activities shown are ...

### Discussion points

Work with a partner and discuss the following questions.

- 1 Which of the activities shown in the photographs is prohibited to minors in your country?
- 2 Which, if any, should be made illegal if it is not already? Why?
- 3 At what age in your country are you:
  - allowed to marry without parental consent?
  - allowed to drive a car?
  - eligible for military service?
  - allowed to have a credit card?
  - allowed to work?
  - eligible to vote?
- 4 For the activities in question 3, would you raise or lower the age limit, or keep it the same? Explain the reasons for your choices.

## Passages

Read the passages and then complete the sentences below each question.

- 1 In terms of content, what do both passages have in common?

Both passages deal with the role of ... in the life of ...

- 2 In terms of content, what is different about the passages?

The first passage discusses the way that ...

In contrast, the second looks at the topic from the point of view of ...

- 3 In terms of style, what is different about the passages?

I would say the first is fairly ... For example, it uses personal pronouns and direct speech.

The second seems to be more ... A number of passive verb forms are used, such as ... and the vocabulary is quite complex. For example the word 'countless' is used instead of ...

- 4 In terms of whom each passage is by and for, how do they differ?

I would imagine that the first passage was spoken or written by ... and is aimed at ..., as it mentions ...

However, the second one may have been written by ... and is intended to be read by ..., as can be seen from the last sentence where ...

1

The point is not that teenagers refrain from doing things they want to do because those things are against the law; it is that the laws may prevent them wanting to do those things quite so early in adolescence. When your teenage child does not want to do something which the rest of his peer group does, he or she may be able to use this kind of external social control as a face-saver. It is far easier for a youngster to refuse some piece of idiocy 'because I don't want to lose my licence' or because 'it's all very well for you lot but they'll do me if I'm caught at my age' than to admit to being scared, disapproving or in any way out of tune with the group.

2

Most legal restrictions are based on the concept that an arbitrary age can be set to separate 'adults' from 'minors'. The limit comes not from a study of adolescents' capacities but rather from ancient standards of who is large enough to carry armor into war. Yet this age is used to determine who can legally sign binding contracts, marry without parental consent, and give medical consent, among countless other restrictions. In fact, several researchers suggest that people aged 14 and over are generally as competent as those 18 and over in making decisions. Therefore, we ask that states both reduce the age that differentiates between the two types of citizens and work to smooth the transition to legal adulthood.

## Discussion point

Work with a partner and discuss the following question.

Do you believe that laws protect young people, e.g. from substance abuse, traffic accidents, getting married too young, or do they merely restrict their freedom?

## Listening A

### Think about the topic

Work with a partner and discuss the following questions.

- 1 How much time do you spend at work or in school and studying at home, compared with time spent on leisure activities?
- 2 How do you think you could create a better division of time between work or study, and leisure?

### Before you listen

Match the words (1–5) with the correct definitions (a–e).

- 1 job security
- 2 liaison
- 3 nine to five
- 4 promotion prospects
- 5 status

- a the importance of a job or position in a company
- b low risk of losing your job
- c an exchange of information between people who work together
- d the opportunities for getting a more important job
- e regular and normal working hours

### Listening 1

- a** You will hear a radio programme on new working patterns. For questions 1–5, choose the alternative (**A**, **B**, **C** or **D**) which best fits according to what you hear.

- 1 Job-sharing has not proved very popular so far because
  - A** some people are ashamed to admit that they do not work full time.
  - B** it offers no job security.
  - C** you lose status if you share a job.
  - D** it is badly-paid.
- 2 When John approached his boss about job-sharing, his boss
  - A** said he should work longer rather than shorter hours.
  - B** thought John was lazy.
  - C** was impressed that John wanted to study in his spare time.
  - D** thought job-sharing would benefit the company.
- 3 When Gaye approached her boss about job-sharing, he
  - A** agreed that something had to change.
  - B** wished he had thought of it first.
  - C** was immediately enthusiastic about the idea.
  - D** thought it would make her more contented and efficient.

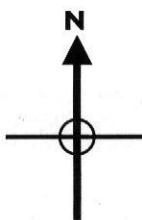
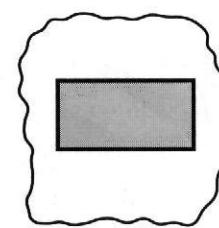
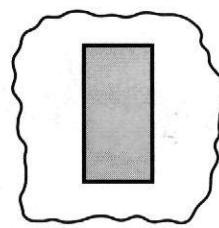
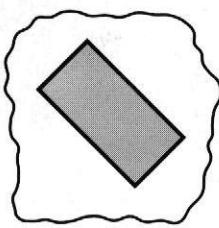
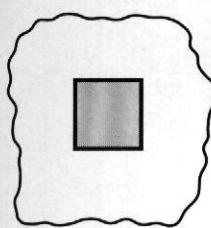
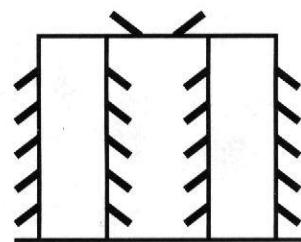
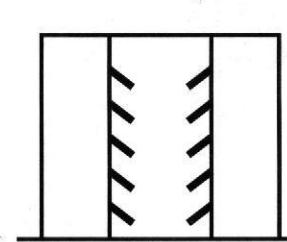
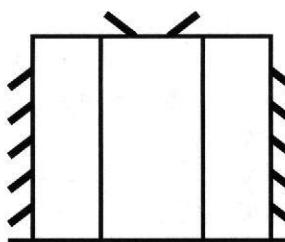
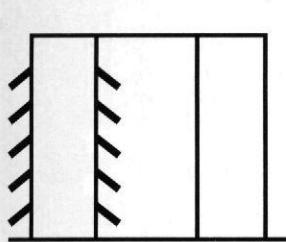
- 4 John
  - A** resents not being paid for their liaison period.
  - B** thinks a lot of working time is wasted when you job-share.
  - C** thinks job-sharing has made him more disciplined.
  - D** is embarrassed when he has to tell Gaye he has not finished a task.

- 5 Gaye thinks
  - A** job-sharing has caused her psychological problems.
  - B** she and John have confidence in each other.
  - C** John and she have very different ideas about how to deal with clients.
  - D** she and John always make the same decisions.

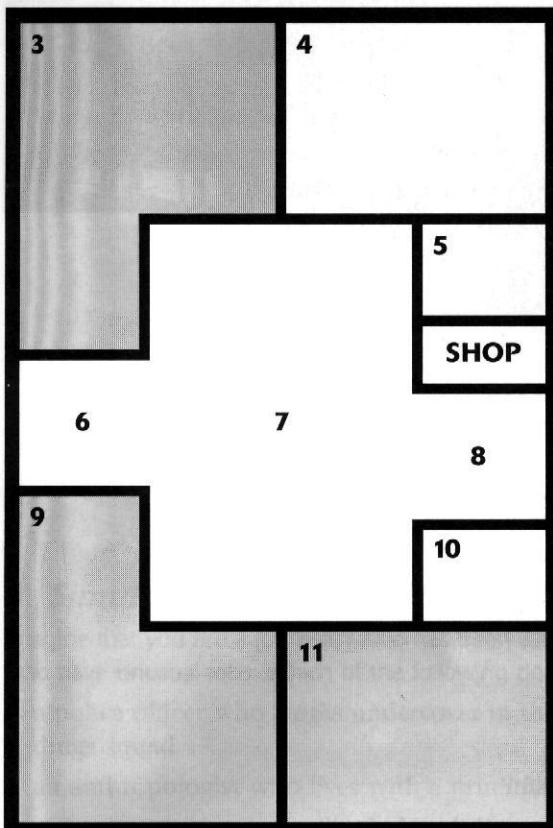
- b** Now listen again and check, complete or amend your answers.

**Listening 2**

- a You will hear an architect describing his initial plans for a revolutionary new office building to the clients who commissioned him to design it. For questions 1 and 2, choose which drawing corresponds to the architect's description.

**Site plan**1 A B C D **Optimum ventilation (cross-section)**2 A B C D 

For questions 3–11, write the name of each area on the plan. If an area is not mentioned, leave it blank.

**Ground floor plan**

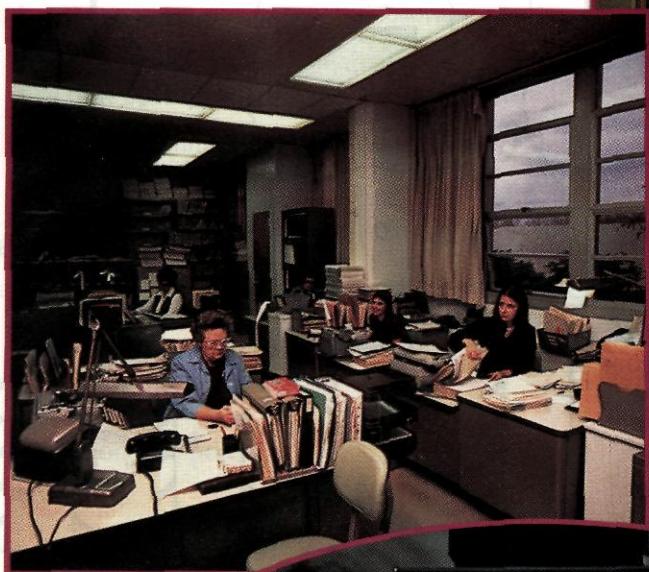
- b Now listen again and check, complete or amend your answers.

# Speaking A

## Photographs

- a Look at the photographs below and compare photographs 1 and 3.
- b Describe the scene in photograph 2.
- c What different aspects of work are illustrated?

1



2



3



## Useful words and phrases

old-fashioned equipment   bulging files and folders   chaotic   disorganised  
clerical work   a high-rise office block   reflections   silhouetted against the light  
(to) do overtime/work late   (to) participate in a video-conference  
state-of-the-art technology   a laptop computer   a client/business contact  
(to) do business with   global trade

## Discussion points

- a Read the following questions which relate to the world of work.
  - 1 What improvements has technology brought to working life?
  - 2 Are there any drawbacks to working life being more automated than before?
  - 3 Why do people do overtime?

- b** Look at the following list of points which relate to the three questions in **a**. Decide which question each point relates to.

International communication is faster and easier.

People are under pressure to deal with problems or questions more rapidly.

Information can be more efficiently stored and retrieved.

Perhaps they have a deadline to meet.

It is possible to work from home.

It might be a means of appearing keen and impressing the boss.

It can make work more complicated for people who are not technically-minded.

They may be workaholics.

Jobs have been lost because many tasks are now performed by computers or robots.

- c** Give full answers to the questions in **a**. You may use ideas from **b** and ideas of your own.

## Communicative activities

### 1 Ranking

Look at the list of considerations below. Decide what you think are the two most important when choosing a job, and the two least important. Explain the reasons for your choice.

- good salary
- status
- job security
- job satisfaction
- good promotion prospects
- good pension scheme
- fringe benefits, e.g. company car
- flexible working arrangements
- pleasant working environment

### 2 Discussion

We work to live, we don't live to work.

- a** Comment on the ideas expressed in this statement. Explain the first half in your own words. What contrast is expressed in the second half?

- b** Do you know any people who 'live to work'? Why do you think they behave this way? Is this a trait to be admired or condemned?

- c** In your country, do people generally 'work to live' or 'live to work'?

#### exam tip

All the interview materials are there to stimulate discussion. Remember that:

- there are no 'right' or 'wrong' answers.
- you will not lose marks in the exam if you have unusual opinions or unconventional ideas.

So go ahead and say what you want to say – the important thing is to communicate!

### 3 Simulation

Imagine that you are a journalist who has been asked to write two articles for a newspaper on people who have unusual jobs. Which of the following people would you choose to interview and why?

- a police officer who works undercover in the drugs squad
- an anthropologist who lives with a primitive tribe
- a cinema stunt man
- a TV reporter who specialises in tracing missing people
- a forensic scientist
- a professional dog-breeder
- a picture restorer
- an aid worker for an international charity

# Listening B

## Before you listen

Write the words in the box in the correct category.

a jaded appetite blasé dice with death in seventh heaven it went down well  
 mope around passionate about scared out of your wits time on your hands  
 turn your nose up at your heart in your mouth

**Words and phrases associated with:**

danger or risk	boredom or lack of interest	enthusiasm or happiness

## Listening 1

- a You will hear a man and his daughter having a conversation. They are discussing her children, Timothy and Rebecca. For questions 1–8, write either **SARAH**, **FATHER**, **BOTH** or **NEITHER** in each box.

### tip

In this type of exercise, your task is to distinguish who said what. Remember that:

- you are unlikely to hear the same words on the cassette as appear in the questions.
- you should listen for opinions which match the emotions, attitudes or beliefs stated in the questions.
- you should listen out for expressions of agreement or disagreement (though you will probably not hear the actual words *I agree* or *I disagree*) so that you are aware of each speaker's reactions to what the other one says.

Which speaker:

- 1 thinks Timothy spends too much time in the house?
- 2 would rather play sports than watch them?
- 3 approves of Rebecca's leisure activities?
- 4 says Timothy does not get enough exercise?
- 5 thinks there is too much emphasis on competition in sports?
- 6 would like Timothy to be more competitive?
- 7 is impressed by Timothy's computer skills?
- 8 thinks Timothy and his grandfather have little in common?

	1
	2
	3
	4
	5
	6
	7
	8

- b Now listen again and check, complete or amend your answers.

## Listening 2

**a** You will hear an interview with the author of a new book on leisure time and activities. For questions 1–10, decide which statements are true and which are false. Write **T** if you think the statement is true and **F** if you think it is false.

- 1 The author thought no one should be bored when so many leisure opportunities were on offer. 1
- 2 Her children's enthusiasm for school holidays was short-lived. 2
- 3 Her friend used to enjoy expensive leisure activities. 3
- 4 Her uncle enjoyed the freedom of retirement. 4
- 5 The main reason people get bored is that they cannot afford to pay for home entertainment technology. 5
- 6 Both sections of the book contain similar types of information. 6
- 7 The author thinks there is a link between your upbringing and your ability to keep yourself entertained. 7
- 8 The interviewer suggests the author is old-fashioned. 8
- 9 The book is more successful than the author had anticipated. 9
- 10 In general, the author is critical of all forms of ready-made entertainment. 10

**b** Now listen again and check, complete or amend your answers.

## Listening 3

**a** You will hear a radio programme on holidays. For questions 1–6, choose the alternative (**A**, **B**, **C** or **D**) which best fits according to what you hear.

- 1 Seaside holidays are
  - A** no longer fashionable.
  - B** available in exotic locations.
  - C** cheaper than ever before.
  - D** popular with people who like sleeping on beaches.
- 2 The latest holiday trend is
  - A** to stay at home and learn something new.
  - B** to indulge in dangerous activities.
  - C** to go on activity holidays abroad.
  - D** to take several short breaks.
- 3 Lake Geneva
  - A** appeals mainly to elderly holidaymakers.
  - B** is famous for its elegant hotels.
  - C** is not an obvious choice for an activity holiday.
  - D** is located in wild countryside.
- 4 The reporter began to regret his decision to try canyoning because
  - A** he had to wear a wetsuit.
  - B** the sport was not challenging enough.
  - C** he was cold and frightened.
  - D** he forgot to hold onto the rope.
- 5 At the end of the day, the reporter
  - A** realised the sport was easier than he had first thought.
  - B** felt miserable and uncomfortable.
  - C** was surprised to have survived the experience.
  - D** felt happy and excited.
- 6 Overall, the programme aims to
  - A** comment on holiday trends.
  - B** inform and amuse the listeners.
  - C** tell the listeners where to take their holidays.
  - D** make the listeners laugh at other people's holiday adventures.

**b** Now listen again and check, complete or amend your answers.

# Speaking B

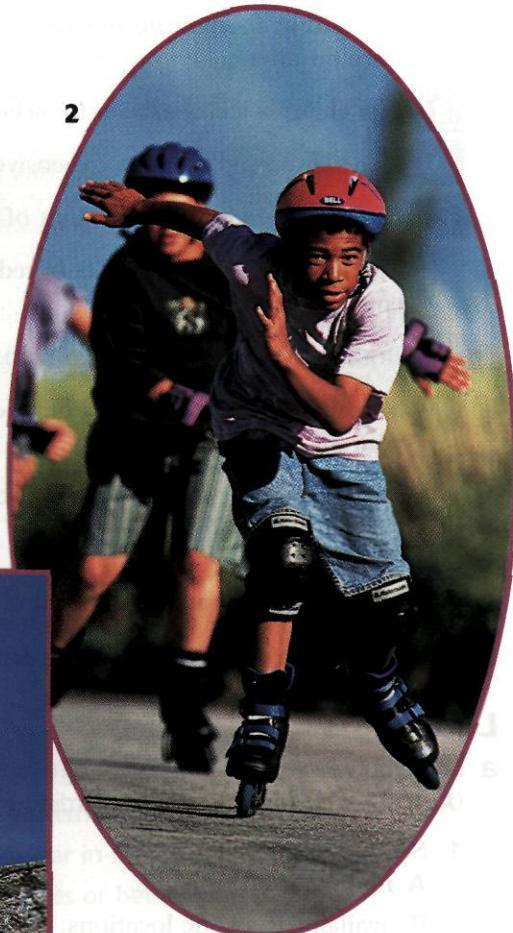
## Photographs

- Look at the photographs below and say in what way each one relates to the theme of leisure.
- Compare the people and activities shown in photographs 1 and 2.
- Describe the setting, people and activity shown in photograph 3.

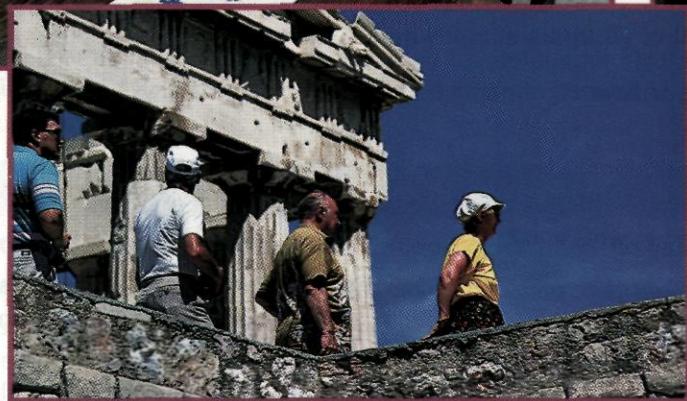
1



2



3



### Useful words and phrases

a pre-school child (to) be engaged in a creative/artistic activity cutting and pasting helmets trendily-dressed well-kitted out for (an activity) a sightseeing tour a historical/archaeological site a temple (to) file past (to) look round/be shown round

I can't make out exactly what they're doing, but it might be ...

I don't know the name of this sport in English, but it's similar to ...

## Discussion points

Work with a partner and discuss the following questions.

- How typical are the leisure activities portrayed in each photograph for the age groups of the various people?
- How essential is it to have money in order to enjoy yourself?
  - when you are very young?
  - when you are a teenager or young adult?
  - when you have retired?
- To what extent has technology changed the way we spend our leisure time?
- Are you keen on sports? If so, what percentage of your leisure time do you spend actually participating in sports as opposed to watching them, either live or on TV?

## Passages

a The following expressions are useful when commenting on passages.

Decide if each expression relates to:

- 1 what a passage is about.
- 2 the style of a passage.
- 3 the possible source of a passage.

### Useful expressions

It might well be from ...

It deals with ...

It must be a written/spoken passage because ...

It probably comes from ...

The style is fairly ...

It appears to be about ...

It's rather ... in style.

I would imagine this is an extract from ...

The use of lots of ... makes it seem rather ...

The speaker/writer mentions ...

It could be either a written or a spoken passage because ...

b Using suitable expressions from the box in a, comment on the content, style and possible source of each of these passages.

1

#### HAVE YOU EVER WANTED TO HOST YOUR OWN EXCLUSIVE COUNTRY HOUSE PARTY?

Our superb eighteenth-century mansion is situated deep in the Scottish countryside and boasts a first-class chef and a highly-trained butler and staff. Invite your friends or business associates to share a luxury weekend with you. Swim, play tennis or golf all day or try local sports like deer-hunting or grouse-shooting (in season). Or if you prefer, you can simply relax and indulge in a culinary extravaganza with your friends.

2

When the Maasai dance for themselves, they huddle together. When they dance for the tourists, they line up like an aerobics class. They jump up and down and chant a bit, then lay out some beadwork for sale. After half an hour, the tourists get back in the bus and move on to see the lions. The tourists get a parody of a culture they don't even want to understand. The locals, if they are lucky, get a handful of loose change.

3

Jumanji was never one of Robin Williams's big hits. An ambitious fantasy in which packs of jungle animals wander out of a board game and invade a New Hampshire town, it is mildly

amusing as a home video but scarcely a must-see title. In the new world of digital entertainment, however, Jumanji is a star. The sparkling wide-screen picture and mind-boggling

six-channel surround audio that comes with the digital version make you want to close the curtains and break out the popcorn for the cinema in your living room.

## Listening A

### Think about the topic

Work with a partner and discuss the following questions.

- 1 Do young people nowadays have a healthy lifestyle?
- 2 What steps can people take to improve their health?
- 3 What advances in modern medical science interest or impress you most?

### Before you listen

Match the words (1–7) with the correct definitions (a–g).

- |                               |  |
|-------------------------------|--|
| 1 to consult                  | a a doctor who is trained in general medicine and treats people in a particular area or town |
| 2 a consultant                | b medical treatment which involves cutting the body open                                     |
| 3 a general practitioner (GP) | c the room in a hospital where operations are performed                                      |
| 4 an operating theatre        | d a senior hospital doctor who specialises in one area of medicine                           |
| 5 to prescribe                | e to ask a doctor for information or advice  |
| 6 surgery (uncountable)       | f to tell a patient, usually in writing, what treatment or medicine to have                  |
| 7 a surgery (countable)       | g a place where a doctor or dentist examines or treats patients                              |

### Listening 1

- a** Work with a partner and answer the following questions.

- 1 How long do you spend with your doctor when you go for a consultation?
- 2 Do you think doctors spend enough time with patients during a consultation?
- 3 Read the statement below. Can you tell what the speaker's attitude would be from these words alone? Why?/Why not?

*A twenty-minute consultation per patient is the norm.*

- b** The sentences (1–5) below could all be added to the statement in **a 3**. Match each sentence (1–5) with the adjective (a–e) that describes what the sentence expresses.

- 1 So you needn't worry, Mrs Smith, you haven't taken up too much of my time.
- 2 Good Lord! I average six minutes per patient.
- 3 You wouldn't catch me spending that long discussing old Mr Taggart's diabetes with him.
- 4 Here in Britain, however, we average only six minutes per patient.
- 5 Now that's what we should be doing too!

- |                |              |
|----------------|--------------|
| a neutral      | d scornful   |
| b reassuring   | e astonished |
| c enthusiastic |              |

#### exam tip

- Sometimes questions in the listening paper test your ability to recognise a speaker's attitude from his/her intonation.

- c** You will hear the statement recorded five times, each time with a different intonation. For each sentence, choose an adjective (a–e) from **b** to describe the intonation.

*A twenty-minute consultation per patient is the norm.*

- |                  |                  |                  |
|------------------|------------------|------------------|
| Sentence 1 ..... | Sentence 3 ..... | Sentence 5 ..... |
| Sentence 2 ..... | Sentence 4 ..... |                  |

**Listening 2**

a You will hear a conversation between a general practitioner, who has just returned from an international medical conference, and his wife. For questions 1–4, choose the alternative (A, B, C or D) which best fits according to what you hear.

- 1 The GP's reaction to typical German health complaints is
  - A neutral.
  - B very sympathetic.
  - C slightly scornful.
  - D angry.
- 2 On the subject of rest cures, the GP is
  - A enthusiastic.
  - B scornful.
  - C neutral.
  - D reassuring.
- 3 If a British patient is not prescribed medicine by his/her doctor, he/she feels
  - A worried.
  - B furious.
  - C reassured.
  - D that he/she must be in need of surgery.
- 4 Compared to British patients, French patients want
  - A more medicines and longer consultations.
  - B more medicines but shorter consultations.
  - C fewer medicines and shorter consultations.
  - D fewer medicines but longer consultations.

b Now listen again and check, complete or amend your answers.

**Listening 3**

a You will hear an interview with a consultant on the subject of obesity in children. For questions 1–7, complete the notes with one or two words or a short phrase.

**exam tip**

- Sometimes in note-taking tasks, you will need to rephrase what you hear on the cassette in order to create a grammatically accurate sentence. For example:

**You hear:** There's been a lot of media coverage of eating disorders.

**You write:** Eating disorders are frequently 1 covered in/by the media

**You hear:** A lot of children are obese.

**You write:** Many children suffer from 2 obesity

**Obesity in children**

In ten years, the number of fat children in France and Greece has 1

Problems faced by obese youngsters:

• at school, classmates 2

• as teenagers, the opposite sex 3

• overweight seven-year-olds will probably 4

Causes of the problem:

• poor 5

• lifestyle is 6

• the time spent per day in vigorous activity is often less than 7

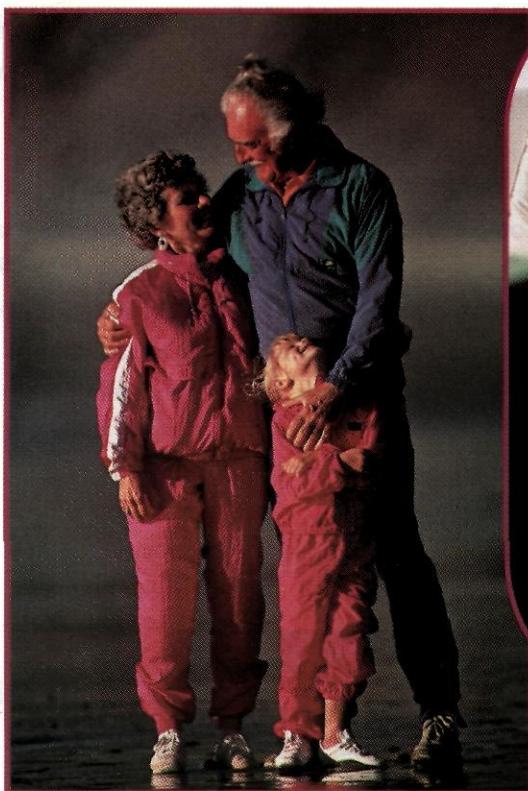
b Now listen again and check, complete or amend your answers.

# Speaking A

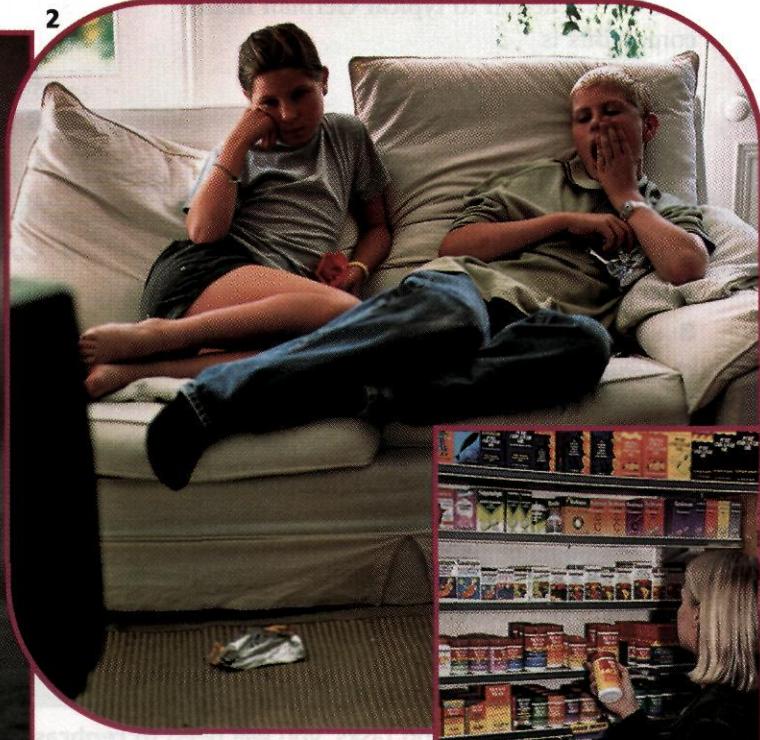
## Photographs

- a Look at photographs 1 and 2 below and compare the people and the activities they are or have been doing.

1



2



3



- b Describe photograph 3.

- c In what way does each photograph relate to the theme of health?

## Useful words and phrases

a tracksuit a brisk walk elderly glowing with health health-conscious invigorated  
a couch potato pasty-faced chubby discarded wrappings junk food sedentary  
listless (to) loll an array of vitamins minerals supplements (to) scrutinise a label  
Judging from ..., I would say that ...

He/She/They seem(s) to be ..., but appearances can be misleading.

The theme of health is illustrated here by ...

On the other hand, this photo shows the health risks of ...

## Discussion points

Work with a partner and discuss the following questions.

- 1 What do you think is the most effective way of maintaining your health:

- a healthy diet?
- taking plenty of exercise?
- taking vitamins and tonics?
- consulting your doctor regularly?
- other/a combination of some of the above?

- 2 Do you think the recent trend in wearing 'sporty' clothes reflects a change in people's lifestyles, or is it just a fashion statement?

## Passages

a Read all three passages in c below quickly. Each of them gives information about a similar topic.  
What is the topic?

b Match the items from the three columns in the table below. They are not in the correct order.

Language used	Style	Possible source
medical or scientific terms are largely avoided; informal vocabulary and phrases are used	factual, neutral	extract from an advertisement
medical and scientific terms are used; personal pronouns are avoided; passive verb forms are used	factual but personal	extract from a news report in a magazine aimed at teenagers or young women
some medical and scientific terms are used; personal pronouns <i>you</i> and <i>we</i> are frequently used	informal, chatty	extract from a news report in a serious newspaper or magazine

c Find examples of the types of language in the table in b in the three passages below.

<p>1</p> <p><b>Because there is no more important time than pregnancy, you need a supplement you can trust.</b></p> <p>So it's reassuring to know that Pregnacare has always contained the exact recommended level of 400 mcg of folic acid, ever since we launched it nearly 10 years ago. Most importantly this folic acid is combined with specific vitamins and minerals which are also essential for a healthy pregnancy. These include vitamin B12 and zinc, to help you safeguard your requirements throughout pregnancy, not just the first 12 weeks.</p>	<p>2</p> <p>As the evidence mounts that some industrially produced foods lack nutrients essential to human health and happiness, many people are turning to diet supplements, and one of the most exotic is a form of blue-green algae that is being described as nature's most complete food. There are hundreds of types of blue-green algae, which was the first form of life to appear on earth, and some are toxic. One, however, is edible by humans. It contains many vitamins and minerals and all eight of the essential amino-acids that make up protein in easily assimilable form.</p>
<p>3</p> <p><b>Great news</b></p> <p>There's no need to feel (quite) so guilty about those post-pub chip'n'burger binges. Research shows junk food can be good for you – so long as it's smothered in a liberal helping of tomato ketchup. It's all down to lycopene, a naturally-occurring chemical found in tomatoes that</p> <p>can reduce the risk of heart disease and could well prevent blindness and various forms of cancer, too. While a fresh tomato contains relatively low levels of lycopene, processed tomato products including tomato ketchup and pasta sauces are chock-full of it. Get squeezing!</p>	

# Listening B

## Before you listen

Choose the words from the box to replace the words in *italics* in the following sentences.

- 1 The nurse accidentally *gave the patient* such a high dose that it proved to be *the cause of his death*.
- 2 Towards the end of her life, the drugs no longer *reduced the intensity of* her pain.
- 3 She is suffering from paralysis of her *arms and her legs*.
- 4 He was rushed to the hospital because his hand had been *completely cut off*.
- 5 Student nurses are not allowed to take blood samples from patients until they have enough *skill in using their hands*.
- 6 Many diseases have been *got rid of* thanks to *injections of a small quantity of the bacteria or virus that cause them*.
- 7 The disease this patient is suffering from is *going to get worse over time*.
- 8 AIDS is a disease which attacks your *body's processes which protect you against infection*.
- 9 The pills she took for her allergy had some *extra results which she didn't want*, such as making her feel sleepy.

**administered   alleviated   degenerative   dexterity   eradicated   immune system  
lethal   limbs   severed   side effects   vaccinations**

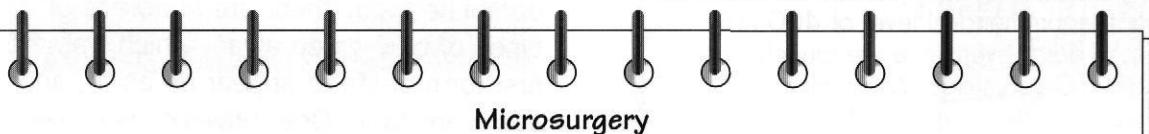
## Listening 1

- a You will hear a news item about microsurgery. For questions 1–10, complete the sentences with a number, one or two words, or a short phrase.

### exam tip

Remember to:

- read the questions carefully before you listen.
- anticipate what kind of information you need.



### Microsurgery

The first successful European operation to reconstruct a hand was performed on a

1

A microsurgeon needs to develop great manual

2

As operations of this type are very long, a microsurgeon also needs

3

Full or restricted use of their restored body part is regained by all but

4

per cent of patients.

The donor of the world's first transplanted hand came from

5

All transplants carry a risk of

6

but additional risks in a hand transplant are

7

and

8

After any transplant, drugs are administered to

9

The side effects of these drugs include potential

10

- b Now listen again and check, complete or amend your answers.

**Listening 2**

- a** You will hear a conversation between two women. They are discussing a television programme on surrogate mothers. For questions 1–8, write **YES** next to those views which are expressed by either of the speakers, and **NO** next to those which are not expressed by them.

- 1 Agencies that charge money for finding surrogate mothers should be made illegal. 1
- 2 It is offensive to offer someone money for having a baby. 2
- 3 The woman who became a surrogate mother for her friend acted out of motives other than kindness. 3
- 4 By using a friend as a surrogate, women may face more problems after the birth than if they use a stranger. 4
- 5 Surrogate mothers should look after their health when they are pregnant. 5
- 6 Women are exploited by being paid money to have babies. 6
- 7 Doctors who deliver babies should not be paid. 7
- 8 Children born through surrogacy agreements are wanted children. 8

- b** Now listen again and check, complete or amend your answers.

**Listening 3**

- a** You will hear a doctor talking about euthanasia. For questions 1–6, choose the alternative (**A**, **B**, **C** or **D**) which best fits according to what you hear.

- 1 The term ‘voluntary euthanasia’
  - A** has been made up by the media.
  - B** refers to a licence that will permit doctors to assist a patient to die.
  - C** refers to who makes the decision to bring about death.
  - D** is synonymous with the term ‘active euthanasia’.
- 2 The difference between active euthanasia and assisted suicide lies in
  - A** the fact that one is legal and the other is not.
  - B** whether it is a doctor or a nurse that is involved.
  - C** the method by which death is brought about.
  - D** who actually carries out the act that causes death.
- 3 A doctor who disconnects a dying patient from a life support machine
  - A** is performing passive euthanasia.
  - B** risks prosecution.
  - C** need not get permission from a patient or his/her family.
  - D** prolongs the dying process.
- 4 By giving very high doses of painkillers, a doctor
  - A** is acting against the law.
  - B** is behaving unethically.
  - C** may speed up the dying process.
  - D** gets practical results.
- 5 The main benefit of legalising voluntary euthanasia would be
  - A** more doctors would help terminally-ill patients to die.
  - B** fewer doctors would risk prosecution.
  - C** euthanasia would not have to be carried out secretly.
  - D** the risk of a patient being helped to die against his/her wishes would be reduced.
- 6 Doctors who do, or would, perform euthanasia feel that
  - A** all terminally-ill patients suffer unbearable pain.
  - B** pain relief is inadequate in terminal illness.
  - C** it is humane to help a terminally-ill patient to die if he/she wants to.
  - D** if a person’s body is destroyed by disease, his/her life is not worth living.

- b** Now listen again and check, complete or amend your answers.

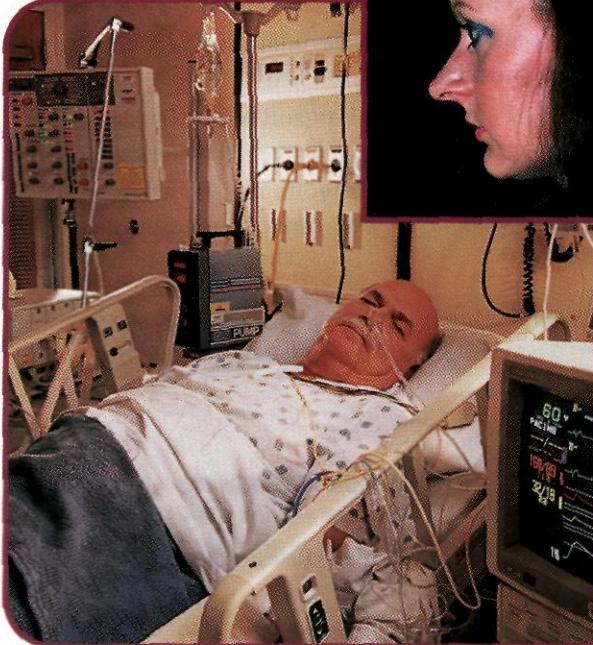
# Speaking B

## Photographs

a Look at the photographs below and describe or compare:

- the people.
- the situations.

2



1a

b



3

b What theme links the photographs?

### Useful words and phrases

cosmetic/plastic surgery   a nose job   (to) have reconstructed   panels of instruments  
 (to) be hooked up to   a heart monitor   (to) prolong   (to) monitor   (to) diagnose  
 a newborn child   a surrogate mother   (to) hand over   a client  
 (to) improve upon nature   (to) overcome problems   the advances of modern medicine

## Discussion points

Work with a partner and discuss the following questions.

- 1 Do any of the practices shown in the above photographs offend you or seem immoral to you? Why?/Why not?
- 2 If a good friend of yours was contemplating trying any of the following, would you advise him or her against it? Explain your reasons.
  - cosmetic surgery
  - using a surrogate mother
  - transplant of a limb

### Useful phrases

I'm strongly opposed to ...

On moral/religious grounds, I'm not in favour of ...

I find the idea of ... extremely/rather distasteful.

I see no harm in ...

I wouldn't try ... personally, but everyone should be free to make his/her own decision.

It's hard to say, but I imagine I would advise him/her ...

## Communicative activities

### 1 Discussion

Things were better in the old days.

We've never had it so good.

Comment on the ideas expressed in the above statements with reference to the table below.

	<b>1800</b>	<b>NOW</b>
surgery	anaesthetics not yet discovered; antiseptics not used	advanced microsurgery techniques developed; organ transplants possible
diet	rickets (vitamin D deficiency) and scurvy (vitamin C deficiency) widespread	food-poisoning epidemics common; BSE (mad cow disease) linked to deaths and degenerative brain diseases in humans
birth/fertility	one in four women died in childbirth	artificial insemination, in-vitro fertilisation and surrogate mothers available for infertile couples
infectious diseases	vaccinations not yet invented; frequently caused death	many eradicated thanks to vaccinations; AIDS on the increase and as yet incurable

### 2 Discussion

- a The sentences below are arguments either in favour of or against legalising voluntary euthanasia for the terminally ill. Mark each sentence *F* (for) or *A* (against).

- 1 When a terminally-ill patient is suffering unbearably, it is more compassionate to agree to the request for a quick end.
- 2 People live longer nowadays, but many suffer from degenerative diseases in their old age. This means they have a slow, drawn-out dying process.
- 3 Relatives might put emotional or psychological pressure on depressed or financially-dependent people to accept euthanasia.
- 4 It would be better to have strict guidelines for voluntary euthanasia, instead of having it going on secretly in situations where it is impossible to know if it really was the patient's own decision.
- 5 If pain and depression are adequately treated in a dying person, the desire to commit suicide disappears.
- 6 This would be just the tip of the iceberg – the next step would be legalising non-voluntary euthanasia.
- 7 Relatives usually encourage patients to struggle on, so psychological pressure to accept euthanasia is unlikely.
- 8 It is virtually impossible to legally define the term 'terminally ill' – some people diagnosed as such do not die for years.

- b What are your views on voluntary euthanasia? You may quote relevant ideas from a to support your opinion, and add ideas of your own.

#### exam tip

One of the six areas you are assessed on in the exam is vocabulary (see Exam Factfile, p.2). It is a good idea to keep a separate notebook to help you record useful vocabulary. You can organise it:

- by topic (e.g. health, medicine, education, leisure, etc.).
- alphabetically (buy an address book instead of a notebook to help you do this).
- by types of words and phrases (e.g. adjectives to describe people, phrasal verbs, idioms, etc.).

Try it and see which method works best for you!

# The consumer society

## Listening A

### Think about the topic

Work with a partner and discuss the following questions.

- 1 Do you regard shopping as a chore or a pleasure?
- 2 What kind of goods do you enjoy buying? Why?
- 3 How easily influenced are you by advertising?

**basic necessities brand chains  
economies of scale groceries  
merchandise retailers**

### Before you listen

Complete the following text, using the words in the box.

Supermarket (1) ..... have such a high turnover of goods that the (2) ..... allow them to offer their (3) ..... at prices below that of smaller (4) ..... In many cases, they also sell (5) ..... such as (6) ..... and household goods, under their own (7) .....

### Listening 1

- a You will hear a radio programme about British supermarket chains becoming Internet Service Providers (ISPs). For questions 1–8, complete the notes with one or two words, or a short phrase.

**Supermarkets and the Internet**

Disadvantages of being an ISP:

- the business is 1
- it is not easy to 2

Benefits to customers of using a supermarket's Internet service:

- they will be able to visit the Web store without having to spend time choosing 3
- they will be dealing with a company which they already 4

Benefits to the supermarket of being an ISP:

- if more people use electronic shopping, it will become 5 for supermarkets
- customers will be regularly exposed to the supermarket's 6
- the service can be used to inform customers about 7 and 8

- b Now listen again and check, complete or amend your answers.

## Listening 2

- a You will hear an appeal from a charity. For questions 1–7, decide which statements are true and which are false. Write **T** if you think the statement is true and **F** if you think it is false.

- 1 Benedicto feels bitter about having to work. 1
- 2 Benedicto spends his earnings in the plantation shop. 2
- 3 All the children in Benedicto's family attend school. 3
- 4 Plantation owners employ children because they are willing and docile workers. 4
- 5 Supermarkets are uninterested in improving pay and conditions for food producers. 5
- 6 When fair trade principles are applied, the need for child labour declines. 6
- 7 The information pack gives suggestions on how to raise money for exploited workers. 7

- b Now listen again and check, complete or amend your answers.

## Listening 3

- a You will hear an interview with a compulsive shopper. For questions 1–6, choose the alternative (**A**, **B**, **C** or **D**) which best fits according to what you hear.

### exam tip

In the exam, you are given more time to read the multiple-choice questions before you listen for the first time than with other types of listening task.

- Use this extra time to read the questions and all the possible responses carefully.

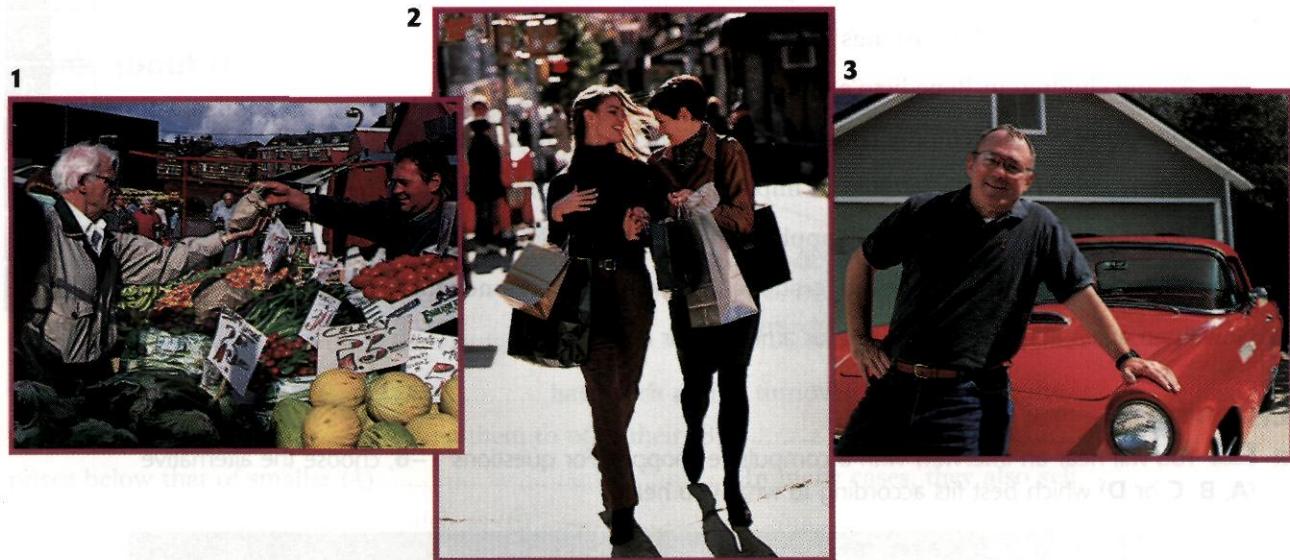
- 1 Compulsive shoppers
  - A** suffer more than other people from anxiety and depression.
  - B** use shopping as a way of altering their mood.
  - C** are usually disappointed later with the goods they have bought.
  - D** usually buy exclusive goods for themselves.
- 2 An addiction to shopping
  - A** is very common in women.
  - B** can afflict both men and women.
  - C** affects a high percentage of the British population.
  - D** is largely imaginary.
- 3 Compulsive shoppers
  - A** harm nobody but themselves.
  - B** frequently have a lot of credit cards.
  - C** value money more than personal relationships.
  - D** may be unscrupulous about whose money they use.
- 4 When he first found out how much Shelley had spent, her husband
  - A** was furious.
  - B** was shocked.
  - C** suggested that she needed professional help.
  - D** asked for a divorce.
- 5 Shelley's counselling
  - A** showed her that society was to blame for her compulsion.
  - B** gave her self-confidence.
  - C** covered psychological and practical issues.
  - D** gave her the chance to talk about her problems.
- 6 In general, Shelley
  - A** seems to be ashamed of her compulsion.
  - B** feels she is completely cured.
  - C** is bitter and regretful about how she used to behave.
  - D** has a positive and optimistic attitude.

- b Now listen again and check, complete or amend your answers.

# Speaking A

## Photographs

- a Look at the photographs below and compare the people and settings in photographs 1 and 2.



- b Describe the person and object in photograph 3.  
c What aspect of the consumer society does each photograph represent?

### Useful words and phrases

a market stall a stallholder a pensioner (to) fulfil basic needs a pedestrian precinct  
 (to) go on a shopping spree fashionably/trendily-dressed jaunty carefree  
 carrier bags from designer shops shopping as a leisure activity  
 (to) satisfy a desire/want sleek lines gleaming paintwork proprietorial smug  
 a status symbol (to) display/flaunt one's wealth

## Before you speak

### exam tip

You may be asked a *yes/no* question in the interview or an *either/or* question.

- Do not answer just *Yes* or *No* or merely repeat one of the alternatives.
- Give reasons, examples or comments to support your opinion.

- a For each of the following questions (1–3), there are the beginnings of two possible answers (a or b). Choose the answer in each pair which is better.

### Questions

- 1 Do you prefer to shop in markets or supermarkets?
- 2 Is electronic shopping a good idea?
- 3 Are you a compulsive shopper?

### Possible answers

- 1a** In supermarkets.  
**b** It depends very much on what I'm buying.
- 2a** As long as you have the means to benefit from it.  
**b** I don't think so.
- 3a** Certainly not!  
**b** Quite the opposite, in fact.

**b** Choose from the list below the reasons, examples or comments that follow on from the better answers in **a**. There is one extra that you do not need to use.

- 1 For example, it could be of great help to elderly or disabled people, but they may be the very ones who can't afford credit cards or an Internet account.
- 2 Supermarkets are quick and convenient for basic necessities, but rummaging around in markets can be more fun.
- 3 I quite often bump into friends at the supermarket and I'd miss that if I did my weekly shop over the Internet instead.
- 4 I think you could call me a reluctant shopper – my friends have to drag me to the shops when my favourite clothes wear out.

### Discussion points

Work with a partner and discuss the following questions.

- 1 Do you usually shop to fulfil basic needs or to satisfy wants?
- 2 Is the emphasis in our society on consuming more and more goods a healthy one?
- 3 Do you think the following groups of people will benefit from electronic shopping? Why?/Why not?
  - teenagers
  - mothers with young children
  - workers with busy schedules
  - people on low incomes
- 4 Are there any stores that you would avoid, or products that you would refuse to buy? On what grounds? e.g. moral, political, personal.

### Passages

Read each of the passages below and comment on:

- how it relates to the theme of the consumer society.
- the style of the extract.
- its probable source.

1

In developed techno-industrial countries, the purchasing and consumption of goods has shifted from merely buying provisions to satisfy physical needs, towards using goods as an expression of self-identity. Material goods are consumed not only for their functional benefits, but also as symbolic signifiers of taste, lifestyle and identity.

2

At home, we are the world's most docile shoppers. We don't haggle, we are forbidden to handle the merchandise, we queue and we always preface our requests with an apology. We take all this with us when we go to America, and are unsettled by the discovery that in the United States, sales staff hope and expect to sell. Unlike their British counterparts, American sales staff expect you to know what you want and not to rest until you get it.

3

Cocoa Butter Hand & Body Lotion has been one of our best selling products for the last 15 years. Now we've made it even better: we've sourced our cocoa beans at a fair price from Kuapa Kokoo Ltd in Ghana, a company owned by the farmers themselves. While this product leaves your skin moist and smooth, the farmers benefit from honest sustainable trade - we call this Community Trade.

# Listening B

## Before you listen

Choose words from the box to replace the words in *italics* in the following sentences.

**impulse purchases livery logos utility**

- 1 The exhibition stand was decorated in red, white and green – the company's *special colours*.
- 2 The left-handed can opener won a design award for its *practicality and usefulness*.

- 3 Young people are very influenced by advertising. It is amazing how many *special symbols* children can recognise from different companies.
- 4 My flat is full of *things I bought on the spur of the moment*. I never plan to go shopping, but if I see something I like, I can't resist it.

## Listening 1

- a You will hear part of a lecture given to first-year university students on a marketing course. For questions 1–10, tick (✓) which gender each point refers to. If the point is not mentioned, tick the box marked **Neither**.

Gender differences and material goods	Men	Women	Neither
Reasons possessions are valued:			
1 emotional	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2 functional	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3 relationship-oriented	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4 activity-related	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Buying considerations when making impulse purchases:			
5 quality	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6 utility	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7 enjoyment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8 mood	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9 personal identity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10 beauty	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

- b Now listen again and check, complete or amend your answers.

## Listening 2

- a The lecture you heard in **Listening 1** continues. For questions 1–10, write **YES** next to those views which are expressed by the speaker, and **NO** next to those which are not expressed by her.

- 1 Men and women's product preferences are reflected in advertisements.
- 2 Women's magazines never carry advertisements for cars.
- 3 No figures exist on the frequency of advertisements by product category.
- 4 Men are more interested in their looks than they used to be.
- 5 Advertising aims to reflect real life.
- 6 Advertisements for women imply that by using the right product you will be more attractive to men.
- 7 Advertisements for men emphasise how accurate and efficient the product is.
- 8 Men believe that the goods they buy say something about who they are.
- 9 Advertisements reflect the fact that women frequently feel lonely.
- 10 Advertisements for male body-care products usually portray men and women together.

1
2
3
4
5
6
7
8
9
10

- b Now listen again and check, complete or amend your answers.

**exam tip**

**Remember that a view or opinion:**

- may be implied rather than stated directly.
- will probably not be expressed in the same words as the question.

**Listening 3**

a You will hear a radio programme about sponsorship in Formula 1 racing. For questions 1–8, decide which statements are true and which are false. Write **T** if you think the statement is true and **F** if you think it is false.

1 In the past, Formula 1 cars did not carry advertising.

1

2 Formula 1 is totally dependent on sponsorship.

2

3 Tobacco companies sponsor Formula 1 because the sport appeals mainly to young, male smokers.

3

4 After 1991, the McLaren team became less successful than it had been.

4

5 Sponsors expect to get value for money.

5

6 Marlboro withdrew its sponsorship from McLaren because the team asked for more money.

6

7 Some sponsors supply goods rather than money to teams.

7

8 In general, the presenter seems to disapprove of tobacco companies sponsoring Formula 1.

8

b Now listen again and check, complete or amend your answers.

**exam tip**

Sometimes a listening passage may be on a topic about which you are well-informed.

- Remember that the exam tests your **listening skills** not your general knowledge and opinions.
- Do not allow your own knowledge to interfere. Base your answers only on what you hear.

# Speaking B

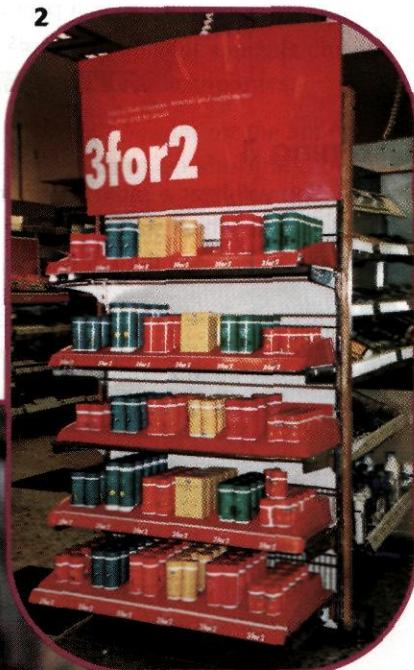
## Photographs

a Look at the photographs below and say what theme links all three.

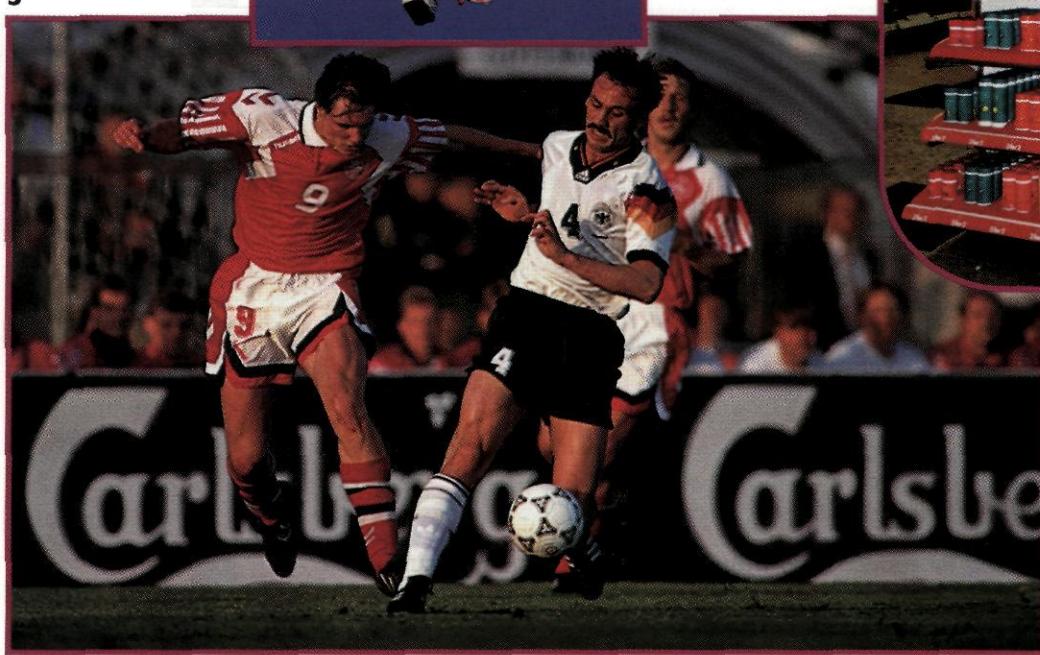
1



2



3



b Compare the advertising methods shown in photographs 1 and 2.

c Describe what you see in photograph 3.

### Useful words and phrases

promotional methods   a hot-air balloon   a logo   an end-of-aisle display  
 a special offer   (to) sell at a discount   (to) boost sales   advertising hoardings  
 (to) promote a product/service   (to) reach a wide audience  
 (to) present an upmarket image   (to) raise a company's profile  
 (to) raise/maintain public awareness of your brand

### Discussion points

Work with a partner and discuss the following questions.

- 1 Which of the promotional methods shown in the photographs would be most likely to influence you to buy a product or use a service? Which would be least likely to influence you?
- 2 Some of the biggest sponsors of sporting events are companies which produce alcohol or tobacco. Do you agree or disagree with this practice? Why?

## Communicative activities

### 1 Discussion

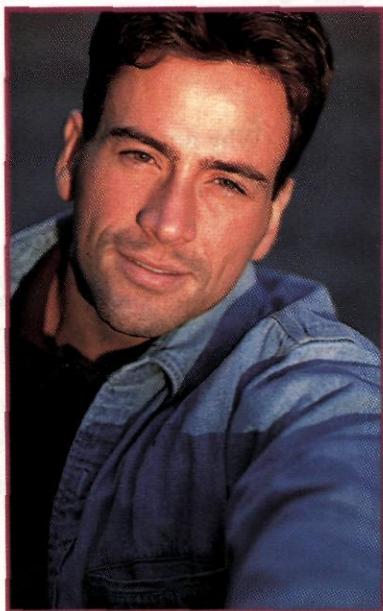
a Look at the advertisements below and answer the following questions.

- 1 Whom do you think each of the advertisements is aimed at?
- 2 What kind of product do you think each advertisement is promoting?

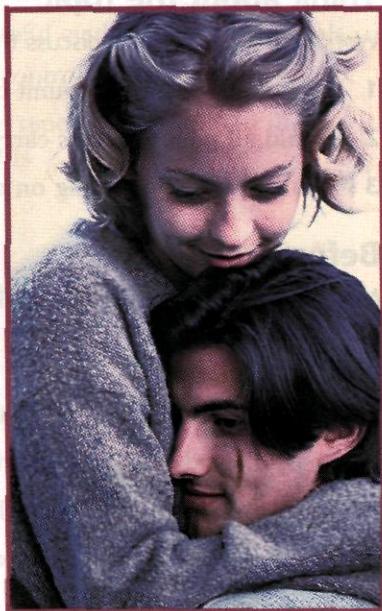
1



2



3



b Match the following headlines to the advertisements in a.

- a Will you still be this close the next time you meet?
  - b The power to protect, the looks to please.
  - c Are you feeling Soulful today?
- c Now do you have a different opinion about what each advertisement is promoting?
- d Your teacher will now tell you if your guesses were correct. Which of the advertisements do you now think is:
- the most eye-catching?
  - the cleverest?
  - the most likely to make you want to buy the product?

### 2 Selecting

Choose two products, services or shops from the list below and describe which you think would be the most appropriate methods of promoting them.

#### Products/Services/Shops

- a new brand of cat food
- a new brand of lipstick
- a new make of trainers
- a new brand of washing powder
- a new computer magazine
- a new hairdressing salon
- an established chain of clothing shops

#### Promotional methods

- advertisements in/on:
  - local newspapers
  - national newspapers
  - men's magazines
  - women's magazines
- free samples or discount coupons given out in stores/supermarkets
- leaflet distribution in the street
- sports sponsorship
- free gifts wrapped with the product
- hoardings
- radio
- TV

# Crime and punishment

## Listening A

### Think about the topic

Work with a partner and discuss the following questions.

- 1 What makes people commit crimes?
- 2 Should all police officers carry guns? Why?/Why not?
- 3 Would you enjoy serving on a jury? Why?/Why not?

### Before you listen

Match the words and phrases (1–10 and a–i) to make common word combinations. (One item in the words and phrases (1–10) can go with two phrases (a–i).) Use a dictionary to check the meanings if necessary.

- |                   |  |
|-------------------|--|
| 1 to be accused   | a on the run                               |
| 2 to be alleged   | b a crime or an offence                    |
| 3 to be arrested  | c of theft or of stealing a diamond ring   |
| 4 to be convicted | d for questioning                          |
| 5 to commit       | e a violent suspect                        |
| 6 to go           | f for theft or for stealing a diamond ring |
| 7 to have         | g to have stolen a diamond ring            |
| 8 to restrain     | h a criminal record                        |
| 9 to serve        | i a sentence                               |
| 10 to be sought   |  |

### Listening 1

- a You will hear a news bulletin about a mother and son who are both criminals. For questions 1–7, tick (✓) a box in the table below if a crime is mentioned in connection with that person. In some cases, more than one box will need to be ticked.

crimes	alleged to have committed		convicted of	
	mother	son	mother	son
1 arson	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2 assault	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3 burglary	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4 enslavement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5 fraud	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6 murder	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7 theft	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

- b Now listen again and check, complete or amend your answers.

## Listening 2

a You will hear a radio programme about the use of closed circuit televisions (CCTVs). For questions 1–5, choose the alternative (A, B, C or D) which best fits according to what you hear.

1 The reporter thinks that

- A a novelist's predictions are coming true.
- B her every move is being watched.
- C all public places should have CCTVs.
- D the authorities are watching people by means of hidden cameras.

2 Norman Clark thinks that CCTV is

- A effective in preventing crime.
- B effective in detecting crime.
- C ineffective in preventing and detecting crime.
- D less effective than is generally believed.

3 Research done on CCTV use shows that

- A the cameras are wrongly located.
- B the resulting tapes are inadequately monitored.
- C very few arrests are made as a result of recording people.
- D professional criminals avoid being filmed by the cameras.

4 The reporter thinks that the use of CCTV

- A saves money for the police.
- B leads to blackmail.
- C provides useful evidence for use in trials.
- D should be controlled by law.

5 In general, the reporter's attitude to the way CCTV is used is

- A angry.
- B neutral.
- C concerned.
- D paranoid.

b Now listen again and check, complete or amend your answers.

## Listening 3

a You will hear a news item about the use of CS spray by the British police. For questions 1–7, decide which statements are true and which are false. Write **T** if you think the statement is true and **F** if you think it is false.

1 British police carry guns only in special circumstances.

1

2 CS spray was intended for use only when violent suspects resisted arrest.

2

3 The use of CS spray is on the increase.

3

4 Judges are being criticised for their opinions on CS spray.

4

5 A review of CS spray will look into how and when it is used.

5

6 The review will be conducted by the Association of Police Officers.

6

7 The police feel that the use of CS spray has prevented deaths during arrests.

7

b Now listen again and check, complete or amend your answers.

### exam tip

If you are having difficulty with a question:

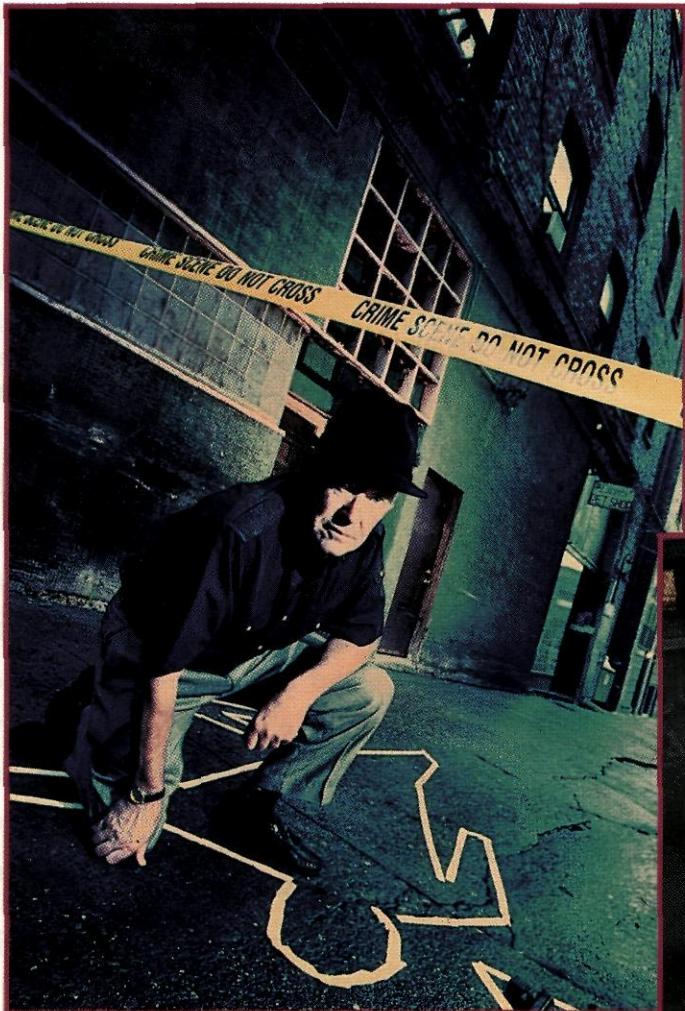
- don't spend too much time on it, as it may prevent you from hearing the answers to other questions which come later in the recording.

# Speaking A

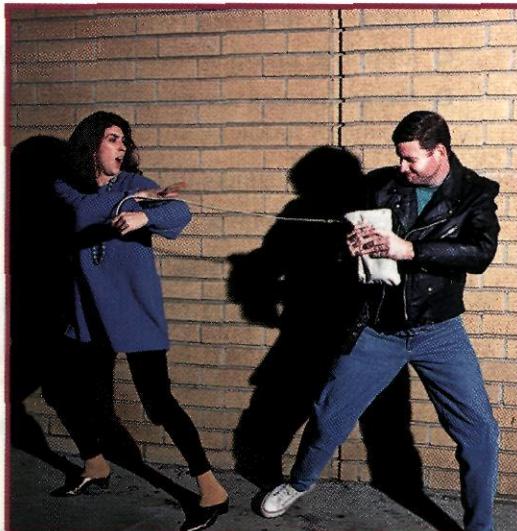
## Photographs

- a Look at the photographs below and describe or compare:
- the people.
  - the situations.

1



2



3

- b How do you think the people in the photographs are feeling?
- c In what way does each photograph relate to the theme of crime?

### Useful words and phrases

the scene of a crime a plain-clothes officer/detective a trilby a victim an outline  
 roped off professional challenge the fragility of human life (to) snatch/grab  
 the strap of a handbag (to) snap/give way (to) hang on to (to) put up a fight  
 outrage fury triumph a suspect handcuffed a constable (to) arrest/place under arrest  
 (to) escort (to) conceal someone's identity guilt shame trepidation

I would imagine that he/she's experiencing a sense of ...

In that situation, the most likely reaction is one of ...

## Discussion points

Work with a partner and discuss the following questions.

- Are crime levels on the increase in your country? If so, what do you think are the reasons for this? What are the most commonly committed crimes where you live?
- Some common suggestions for preventing the rise in crime are listed below. Which do you think are effective and which are not? Why?
  - having more police patrol cars and officers on the beat
  - improving education and social services for everyone in society
  - imposing harsher punishments on hardened criminals

## Passages

Read each of the passages below and comment on:

- how it relates to the theme of crime.
- the style of the extract.
- its probable source.

1

COPS AND CRIMINALS have a strange relationship as Nikos Maniotis, a police officer in Salamina, proved when he risked his life to save a 19-year-old drug addict whom he then arrested. The youth climbed out onto the ledge of a building to avoid arrest. Cornered, he threatened to jump if the police moved closer. But when he appeared to slip, Maniotis leapt across an opening, grabbed hold of some iron railings with one hand and the dangling suspect with the other, pulled him onto the roof and handcuffed the youth, holding him on drug charges.

2

Since Europe removed all border restrictions, stolen cars can be moved from one country to another, falsely re-registered and then claimed as stolen. Insurance claims can be made time and time again if the criminals are not apprehended. But now an international network that can track down stolen cars is solving traditional problems with cross-border databases. Known as Eucaris, it allows countries to share data on registrations and find stolen cars more efficiently.

3

### Cold, scared, abused, tired. You'll love it

Walking on the beat in all weathers. Being called to brawls and resolving conflicts. Dealing with hostility from people who aren't shy about expressing it. And that's not to mention the working hours which won't be nine to five.

Nobody ever said police work was easy. But it can be the most satisfying career imaginable. It's a challenging, fast-moving environment where no two days are ever the same and the prospects for advancement are excellent.

#### exam tip

One of the six areas you are assessed on in the interview is grammatical accuracy (see Exam Factfile, p.2). This includes knowing what structures follow different verbs, as in the **Before you listen** activity on p.52 of this unit.

- When you record new vocabulary, also make a note of what structure is used after verbs. This will help you improve your accuracy in other areas of the exam too.

# Listening B

## Before you listen

Choose words and expressions from the box to replace the words in *italics* in the following sentences.

- 1 She firmly believes that nobody is *so bad or evil that he/she cannot be improved*.
- 2 The first suspect's father paid *money to the court so that his son would be released while awaiting trial*, but his accomplice had no money and so was held *in prison until the trial was due to take place*.
- 3 Human rights workers in the area report that *deliberate murder of a whole community* has taken place and are demanding that the *people responsible for this crime* should be *put on trial* immediately.
- 4 Members of the United Nations met yesterday to *approve and sign* a treaty on arms control.

bail beyond redemption face prosecution  
genocide on remand perpetrators ratify

## Listening 1

- a You will hear a conversation between two friends, Tom and Kate, who are discussing how murderers should be dealt with. For questions 1–8, write YES next to those views which are expressed by either of the speakers, and NO next to those which are not expressed by them.

**exam tip**

Note that you are asked to identify opinions expressed by the speakers. Do not confuse these with other people's opinions which are reported by the speakers.

- 1 A life sentence should mean that a criminal spends the rest of his/her life in prison.
- 2 No criminal is beyond redemption.
- 3 Judges should be more open-minded.
- 4 Prison sentences fail to rehabilitate criminals.
- 5 Serial killers should never be released from prison.
- 6 Murderers are not released if the authorities think they pose a risk to the public.
- 7 Protection of the public is more important than individual liberty.
- 8 The death penalty should be re-introduced.

1

2

3

4

5

6

7

8

- b Now listen again and check, complete or amend your answers.

**Listening 2**

- a You will hear a radio programme about the proposed establishment of an International Criminal Court. For questions 1–9, complete the notes with a number, one or two words, or a short phrase.

The International Criminal Court

The treaty agreeing to establish the court was signed by **1**

Number of signatories needed to ratify the treaty: **2**

Countries refusing to sign include **3**

The court will handle cases of **4**   
**5**   
 and **6**

The court will be able to conduct a trial only if:

the prosecution is referred by **7**   
 or the perpetrator's country of origin **8**   
 or the case is brought by the country in which **9**

- b Now listen again and check, complete or amend your answers.

**Listening 3**

- a You will hear a radio programme cautioning travellers to Thailand on the risks of breaking the law there. For questions 1–9, decide which statements are true and which are false. Write **T** if you think the statement is true and **F** if you think it is false.

- |          |  |  |
|----------|--|--|
| <b>1</b> | The majority of British tourists go to Thailand because drugs are cheap there.                         | <input type="checkbox"/> <b>1</b>            |
| <b>2</b> | Twenty-three British prisoners are serving life sentences in Thailand.                                 | <input checked="" type="checkbox"/> <b>2</b> |
| <b>3</b> | Thai drug dealers caught in possession of 100 grams of heroin are executed.                            | <input type="checkbox"/> <b>3</b>            |
| <b>4</b> | Suspects in narcotics trials may spend more than three months on remand.                               | <input type="checkbox"/> <b>4</b>            |
| <b>5</b> | Foreign suspects who can afford a private lawyer are dealt with by the courts more quickly.            | <input type="checkbox"/> <b>5</b>            |
| <b>6</b> | By insisting on a trial, a suspect may end up spending longer in prison.                               | <input type="checkbox"/> <b>6</b>            |
| <b>7</b> | Foreign prisoners receive harsher treatment from the prison authorities than Thai prisoners.           | <input type="checkbox"/> <b>7</b>            |
| <b>8</b> | Many foreign prisoners in Thai jails are in bad health.  | <input type="checkbox"/> <b>8</b>            |
| <b>9</b> | British prisoners in Thailand can reduce their sentences by applying for a transfer to a British jail. | <input type="checkbox"/> <b>9</b>            |

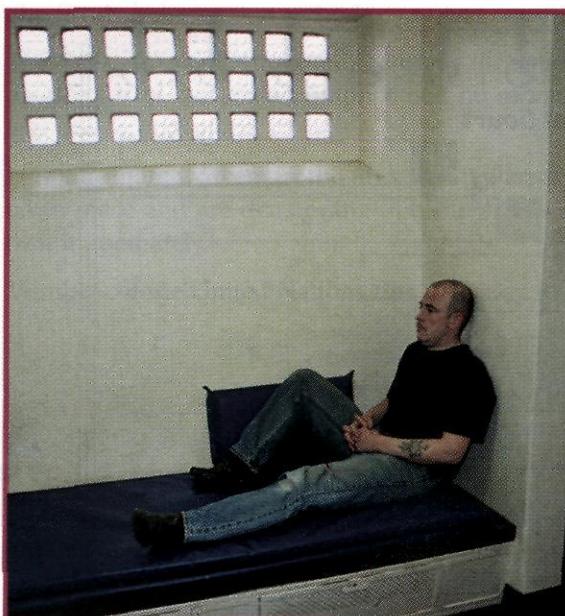
- b Now listen again and check, complete or amend your answers.

## Speaking B

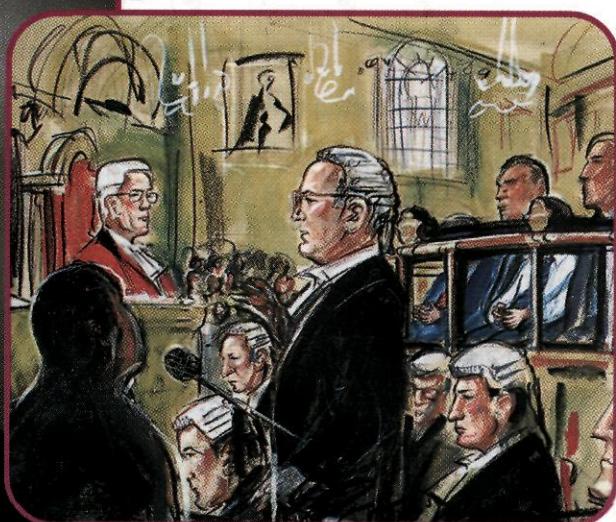
### Photographs

- a Look at the photographs below and describe the scene shown in each one.

1



2



3



- b How does each photograph relate to the theme of crime and punishment?

- c Describe the atmosphere evoked in each photograph.

### Useful words and phrases

a bare cell blank walls (to) be locked up tedious/monotonous desperate/hopeless  
 a judge barristers wigs a defendant in the dock (to) stand trial a witness  
 (to) give evidence solemn hushed/reverential terrorists/guerrillas/vigilantes  
 a dark alley balaclavas (to) remain incognito (to) avenge  
 (to) take the law into your own hands sinister/spine-chilling

## Discussion points

Work with a partner and discuss the following questions.

**1** What purpose do prisons fulfil in current society? What purpose should they fulfil?

Comment on the points in the list below.

- re-educating and rehabilitating criminals
- punishment
- acting as a deterrent to would-be criminals
- isolating dangerous individuals from the rest of society

**2** What kinds of problems do prisoners face, both while they are in jail and after they are released?

**3** Why are people sometimes tempted to take the law into their own hands? Are there any circumstances in which this is justifiable?

### Useful words and phrases

depression    humiliation    fear of violence from guards or other inmates  
 contact with more experienced and hardened criminals    drug abuse    ostracism  
 it has a stigma attached to it    risk of slipping back into your old ways  
 difficulties in finding housing and employment    justice has not been done  
 the law has failed them    a code of honour    a blood feud    a vendetta  
 (to) take revenge on someone for something

## Communicative activities

### 1 Matching

Choose four of the crimes listed below and say what you think would be the most appropriate form(s) of punishment for these crimes, and why.

Crimes	Punishments
drunk-driving	probation
shoplifting (first offence)	fines
assaulting a police officer	imprisonment
rape	community service
murder	death penalty
armed robbery	life imprisonment
fraud	other (your ideas)
arson	
drug-dealing	
hit-and-run manslaughter	

### exam tip

The student's booklet in the interview does not contain written instructions for the communicative activities.

- Listen very carefully to the examiner's spoken instructions so that you carry out the task appropriately!

### 3 Ranking

**a** Look at the list of attributes below. Which three would you consider to be desirable in someone who is acting as a member of a jury?

- intelligence
- open-mindedness
- impartiality
- courage
- decisiveness
- thorough knowledge of the law
- ability to listen
- patience
- strong sense of morality
- good negotiation skills

**b** How would your list differ if you were selecting the top three attributes for a judge?

### 2 Discussion

Nobody is beyond redemption.

Once a thief, always a thief.

An eye for an eye, and a tooth for a tooth.

**a** Comment on the ideas expressed in each of the above statements in relation to the theme of crime and punishment.

**b** What is your reaction to each statement?

## Listening A

## Think about the topic

Work with a partner and discuss the following questions.

- 1 What types of visual art do you enjoy?
- 2 What methods, if any, have been used to teach you to create or appreciate art?
- 3 What is the difference between 'heritage' and 'an inheritance'?

## Before you listen

Match the words and phrases (1–7) with the correct definitions (a–g).

- |                  |   |
|------------------|---|
| 1 a crucifix     | a a flat board used by a painter to mix colours or the range of colours used by a painter in his/her work |
| 2 a landscape    | b a painting of inanimate objects, such as flowers and fruit, etc.  |
| 3 a life drawing | c a cross with a figure of Christ on it   |
| 4 a palette      | d a drawing, painting or photograph of a specific person  |
| 5 a portrait     | e a drawing of a human figure made while studying a real model  |
| 6 a sculpture    | f a drawing or painting showing an area of countryside  |
| 7 a still life   | g a three-dimensional work of art made from stone, clay, plaster, bronze, etc.                            |

## Listening 1

- a** You will hear an interview with the director of a private art school. For questions 1–9, write **YES** next to those views which are expressed by her, and **NO** next to those which are not expressed by her.

- 1 Amateur artists usually need to improve their drawing skills.
- 2 Most people do not observe ordinary objects carefully.
- 3 Having an eye for detail helps you to learn to draw.
- 4 Her teaching technique does not fulfil some students' expectations.
- 5 You can draw better if you meditate first.
- 6 You should not start painting until you have learnt to draw perfectly.
- 7 Expressionist paintings are easy to copy as the colours are very bright.
- 8 It is impossible to say how long it takes to learn to paint well.
- 9 Some of her former students have become professional artists.

	1
	2
	3
	4
	5
	6
	7
	8
	9

- b** Now listen again and check, complete or amend your answers.

## Listening 2

- a You will hear a lecturer talking about a painting known as *The Ambassadors* by the German painter Hans Holbein the Younger. For questions 1–9, complete the notes about different objects in the painting with one or two words, a figure or date, or a short phrase.

Object:  
1 .....

Object: celestial  
2 .....

Date: 3 .....  
Time: 4 .....  
Religious festival:  
5 .....

Symbolises:  
6 .....

Angle:  
7 .....  
degrees  
Corresponds to:  
angle of  
8 .....  
on the date  
in question.

Object:  
9 .....



- b Now listen again and check, complete or amend your answers.

## Listening 3

- a You will now hear a different lecturer talking about the same painting as in **Listening 2**. For questions 1–5, choose the alternative (A, B, C or D) which best fits according to what you hear.

- 1 Oil paintings are special in that
  - A they make objects look real.
  - B they make you want to touch them.
  - C they are based on illusions.
  - D they are more colourful than sculptures.
- 2 Holbein's painting of *The Ambassadors*
  - A was created using real materials.
  - B was created by craftsmen and then completed by Holbein.
  - C appeals to more than one sense.
  - D cost a lot of money to produce.
- 3 The function of oil painting was
  - A to illustrate a break with previous traditions.
  - B to link wealth with social status.
  - C to show wealth was socially acceptable.
  - D to show what could be bought by the rich.
- 4 The distorted skull
  - A was painted using a mirror.
  - B imparts a philosophical message.
  - C should have been painted in the same way as the rest of the picture.
  - D is utterly insignificant.
- 5 The ambassadors
  - A felt at ease with the painter.
  - B wanted to keep a distance between each other.
  - C wanted to be compared to kings and emperors.
  - D wanted to appear both unique and reserved.

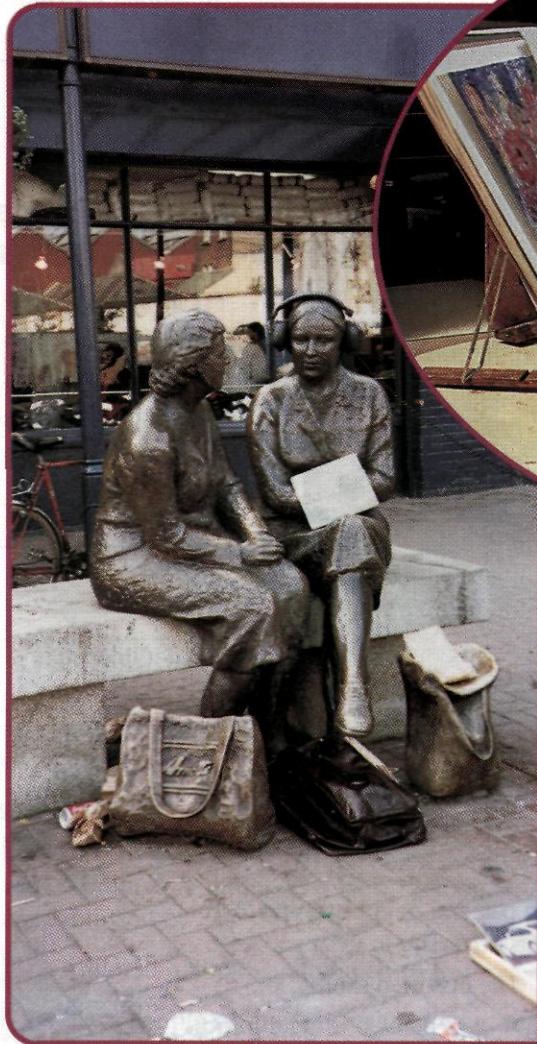
- b Now listen again and check, complete or amend your answers.

# Speaking A

## Photographs

- a Look at photograph 1 below and describe the work of art shown.

1



2



3



- b Compare the people, activities and atmosphere in photographs 2 and 3.  
c What different aspects of the relationship between people and art are illustrated by the photographs?

### Useful words and phrases

a statue cast in/made of metal realistic headphones (to) embellish  
 a humorous/whimsical touch (to) mock/make fun of (to) interact with  
 a form of artistic appreciation a still life a watercolour an easel  
 praise and encouragement the satisfaction of creating something a fine art auction  
 an auctioneer (to) go under the hammer (to) command/fetch a high price  
 soberly/formally-dressed connoisseurs (to) bid for bidders  
 the pleasure of possession an original work of art an investment

## Discussion points

Work with a partner and discuss the following questions.

- What are your views on the role of art in modern life? Choose any of the statements below which correspond to your own feelings, and explain why you feel this way. Support your opinions with examples, where relevant.
  - It is only for snobs and intellectuals.
  - It is something I create myself, for my own pleasure.
  - It helps people to get in touch with their emotions.
  - It should aim to shock people and challenge their assumptions.
  - It should be decorative and pleasant to look at.
  - It is no longer necessary in an age when we are already bombarded with a profusion of visual images.
  - It is an investment for the rich.
  - I am completely indifferent to it.
- Do you ever visit art galleries? Why?/Why not? What could be done to make them more attractive to the general public?
- What kind of sculptures are generally found in public places in your country? What kind of sculptures would you like to see in public places? Is it disrespectful to add your own touches to a work of art, as in photograph 1, or is this a form of appreciation?

## Passages

Read each of the passages below and comment on:

- the style of the extract.
- what aspects of the theme of art it deals with.
- its probable source.

1

Having seen a reproduction, one can go to a gallery to look at the original and there discover what the reproduction lacks. Alternatively one can forget about the quality of the reproduction and simply be reminded, when one sees the original, that it is a famous painting of which somewhere one has already seen a reproduction. But in either case the uniqueness of the original now lies in it being the original of a reproduction. It is no longer what its image shows that strikes one as unique; its first meaning is no longer to be found in what it says, but in what it is.

2

To the artists of the 'good old days' the subject had come first. They received a commission to paint, say, a Madonna or a portrait and they then set to work to carry it out as best they could. When commissions of this kind became rarer, artists had to choose their own subjects. Some concentrated on themes which would attract prospective buyers. Other artists refused to become illustrators of this kind. If they had to choose a subject themselves they would choose one which allowed them to study some definite problem of their craft.

### exam tip

At Proficiency level, you are expected to be able to converse on a broad range of topics of the type covered in this book. However, if during the interview, the examiner asks you to talk about a topic on which you are not very well informed:

- do not just say *I don't know* or *I'm not interested in (art/science/dope tests in sport)*.
- explain why you don't know much about it, e.g. *I'm afraid I'm not very knowledgeable on the topic of (art/science). I'm more of a (scientific/artistic) inclination or*
- hazard some guesses, e.g. *I can't say I'm terribly well-informed on the topic of (dope tests in sport) but I would imagine that the main arguments concern ...*

3

Nearly 60 outdoor sculptures – in different styles and materials – are scattered around Monaco. Some blend into local life with a quiet mystery; others stand out dramatically from it. One Monaco resident whom I spoke to loves the fact that the sculptures are part of ordinary life and not tucked away in museums. Another, artist Emma de Sigaldi, eight of whose graceful statues are on the sculpture trail, claims that the sculptures make people more peaceful. Her sprawling green octopus in front of the Oceanography museum is a magnet for children, who often try to curl up in the beast's arms.

# Listening B

## Before you listen

Match the words and phrases (1–4) with the correct definitions (a–d).

- |                  |   |
|------------------|---|
| 1 a cast         | a written regulation passed by a parliament or other official body                                  |
| 2 licensing laws | b a public vote in which people are asked to say if they agree or not with a policy                 |
| 3 a referendum   | c laws controlling the selling of alcoholic drinks  |
| 4 a statute      | d a model of something made by pouring liquid, such as plaster, into a mould of the original object |

## Listening 1

- a** You will hear a radio programme in which a person gives his or her personal opinions on a topic. The speaker in this broadcast is talking about changes in British life. For questions **1–10**, write **YES** next to those views which are expressed by her, and **NO** next to those which are not expressed by her.

- |   |    |
|---|----|
| 1 British cuisine used to be unappetising.                                  | 1  |
| 2 Britain used not to have a customer-oriented culture.                     | 2  |
| 3 The British now have an unusually broad choice of food available to them. | 3  |
| 4 The British consider wine to be a drink for special occasions only.       | 4  |
| 5 Service has improved in all outlets except post offices.                  | 5  |
| 6 Shop assistants are now efficient at selling.                             | 6  |
| 7 Licensing laws are more lenient than before.                              | 7  |
| 8 Public call boxes are no longer picturesque.                              | 8  |
| 9 Britain is a more interesting place to live in than it used to be.        | 9  |
| 10 Efficiency is preferable to friendliness.                                | 10 |

- b** Now listen again and check, complete or amend your answers.

### exam tip

In the Listening paper of the Proficiency exam, there is a pause of fifteen seconds between the first and second playing of each passage.

- Use this time to skim through your answers and put a question mark beside any that you are unsure of or have left blank.
- During the second listening, focus your attention on finding the answers with question marks beside them.

## Listening 2

- a You will hear part of a radio programme about the sculptures from the Parthenon which are known in Britain as the Elgin Marbles. They are now in the British Museum. For questions 1–9, decide which statements are true and which are false. Write **T** if you think the statement is true and **F** if you think it is false.

An opinion poll about returning the Elgin Marbles showed that:

- |  |   |
|--|---|
| 1 more respondents were in favour of returning them to Greece than of keeping them in Britain. | 1 |
| 2 the majority of the people polled were ignorant of or uninterested in the issue.             | 2 |

The Turkish authorities in Greece:

- |   |   |
|---|---|
| 3 approved of Lord Elgin's removal of the Parthenon sculptures. | 3 |
| 4 sold the marbles to Lord Elgin.                               | 4 |

Lord Elgin:

- |   |   |
|---|---|
| 5 preserved the sculptures from destruction by the Venetians. | 5 |
| 6 was undoubtedly motivated by a love of classical art.       | 6 |
| 7 attracted criticism at the time he removed the sculptures.  | 7 |
| 8 asked for the French consul in Athens to be imprisoned.     | 8 |
| 9 sold the marbles to the British Museum in 1816.             | 9 |

b Now listen again and check, complete or amend your answers.

## Listening 3

- a The radio programme you heard in **Listening 2** continues. For questions 1–6, choose the alternative (**A**, **B**, **C** or **D**) which best fits according to what you hear.

- 1 The main arguments concerning the ownership of the sculptures hinge on

- A** whether Elgin really obtained permission from the Turks or not.
- B** whether it was legal or not for the Turks to issue documents approving their removal.
- C** whether Greece was an occupied country at the time or not.
- D** whether it is legal or not for the British Museum to dispose of items in its collection.

- 2 The West frieze of the Parthenon

- A** was in the British Museum until 1993.
- B** suffered heavy damage from London's pollution.
- C** was destroyed in the 1930s.
- D** was copied by Elgin.

- 3 Lord Duveen, a millionaire art dealer

- A** disagreed with scholars' opinions about the marbles.
- B** planned to move the marbles to a new museum.
- C** disliked the fact that the sculptures had been painted.
- D** was unintentionally responsible for damage to the marbles.

- 4 Colin Forsyth thinks

- A** Elgin's behaviour was morally reprehensible.
- B** the question of legal ownership of the marbles is paramount.
- C** Scottish art treasures should also be returned.
- D** the Elgin Marbles should be returned to Greece.

- 5 Colin Forsyth thinks that if the marbles return to Greece

- A** it may set off a chain reaction.
- B** the British Museum will no longer appeal to visitors.
- C** the Louvre will become the foremost international museum.
- D** the British Museum will replace them with replicas.

- 6 In general, Colin Forsyth

- A** is prejudiced against the Greek view.
- B** is prejudiced against the British Museum.
- C** tries to present a balanced view of the issues involved.
- D** is concerned about the future of world-class museums.

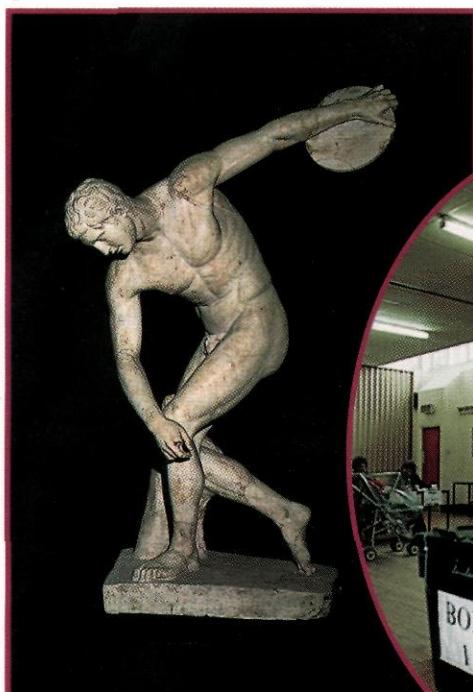
b Now listen again and check, complete or amend your answers.

# Speaking B

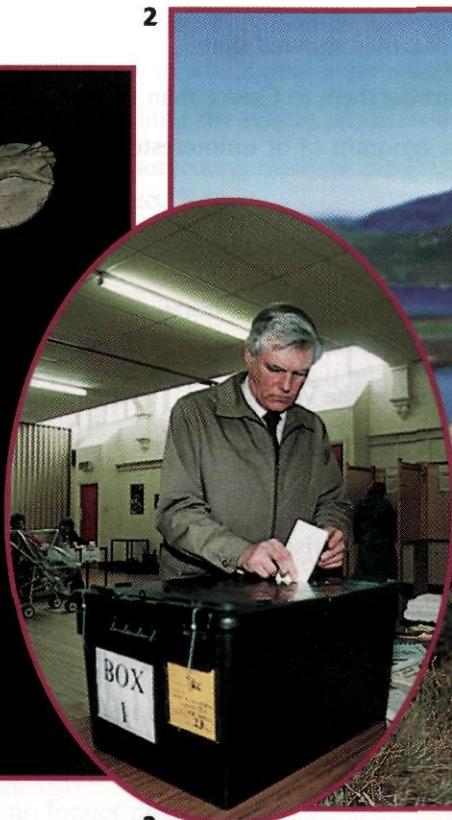
## Photographs

- a Look at photograph 1 and describe the work of art shown.

1



2



3



- b Describe the people, activities and settings shown in photographs 2 and 3.

- c How does each photograph relate to the theme of heritage?

### Useful words and phrases

a discus the classical period in the act of preparing to throw marble  
 an effect of movement and power carefully observed details national costume bagpipes  
 traditional costume/music/instruments a kilt a voting slip a ballot box a polling booth  
 cultural/athletic/artistic/political heritage a healthy mind in a healthy body folk traditions  
 the role of democracy ancestors (to) bequeath (to) keep traditions alive  
 (to) pass/hand down from generation to generation (to) inherit from  
 (to) shape a nation's culture and beliefs

### Discussion points

Work with a partner and discuss the following questions.

- How does a nation's heritage affect the way in which that nation's citizens think and behave in the present?
- How important is it to be well-informed about:
  - your own nation's heritage?
  - the heritage of the continent in which you live?
  - the heritage of humanity as a whole?
- In what circumstances should internationally significant art treasures held in foreign museums be returned to their country of origin?

## Communicative activities

### 1 Discussion

An obsession with heritage is the enemy of change.

The old ways are the best.

Comment on the ideas expressed in each of the above statements with reference to:

- political systems in your country.
- social institutions, such as marriage, the family, the church.
- traditional activities, such as folk music and dances, celebrations and festivals.
- the arts (drama, literature, music, visual arts).

### 2 Selecting

Imagine you have been asked to make a one-hour documentary video to introduce your country's heritage to foreigners. Which four of these areas would you include and how would you present each area on film?

- |   |   |
|---|---|
| <ul style="list-style-type: none"> <li>• art and architecture</li> <li>• religion</li> <li>• philosophy</li> <li>• music</li> <li>• folk arts and crafts</li> <li>• traditions</li> </ul> | <ul style="list-style-type: none"> <li>• political concepts or institutions</li> <li>• literature</li> <li>• performing arts</li> <li>• historically significant events</li> <li>• education</li> </ul> |
|---|---|

#### exam tip

**Remember the importance of communication in the Proficiency interview. If you can't recall a word:**

- don't remain silent while trying to remember it.
- explain your problem to the examiner, e.g. *I'm afraid I'm feeling a bit nervous and the word's slipped my mind* or
- try to find an appropriate synonym or
- paraphrase, e.g. *I can't recall the exact word I'm looking for at the moment, but it means to pass an idea or belief on to subsequent generations.*

### 3 Discussion

The following methods can be used to teach children about their heritage:

- reading history books
- memorising lists of names, dates and important historical events
- telling fairy stories and folk tales
- visiting art galleries, museums and historical sites
- reading literature of the past
- reading novels which are set in the past
- attending performances of traditional drama and music
- learning traditional dances and songs
- watching documentary films
- watching films that are set in the past
- virtual reality reconstructions of ancient sites

Which of these methods are usually used in your country? How effective do you think they are?

What other methods could be used that you think might be more interesting or effective?

Whose responsibility is it to instil a sense of heritage in young people – schools', or parents' and grandparents'?

## Listening A

## Think about the topic

Work with a partner and discuss the following questions.

- 1 What do you understand by the expression 'mind over matter'? Give some examples from your own knowledge or experience.
- 2 What physical and mental preparation do athletes and sportspeople do?
- 3 Can you give any examples from your own experience of how mental preparation has helped your physical performance, or vice versa?

## Listening 1

- a** You will hear an interview with a woman who has written a book about sumo wrestling. For questions 1–9, decide which statements are true and which are false. Write **T** if you think the statement is true and **F** if you think it is false.

- |   |   |                            |
|---|---|----------------------------|
| 1 | Sumo embraces ancient and modern attitudes.                                   | <input type="checkbox"/> 1 |
| 2 | Sumo is regarded as a religion in Japan.                                      | <input type="checkbox"/> 2 |
| 3 | The author is fascinated by sumo wrestlers' size.                             | <input type="checkbox"/> 3 |
| 4 | Novice sumo wrestlers undergo rigorous training.                              | <input type="checkbox"/> 4 |
| 5 | The key to increasing body weight is eating when very hungry.                 | <input type="checkbox"/> 5 |
| 6 | Sumo champions earn more than top UK footballers.                             | <input type="checkbox"/> 6 |
| 7 | Former sumo champions do not lack job opportunities.                          | <input type="checkbox"/> 7 |
| 8 | Sumo wrestlers die much younger than most Japanese men.                       | <input type="checkbox"/> 8 |
| 9 | Knee injuries are more dangerous for sumo wrestlers than for other sportsmen. | <input type="checkbox"/> 9 |

- b** Now listen again and check, complete or amend your answers.

## exam tip

In addition to being grammatically correct and properly spelt, answers in note-taking exercises should be correctly punctuated and any abbreviations correctly used. Before the exam, make sure that you know:

- how to use apostrophes, e.g. *the athlete's exhaustion* (one athlete) compared to *the athletes' exhaustion* (more than one athlete).
- when to use capital letters, e.g. for days of the week, months of the year, proper names, names of religious festivals.
- common abbreviations: a.m., p.m., mins, secs, mph, kg, etc.

**Listening 2**

- a** You will hear a radio programme about endurance sports. For questions 1–10, complete the notes with a word or a short phrase.

**Endurance sports**

The endurance sport first tried by novices is 1 [ ]

Participants in the Hawaii Ironman triathlon included 2 [ ]

Eleanor Robinson set a record for 3 [ ]  
non-stop in just over 4 [ ]

The challenge of endurance sports is compounded by doing them in 5 [ ]

The Deca Ironman takes place in a Mexican city which is 6 [ ]

This contest includes cycling a distance of 7 [ ]

Bob Brown suffered from hallucinations as participants in Ironman contests do not 8 [ ]

Bob Brown's asthma may have been caused by 9 [ ]

His next challenge will involve swimming and running in Europe and 10 [ ]

- b** Now listen again and check, complete or amend your answers.

**Listening 3**

- a** You will hear a radio interview about the use of performance-enhancing drugs in Olympic sports. For questions 1–5, choose the alternative (A, B, C or D) which best fits according to what you hear.

- 1 The medal-winning swimmer was suspended for  
**A** using performance-enhancing drugs.  
**B** refusing to provide a urine sample.  
**C** using banned substances.  
**D** interfering with a sample.
- 2 When Olympic champions are caught using drugs, young athletes  
**A** feel cheated.  
**B** feel discouraged.  
**C** are tempted to do the same.  
**D** give up training.
- 3 Pat Delahaye  
**A** feels deeply humiliated.  
**B** will be publicly stripped of his gold medals.  
**C** will have to undergo further drug tests.  
**D** has lost the respect of his supporters.
- 4 Pat Delahaye  
**A** was known to be using drugs before the last Olympics.  
**B** was probably using drugs at the time he won his gold medals.  
**C** improved his performance through rigorous training.  
**D** was caught because drug tests have become more effective.
- 5 The long-term effects of performance-enhancing drugs  
**A** are as yet unknown.  
**B** are always fatal.  
**C** caused the early death of an American runner.  
**D** have led to liver damage in large numbers of athletes.

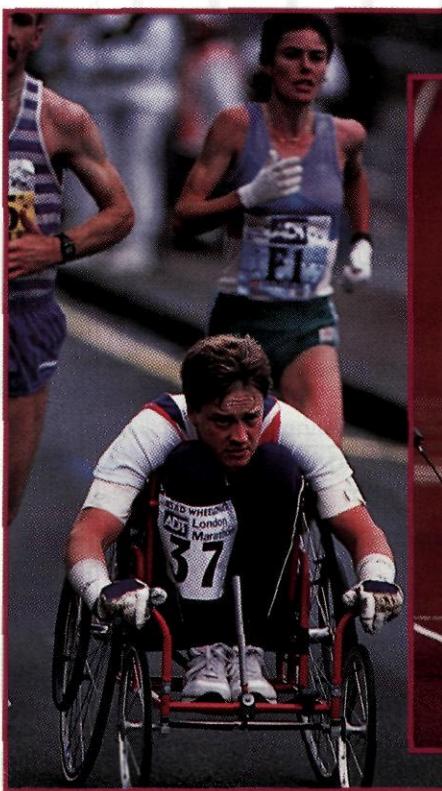
- b** Now listen again and check, complete or amend your answers.

# Speaking A

## Photographs

a Look at the photographs below and describe the people and activities in each of them.

1



2



3



b How do you think the people are feeling?

c What aspects of the relationship between body and mind are illustrated in the photographs?

### Useful words and phrases

(to) participate in a track event/run a specially-adapted wheelchair a furrowed forehead  
 on the verge of collapse straining with effort/determination drenched in sweat (to) pose  
 a sculptured torso bulging muscles gleaming with oil willpower  
 (to) wear an expression of determination/concentration/pain/exhaustion/pride  
 the triumph of mind over matter (to) struggle on regardless (to) push oneself to the limit  
 (to) refuse to accept defeat (to) take pride in one's achievements (to) overcome limitations  
 (to) improve on nature

### Discussion points

Work with a partner and discuss the following questions.

- 1 What sporting achievements inspire or impress you, and why?
- 2 What motivates people to take part in activities such as marathon running, endurance sports or sumo wrestling even though their health may be permanently injured as a result?
- 3 What lessons can people learn from the example of disabled people who take part in competitive sports?
- 4 How important is winning, compared to merely participating, for the following groups of people, and why?
  - professional athletes
  - children learning sports at school
  - amateur athletes
  - people who do sports mainly as a way of keeping fit

## Passages

### exam tip

- Sometimes in the exam you may come across an unfamiliar vocabulary item in a passage which impedes your understanding of the whole passage. In this case, it is better to ask the examiner to explain the word than to come up with a completely inappropriate response.
- However, if you can deduce the general meaning of the passage without knowing a specific word, do not ask for clarification.

**a** Look at passages 2 and 3 below. You may already know the vocabulary items *landmine* (passage 2) and *to be borne out by* (passage 3). If you do/did not, which of the items would you ask about to help you understand the whole passage?

**b** Read each of the passages below and comment on:

- how it relates to the themes being discussed.
- its probable source.
- whom it might be aimed at.

1

Billie Jean King was 29 when she challenged Bobby Riggs, self-described male chauvinist, to a best-of-five tennis match 25 years ago. They called it "the Battle of the Sexes". A defeat for King would have meant far more than personal humiliation. She was afraid of the implications it would have on new legislation to provide women with athletic opportunity, and on the women's movement as a whole. But King won that night. The moment was electric and it still resonates now.

2

On the 250 kilometre run through Arakoola National Park, Australia, is Chris Moon, the one-armed, one-legged landmine victim who has also run across the Sahara. In Arakoola, on the first day, he was suffering from nausea and diarrhoea. "Failure was never an option," he said at the end of the third day. For Moon and his like, stopping is always a harder decision than starting.

3

An annual poll of athletes suggests that the majority would be willing to take a drug that would end their lives prematurely, so long as it helped them to become a champion. The willingness to risk everything seems to be borne out by many of the professional cyclists who reportedly use the blood-thickening drug EPO even though the deaths of several colleagues have been linked to that very drug.

## Communicative activity

### Discussion

The Olympic Games embody the ancient philosophy of a healthy mind in a healthy body.

The Olympics are a potent force for peace in the world.

The Olympic Games are a complete waste of money.

Comment on the ideas expressed in each of the above statements, explaining which, if any, you agree with and why. You may wish to consider the following points in reference to the statements:

- drug scandals
- the costs of building the infrastructure needed to host the Olympics (stadiums, hotels, transport systems, etc.)
- the money earned by medallists for advertising and endorsing products

- the bombings at the 1996 Atlanta Olympics
- the benefits of hosting the Olympics (increased revenue from tourism, improved sports facilities for later use by residents, etc.)
- the bribery scandal associated with corrupt Olympic officials

# Listening B

## Listening 1

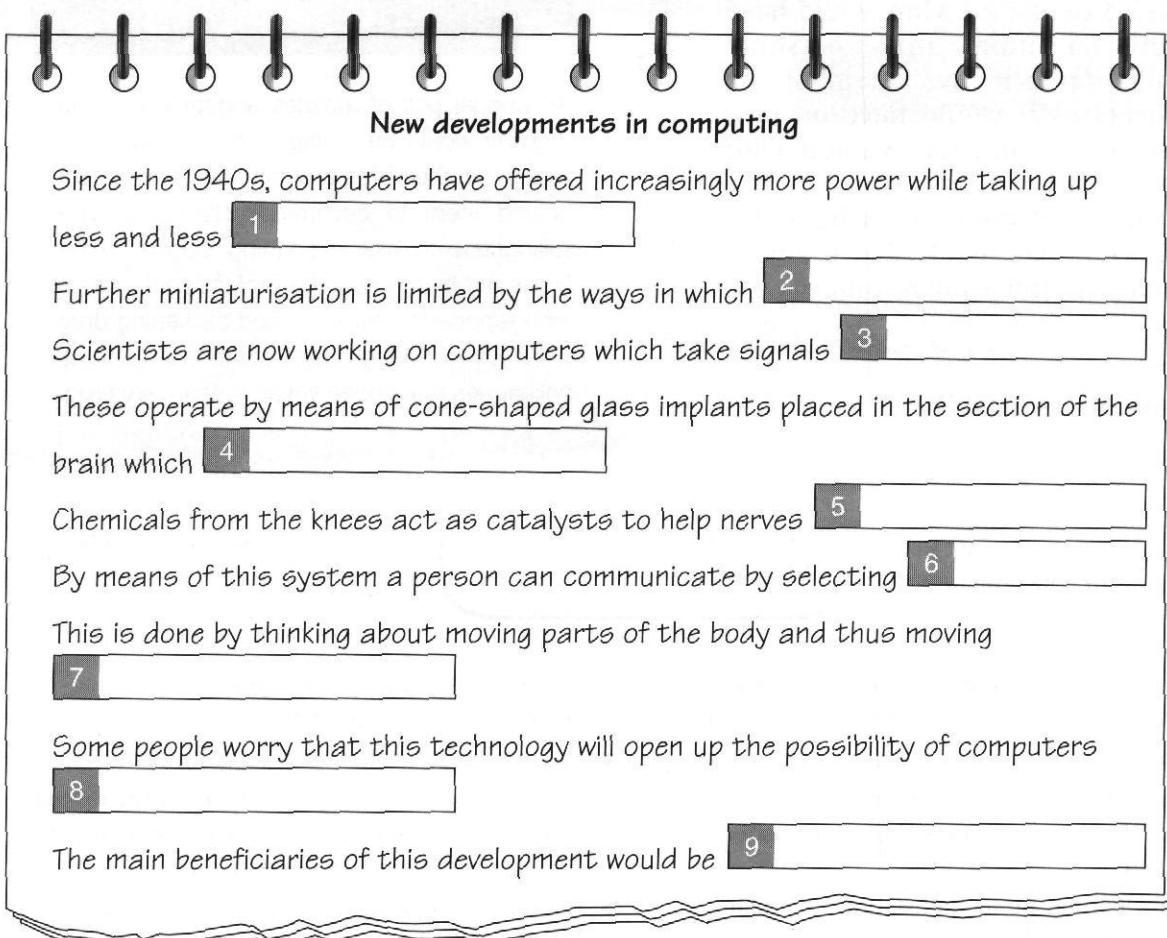
- a You will hear a radio programme in which a person gives his or her personal opinions on a topic. The speaker in this broadcast is talking about the 'nature versus nurture' controversy, with regard to talent and intelligence. For questions 1–9, write YES next to those views which are expressed by the speaker, and NO next to those which are not expressed by her.

- |   |   |   |
|---|---|---|
| 1 | A better environment creates better people.   | 1 |
| 2 | A belief in nurture enables improvements in society.                                | 2 |
| 3 | Identical twins who are separated at birth suffer from psychological problems.      | 3 |
| 4 | Heredity affects character as well as intelligence.                                 | 4 |
| 5 | Sociologists do not believe that heredity is important.                             | 5 |
| 6 | Parents believe that with sufficient training their children can learn anything.    | 6 |
| 7 | People are unwilling to accept that there is a link between genes and disease.      | 7 |
| 8 | People are unwilling to accept that there is a link between genes and intelligence. | 8 |
| 9 | Talent is due only to environmental factors.  | 9 |

b Now listen again and check, complete or amend your answers.

## Listening 2

- a You will hear a lecture about new developments in computing.  
For questions 1–9, complete the notes with a word or a short phrase.



**New developments in computing**

Since the 1940s, computers have offered increasingly more power while taking up less and less 1

Further miniaturisation is limited by the ways in which 2

Scientists are now working on computers which take signals 3

These operate by means of cone-shaped glass implants placed in the section of the brain which 4

Chemicals from the knees act as catalysts to help nerves 5

By means of this system a person can communicate by selecting 6

This is done by thinking about moving parts of the body and thus moving 7

Some people worry that this technology will open up the possibility of computers 8

The main beneficiaries of this development would be 9

b Now listen again and check, complete or amend your answers.

**exam tip**

If you are undecided between two possible answers to a note-taking exercise in the exam:

- do not write them both on the answer sheet. Even if one is correct, you will not be given marks for it.
- choose one or the other and hope that your decision is correct.

**Listening 3**

- a** You will hear a radio programme about cloning. For questions 1–9, decide which statements are true and which are false. Write **T** if you think the statement is true and **F** if you think it is false.

The general public fears that:

1 people with undesirable characters may be cloned.

 1

2 governments may use cloning to create an under-class of workers.

 2

3 wealthy people may use cloning to create 'designer babies'.

 3

Professor Armstrong believes that:

4 none of these scenarios is likely to become reality.

 4

5 developmental factors mean that clones would not grow up to be identical.

 5

6 genetically designing a child's intelligence is unacceptable.

 6

7 research on human cloning should not be banned.

 7

Potential benefits of cloning are:

8 eliminating the need for kidney donors.

 8

9 creating new organs for people whose original ones no longer function.

 9

- b** Now listen again and check, complete or amend your answers.

# Speaking B

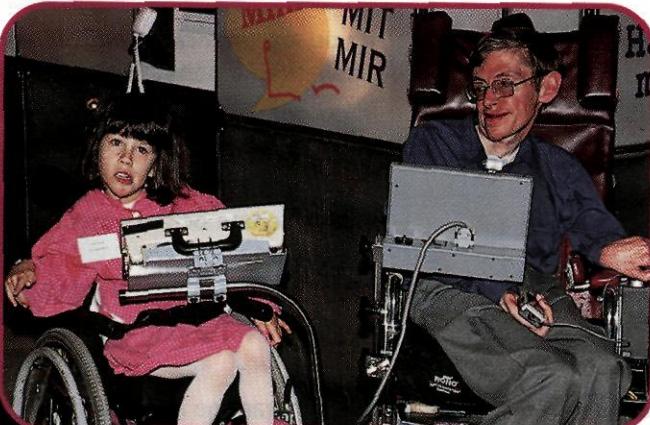
## Photographs

- a Look at the photographs below and describe the people in each of them.

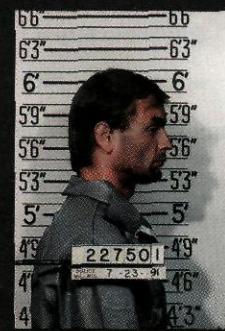
1



2



3



- b In what way does each photograph relate to the theme of body and mind?

### exam tip

Sometimes in the interview the theme that links the three photographs is not immediately apparent. If you are unable to see a clear link between them:

- do not just say *I don't know*.
- briefly compare the three photographs, focusing on any aspects of similarity that you can see.
- use tentative language to express any connections you find (see **Useful phrases** below).
- tell the examiner if you are not satisfied with the links you have made (see **Useful phrases** below).

The examiner will then help you by asking further questions to establish the theme for discussion.

### Useful phrases

Well, apart from the fact that all the photos depict ..., I'm afraid I don't see an obvious connection between them.

The first photo relates to the theme of body and mind in that the two children are demonstrating a skill which ...

I would imagine that the metal boxes attached to the wheelchairs are ... and so the second photo illustrates how ...

However, I have to admit that I can't see how the photo of (the criminal) links to the theme at all.

I could hazard a guess that the (third photo) is meant to bring out the idea of ..., but I'm really not sure at all.

## Discussion points

Work with a partner and discuss the following questions.

- 1 What common assumptions do people make about other people's character and abilities based on their appearance? Are these assumptions usually justified?
- 2 What are your views on the relative importance of heredity and environment in relation to:
  - talent?
  - intelligence?
  - character?

## Passages

Read each of the passages below and comment on:

- how it relates to the theme of body and mind.
- the style of the extract.
- its probable source.

1

Increasingly, research suggests that there is one part of the body in particular that, if exercised in the right way, can change your life. Your brain. Like other organs, the grey cells only need to

become fitter to produce a much greater efficiency. And with a little training you can develop mental agility and improve your performance — simply by learning to use the whole of your

brain. It's nothing to do with intelligence, general knowledge or your IQ score, but everything to do with practice, practical technique and thinking.

2

In one sense, it is plain that criminality is innate: men resort to it far more often than women. Researchers in Canada have compared the homicide statistics of England and Wales with those of Chicago. In both cases, the graphs are identical in shape, with young men

30 times as likely as women of all ages to commit homicide. But the scales of the two graphs are utterly different: young men in Chicago are 30 times as likely to kill as young men in England and Wales. The sexual difference is nature; the national difference is nurture.

## Communicative activities

### 1 Simulation

The medical and scientific techniques in the list below are now actually or theoretically possible.

If you were a legislator, would you ban them, and on what basis would you make your decisions?

- cloning disease-resistant animals as a food source
- cloning individual human cells to create replacement organs, skin tissue, bone marrow, etc.
- altering genetic codes so that hereditary diseases are avoided
- genetically engineering people to be talented/highly intelligent/good-looking
- implanting computer chips in disabled people's brains to enable them to communicate
- cloning human beings

### 2 Selecting

Imagine that you have been asked to set up a programme to improve the thinking skills and general educational performance of a group of children who come from deprived backgrounds and who are doing badly at school. Decide which four of the following suggestions you would implement, and explain why you think they would be beneficial.

- repainting their classrooms in bright colours and hanging more pictures on the walls
- arranging extra tuition for them outside school hours
- setting up drama, art, and thinking-skills workshops
- providing free meals at school to improve their nutrition
- providing computers with educational software for them to use after school hours
- arranging lectures by guest speakers who came from deprived backgrounds but who are now successful and wealthy
- arranging individual goal-setting sessions with each child
- providing free educational books, games and videos for them to use at home
- assigning each child a personal tutor who is an older student at the same school
- arranging free evening classes and briefing sessions for their parents

## Listening A

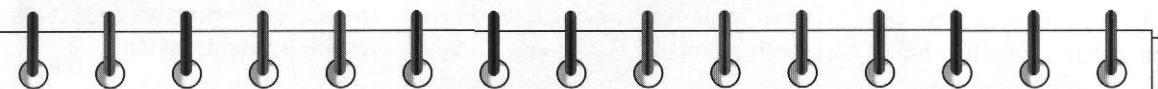
### Think about the topic

Work with a partner and discuss the following questions.

- 1 In what ways do electronic media and telecommunications enhance our lives?
- 2 Can you think of any ways in which they have lowered the quality of life?

### Listening 1

- a You will hear part of a radio debate on electronic media and their effects on young people.  
For questions 1–7, complete the notes with one or two words, or a short phrase.



**Effects of electronic media**

The effects of electronic media on the brain depend on the games' or programmes'

1

Games or programmes with a narrative structure can help to develop long-term memory and so improve children's

2

Frenetically-paced games or programmes with violent elements get your body ready to

3

When survival is not at risk, this response can lead to behaviour which is

4

Frequent over-stimulation of this type may prevent children from

5

Regular exposure to on-screen violence can lead to children behaving

6

It can also cause

7

- b Now listen again and check, complete or amend your answers.

**Listening 2**

a The debate you heard in **Listening 1** continues. For questions **1–10**, write **YES** next to those views which are expressed by any of the speakers, and **NO** next to those which are not expressed by them.

- 1** Violent scenes do not always cause violent behaviour.
- 2** Aggression is reduced by watching scenes in which the victim is an innocent bystander.
- 3** Most violent crimes on TV appear to go unpunished.
- 4** TV programmes put too much emphasis on the suffering of victims.
- 5** Scriptwriters do not want to write scenes which would discourage violence.
- 6** Anti-violence messages on TV are ineffective.
- 7** Violent films and programmes attract viewers' attention.
- 8** Parents should forbid their children to watch violent programmes.
- 9** Parents and children should discuss TV programmes they have watched.
- 10** Electronic media do not pose a risk to children who interact a lot with adults.

	1
	2
	3
	4
	5
	6
	7
	8
	9
	10

b Now listen again and check, complete or amend your answers.

**Listening 3**

a You will hear a conversation between three colleagues in a pub after work. They are discussing sport on television. For questions **1–8**, write **B** for Bob, **J** for Jane or **K** for Kevin in the box.

Which speaker:

- 1** thinks money has destroyed the spirit of football?
- 2** thinks TV companies will improve the standard of local football?
- 3** disapproves of subscription TV?
- 4** is enthusiastic about new arrangements for broadcasting and viewing sport?
- 5** thinks extra TV channels are unnecessary?
- 6** thinks sport has a broader appeal than films?
- 7** is sarcastic about another speaker?
- 8** would be least likely to subscribe to digital TV?

	1
	2
	3
	4
	5
	6
	7
	8

b Now listen again and check, complete or amend your answers.

**exam tip**

Remember that at the end of the Listening paper in the exam you must transfer all your answers to the special answer sheet (see example on p.96). You will be given five minutes to do this.

# Speaking A

## Photographs

- a Look at the photographs below and describe the people and activities in each of them.



- b Compare the settings and atmosphere in photographs 2 and 3.  
c What different aspects of people's relationships with media are illustrated in each of the photographs?

### Useful words and phrases

rapt/awed attention (to) alleviate boredom (to) stimulate the imagination rowdy raucous (to) let off steam  
(to) escape from humdrum reality a source of company/relaxation/entertainment/information  
a substitute for/a focus of social interaction

### Discussion points

Work with a partner and discuss the following questions.

- 1 What percentage of your waking hours do you spend watching TV, and for what purposes do you watch it? Which kinds of programmes do you choose for different purposes? Do you usually watch alone or with other people?
- 2 What are the dangers of watching too much TV?
- 3 Is a wider choice of TV channels necessarily a good thing?
- 4 What can young children learn from electronic games, and in what ways might they be harmful?

#### exam tip

Remember that one of the areas you will be assessed on in the interview is **interactive communication**. This means that you should be able to take turns in discussion with the examiner, respond to specific questions and develop themes and ideas.

- Do not prepare and memorise speeches on various topics! The examiner will recognise this fact immediately and will penalise you for this.

## Passages

Read each of the passages below and comment on:

- how it relates to the theme of the media.
- the style of the extract.
- its probable source.

1

Children living on a remote island which television did not reach until 1995 have disproved the common belief that the small screen encourages anti-social behaviour, violence and less reading. A study of 800 children on the British dependency of St Helena in the South-East Atlantic found that the shared experience of watching television made them less likely to tease each other and to fight, and more likely to enjoy books. Before television was introduced, the three- to eight-year-olds tended to play on their own or in twos and threes. Afterwards, they congregated in larger gatherings of six to eight children.

2

*Games shows, quiz shows, whatever, go in cycles. They are either about lights and bells and spectacle and making a fool of the contestants, or they are nail-bitingly serious and about winning prizes. There are those who say game shows are economic barometers; that the foolish ones flourish when the economy is booming and people just want to be amused. But when the money gets serious, it's a sign we're in for recession. So if Who Wants to Be a Millionaire takes off in the ratings, perhaps it's time to stuff the mattress with cash and start planting potatoes.*

3

It is possible to trace a line of evolution for soap operas that draws directly on a pre-existing domain of women's discourse. The earliest daytime radio shows aimed at women often presented their advertisements in the form of grandmotherly chat, interspersed both with hints about housekeeping and stories that have developed into the narrative form of the TV soap opera. Not only the subject matter, but the modes of relating to the audience and the organisation of the narrative drew on the apparently aimless and circular style of women's domestic conversation.

## Communicative activity

### Simulation

Imagine that you are babysitting for a ten-year-old child. He/She has asked to be allowed to watch television with you. Which of the following programmes would you consider unsuitable, and on what grounds?

- a film about vampires
- the news (the main event of the day is that someone has gone on the rampage with a machine gun in a public park)
- a cartoon in which a hero from outer space acts as a vigilante on earth
- a documentary showing a patient undergoing open-heart surgery
- a show in which real people argue about their relationships
- a police series which often contains scenes of violence
- a romantic comedy which contains scenes of nudity
- a documentary about child labour in developing countries
- a comedy programme which sometimes contains abusive or strong language
- a documentary about an anthropologist investigating cannibalism

# Listening B

## Listening 1

- a You will hear a radio programme about women whose partners are very keen on the Internet. For questions 1–9, decide which statements are true and which are false. Write **T** if you think the statement is true and **F** if you think it is false.

- |   |  |                            |
|---|--|----------------------------|
| 1 | Net ‘widows’ face shorter periods of neglect than women whose partners are golfers.                      | <input type="checkbox"/> 1 |
| 2 | Initially, Shona reached the wrong conclusions about why her boyfriend Steve’s phone was always engaged. | <input type="checkbox"/> 2 |
| 3 | Steve thought Shona shared his pride in his resourcefulness on the Internet.                             | <input type="checkbox"/> 3 |
| 4 | Steve regretted cancelling a date with Shona.  | <input type="checkbox"/> 4 |
| 5 | Shona thought Steve was no longer capable of normal social interaction.                                  | <input type="checkbox"/> 5 |
| 6 | Mary expected teleworking to benefit her relationship with her husband.                                  | <input type="checkbox"/> 6 |
| 7 | Mary’s husband neglects work tasks in favour of surfing the Internet.                                    | <input type="checkbox"/> 7 |
| 8 | Mary’s husband is mainly interested in finding financial information.                                    | <input type="checkbox"/> 8 |
| 9 | Mary’s husband is unaware of how much time he spends on the Internet.                                    | <input type="checkbox"/> 9 |

- b Now listen again and check, complete or amend your answers.

## Listening 2

- a You will hear a radio phone-in programme on the subject of mobile phones. For questions 1–9, write **YES** next to those views which are expressed by any of the speakers, and **NO** next to those which are not expressed by them.

- |   |  |                            |
|---|--|----------------------------|
| 1 | Mobile phones are just toys for adults.                              | <input type="checkbox"/> 1 |
| 2 | Mobile phones are expensive to use.                                  | <input type="checkbox"/> 2 |
| 3 | People who use mobile phones are mad.                                | <input type="checkbox"/> 3 |
| 4 | People who use mobile phones want to make themselves look important. | <input type="checkbox"/> 4 |
| 5 | Mobile phones cause brain damage.                                    | <input type="checkbox"/> 5 |
| 6 | Mobile phones do not comply with the most recent safety standards.   | <input type="checkbox"/> 6 |
| 7 | People use mobile phones for longer periods than they did before.    | <input type="checkbox"/> 7 |
| 8 | Research done on mobile phone use has been inappropriate up to now.  | <input type="checkbox"/> 8 |
| 9 | The government should introduce controls on mobile phone use.        | <input type="checkbox"/> 9 |

- b Now listen again and check, complete or amend your answers.

### Listening 3

a You will hear a radio programme about invasion of privacy. For questions 1–7, choose the alternative (A, B, C or D) which best fits according to what you hear.

- 1 Caroline Carey
    - A has had disagreements with press photographers.
    - B considers herself a celebrity.
    - C thinks the press will make her more famous.
    - D is followed day and night by photographers.
  - 2 At her father's funeral, she
    - A agreed to pose for a photographer.
    - B swore at a photographer.
    - C resented the tabloid press covering the event.
    - D felt she had behaved in a disrespectful manner.
  - 3 Laws against invasion of privacy
    - A are not acceptable in a democratic country.
    - B exist only in America.
    - C are rarely obeyed.
    - D do not protect public figures.
  - 4 Law courts
    - A enforce celebrities' rights of privacy.
    - B may acquit photographers who have committed acts of violence.
    - C can limit photographers' activities.
    - D could restrict the freedom of the press.
  - 5 Jason Wyatt argues that
    - A a big story can add ten million copies to a newspaper's circulation.
    - B scandal subsidises serious news.
    - C readers want more serious news coverage.
    - D celebrities enjoy seeing photos of themselves in the press.
  - 6 Jason Wyatt implies that Caroline Carey
    - A went on holiday because her TV show was doing badly.
    - B secretly leaked holiday photos of herself to the press.
    - C tipped paparazzi off about her holiday destination.
    - D objected to the publication of photos taken of her on holiday.
  - 7 The tone of the interaction between the two guests is generally
    - A light-hearted.
    - B objective.
    - C intellectual.
    - D hostile.
- b Now listen again and check, complete or amend your answers.

#### exam tip

In the exam, never leave a *true/false*, *yes/no* or multiple-choice question unanswered! Even if you guess, you stand a chance of getting the answer correct.

# Speaking B

**exam tip**

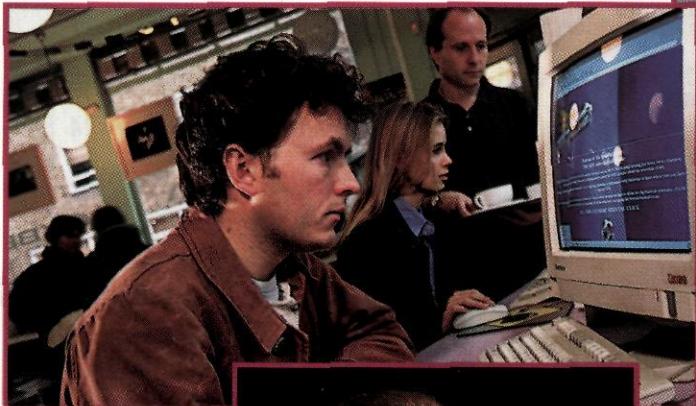
During your interview, remember to:

- create a positive impression right from the start.
- smile!
- look at the examiner when you speak to him or her, not at the booklet.

## Photographs

- a** Describe the person and activity shown in photograph 1.

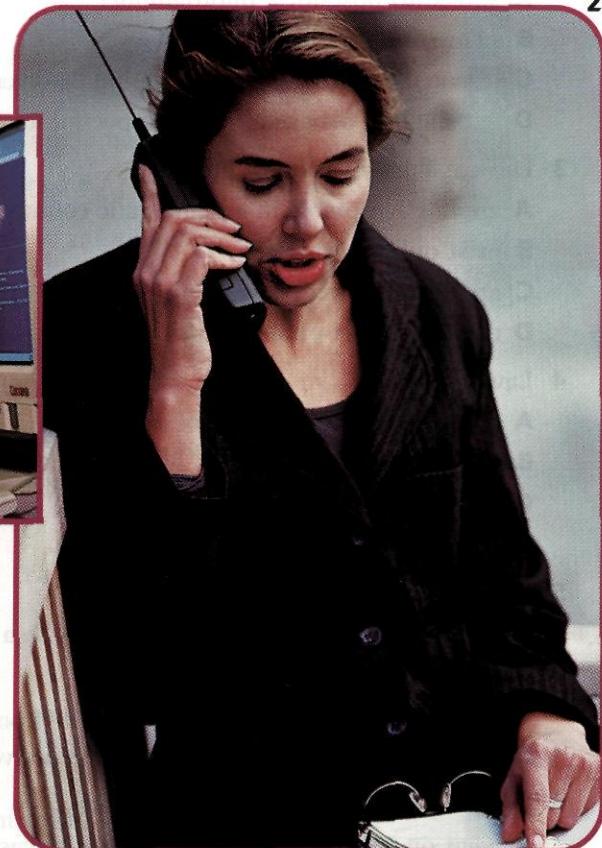
1



3



2



- b** Compare the people and activities shown in photographs 2 and 3.

- c** What do all three photographs have in common?

### Useful words and phrases

an Internet café (to) surf the Net screens and monitors (to) display lost in cyberspace  
 (to) gaze intently at oblivious to/of well-groomed smartly-dressed  
 (to) consult a diary/a personal organiser a quality/broadsheet newspaper  
 stock market figures/listings deeply absorbed in

## Discussion points

Work with a partner and discuss the following questions.

- 1** Do you use the media below primarily as a source of information or a source of entertainment?

- newspapers      ● CD-ROMS      ● TV
- radio            ● telephones     ● the Internet

What factors influence your choice of each medium for each purpose?

- 2 Why have mobile phones become so popular in recent years? What functions do they fulfil that are not fulfilled by normal telephones?

- 3 What are the advantages and disadvantages of the Internet as an information source, compared to traditional reference sources such as atlases, encyclopaedias, dictionaries and guide books?

#### Useful words and phrases

a balanced representation of events biased/unbiased both sides of the story  
 comment and critique on visual impact (to) have a good gossip speed of response  
 the challenge of finding what you're looking for need for/lack of technical expertise  
 (to) keep tabs on someone's whereabouts a fast-paced environment bulky accessible  
 cluttered up with irrelevant details (to) run up a bill

### Communicative activities

#### 1 Discussion

Public figures are considered to have voluntarily exposed themselves to public scrutiny and thus to have waived much of their right of privacy.

The paparazzi and the press are just delivering what the public want.

Everyone, no matter who they are or what they do, should have the right of privacy.

Comment on the ideas expressed in each of the above statements, saying to what extent you agree or not with each of them. In your answers, consider how the remarks apply to the following types of people and situations:

- sex scandals involving politicians or royalty
- celebrities who use the press to promote their own image but object to the press hounding them
- public figures who are photographed against their will on personal occasions, e.g. at funerals, when their children are born, when visiting sick relatives
- ordinary people who choose to do private things publicly, e.g. a woman who recently let the film of the birth of her child be broadcast on the Internet

#### 2 Ranking

From the list below, choose the three inventions/innovations which you think have had the most dramatic impact on civilisation. Explain the reasons for your choices.

- |   |  |
|---|--|
| <ul style="list-style-type: none"> <li>• writing (first developed about 6000 BC)</li> <li>• the printing press (invented 1436–7)</li> <li>• the postage stamp (invented 1839)</li> <li>• the telephone (invented 1876)</li> </ul> | <ul style="list-style-type: none"> <li>• radio (invented 1901)</li> <li>• television (invented 1926)</li> <li>• computers (developed in the 1940s and 50s)</li> <li>• the Internet (developed in the 1980s)</li> </ul> |
|---|--|

#### 3 Simulation

Imagine you have been invited to compile and present a daily two-hour TV programme aimed specifically at 14–18-year-olds. Which of the following elements would you include, and why? Approximately what percentage of a week's total viewing would you devote to each element?

- |  |  |
|--|--|
| <ul style="list-style-type: none"> <li>• national news</li> <li>• international news</li> <li>• news about sports, fashion and pop music</li> <li>• gossip</li> <li>• interviews with famous people</li> <li>• quizzes</li> <li>• round-ups and reviews of events (concerts, films, theatre, exhibitions)</li> </ul> | <ul style="list-style-type: none"> <li>• live sport or music</li> <li>• talent spots</li> <li>• news about educational initiatives, job opportunities, technological developments</li> <li>• interviews with/short documentaries about teenagers living in other parts of the world</li> <li>• other (your ideas)</li> </ul> |
|--|--|

# Practice exam

## Listening

### Part one

You will hear a news item about a Spanish town called Villena, the first in the world to have an on-line town hall. For questions 1–9, decide which statements are true and which are false. Write **T** if you think the statement is true and **F** if you think it is false.

- 1 Villena is both a market town and a tourist town.

1

- 2 Villena is generally free from economic uncertainty.

2

- 3 Villena's gold collection remained in the town thanks to the archaeologist who found it.

3

- 4 Villena residents can get information about local schools on the Internet.

4

- 5 Fifty per cent of the costs of the town hall computerisation were borne by the residents of Villena.

5

- 6 The computerisation of Villena is a pilot project for a larger scheme.

6

- 7 The regional government wants to create new markets for local products.

7

- 8 The computerisation of Villena met with resistance from the inhabitants.

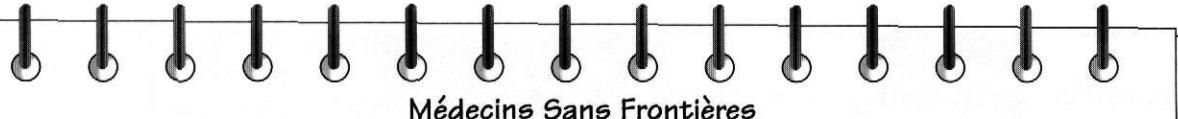
8

- 9 The residents of Villena feel the project is out of keeping with the town's heritage.

9

**Part two**

You will hear an interview with a worker from the international medical relief organisation Médecins Sans Frontières (MSF). For questions **10–18**, complete the notes with one or two words, or a short phrase.

**Range of activities**

providing **10**

setting up centres to conduct research and provide advice on **11**

working in collaboration with other organisations to carry out **12**

condemning **13**

**In the field**

Through the use of pre-packaged medical kits, MSF teams can go into action

within **14**

Longer-term medical care and administrative support is provided by MSF-trained

**15**

**Financial aspects**

MSF's professional doctors and nurses work without **16**

MSF aim to get funding mainly from **17**

Less than twenty per cent of their funding is spent on **18**

**Part three**

You will hear a discussion about tourism and its effect on countries which are tourist destinations. For questions 19–27, write **YES** next to those views that are expressed by either of the speakers, and **NO** next to those which are not expressed at all.

- 19 Tourism is the world's fastest growing industry.

19

- 20 Tourism provides a good source of revenue for developing countries.

20

- 21 Tourist development schemes do more harm than good to local inhabitants.

21

- 22 Tourists are insensitive to local culture.

22

- 23 Tourism forces food prices up.

23

- 24 Foreign companies should not get involved in tourist development schemes.

24

- 25 Fair trade is now a major priority for tour operators.

25

- 26 Civil rights are more important than environmental issues.

26

- 27 Ethical tourism is probably incompatible with unrestricted growth.

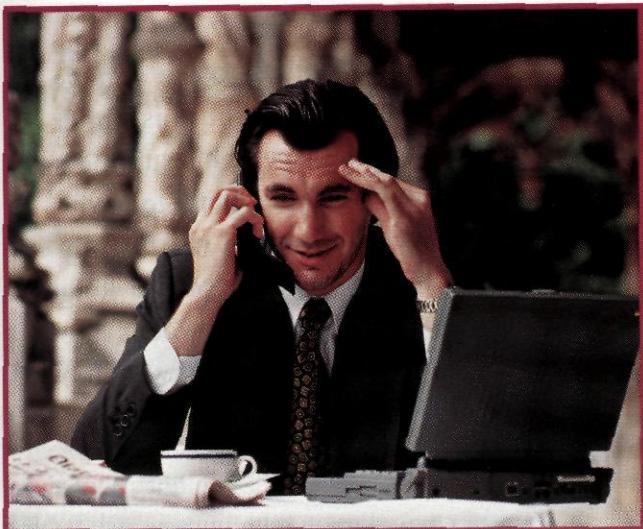
27

# Speaking

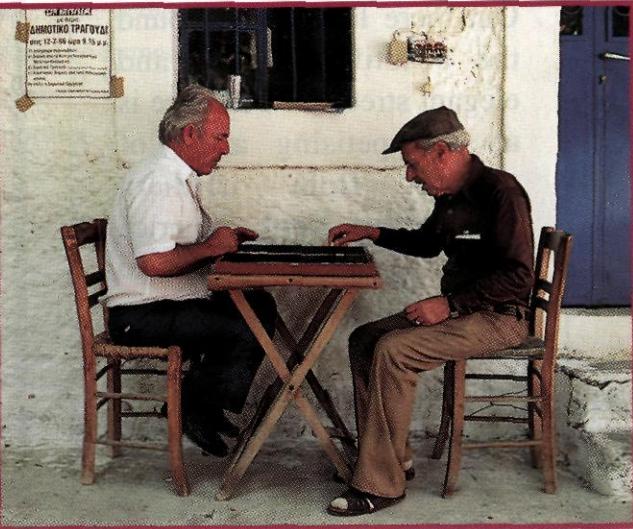
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## Photographs

1a



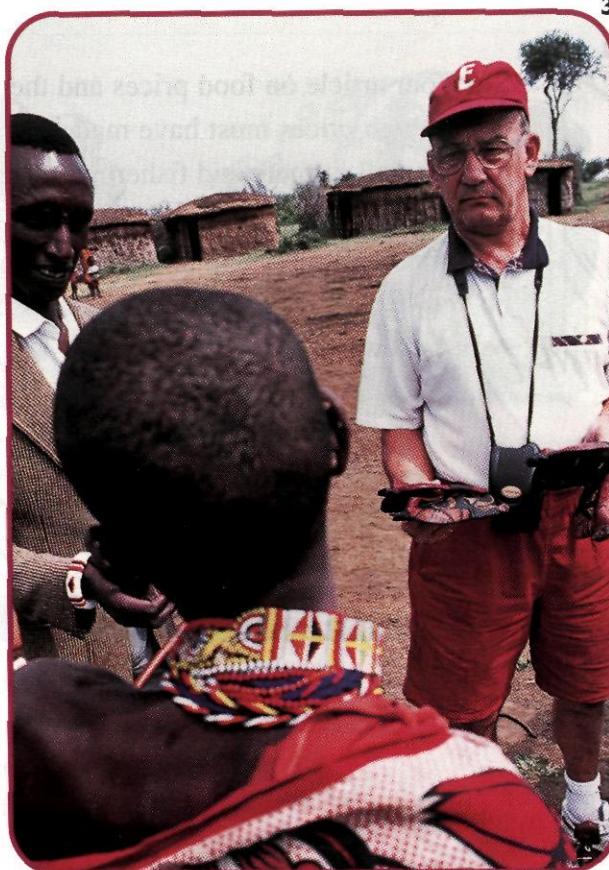
b



2



3



Describe/compare:

- the people.
- the activities.
- the places.
- what aspects of contrast the photographs show.
- the atmosphere evoked in each photograph.
- different types of contrast in daily life.
- tradition versus modernity.
- whether contrasts should be encouraged or avoided.

Talk about:

Discuss:

## Passages

Comment on one of the passages, saying where you think the extract may have been taken from and how it relates to the general theme of contrasts.

1

Out there lumbering around the beautiful piazzas and elegant streets of Florence is an unappetising army of tourists from northern Europe and North America who think it's appropriate to present themselves in the public places of foreign countries dressed as if they were stepping into their own backyard for a Sunday afternoon barbecue.

2

Vitaly comes to the cottage for holidays but his father used to spend his summers here toiling on the land to grow crops, without which the family would not have survived the long Russian winters. Now weeds are rampant in the garden and with the old man a whole Russian way of life is dying.

3

Sir: Your article on food prices and the way powerful supermarkets justify high prices must have made many in Cornwall very angry. Many small farmers and fishermen here receive a pittance for their produce. Recently one farmer who had received 8.5p per cauliflower saw one on sale for 85p in the local supermarket. When he queried it he was told that if they asked any less the customer would not believe it was good quality.

## Communicative activities

### 1 Selecting

Imagine that you have been asked to make a short documentary film for potential visitors to your country. The aim of the film is to show variety and contrasts in your country. Which four of the following aspects would you include, and why?

- landscape
- industries and other economic activities
- architecture
- folk traditions, dances and costumes
- urban vs. rural lifestyles
- wildlife in different regions
- performing arts
- ethnic groups and minorities
- visual arts
- regional cuisine

### 2 Discussion

Discuss the information given in the statistic below:

*The world's 225 richest people have a combined wealth equal to the annual income of 47 per cent of the world's population.*

Suggested prompts:

- how people become exceptionally wealthy
- whether people deserve such wealth if they have worked hard to get it
- what can or should be done to redistribute wealth more equally
- what initiatives have already been tried in societies to redistribute wealth and to what extent they have been successful

### 3 Describing



- How does the cartoon illustrate people's contrasting attitudes to the same situation?
- Describe the contrasting attitudes each group of people might have to the topics listed below.

a high school student/a parent/an examiner	to	the education system
a teenager/a pensioner/an office worker	to	information technology
a tourist/a tour operator/a local inhabitant	to	ethical tourism
a priest/a research scientist/a patient in need of a transplant	to	cloning of cells to help replace a damaged organ
a reporter/a refugee/a politician	to	war
a seismologist/a civil engineer/a rescue worker	to	a severe earthquake

# Mini-dictionary

## Unit 1

**bumper** (n) a bar fixed on the front or back of a car to protect the car when it knocks against anything; **bumper-to-bumper** (phr) (for cars) very close together and moving slowly

**burst** (a river's/lake's) **banks** (phr) to cause water to go over the land along the side of a river/lake

**crumble** (v) 1 to (cause to) break into very small pieces 2 to weaken; decay; become ruined —crumbly (adj)

**debris** (n) the remains of something, usually something large such as a building, that has been broken to pieces or destroyed; ruins

**depletion** (n) the reduction of amount, contents, etc. of something that is available —deplete (v)

**devastation** (n) the state in which a city, area of land, etc. has suffered so much damage that most of it is destroyed and nothing useful or valuable remains —devastate (v)

**discard** (v) to get rid of something as useless —discarded (adj)

**drought** (n) (a long period of) dry weather when there is not enough water

**eyesore** (n) something ugly to look at, esp. when many people can see it

**flee** (v) to escape (from) by hurrying away, esp. because one is afraid

**flood** (n) the covering with water of a place that is usually dry; a great overflow of water —flood (v), flooded (adj)

**go up in flames** (phr) to explode or be destroyed in fire

**gridlock** (n) 1 a situation in which streets in a city are so full of cars that they cannot move 2 a situation in which nothing can happen because people disagree strongly

**grind to a halt** (phr) to come slowly and/or noisily to a stop

**ozone layer** (n) a layer in the earth's atmosphere in which ozone is formed, preventing harmful radiation from the sun reaching the earth

**pall** (n) something heavy or dark which covers something else like a cloud or smoke

**rubble** (n) (a mass of) broken stones or bricks, esp. from a building that has been destroyed

**salvage** (v) to save (goods or property) from loss or damage —salvage (n), salvageable (adj)

**withered** (adj) to have become reduced in size, colour, strength, etc. —wither (v), withering (n, adj)

## Unit 2

**ally** (n) 1 a country that is joined to another by political agreement 2 a person who regularly provides help or support —alliance (n)

**attribute** (n) a quality forming part of the nature of a person or thing —attribute (v), attributable (adj)

**beast of burden** (n) an animal, such as a horse or donkey, which carries things

**convivial** (adj) pleasantly merry and friendly

**discrimination** (n) (against, in favour of) the act or system of treating different groups or people in different ways, esp. unfairly —discriminate (v), discriminating (adj), discriminatory (adj), discriminative (adj)

**factory farming** (n) the practice or business of farms where animals are kept in small cages and made to grow or produce eggs, milk, etc. very quickly

**festive** (adj) (of atmosphere, season, etc.) suitable for a special occasion or special event, marked by public enjoyment —festival (n), festivity (n)

**habitat** (n) the natural home of a plant or animal —habitation (n)

**implant** (v) (in, into) to fix in deeply, usually into the body or mind —implant (n), implantation (n)

**nuclear family** (phr) a family unit that consists only of husband, wife and children, without grandmothers, uncles, etc.

**poach** (v) 1 to catch or shoot (animals, birds, or fish) without permission on private land 2 (on, from) to take or unfairly use something (an idea, person, etc.) belonging to someone else —poacher (n)

**propose a toast** (phr) to formally ask a group of people at a social event to join you in wishing someone success, happiness while raising a glass of wine and then drinking it

**spoils** (n plural) things taken by an army from a defeated enemy, or by thieves, or by hunters on a hunt

## Unit 3

**binding** (adj) (of contracts, agreements, etc.) having the power to demand obedience (e.g. to a law) or fulfilment (e.g. of a promise)

**capture** (v) 1 to take (a person or animal) prisoner 2 to take control of something by force from an enemy; win; gain; **capture someone's attention** (phr) to make someone extremely interested in something one says or does —capture (n), captive (adj, n), captivity (n)

**clutch** (v) 1 to hold tightly 2 (at) to try to hold or seize

**consent** (n) agreement or permission —consent (v), consenting adult (n)

**continuous assessment** (n) the system of judging the quality of a student's work at every stage of a course, rather than only in exams at the end of the course

**face-saver** (n) something that helps you not lose others' respect

**heave** (v) 1 to lift and pull or push with great effort 2 to throw (esp. something heavy)

**minor** (n) a person below the age (usually 18, as in Britain, the USA, Greece) at which they are fully responsible in law for their actions —minor (adj), minority (n)

**night on the town** (phr) —a night when you go to the centre of a city for entertainment

**strain** (v) to damage or weaken (oneself or a part of the body) through too much effort or pressure —strain (n)

**substance abuse** (n) the practice of taking too many drugs so that you are harmed by them

**tipsy** (adj) slightly drunk —tipsiness (n)

**under-age** (adj) too young for some purpose, esp. to vote, buy alcohol, or hold a driving licence

**unruly** (adj) 1 wild in behaviour; difficult to control  
2 not easily kept in place —unruliness (n)

## Unit 4

**deadline** (n) a date or time before which something must be done or completed

**fringe benefit** (n) an added favour or service given with a job, besides wages, such as the use of a car, free meals or free insurance; perk

**global trade** (phr) the process of buying, selling, or exchanging goods between countries and around the world

**mind-boggling** (adj) very surprising; difficult to imagine because very big, unusual, etc.

**off-the-peg** (adj) (of clothes, etc.) made to standard sizes and so easy to find; off-the-shelf

**overtime** (n) time spent at work in addition to the normal working hours

**pension scheme** (n) a system in companies in which both the company and the workers pay money into a pension fund for the workers

**pro rata** (adj, adv) (for payment or share) calculated accorded to the rate of how much of something is used, how much work is done, etc.

**redundant** (adj) 1 (of a worker) no longer employed because there is not enough work 2 not needed; more than is necessary —to be made redundant (phr), redundancy (n)

**slacker** (n) someone who is lazy and does not do all the work they should —slack (n, v)

**state-of-the-art** (adj) using the most modern and recently-developed methods, materials, or knowledge

**workaholic** (n) a person who likes to work too hard or is unable to stop working and does not have time in their life for anything else, such as personal relationships

## Unit 5

**artificial insemination** (phr) the process of putting a male seed into a female animal or human with an instrument, rather than naturally —inseminate (v)

**assimilable** (adj) (of a substance) able to be digested into the body —assimilate (v), assimilation (n)

**binge** (n) 1 a period of drinking, wild behaviour, etc.  
2 a period of eating a very large amount of food, done by someone suffering from an eating disorder

**chock-full** (adj) completely full

**compassionate** (adj) feeling or showing sympathy for the sufferings of others —compassion (n)

**cosmetic/plastic surgery** (n) medical operations performed to change a person's appearance

**deficiency** (n) a lack of something that is necessary —deficient (adj)

**disorder** (n) 1 failure of part of the body (or mind) to work properly 2 lack of order; confusion; disarray;  
3 a violent public expression of political dissatisfaction —disordered (adj), disorderly (adj)

**guidelines** (n plural) informal rules or instructions on how something should be done

**hook up to** (phr v) connect to a machine or power supply

**in vitro fertilisation** (phr) a process in which a human ovum is taken from a woman's body and fertilised in a laboratory before being returned to the woman's body —fertilise (v), fertiliser (n)

**incidence** (n) the rate at which something, esp. something undesirable, happens or exists —incident (n), incidental (adj)

**invigorated** (adj) feeling fresh and healthy again —invigorate (v), invigorating (adj)

**legalise** (v) to make legal (i.e. allowed or made by law)  
—legalisation (n), legalism (n), legality (n), (il-) legal (adj)

**listless** (adj) lacking movement, activity, and interest, as if tired; languid —listlessness (n)

**loll** (v) 1 to be in a lazy loose position 2 to (allow to) hang down loosely; droop

**nose job** (n) a medical operation on one's nose to change its appearance

**nutrient** (n) a chemical or food that provides what is needed for life and growth

**obesity** (n) the state of being unhealthily fat —obese (adj)

**prolong** (v) to make longer; lengthen —prolongation (n)

**rickets** (n) a children's disease caused by lack of the vitamin D provided by sunshine, butter, fresh milk, etc., which makes the bones become soft and bent

**safeguard** (v) to be or work as a means of protection against possible dangers; protect

**scrutinise** (v) to examine very closely and carefully —scrutiny (n)

**scurvy** (n) a disease caused by lack of the vitamin C provided by fruit and vegetables, which causes bleeding gums, amnesia, bruising and pains in the joints

**sedentary** (adj) 1 something (such as a job) done while sitting down, and not giving one the chance to move about much; 2 not moving from one place to another; settled

**smother** (v) 1 (with, in) to cover thickly or heavily  
2 to keep from developing or growing; stifle 3 to kill from lack of air 4 to put out or keep down (a fire)

**supplement** (n) an additional amount or part that makes something complete or supplies something else that is needed —supplement (v), supplementary (adj), supplementation (n)

**terminally ill** (phr) suffering from an illness that will cause death

**tip of the iceberg** (phr) a small sign of a much larger situation, problem, etc.

### Unit 6

**boost** (v) 1 to lift by pushing up from below  
2 to increase; raise 3 to help to advance or improve; encourage

**boycott** (n) the act of refusing to do business with, attend, or take part in something as a way of protesting —boycott (v)

**brand** (n) a class of goods which is the product of a particular company or producer —USAGE **brand** and **make** can have similar meanings, but *brand* is usually used only with small or inexpensive things; compare: *What brand of toothpaste/soap powder do you use?* *What make of computer did you buy?*

**compulsion** (n) 1 force or influence that makes a person do something 2 a strong desire, usually an unreasonable one, that is difficult to control —compel (v), compelling (adj)

**flaunt** (v) to show your money, success, beauty, etc. so that others notice it

**haggle** (v) to argue, esp. in an attempt to fix a price

**jaunty** (adj) (showing that one feels) cheerful, confident, and pleased with life —jauntiness (n)

**muscle** (n) 1 (one of) the pieces of elastic material in the body which can tighten to produce movement, esp. bending of the joints 2 strength or power, esp. political, financial, etc. —muscular (adj)

**promotional** (adj) related to activity intended to help the development or success of a product for sale —promote (v), promotion (n)

**proprietorial** (adj) 1 (of a person) tending not to allow other people to use or have access to something 2 referring to an owner of a business, an invention, etc. —proprietor (n)

**signifier** (n) something used to represent, mean or be a sign of something —signify (v), significance (n), signification (n), significant (adj)

**smug** (adj) too pleased with oneself; showing too much satisfaction with one's own qualities, position, etc.; complacent —smugness (n)

**source** (v) to find the source of something, i.e. the place from which something comes or is supplied —source (n)

**spree** (n) a period of wild irresponsible fun, spending, shopping, drinking, etc.

**stallholder** (n) a person who rents and keeps a market stall (i.e. a table or small open-fronted shop in a public place)

**status symbol** (n) something which a person owns only to make an impression on other people and show his or her high social position, e.g. an expensive car or fashionable clothing

**sustainable** (adj) (of a policy, process, etc.) able to continue or last for a long time —sustain (v), sustainability (n)

**unkempt** (adj) 1 having untidy clothes and hair

**up-market** (adj) being or using goods produced to meet the demand of the higher social groups

### Unit 7

**apprehend** (v) to take a person who breaks the law into police control; to arrest

**authorities** (local) (n plural) an official organisation or local government department which controls public affairs, provides public services, etc. —authorise (v), authority (n), authoritative (adj)

**avenge** (v) 1 to get satisfaction for something bad by punishing the person who did it 2 to punish someone for something bad done to oneself, one's family, etc. —avenger (n)

**balaclava** (n) a warm woollen head covering that leaves the face free but covers the head, ears, and neck

**barrister** (n) a lawyer who has the right of speaking in the higher courts of law

**brawl** (n) a noisy quarrel or fight, esp. one in which several people take part, and often in a public place

**community service** (n) voluntary work done to help other people within the local community, sometimes given as an alternative punishment to prison

**conceal** (v) to hide; keep from being seen or known —concealment (n)

**constable** (n) a British police officer of the lowest rank

**defendant** (n) a person against whom a charge is brought in a court of law

**deterrent** (n) something that prevents somebody from acting, esp. by the threat of something unpleasant —deter (v), undeterred (adj)

**dock** (n) the place in a court of law where the prisoner stands —in the dock (phr)

**escort** (v) to go with (someone) as a guard

**evidence** (n) (of, for) something, such as a fact, sign, or object that gives proof or reasons to believe or agree with something —give evidence (phr) (=to give answers in a court of law)

**fragility** (n) 1 the state of being easily broken or damaged 2 the state of having a small thin body or being weak in health —fragile (adj)

**guerrilla** (n) a member of an unofficial military group, esp. one fighting to remove a government, which attacks its enemy in small groups unexpectedly

**handcuff** (v) to put handcuffs on someone (handcuffs: a pair of metal rings joined together by a short chain and fastened with a key, for holding together the wrists of a prisoner)

**hardened** (adj) made severe, unkind, or lacking in human feelings

**incognito** (adj/adv) hiding one's identity, esp. by taking another name when one's own is well-known

**jurisdiction** (n) the right to use the power of an official body, esp. in order to make decisions on questions of law

**manslaughter** (n) the crime of killing a person illegally but not intentionally

**ostracism** (n) the action of stopping to accept someone or a group of people as a member of the group —ostracise (v)

**outline** (n) 1 a line showing the shape of something 2 the main ideas or facts of something, without details

**outrage** (n) (against) a very wrong or cruel act or anger caused by such an act —outrageous (adj)

**perpetrator** (n) a person who does something wrong or commits a crime —perpetrate (v), perpetration (n)

**place under arrest** (phr) to arrest; to seize by the power of the law

**plead** (v) (guilty or not guilty) to state in a court of law whether or not you are guilty of a crime

**probation** (n) the system of allowing certain law-breakers not to go to prison, etc., if they behave well and report regularly to an officer (probation offer) for a fixed period of time —on probation (phr)

**reactionary** (n) (a person) strongly opposed to social or political change —reaction (n), react (v)

**rehabilitate** (v) 1 to make a person able to live a healthy, useful, or active life again, esp. after being ill or in prison, e.g. by training 2 to put back into good condition or bring back to a former high level —rehabilitation (n)

**rope off** (phr v) to separate or enclose (an area) with ropes

**sinister** (adj) threatening; intending, or suggesting evil or unpleasantness

**snatch** (v) 1 to take hold of (something) with a sudden, often violent, movement; grab 2 to take something quickly and sometimes wrongfully or without permission

**spine-chilling** (adj) very frightening, sometimes in a way that people enjoy (e.g. for stories, films, etc.)

**stand trial** (phr) to be tried in court

**take the law into one's own hands** (phr) to take no notice of society's rules and act alone, usually by force

**trepidation** (n) a state of anxiety about something bad that might happen; apprehension

**truncheon** (n) a short thick stick carried as a weapon by police officers

**vigilante** (n) a person, esp. a member of an unofficial organisation, who tries by unofficial means to keep order and punish crime in an area where an official body either does not exist or does not work effectively

**wig** (n) an artificial covering of hair for the whole head, used to hide one's real hair or lack of hair

## Unit 8

**aloof** (adj) apart; distant, esp. in feeling or interest —aloofness (n)

**auctioneer** (n) a person who is in charge of an auction and who calls out the prices as they are reached —auction (n) (=a public meeting at which land, buildings, or valuable goods are sold to the person who offers the most money), auction (v)

**ballot box** (n) a box that ballot papers (=pieces of paper on which you record your vote) are put in after voting

**bequeath** (v) to give to others after death

**bid** (v) 1 (for) to offer to pay a price for goods or to charge a price for one's work or services; 2 to offer to pay a certain price at a sale, esp. at an auction —bidder (n)

**commission** (n) 1 a request for an artist or musician to make a piece of art or music, for which they are paid 2 a special job, duty, or power, given to a person or group of people

**connoisseur** (n) a person who has a good knowledge and understanding of subjects such as art or music, and whose judgements are respected

**deplore** (v) to feel or express sorrow and usually severe disapproval for something —deplorable (adj)

**distort** (v) 1 to give a false or dishonest account of; to twist out of the true meaning 2 to twist something out of its natural, usual or original shape or condition —distortion (n)

**easel** (n) a wooden frame on which one can place a picture while it is being painted

**embellish** (v) 1 to make more beautiful by adding decorations; adorn 2 to make a statement or story more interesting by adding untrue details —embellishment (n)

**frieze** (n) a border along the top of the wall of a building or along the top of wallpaper in a room, usually decorated with pictures, patterns, etc.

**go under the hammer** (phr) to be offered for sale at an auction

**inherit** (v) (from) to receive (property, a title, etc.) left by someone who has died —inheritance (n)

**landslide** (n) 1 a sudden fall of earth or rocks down a hill, cliff, etc. 2 (metaphorically) a very large, often unexpected change that starts slowly and gets faster

**patina** (n) a fine finish on a surface acquired with age

**plunder** (n) (esp. of an army, etc.) things that have been taken by force from a place esp. in time of war or disorder —plunder (v)

**polling booth** (n) a partly enclosed place inside a polling station where someone marks their voting paper secretly  
**portraiture** (n) the art of making portraits  
**precedent** (n) a former action or case that may be used as an example or rule for present or future action  
 —set a precedent (phr)  
**profusion** (n) a large supply; a great or too great amount  
 —profuse (adj)  
**replica** (n) a close copy, esp. of a painting or other work of art  
**reproduction** (n) a copy, esp. of a work of art, less exact than a replica —reproduce (v)  
**siege** (n) an operation by an army surrounding a defended place and repeatedly attacking it, blocking its supplies, etc., in order to force the defenders to accept defeat —lay siege to (phr)  
**tangibility** (n) the state of being real, not imaginary and that can be felt by touch —(in-) tangible (adj)  
**zeal** (n) eagerness; keenness —zealous (adj)

### Unit 9

**beneficiary** (n) the receiver of a benefit or advantage, esp. of money or property —chief beneficiary (n) someone who receives property when someone else dies —benefit (v, n)  
**blanket** (adj) including all cases, classes, or possible events; unlimited  
**bribery** (n) the unfair or illegal giving or taking of money, favours or gifts to influence the behaviour or judgement of someone in a position of power —bribe (n, v)  
**briefing** (n) an act of giving necessary instructions or information —brief (v)  
**bulge** (v) to swell or curve outwards; **bulging muscles** (phr) muscles appearing largely increased in size and strong —bulge (n)  
**catalyst** (n) 1 a substance which, without itself changing, quickens chemical processes 2 a person, thing, or event that causes changes to happen, but without taking part in those changes —catalytic (adj)  
**cursor** (n) a mark or a small light which can be moved around a screen connected to a computer, in order to do operations at a particular position  
**deprivation** (n) the state of being without the food, money and comfortable living conditions considered necessary; a lack or loss —deprive (v), deprived (adj)  
**discrimination** (n) 1 (against, in favour of) the act or system of treating different groups or people in different ways, esp. unfairly 2 the quality of being able to tell the difference in value between two things, people, etc.  
 —discriminating (adj), discriminate (v), positive/reverse discrimination (n)  
**drench** (v) (with) to make usually people, animals, or clothes thoroughly wet —drenched (adj)

**electrode** (n) either of the two points (called terminals) at which the electrical current enters and leaves a battery or other electrical apparatus  
**endorse** (v) to express approval or support of opinions, actions, a product, etc. —endorsement (n)  
**enhance** (v) to increase in strength or amount  
 —enhancement (n)  
**exacerbate** (v) to make (something bad) worse; aggravate —exacerbation (n)  
**genetically engineered** (phr) (for creatures or of organs, cells, etc.) artificially affected in nature after changes of their genes  
**gleam** (v) 1 to give out a gentle light; shine softly 2 (of a feeling) to be expressed with a sudden light (in the eyes) —gleam (v)  
**heredity** (n) 1 the fact that living things have the ability to pass on their own qualities from parent to child in the cells of the body 2 the passing of possessions as well as qualities of mind and body from parents to children  
**impoverish** (v) 1 to make poor 2 to make worse or incomplete by the removal of something important —impoverishment (n)  
**infrastructure** (n) the system or structures which are necessary for the operation of a country or an organisation  
**innate** (adj) (of a quality) which someone was born with  
**landmine** (n) an explosive apparatus hidden in or on the ground, which blows up when a person or vehicle passes over it  
**legislation** (n) a law or set of laws, or the act of making laws —legislator (n), legislative (adj), legislature (n)  
**loophole** (n) a way of escaping or avoiding something, esp. one provided by a rule or agreement written without enough care  
**lucrative** (adj) (of a business, trade, or job) bringing in plenty of money; profitable  
**morale** (n) the condition of courage, determination, and pride in the mind(s) of a person, team, army, etc.; level of confidence  
**novice** (n) a person with no experience in a skill or subject; beginner  
**nurture** (n) education, training and care (given e.g. by parents), esp. as these concern development  
**outstrip** (v) 1 to be greater in quantity than something else 2 to do better than someone else  
**premature** (adj) 1 developing or happening before the natural or proper time 2 (of a baby or birth) born or happening after less than the usual period of time inside the mother's body 3 done too early or too soon —prematurely (adv)  
**ravenous** (adj) very hungry  
**regardless** (adv) 1 in spite of everything 2 (of) without worrying about or taking account of

- resonate** (v) 1 to have continuing significance  
 2 to produce a deep, loud, clear and continuing sound in one object by sound waves from another
- salutary** (adj) causing or likely to cause an improvement in character, future behaviour, health, etc.
- session** (n) 1 a formal meeting or group of meetings of an organisation, esp. a law-making body or court  
 2 a meeting or period of time used esp. by a group for a particular purpose
- strip** (v) (somebody of something) to take away something important from someone as a punishment
- struggle on** (phr v) to continue to make great efforts, esp. when trying to deal with a difficult problem or situation
- tamper with** (phr v) to touch or make changes in something without permission, esp. so as to cause damage
- tone-deaf** (adj) unable to tell the difference between different musical notes
- verge** (n) the edge or border, esp. of a road, path, etc.;  
**on the verge of** (phr) very near to a condition or action (e.g. tears, a breakthrough, a nervous breakdown, etc.)
- willpower** (n) strength of will; ability to control your own actions and desires
- wolf** (v) (down) to eat quickly, swallowing large amounts

## Unit 10

- accessible** (adj) 1 easy to reach, enter, or obtain  
 2 easy and friendly to speak to 3 in a form that is easy to understand —access (n), inaccessible (adj), accessibility (n)
- awe** (n) a feeling of respect mixed with fear and wonder —awe (v)
- barometer** (n) 1 something that shows or gives an idea of changes, e.g. in public opinion 2 an instrument for measuring the air pressure in order to judge probable changes in the weather or to calculate height above sea level
- biased** (adj) having fixed opinions for or against something without enough information to judge fairly; prejudiced —bias (n, v), unbiased (adj)
- clutter** (v) (up with) to make untidy or confused, esp. by filling with useless or unwanted things —clutter (n)
- curb** (v) to control something undesirable, such as strong feelings, wasteful spending, etc.; restrain —curb (n)
- curtail** (v) to reduce in degree or effect; limit —curtailment (n)
- cyberspace** (n) a word from science fiction used to mean the place where electronic messages, information, etc. exist, when they are sent from one computer to another; Internet space
- disprove** (v) to prove something to be false
- domain** (n) 1 an area of activity, interest, or knowledge; realm 2 the land owned or controlled by one person, a government, etc.

- enforce** (v) 1 to cause (a rule or law) to be obeyed or carried out effectively 2 (on, upon) to make something happen, esp. by threats or force; impose —enforcement (n), enforced (adj), enforceable (adj)
- excruciating** (adj) 1 extremely unpleasant, because it is boring, embarrassing or sad 2 (of pain) extremely bad
- four-letter word** (n) any of various words, often made up of four letters, that are considered extremely impolite and offensive
- frenetic** (adj) showing frenzied activity; overexcited
- go on the rampage** (phr) to behave in an excited and violent manner —rampage (n, v)
- grass roots** (n) the ordinary people or ordinary members of a group, rather than the ones with power or special knowledge
- hound** (v) to chase or worry continually; harass
- humdrum** (adj) too ordinary; without variety or change; monotonous
- keep tabs/a tab on** (phr) to watch closely esp. someone who is believed to have bad or criminal intentions
- let off steam** (phr) to get rid of your anger or excitement in a way that does not harm anyone
- mode** (n) a way of behaving, living, operating, etc.
- numbing** (adj) causing to feel nothing or no pain —numb (v), numbness (n)
- oblivious** (adj) (to, of) not noticing; unaware —obviousness (n), oblivion (n)
- pacing** (n) rate or speed, usually continued over a period of time —pace (n, v)
- pepper** (v) (with) 1 to cause something to appear repeatedly 2 to hit repeatedly, esp. with small shots
- rapt** (adj) giving one's whole mind; engrossed
- rating** (n) 1 the number of people who watch or listen to a television or radio programme 2 the position that someone or something has on a scale of values or amounts —rate (v)
- raucous** (of voices) rough and unpleasant —raucousness (n)
- recession** (n) a period of reduced trade and business activity
- rowdy** (adj) noisy and rough —rowdily (adv), rowdiness (n)
- stock market** (n) a place where stocks, bonds and shares are bought and sold
- surf the Net** (phr) to look quickly through information on the computer Internet for anything that interests you
- titbit** (n) 1 a small but interesting piece (of information, gossip, etc.) 2 a small piece of particularly nice food
- trigger** (v) (off) to start or cause a number of events, often of an undesirable kind, that happen one after the other
- waive** (v) to voluntarily give up



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5		— 5 —	25	— 25 —
6		— 6 —	26	— 26 —
7		— 7 —	27	— 27 —
8		— 8 —	28	— 28 —
9		— 9 —	29	— 29 —
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# Proficiency

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