

C1 ADVANCED 4

WITH ANSWERS

AUTHENTIC PRACTICE TESTS



WITH AUDIO



WITH
RESOURCE
BANK

C1 ADVANCED 4

WITH ANSWERS

AUTHENTIC PRACTICE TESTS



WITH AUDIO



Cambridge University Press

www.cambridge.org/elt

Cambridge Assessment English

www.cambridgeenglish.org

Information on this title: www.cambridge.org/9781108784993

© Cambridge University Press and Cambridge Assessment 2021

It is normally necessary for written permission for copying to be obtained *in advance* from a publisher. The sample answer sheets at the back of this book are designed to be copied and distributed in class. The normal requirements are waived here and it is not necessary to write to Cambridge University Press for permission for an individual teacher to make copies for use within his or her own classroom. Only those pages that carry the wording '© Cambridge Assessment 2021 **Photocopiable**' may be copied.

First published 2021

20 19 18 17 16 15 14 13 12 11 10 9 8 7 6 5 4 3 2 1

Printed in Dubai by Oriental Press

A catalogue record for this publication is available from the British Library

ISBN 978-1-108-78499-3 C1 Advanced Student's Book with Answers with Audio with Resource Bank

ISBN 978-1-108-74807-0 C1 Advanced Student's Book without answers

The publishers have no responsibility for the persistence or accuracy of URLs for external or third-party internet websites referred to in this publication, and do not guarantee that any content on such websites is, or will remain, accurate or appropriate. Information regarding prices, travel timetables, and other factual information given in this work is correct at the time of first printing but the publishers do not guarantee the accuracy of such information thereafter.

Contents

Introduction	4
Speaking: an overview for candidates	6
Test 1	8
Reading and Use of English	8
Writing	22
Listening	24
Test 2	30
Reading and Use of English	30
Writing	44
Listening	46
Test 3	52
Reading and Use of English	52
Writing	66
Listening	68
Test 4	74
Reading and Use of English	74
Writing	88
Listening	90
Test 1	95
Test 2	98
Test 3	101
Test 4	104
Sample Writing answers	107
Answer keys and audioscripts	115
Sample answer sheets	159
Acknowledgements	163
Visual materials for the Speaking test	165

Introduction

Prepare for the exam with practice tests from Cambridge

Inside you'll find four authentic examination papers from Cambridge Assessment English. They are the perfect way to practise – EXACTLY like the real exam.

Why are they unique?

All our authentic practice tests go through the same design process as the *C1 Advanced* exam. We check every single part of our practice tests with real students under exam conditions, to make sure we give you the most authentic experience possible.

Students can practise these tests on their own or with the help of a teacher to familiarise themselves with the exam format, understand the scoring system and practise exam technique.

Cambridge English Qualifications	CEFR Level	UK National Qualifications
C2 Proficiency	C2	3
C1 Advanced	C1	2
B2 First	B2	1
B1 Preliminary	B1	Entry 3
A2 Key	A2	Entry 2

Further information

The information contained in this practice book is designed to be an overview of the exam. For a full description of all of the above exams, including information about task types, testing focus and preparation, please see the relevant handbooks which can be obtained from the Cambridge Assessment English website at: **cambridgeenglish.org**.

The structure of **C1 Advanced**: an overview

The *Cambridge English Qualifications C1 Advanced* examination consists of four papers:

Reading and Use of English: 1 hour 30 minutes

Candidates need to be able to understand texts from publications such as fiction and non-fiction books, journals, newspapers and magazines.

Writing: 1 hour 30 minutes

Candidates have to show that they can produce two different pieces of writing: a compulsory essay in Part 1, and one from a choice of three tasks in Part 2.

Listening: 40 minutes approximately

Candidates need to show they can understand the meaning of a range of spoken material, including lectures, radio broadcasts, speeches and talks.

Speaking: 15 minutes (or 21 minutes for groups of 3)

Candidates take the Speaking test with another candidate or in a group of three, and are tested on their ability to take part in different types of interaction: with the examiner, with the other candidate and by themselves.

	Overall length	Number of tasks/parts	Number of items
Reading and Use of English	1 hour and 30 minutes	8	56
Writing	1 hour and 30 minutes	2	2
Listening	Approx. 40 mins	4	30
Speaking	15 mins	4	-
Total	3 hours and 55 mins approx.		

Grading

All candidates receive a Statement of Results. Candidates whose performance ranges between CEFR Levels B2 and C2 (Cambridge English Scale scores of 160–210) also receive a certificate.

- Candidates who achieve **Grade A** (Cambridge English Scale scores of 200–210) receive the Certificate in Advanced English stating that they demonstrated ability at Level C2.
- Candidates who achieve **Grade B** or **C** (Cambridge English Scale scores of 180–199) in their exam receive the Certificate in Advanced English at Level C1.
- Candidates whose performance is below Level C1, but falls within **Level B2** (Cambridge English Scale scores of 160–179), receive a Cambridge English certificate stating that they demonstrated ability at Level B2.

For further information on grading and results, go to the Cambridge Assessment English website (see page 4 for details).

Speaking: an overview for candidates

You take the Speaking test with another candidate (possibly two candidates), referred to here as your partner. There are two examiners. One will speak to you and your partner and the other will be listening. Both examiners will award marks.

Part 1 (2 minutes)

The examiner asks you and your partner questions about yourselves, and then moves onto wider questions about your life: for example, your leisure activities, studies, travel and daily routine. You are expected to respond to the examiner's questions and listen to what your partner has to say.

Part 2 (4 minutes)

In this part, you are given the opportunity to talk on your own for one minute. The examiner gives you a set of three pictures and a question. The examiner will ask you to talk about two of the pictures in response to the question for about one minute. It is important to listen carefully to the examiner's instructions. The examiner then asks your partner a question about your pictures and your partner responds briefly.

Your partner will then be given another set of pictures to look at. Your partner talks about these pictures for one minute. This time the examiner asks you a question about your partner's pictures and you respond briefly.

Part 3 (4 minutes)

In this part of the test, you and your partner are asked to talk together. The examiner places a question and some text prompts on the table between you. These prompts provide the basis for the first discussion.

After this discussion, the examiner will give you another task where you are asked to make a decision on the topic.

Part 4 (5 minutes)

The examiner asks you and your partner some further questions about the topics you have discussed in Part 3. You may be asked to respond to the examiner's questions on your own, or in discussion with your partner.

Test 1

Test 1

READING AND USE OF ENGLISH (1 hour 15 minutes)

Part 1

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

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

Example:

0 **A** mainly **B** considerably **C** virtually **D** substantially

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

Canoeist discovers unknown waterfall

We live in an age in which **(0)** the entire planet has been documented and mapped. Explorers seem to be **(1)** wilderness to explore, so the discovery of unmapped waterfalls in a developed country is a rare **(2)** indeed.

Adam Shoalts was canoeing along the Aguin River in northern Canada when his boat **(3)** twelve metres into swirling white water below. Despite the **(4)** damage to his boat, Adam was thrilled to have tumbled down an unknown waterfall. Now with financial backing from the Royal Canadian Geographical Society (RCGS), he is planning to revisit the falls in order to plot and measure them. His data will be used to **(5)** maps of this remote area up to date. Its remoteness is reflected in the fact that it has a population **(6)** of fewer than one person per 50 square kilometres. It is **(7)** by the RCGS and Adam Shoalts himself that Adam's discovery may not be of the **(8)** of what past explorers found, but it shows that there's still much to be discovered.

- | | | | | |
|----------|---------------------------|-------------------------|--------------------------|-------------------------|
| 1 | A falling short of | B missing out on | C cutting down on | D running out of |
| 2 | A episode | B undertaking | C occurrence | D instance |
| 3 | A plunged | B tore | C dashed | D flung |
| 4 | A sizeable | B widespread | C extensive | D ample |
| 5 | A bring | B put | C take | D mark |
| 6 | A capacity | B density | C consistency | D frequency |
| 7 | A disclosed | B granted | C declared | D acknowledged |
| 8 | A bulk | B volume | C magnitude | D expanse |

Part 2

For questions **9 – 16**, read the text below and think of the word which best fits each gap. Use only **one** word in each gap. There is an example at the beginning **(0)**.

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

Example:

0

I	T	S															
---	---	---	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--

The attraction of Ferris wheels

When did you last see a Ferris wheel? Sometimes called observation wheels, they're becoming fixtures in our cityscapes. It seems that any city that wants to ensure **(0)** attractions are on show to the world must have a beautifully designed Ferris wheel. **(9)** these wheels are usually intended to be temporary structures, more often than not they end **(10)** staying for a number of reasons, not least because they become so highly thought **(11)** by residents and visitors.

So why do cities want them? There's very **(12)** doubt that they create a novel focus, but there are several other reasons. They may be used **(13)** symbols of resurgence or a modern complement to the usual historic attractions tourists visit. They're also cheaper and quicker to build than most other major landmarks. Finally, seeing the success they've **(14)** in many places, cities may feel **(15)** sense of competition and be driven **(16)** build bigger and better versions.

Part 3

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

Example:

0

L	I	K	E	L	I	H	O	O	D								
---	---	---	---	---	---	---	---	---	---	--	--	--	--	--	--	--	--

A summer clean for the mountains

On a summer hike in some winter ski areas there is more **(0)** of spotting drink cans and other litter discarded by skiers than mountain flora and fauna. Huge quantities of rubbish are slowly **(17)** as the snow melts. Because much of the litter is non-biodegradable, the amount is increasing. Plastic bags, bottles and cans, dropped by anonymous **(18)**, are just some of the examples found on the mountain sides. It's hard to view the task of cleaning it up with anything other than **(19)**

LIKE

COVER

OFFENCE

PESSIMIST

In an attempt to counter this, **(20)** resorts are now appealing to skiers to return in the summer and participate in mountain-cleaning days. These have been **(21)** introduced at weekends, when organisers can capitalise on the **(22)** of mountain areas with hikers and mountain-bikers, who will boost the turnout.

NUMBER

SUCCEED

POPULAR

These days are sociable and fun, **(23)** those who take part to do something worthwhile. In some cases, up to 5 kilograms of litter can be gathered by each volunteer leaving the organisers with a ton of rubbish to be prepared for **(24)** In return for their help, litter-pickers are often treated to a barbecue at the end of the day.

ABLE

DISPOSE

Part 4

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

Example:

- 0** James would only speak to the head of department alone.

ON

James to the head of department alone.

The gap can be filled by the words 'insisted on speaking', so you write:

Example:

0	INSISTED ON SPEAKING
----------	-----------------------------

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

- 25** Even though it had started to rain, we decided to continue our tennis match.

WITH

We decided to go the rain.

- 26** Jo loves living in the city and probably won't move.

UNLIKELY

It's the city as she loves living there.

- 27** My brother never considered the option of taking a year out, until I did it.

MIND

The option of taking a year out never , until I did it.

- 28** We never needed to show our train tickets during our journey.

REQUIRED

At no show our train tickets during our journey.

- 29** The delegates arrived late for the conference because of the traffic jam.

PREVENTED

The traffic jam time for the conference.

- 30** The manager admitted that debiting my account twice had been a mistake.

NOT

The manager admitted that my account should twice.

Part 5

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

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

Space dust

A Norwegian musician who looks for micrometeorites – tiny rocks from outer space

Every day, millions of tiny rocks from space, no bigger than specks of dust, reach our planet. Known as micrometeorites, they are billions of years old, and were once part of the oldest rocks in our solar system. According to experts, about 12 micrometeorites now land on every square metre of our planet every year. This might not sound much, but in total it comes to 100 tonnes a day. 12 tonnes of that mass consists of water molecules. Furthermore, the micrometeorites also contain complex organic molecules of the sort required, for instance, for DNA. So this abundant rain of particles contains, as well as water, the stuff of life itself.

However, every day, other tiny particles also land, but they're not from outer space: things like dust from construction, exhaust fumes and sand. These terrestrial particles outnumber the micrometeorites by a billion to one. So when Jon Larsen, a Norwegian jazz musician, became fascinated by micrometeorites and began looking for them, he thought he would probably be unsuccessful. The experts he contacted were certain he would be. Until then, the only micrometeorites ever identified had been found in the Antarctic. Since falling to Earth billions of years ago, these had mostly been locked into rock and ice. Scientists knew how important it is to study micrometeorites, and were tantalised by the prospect that they might contain hints as to how life started on Earth. Yet no one had ever found recently arrived examples. In fact, so extremely unlikely was it, that they hadn't even tried.

What intrigued Larsen was that, if micrometeorites were regularly falling to Earth in such numbers, where were they? 'It was a very obvious contradiction,' he says. 'Most scientists agreed that they might be everywhere, but it simply wasn't possible to

find them. I had to try.' He turned to Matthew Genge, a senior lecturer at Imperial College London. 'For years we'd seen amateurs posting online about collecting micrometeorites,' says Genge. 'When they contact us we tell them it's not possible.' That's what he told Larsen. 'But he was persistent and kept emailing me photos of possible particles.' Larsen, to be fair, was far from starry-eyed. He had a humble, but also in some ways grand, vision for his project. His idea was to make a start, and perhaps devise a system that would eventually be perfected.

His technique was actually to look not for micrometeorites, but for the things that weren't, and like a detective, eliminate them from his enquiries. Finally, after six years, he found something he couldn't classify: it was smooth, dark, shiny, egg-shaped, and almost translucent. Larsen showed it to Genge. He looked at it and said, 'Yes, that's it.'

Genge's is a rarefied discipline. 'With micrometeorites you can start making predictions about the universe,' says Genge. 'They're not unique to our solar system and if they fall elsewhere, then they'll also be carrying water and complex organic molecules there. And if that's the case, the implications are very exciting. You can say that planets that have these bombardments are more likely to have life.' Scientists couldn't investigate this, however, until they had Larsen's examples to study.

Finally, Larsen showed me a micrometeorite. There under the microscope, it looked so unexpected, so odd – surely something like that would quickly catch the searcher's eye. But when I moved away from the lens, I got a sense of why it had taken so long for Larsen to get that far. Without the magic of magnification it was a boring grey speck again.

- 31** What point is highlighted in the first paragraph about micrometeorites on Earth?
- A** how much we depend on them for our existence
 - B** how significant the quantities of them are
 - C** how uneven the distribution of them is
 - D** how limited our awareness of them is
- 32** In the second paragraph, the writer says the experts
- A** thought micrometeorites were too complex for a non-scientist to understand.
 - B** were embarrassed at their lack of progress in the search for micrometeorites.
 - C** felt the difficulties involved in hunting for micrometeorites were overwhelming.
 - D** doubted the value of analysing micrometeorites found in a particular location.
- 33** What is stated about Larsen in the third paragraph?
- A** He was confused by conflicting opinions.
 - B** He felt motivated by the efforts of others.
 - C** He misunderstood what scientists required.
 - D** He had a realistic attitude towards his search.
- 34** The writer compares Larsen to a detective because
- A** he used a systematic method.
 - B** his intuition helped him in his work.
 - C** his approach was slow to yield results.
 - D** he was unsure precisely what to look for.
- 35** What point is made in the fifth paragraph?
- A** Speculation about micrometeorites only began recently.
 - B** A great deal of potential information is contained in micrometeorites.
 - C** Despite the need for more research, few people want to study micrometeorites.
 - D** Before Larsen found micrometeorites, scientists were unsure of their significance.
- 36** How did the writer feel after looking at the micrometeorite through a microscope?
- A** privileged to be able to see something so unusual
 - B** amazed that anyone would bother to look for it
 - C** puzzled that it had been so difficult to find
 - D** surprised at how large it seemed to be

Part 6

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

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

Technology and the future of work

- A** Despite all the hype about modern jobs that would have been unimaginable to previous generations, the reality is, I believe, that the vast majority of the workforce is still employed in traditional occupations such as sales. Most workers' actions and decisions can be predicted, based on what they've done in similar situations in the past, and much of this predictable work will be susceptible to automation over the coming decades. Furthermore, it is questionable whether the jobs created by technology will be numerous enough to compensate for those that disappear. And while there will doubtless be many calls for improving retraining opportunities, it is unrealistic to expect that the bulk of the workforce can somehow be taught to take on the few roles that are beyond the reach of technology. This doesn't mean, however, that we should miss the opportunity to begin meaningful discussions about the issues of employment, or rather unemployment, which we face as a society and the types of strategies we might employ in order to adapt to a new reality.
- B** The conventional view has been that progress results in the automation of low-skilled jobs while creating more opportunity for the more highly skilled. However, in reality, technology has actually had a de-skilling effect. Shop cashiers, for example, used to have to quickly and accurately enter individual prices into the cash register. Now, they simply scan each item. In many sectors, it's the exclusively human abilities such as communication and social awareness which are becoming most highly valued – these will ultimately separate the economy's winners from the losers. Jobs are changing, and we need to ensure that effective learning opportunities are accessible and affordable for those who are willing and able to adapt to this rapid change. However, while progress may create new opportunities, it seems very unlikely that there will be enough of these new positions to absorb all the workers displaced from more predictable routine work.
- C** We shouldn't let uncertainties about the future of work prevent people from acquiring new skills through attending courses in order to become more valuable as the economy evolves. Individuals can and should do everything possible not only to adapt to the changes brought about by technology, but also to be ready to embrace the roles technology can't. After all, computers will only ever have a limited ability. However, I take very seriously the possibility that technology may for the first time be reducing the total number of people in work rather than increasing it. Therefore, it is important to realise that advice directed at individuals about how they can best adapt to new work practices is quite different from a discussion about what we should do as a society. Indeed, in my opinion, society as a whole can do very little to prepare for these changes.
- D** When the web first made the internet accessible worldwide, no-one predicted there would be such positions as search-engine optimisers, social media managers and countless other technology-related jobs of today. Furthermore, even those jobs which appear the same as they were a century ago are actually very different now. Bank clerks, for example, still concern themselves with tasks such as basic cash-handling. However, they have also taken on roles requiring more expertise like 'relationship banking'. This new aspect of the role involves what no machine can do: building relationships and strengthening customer loyalty, in order to advise on a range of other financial services. Indeed, as technology takes over more routine tasks, competencies such as dealing sympathetically with customers will be increasingly important when it comes to employability. We can be confident that this trend will continue, and it's most definitely time we began talking about government policies to deal with the changes that are coming, both in terms of jobs, and the way we do them.

Which writer

has the same view as A on whether there will be enough 'new' job opportunities created to employ all the people whose jobs have been lost due to automation?

37

expresses a different view from the other writers on whether technology will have an impact on employment prospects?

38

has a different opinion to C on whether training can enable people to compete with technology in the job market?

39

has a different opinion to B on whether technology has removed the need for job-specific skills?

40

Part 7

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

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

Long-distance walking

Long-distance walking is a subject that has long interested me as a journalist, but that is also of concern to geographers, poets, historians and film students. In recent years the film industry has produced *Wild*, an account of the writer Cheryl Strayed's walk along the 4,000 km Pacific Crest Trail, and an adaptation of Bill Bryson's *A Walk in the Woods*, in which the writer attempts to hike the 3,300 km Appalachian Trail.

41

For Bryson, it was simply a response to a small voice in his head that said, 'Sounds neat! Let's do it.' For Strayed, whose memoir inspired *Wild*, the reasons were more complex. Battered by a saddening series of personal problems, she walked the trail in the hope that the experience would provide a release.

42

For me, the attraction of such walks has nothing to do with length for its own sake and everything to do with the fact that long trails invariably provide a journey with a compelling academic structure. Many long walks tick the geographic box, not least the Appalachian and Spain's GR11 trails, which are both defined by great mountain ranges that guarantee topographical appeal.

43

Such links to the past are to be found on shorter walks, but on a longer trail the passing of the days connects us more profoundly to the same slow, enforced journeys made by travellers before cars, planes or trains. They also reconnect us to

the scale of our world – a kilometre, never mind 100, means something when you walk it. But what of the more specific pleasures of a long walk?

44

Strayed shares this idea, writing that her trek 'had nothing to do with backpacking fads or philosophies of any particular era or even with getting from point A to point B. It had to do with how it felt to be in the wild. With what it was like to walk with no reason other than to witness the accumulation of trees and meadows, streams and rocks, sunrises and sunsets.'

45

These are what Bryson is referring to when he says, about trekking, that you have 'no engagements, commitments, obligations or duties ... and only the smallest, least complicated of wants'. In *Wanderlust: A History of Walking*, the author Rebecca Solnit explores another of hiking's pleasures – the way it allows us to think. Walking is slow, she writes; '... the mind, like the feet, works at about three miles an hour ...'

46

In my experience, though, the longer you walk, actually the *less* you think. A trek often begins with me teasing at some problem, but by journey's end, walking has left my mind curiously still. As the Danish philosopher Kierkegaard put it, 'I have walked myself into my best thoughts,' but 'I know of no thought so burdensome that one cannot walk away from it.'

- A** Mine begin with the allure of beautiful landscapes, a notion nurtured by 19th-century Romantic poets such as Wordsworth and Coleridge, both 'walkers' in the modern sense at a time when walking usually suggested vagrancy or poverty. They helped suggest the idea that Nature, far from being a malign force, can be a balm for the soul.
- B** As the ancient historian Jerome once said: 'to solve a problem, walk around.' 'All truly great thoughts are conceived by walking,' said the great philosopher Nietzsche, while the novelist Charles Dickens observed: 'It is not easy to walk alone in the country without musing upon something.'
- C** Having spent most of my spare time tackling long-distance trails, including the Pacific Crest Trail and sections of Spain's 800-km GR11, I am ideally placed to explore the question: what is it that inspires people to hike thousands of kilometres?
- D** The scenic highlights of those recent long walks are many. On longer walks the landscape's effect, as Strayed suggests, is cumulative: the countryside changes over time, sometimes subtly, often dramatically. Having reached a summit or crossed a pass, a sense of ownership or belonging begins to develop.
- E** What's more, to walk for long periods is to escape jobs, people and life's minutiae for routines of a different, more nourishing kind. The effects of solitude, like those of landscape, accrue over time. Simple pleasures and modest imperatives become the most important things in life – chocolate, dry clothes, blister-free feet.
- F** But any long walk is also the sum of its parts, and in the Pyrenees these parts often consist of ancient paths between settlements. Time and again on the GR11, I walked along part-cobbled paths, edged with crumbling walls and terraces, the work of centuries lost in a generation.
- G** Between the two extremes, doing it for fun and the journey of self-discovery and healing, are countless other motivations and pleasures that draw us to the outdoors and the ancient imperative of covering immense distances on foot.

Part 8

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

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

In which section does the writer

mention that people are tempted to purchase certain foods without realising why?

47

give an instance of flavour being suppressed?

48

define what a term means in a specific context?

49

say some effects cannot yet be fully explained?

50

give a physical explanation for a close connection?

51

emphasise how long a prejudice has existed?

52

assert that there are multiple benefits to recent findings about taste?

53

say that the ability to perceive a wide range of tastes is increasingly being acknowledged?

54

claim people make an effort to acquire a liking for something?

55

say few people used to be interested in examining the senses associated with taste?

56

The science of flavour

- A** Oxford psychologist Charles Spence has spent many years discovering that little of how we experience flavour is to do with the taste buds in our mouths. In fact smell, vision, touch and even sound dictate how we perceive flavours. When Spence started studying the sensory science behind flavour perception, it was a deeply unfashionable subject. He says that from ancient times, there was a notion that the senses involved in eating and drinking were less sophisticated than those of hearing and vision. Now, no one questions the validity of the research field he calls 'gastrophysics'. Spence heads the Crossmodal Research Laboratory at the University of Oxford. 'Crossmodal', here, is the investigation of how all the senses interact. Although we rarely realise it, when it comes to flavour perception, we all have synaesthesia. That is, our senses intermingle so that our brains combine shapes, textures, colours and even sounds with corresponding tastes.
- B** Take a perfectly ripe strawberry: scarlet, heart-shaped and neatly dimpled with seeds. Red and roundness are psychological cues for sweetness. The smell conjures memories we associate with the fruit – summer picnics, say, and the positive feelings that go with them. Freshness is felt in the first bite: the subtle crunch confirms it, even before we taste the juice. But if you've ever experienced the blandness of eating a strawberry while holding your nose, you'll believe the oft-quoted statistic that flavour is 80% down to smell. In reality, it's impossible to quantify precisely just how much flavour is delivered through the nose, but it is certainly more influential than the limited number of tastes our tongues pick up: sweet, sour, savoury (otherwise known by the Japanese term, umami), salt and bitter. There's a growing acceptance that we can also detect less obvious tastes such as metallic, fat, carbonation, water and calcium, among others.
- C** Furthermore, aroma is bound up with memory and emotion. 'The nerves relating to smell go directly to the amygdalae,' says Avery Gilbert, a world authority on smell. 'These are areas of the brain involved in emotional response – fight or flight, positive and negative emotion.' This is why food and nostalgia are so entwined: the brain has paired the aroma with the experience. Flavour preferences are learned by positive associations (a great holiday), or negative ones (feeling unwell). On the flipside, while salt and sugar appreciation is hard-wired, we learn to love the bitterness of coffee through sheer force of will (wanting to be grown up). Research findings about the effects of colour, shape, touch sensations and sound on flavour have triggered a trend for sensory seasoning. Want to intensify sweetness? Use a red light bulb, make the food round rather than angular, or play high-pitched music – all of the above have increased the perception of sweetness in studies. The sounds of crinkly packaging, and crunchy food, increase perception of freshness. Want more savoury? Put some low-pitched music on.
- D** When it comes to dinnerware, the heavier it is, the more viscous, creamy and expensive the food served is perceived to be. And if you hold the bowl while eating, you'll feel fuller, sooner. There's little evidence as to why this is the case, but ingrained associations are often suggested. Young people associate blue with raspberry-flavoured drinks. Red often signifies ripeness in nature. It feels intuitively right that jagged shapes and sounds would go with bitterness, whereas sweet is comfortably round. Big food brands use these associations to surreptitiously increase appeal. Meanwhile, chefs love them because they heighten the senses. 'Cooking is probably the most multisensual art. I try to stimulate all the senses,' renowned Spanish chef Ferran Adrià has said. However, it isn't only big chefs and the food industry who can put the science to use. It can demystify appetite and flavour for everyone, inform and inspire us to eat well, while offering a window into the bigger picture of how our senses and minds work.

WRITING (1 hour 30 minutes)

Part 1

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

- 1 Your class has just listened to a discussion on ways in which people can use their free time effectively. You have made the notes below:

Ways of using free time effectively:

- contributing to community projects
- learning practical skills
- taking up healthy activities

Some opinions expressed in the discussion:

"When you help others, you get a lot out of it too."

"I love using things I've repaired or made myself."

"Physical activity is important for everyone."

Write an essay for your tutor discussing **two** of the ways of using free time effectively in your notes. You should **explain which way you think is more effective, giving reasons** in support of your opinion.

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

Part 2

Write an answer to **one** of the questions **2 – 4** in this part. Write your answer in **220 – 260** words in an appropriate style **on the separate answer sheet**. Put the question number in the box at the top of the page.

- 2** You are a student at an international college. For the last six months you have spent two days a week doing work experience with a local company. Your course director at college has now asked you to write a report about your work experience.

Your report should describe the work you did, say whether you think this work experience was a valuable part of your studies and suggest ways in which the organisation of the work experience could be improved.

Write your **report**.

- 3** You wanted to learn to play a musical instrument and could not decide which instrument to play. You took part in a scheme which lends musical instruments to people for a period of six months.

You decide to write an online review of this scheme. In your review you should explain the advantages and disadvantages of the scheme and evaluate how helpful it is for people deciding which musical instrument to play.

Write your **review**.

- 4** An international business often pays for projects to support families in different countries, for example they may pay for a child's education.

You decide to write a proposal to the company to suggest a project. In your proposal you should outline the kind of project that you think would be suitable and explain the benefits for families.

Write your **proposal**.

LISTENING (approximately 40 minutes)

Part 1

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



Listening test audio

Extract One

You hear two managers talking about interviewing people for jobs.

- 1** The man and the woman both say that job candidates should display
 - A** evidence of initiative.
 - B** good communication skills.
 - C** relevant previous experience.
- 2** The woman says that a person she recently interviewed
 - A** did insufficient research about the company.
 - B** failed to demonstrate an ability to work in a team.
 - C** revealed her lack of interest in the post she was applying for.

Extract Two

You hear two friends discussing online learning compared to college-based learning.

- 3** Why does the woman think an online course would be better than a college course for the man?
 - A** It would be more likely to meet his particular needs.
 - B** He would receive more personal attention.
 - C** It would be easier to prepare for.
- 4** The woman warns the man that if he does an online course, he might
 - A** have problems focussing on his studies.
 - B** need to cut back on his social life.
 - C** find his job prospects limited.

Extract Three

You hear two friends talking about the jetlag they suffer after long aeroplane flights.

- 5 How does the man feel when he has jetlag?
- A surprised by his inability to remember things
 - B frustrated with the monotony of everyday tasks
 - C relieved at the understanding shown by superiors
- 6 What is the woman doing when talking to her friend about jetlag?
- A evaluating remedies
 - B justifying a misunderstanding
 - C praising recent findings

Part 2

You will hear a student called Tara Watkins talking about her work as a volunteer on a wildlife reserve in South Africa. For questions **7 – 14**, complete the sentences with a word or short phrase.



Listening test audio

Working on a wildlife reserve in South Africa

Tara went to the wildlife reserve in South Africa because the work there related to her university

course on **(7)**

Tara was excited about doing research into **(8)**

on the wildlife reserve.

When she arrived, Tara found travelling by **(9)** was

rather difficult.

Tara uses the word **(10)** to describe how she feels about the

scenery of the wildlife reserve.

Finding that **(11)** generated energy at the lodge was a pleasant

surprise for Tara.

Tara personally found the variety of tasks that volunteers did in the reserve

(12)

Tara felt the task she did near the **(13)** would provide vital data

for further work.

Rangers used the expression **(14)** to emphasise the importance

of the volunteers' contribution to conservation.

Part 3

You will hear an interview with John Harvey and Meredith Jackson, who have just written a book together about collecting things. For questions **15 – 20**, choose the answer (**A**, **B**, **C** or **D**) which fits best according to what you hear.



Listening test audio

- 15** John and Meredith share the opinion that, in general, collections
- A** don't often have much monetary worth.
 - B** reflect the life experiences of collectors.
 - C** aren't defined in terms of quantity.
 - D** involve a considerable investment of time.
- 16** When asked about collectors' views on the appearance of the objects collected, Meredith highlights
- A** the need to have distinctively-coloured items in a collection.
 - B** the strict rules that established collectors set themselves.
 - C** the willingness of collectors to share information with others.
 - D** the importance of how a collection is presented.
- 17** What made John start to collect chairs?
- A** a longstanding interest in comfort
 - B** a childhood instinct for the unusual
 - C** a wish to improve his academic reputation
 - D** a curiosity about the principles of their structure
- 18** Why did Meredith buy her first designer scarf?
- A** as a reaction to a colleague's criticism
 - B** in the hope of making a profit
 - C** in a deliberate show of vanity
 - D** as a reward for doing a good job
- 19** John views the majority of the chairs in his collection as
- A** functional objects to be enjoyed.
 - B** reminders of a golden age of furniture.
 - C** talking points to stimulate conversation.
 - D** precious pieces that need safeguarding from visitors.
- 20** John says that giving up collecting
- A** would free up valuable space.
 - B** is unlikely to be an option for him.
 - C** would be a great loss to his life.
 - D** might actually be a sensible idea.



Part 4



Listening test audio

You will hear five short extracts in which professional dancers are talking about their life in dance companies.

TASK ONE

For questions **21 – 25**, choose from the list (**A – H**) how each speaker feels before they go on stage.

- A** unsure about having practised enough
- B** afraid of letting others down
- C** nervous about remembering all the steps
- D** apprehensive about getting injured
- E** worried about the size of the audience
- F** concerned about potential problems with the costume
- G** anxious about being fit enough
- H** afraid of what dance critics might say

Speaker 1

	21
--	-----------

Speaker 2

	22
--	-----------

Speaker 3

	23
--	-----------

Speaker 4

	24
--	-----------

Speaker 5

	25
--	-----------

TASK TWO

For questions **26 – 30**, choose from the list (**A – H**) what each speaker appreciates about their career.

- A** having opportunities for travel

- B** being able to meet a variety of people

- C** becoming famous

- D** earning a lot of money

- E** having new challenges

- F** being exposed to different types of music

- G** following a flexible work schedule

- H** inspiring others

Speaker 1

	26
--	-----------

Speaker 2

	27
--	-----------

Speaker 3

	28
--	-----------

Speaker 4

	29
--	-----------

Speaker 5

	30
--	-----------

While you listen, you must complete both tasks.

Test 2

Test 2

READING AND USE OF ENGLISH (1 hour 15 minutes)

Part 1

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

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

Example:

0 **A** name **B** define **C** mention **D** appoint

0	A	B	C	D
	●	○	○	○

Public art

What is public art? If asked to **(0)** a piece, many of us would call to mind a statue of a rather stern-looking military man or a past ruler. But public art in cities shouldn't just celebrate the past. It should **(1)** something about contemporary society and add **(2)** to our cityscape.

Contemporary public art can be abstract, realistic or even a performance; there appears to be no **(3)** on what artists can create, so is it any **(4)** then that it can often cause controversy? Some people take **(5)** a piece because they don't understand the artist's intentions while others enjoy the challenge of interacting with something new.

To a **(6)** degree, every piece of public art is an interactive **(7)** involving artist and community. Placed in public sites, it's there for all to see and to react to. It can transform our environment, heighten our awareness and question our assumptions. What it shouldn't do is merge into the **(8)** and become something that people can pass by without comment as they go about their daily lives.

- | | | | | |
|----------|--------------------|----------------------|--------------------|---------------------|
| 1 | A inform | B tell | C relate | D say |
| 2 | A meaning | B implication | C essence | D function |
| 3 | A boundary | B restriction | C condition | D regulation |
| 4 | A amazement | B concern | C wonder | D shock |
| 5 | A over | B after | C against | D to |
| 6 | A big | B great | C vast | D large |
| 7 | A method | B process | C approach | D procedure |
| 8 | A horizon | B distance | C view | D background |

Part 2

For questions **9 – 16**, read the text below and think of the word which best fits each gap. Use only **one** word in each gap. There is an example at the beginning **(0)**.

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

Example:

0

I	N	T	O													
---	---	---	---	--	--	--	--	--	--	--	--	--	--	--	--	--

Extreme sports

People who are **(0)** extreme sports love the idea of a challenge. For some, it's escaping the monotony of everyday life and the planning is more important than the actual sport, for example organising the event in great detail, or raising money **(9)** charity. But adrenaline, too, plays a big part, with many saying they need a physical buzz that they can't get from normal life.

(10) can be a misconception to believe these people are reckless; in fact, they are often the opposite of what we assume. They try their hardest not to leave things **(11)** chance and they don't do anything **(12)** they're ready.

There's also a lot of creativity in the things extreme-sports people do. These sports often don't have established rules; the participants have to work them out **(13)** they go along. Crucial to this **(14)** a sense of trust in oneself and the environment, **(15)** something that is necessarily encouraged nowadays. After all, we're living in a time **(16)** health and safety rules are dominant.

Part 3

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

Example:

0

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

Eating in space

Over the years, space **(0)** has had a huge amount of investment and involved many people. All of this has been **(17)** to society; without it we wouldn't have such devices as mobile phones or satellite TV today. There have been countless **(18)** in many aspects of space travel but advances made to food consumed in space have been **(19)** slow.

EXPLORE

BENEFIT

DEVELOP

RELATE

Most early suggestions for the **(20)** of food for astronauts were unacceptable, for example shredding their printed mission instructions and sprinkling them with water enriched with vitamins. The freeze-dried foods they did initially consume would doubtlessly have been regarded as totally **(21)** by those of us on Earth.

PROVIDE

EDIBLE

Today the **(22)** of the International Space Station fortunately have a more appetising diet, since the larger spacecraft which is now being used **(23)** them to take tinned foods and flexible pouches containing meat and vegetables. However, despite this, their food still remains limited, due to the **(24)** challenges encountered with lack of gravity and the necessity for food to be sterile.

INHABIT

ABLE

GO

Part 4

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

Example:

- 0** James would only speak to the head of department alone.

ON

James to the head of department alone.

The gap can be filled by the words 'insisted on speaking', so you write:

Example:

0	INSISTED ON SPEAKING
----------	-----------------------------

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

- 25** Hannah usually buys takeaway food at the weekend.

HABIT

Hannah is takeaway food at the weekend.

- 26** Unless more tickets are sold, the concert will be cancelled.

RESULT

Failure to sell more tickets for the concert off.

- 27** 'I don't want you driving at night,' Anne told John.

RATHER

Anne told John that she at night.

- 28** Peter suggested celebrating the team's success with a party.

MADE

It was Peter celebrate the team's success with a party.

- 29** I had difficulty in following his complex arguments.

IT

I his complex arguments.

- 30** Considering his lack of experience, Joe's doing well.

INTO

If you take very experienced, he's doing well.

Part 5

You are going to read a magazine article about an intellectual process known as critical thinking. For questions **31 – 36**, choose the answer (**A, B, C or D**) which you think fits best according to the text. Mark your answers **on the separate answer sheet**.

Critical Thinking

We examine whether people are still able to engage in critical thinking in modern day society

Critical, or analytical, thinking is a way of interacting with what we read or listen to in attempt to have a deeper understanding. 'There is a belief that argument is a way of finding the truth,' observes Adrian West, research director at the Edward de Bono Foundation U.K.

Although there's little debate that information technology complements – and often enhances – the human mind in the quest to store information and process an ever-growing tangle of bits and bytes, there's increasing concern that the same technology is changing the way we approach complex problems, and making it more difficult to really think. 'We're exposed to greater amounts of poor yet charismatic thinking, the fads of intellectual fashion, opinion, and mere assertion,' says West. 'The wealth of communications and information can easily overwhelm our reasoning abilities.' What's more, it's ironic that ever-growing piles of data and information do not equate to greater knowledge and better decision-making. What's remarkable, West says, is just 'how little this has affected the quality of our thinking.'

According to the National Endowment for the Arts, literary reading, for one thing, declined 10 percentage points from 1982 to 2002, and the rate of decline is accelerating. Many, including Patricia Greenfield, a professor of psychology, believe that a greater focus on visual media comes at a price. 'A drop-off in reading has possibly contributed to a decline in critical thinking,' she says. 'There is a greater emphasis on real-time media and multi-tasking rather than focusing on a single thing.' Nevertheless, a definitive answer about how technology affects critical thinking is not yet available. Instead, due to the ever greater presence of technology, critical thinking has landed in a mushy swamp and academics can no longer rely on fundamental beliefs that they previously held.

While it's tempting to view computers, video games, and the internet in a largely good

or bad way, the reality is that they may be both, with different technologies, systems and uses yielding entirely different results. For example, a video game may promote critical thinking or detract from it. Reading on the internet may ratchet up one's ability to analyze while chasing an endless array of hyperlinks may undercut deeper thought.

'Exposure to technology fundamentally changes the way people think', says Greenfield. As visual media have exploded, noticeable changes have resulted. 'Reading enhances thinking and engages the imagination in a way that visual media do not,' Greenfield explains. 'It develops imagination, induction, reflection, and critical thinking, and vocabulary.' However, she has found that visual media actually improve some types of information processing. Unfortunately, 'most visual media are real-time and do not allow time for reflection, analysis, or imagination,' she says. The upshot? Many people – particularly those who are younger – wind up not making the most of their capabilities.

How society views technology has a great deal to do with how it forms perceptions about critical thinking. And nowhere is the conflict more apparent than at the intersection of video games and cognition. James Paul Gee, a professor of educational psychology, points out that things aren't always as they appear. 'There is a strong undercurrent of opinion that video games aren't healthy for kids,' he says. 'The reality is that they are not only a major form of entertainment, they often provide a very good tool for learning.' In fact, joysticks can go a long way toward building smarter children with better reasoning skills. Games such as SimCity extend beyond rote memorization, and teach decision-making and analytical skills in immersive, virtual environments that resemble the real world. Moreover, these games give participants freedom to explore ideas and concepts that might otherwise be inaccessible.

line 38

- 31** In the second paragraph, it is said that information technology
- A** does not help us to manage large amounts of data.
 - B** does not enable us to make better judgements.
 - C** does not improve our ability to remember details.
 - D** does not allow us to find solutions to problems faster.
- 32** What does Patricia Greenfield say about the decline of literary reading?
- A** It is the result of the popularity of the moving image.
 - B** It is unrelated to people's ability to multi-task.
 - C** It has led to an increased awareness of critical thinking.
 - D** It has been caused by the growing tendency to read online.
- 33** The writer uses the term 'mushy swamp' (line 38) to convey a sense of
- A** clarity.
 - B** reality.
 - C** diversity.
 - D** ambiguity.
- 34** In the fourth paragraph, what point does the writer make about hyperlinks in internet texts?
- A** They prevent the reader from considering other points of view.
 - B** They diminish the reader's experience of engaging with the material.
 - C** They offer the reader an opportunity to explore subjects in greater depth.
 - D** They make life easier for the reader by offering instant access to information.
- 35** Based on her research into learning and technology, Greenfield believes that visual media
- A** might actually develop people's creativity in new ways.
 - B** have contributed significantly to linguistic change.
 - C** may prevent certain users from fulfilling their potential.
 - D** can detract from people's ability to relate to each other.
- 36** In the sixth paragraph, the writer reports the view that, for young people, playing video games
- A** is a means of escape from the pressures of everyday life.
 - B** is a highly suitable medium for intellectual development.
 - C** teaches effective ways of solving conflict.
 - D** allows enjoyment of a safe form of entertainment.

Part 6

You are going to read four extracts from internet articles about technology in sports. For questions **37 – 40**, choose from the experts **A – D**. The expert may be chosen more than once. Mark your answers **on the separate answer sheet**.

Technology in sports

A Thomas P Benbow

Is technology transforming sport? The verdict is not yet clear. In the high-stakes televised world of football, a continued reluctance by governing bodies to embrace technology that would lead to greater accuracy, and thereby reduce controversial incidents of perceived injustice, has rightly frustrated players, coaches and media pundits. Perhaps the bigger question is, when technology is embraced, does it always have a beneficial result? Again there is ambivalence. With many sports in which people take part actively, such as cycling, giving the sport some room for technological development can keep sponsors coming, provide interest to fans and may prevent the sport from stagnating. Against this, what I term the ‘unintended consequences’ factor must be taken into account. The introduction of headgear in amateur boxing has reduced the severity of head injuries, but it can also give a boxer an increased sense of invulnerability, and therefore encourage boxers to hit harder or defend their heads less.

B Sylvia Arada

The sport of aeromodelling has suggested that performance enhancements to the planes’ design and controls would reduce the technical ability and knowledge required to perform complex manoeuvres. However, when technology is at the heart of the intrinsic appeal of a sport, this is surely difficult to substantiate. I also have my reservations about goal-line technology in football. Recently introduced to improve the judging of outcomes at the top levels of football, this is impractical to implement at all levels. Ironically, this generates another version of unfairness, whereby technology is only available at certain levels of the game only. No less contentious is the issue of protective headgear. When light, strong plastic helmets were brought in in American football, the number of head injuries decreased, but the severity of those that did occur actually rose, as if the new helmets indirectly encouraged potentially dangerous and aggressive tackles.

C Barrington Wick

My university’s current work includes developing shuttlecocks that fly well in the open air, so that more people can access badminton by playing it outdoors. But I am much less positive about camera-aided technology brought in to help referees make the right decisions. In team sports like football, the role of the referee is intended to be based on the interpretation of rules, on personal discretion and instincts, and this is clearly undermined here. Football is also affected by safety technology. The super-light boots may cause less damage to opponents when contact is made in tackling, but have also reduced the protection available to players’ feet, thereby increasing significantly the number of metatarsal injuries. And with a favourite pastime of mine, innovations such as depth finders and sonar have increased fishing’s popularity but de-skilled the requirement of fish detection and landing. This led to ‘technologically designed handicaps’ by the sport’s governing body to ensure fair play, throwing the sport into confusion.

D Kamla Pumbaide

With an increased social and cultural emphasis on promotion of health and prevention of injury and illness, innovations such as high-tech shock-absorbing soles in running shoes and release binding in alpine skiing have undoubtedly benefited professional users. But technology isn’t always favourable. It can deter the layman and favour the elite; and I would cite cycling, with its vast industry of gadgets and gizmos, as a case in point. And an issue of great interest to me is the theory of de-skilling which insinuates that a sport is made easier to undertake by the introduction of a technology or product. The Polara golf ball benefited lower-skilled players who had a greater tendency to make mistakes but not higher-skilled golfers who were already adept at making an accurate drive. It essentially de-skilled the game – and was, justifiably in my view, banned.

Which expert

expresses a similar opinion to Arada on whether the use of technology designed to improve fairness in football is worthwhile?

37

expresses a different opinion from Pumbaide on the effect of innovative, performance-improving products on the skill needed by players?

38

expresses a different view from all the others on the effect of technical sportswear on safety in sport?

39

has a similar view to Benbow on whether or not technology is effective at encouraging public participation in sport?

40

Part 7

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

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

In search of the ice cave

Bill Colegrave sets out to find the source of Afghanistan's Oxus River

In June 2007, together with companions Anthony and Dillon, and local guides Sheffi and Mirza, I set out to find the source of Afghanistan's Oxus River in an ice cave where the five great mountain chains of Central Asia merge. On the eleventh day of our journey, we were walking along a steep river valley, when a glacier slowly emerged. According to our readings, the ice cave should have been 300 metres above us. We searched the glacier base, but it clearly petered out into bare rock, with no sign of a conjunction with the river. Not for the first time, I considered the possibility that the cave might not even be there anymore.

41

We felt a momentary twinge of disappointment that our target, the prize we had been dreaming of, should be so easily obtained. But the question of altitude still remained; surely we were still far too low? Indeed, the altimeter reading confirmed that we were.

42

What was more, the route ahead now looked difficult; there was no access to the south of the river, as the valley side was black, precipitous rock. The one apparently simple route was to go straight up the northwest bank. There seemed to be a plateau 100 metres above the valley, which we could use to approach the glacier from the north.

43

The expanse of glacial rock was fearsome. There were slippery boulders up to five metres high

piled up everywhere and no obvious way through. Climbing over and around these became increasingly awkward. We were tired, irritable and in a hurry: a certain recipe for injury.

44

It took an hour to solve the problem, eventually using our own bodies to swing each other to the other side. The boulder clamber continued, but before long we lost sight of the glacier; the view was blocked by hills of loose rock the size of double-decker buses. Sheffi valiantly began cresting the first hill, and after a while turned towards us, waving enthusiastically, beckoning us to follow. Almost reluctantly, I set off again. The view ahead had been reduced to two remaining hills, with churning water below. Beyond that was a black ice wall, and then, finally, a revelation: a cave. Surely this, at last, was it!

45

Dillon, thank goodness, had other ideas, and set off down without a word. The rest of us soon followed. When I got to the river's edge, it became clear that the bulk of the water wasn't coming from the small black cave. Instead, hitherto hidden behind the rock was something bigger and much more impressive; something almost frightening.

46

Here was indeed exactly what I had secretly sought all along. This was the ice cave – the opening for the mountain, the way to its secrets. We were intruders in its private place, which had remained largely undisturbed for centuries.

- A** And as we neared the valley end, what had seemed to be an approach path refocused into jumbled layers of glacial rock. I realised it was naïve to have imagined that the ice cave would relinquish its secrets so readily.
- B** What wasn't clear, however, was whether, if we did that, we would then be met by further barriers, as yet invisible. It was now close to 4 pm – not really a good time to be attempting something of this uncertainty, and at this altitude.
- C** Even though we were still 40 or so metres above, I was happy to see it. But at that moment, I couldn't imagine how I was going to make the extra effort of the climb there and back. I was using most of my energy just breathing.
- D** My idea of how a river should be born was that it should come fully formed, belching and bellowing from the very heart of the Roof of the World. But this was different.
- E** Putting such defeatist thoughts behind us, we pressed on, and then, directly in front of us, there emerged a larger glacier, where the valley ended abruptly. The ice cave had to be there at the base.
- F** It was a sheer white wall. At its base, a hole opened up, maybe ten metres wide and almost as high. And from it came not a stream or a trickle but a deep, wide gush, flowing as if from the belly of the mountain itself.
- G** Fortunately this didn't happen but then we ran into two streams rushing between the rocks. They were strong and cold, but not impassable. We contemplated trying to skirt them and cross higher up, but decided against this, as we didn't know how far we would have to go.

Part 8

You are going to read an article in which an illustrator of children's books talks about other illustrators' work. For questions **47 – 56**, choose from the sections (**A – D**). The sections may be chosen more than once.

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

Which illustrator's work is described as

being more impressive when considered as a whole?

47

inspiring experimentation?

48

becoming simpler over time?

49

conveying contrasting moods in the same illustration?

50

using illustrations to indicate how to read the text out loud?

51

avoiding a weakness common in children's books?

52

being the result of collaboration?

53

re-interpreting traditional material?

54

showing unusual events in ordinary contexts?

55

making fun of things that would normally be taken seriously?

56

Four inspiring illustrators

Illustrator Hannah Roberts talks about the work of other children's book illustrators

A Judith Kerr

I loved *The Tiger Who Came to Tea* by Judith Kerr when I was a child. I remember being obsessed with the scene where the tiger came and drank all the water in the tap. I think it was the domesticity of it, that this person was at home and that this could actually happen. Nothing much happens, in fact, but it's still magical. Kerr keeps the words very simple, and the pictures give you clues about what they should sound like when delivered. In her *Mog* books, you can look at the cat's face to see how shocking or dramatic the action is. He is just a funny cat, with an expressive face. If you mention *Mog* or *The Tiger Who Came to Tea* to someone under the age of 40, they usually smile, which is the instinctive reaction a children's book should provoke. I can think of illustrators who are technically better and books with richer textual content, but, with Kerr, there's something about the way the entire package fits together that's wonderful.

B Klaus Ensikat

I often feel that illustrators underestimate children. For some reason, pictures for them tend to be over-simple and brightly colourful. Klaus Ensikat's illustrations, however, are very sophisticated. His drawing is absolutely exquisite, a little like engraving, and he covers large areas with fine, precise lines that give life to shadows, furniture, forests, clothes and soft fur. Those drawings are then washed over with fine watercolour paint, which makes them seem slightly melancholy. At the same time, they are funny and touching. My favourite of his books is a collection of old German children's songs called *Jeder nach seiner Art (To Each Their Own)*. The texts are handwritten in beautiful old-fashioned calligraphy, and next to them are tiny, perfect black-and-white drawings. Some of these songs about animals are really well known in the German-speaking world, and a less brilliant illustrator would render them visually as familiar, cheerful and superficial. But Ensikat has found new, surreal, romantic ways of illustrating them. I keep buying his books in the (so far vain) hope that I will discover his secret.

C Lane Smith

I first saw Lane Smith's work when I was a young illustrator. His book *The Stinky Cheese Man and other Fairly Stupid Tales* was lively and irreverent. It had a fabulous sense of colour, and what especially appealed was the texture: I have always loved layered, dappled surfaces, and Lane Smith uses collage to create a wonderful, grungy feel. His artwork is innovative, and often reveals the absurdities in solemn, earnest attitudes and behaviour. His characters are striking and often staged on a flat plane like a theatre set. The overall design also marks out a Lane Smith look. His wife, Molly Leach, designs the text on every page and, ingeniously, its appearance shapes the way it should be spoken. Lately, Smith's approach has been more minimal. In his recent book, *Grandpa Green*, the colour is muted, with drawn outlines against white backgrounds. The truth is that his art has never stood still.

D John Burningham

I recently came across a book by John Burningham, *Mr Grumpy's Outing*, that instantly transported me back to my childhood. He can create the sense of a scorching hot summer's day simply by using a few yellow dots and dashes to represent the sun; you can really feel the heat. His work looks almost haphazard, with smudges, scratches and splodges. But it doesn't matter whether they were intended or just happy mistakes; they all come together in these wonderful, atmospheric images. You get the impression that he draws with whatever comes to hand. He builds the images with glorious blocks of colour which he then works on with cross-hatching and scribbles of pencil and crayon. The results are full of movement and life. More recently, he has used photography, worked over with paint and mixed with drawn characters, to make rich landscapes. I love the humour he gets into these pictures, the expressions he conjures up with just a few lines. I've learned to take risks myself from looking at his books; they leave me feeling less afraid of that blank expanse of white paper.

WRITING (1 hour 30 minutes)

Part 1

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

- 1 Your class has just attended a panel discussion on the significant roles played by food in society. You have made the notes below:

**The significant roles played by food
in society:**

- preserving cultural identity
- maintaining good health
- providing opportunities to socialise

Some opinions expressed in the discussion:

"What we eat reflects where we come from."

"Eating nutritious food is essential for mind and body."

"Eating together brings people together."

Write an essay for your tutor discussing **two** of the roles played by food in society in your notes. You should **explain which role you think is more effective, giving reasons** in support of your opinion.

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

Part 2

Write an answer to **one** of the questions **2 – 4** in this part. Write your answer in **220 – 260** words in an appropriate style **on the separate answer sheet**. Put the question number in the box at the top of the page.

- 2** This is part of an email you have received from an English friend:

As you know, I'm finishing school this year. My parents think that I should go straight to university but I'm not sure I'm ready for that yet. First I'd rather spend a year working and then go travelling like you did last year. Can you explain what preparations you had to make before going? And how do you think I can persuade my parents to agree?

Write your **email**.

- 3** Your international college is planning to make a short film for its website in order to attract more applications from students from other countries. The College Principal has invited proposals from students who would like to make this film. Write a proposal in which you briefly outline the film you would like to make. In your proposal, you should describe the places and activities you would show and explain why you think your film would be successful in attracting new students.

Write your **proposal**.

- 4** You have just completed six months in a new job. Your manager has asked you to write a report in preparation for a formal meeting to discuss your progress.

Your report should include information about what you think you have achieved during your first six months and explain any problems you have had. You should also suggest some further training you think would be helpful for you.

Write your **report**.

LISTENING (approximately 40 minutes)

Part 1

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



Listening test audio

Extract One

You hear a birdwatcher talking to his friend about spotting birds near his home.

- 1** Why does the man describe other birdwatchers' reactions to news of a possible sighting?
 - A** to highlight the rarity of the bird he was so keen to see
 - B** to convey his occasional irritation with their behaviour
 - C** to conceal his embarrassment about his over-enthusiasm
- 2** What does the woman think about the birds on the wetlands?
 - A** She is impressed by people's response to established species there.
 - B** She is astonished by the range of species making their habitat there.
 - C** She wonders about the future suitability of the land there for different species.

Extract Two

You hear two friends discussing a problem with a car repair.

- 3** How does the woman feel about the garage that did the repair?
 - A** angry that the work cost so much
 - B** surprised by the attitude of the staff
 - C** irritated that the problem took so long to solve
- 4** The man thinks that the garage should change the way it
 - A** handles internal communication.
 - B** deals with complaints.
 - C** gives information to customers.

Extract Three

You hear two friends discussing a book called *Historyscapes* they have both just read.

- 5 What does the woman think of the book?
- A It included some unnecessary details.
 - B It made her want to find additional titles by the same author.
 - C It was inconsistent in the way it dealt with the topic.
- 6 What is the man doing when he talks about teaching history?
- A explaining why he adopted a particular approach
 - B reflecting on his reasons for choosing the profession
 - C expressing regret about missing opportunities to engage students

Part 2

You will hear an archaeologist called Pete Wilkins giving a talk to a group of visitors at Rushford Villa, a recently discovered archaeological site in the UK. For questions **7 – 14**, complete the sentences with a word or short phrase.



Listening test audio

Rushford Villa

The Regional Archaeological Service was notified about the site by the

(7) who was working at Rushford.

As well as the villa, evidence of a (8) was uncovered nearby.

The presence of imported (9) suggests the villa's residents
were wealthy.

Pete says the tiled floor may be a (10) or part of
something bigger.

It has been possible to date the site principally from the (11)
found there.

The discovery of (12) indicates the villa was taken down during
the later Roman period.

Pete says various articles used for (13) are the site's
best-preserved fifth-century objects.

This site differs from many others as it has been unaffected by
(14) over the centuries.

Part 3

You will hear an interview with two script editors, Mike Summers and Sarah Alexander, in which they talk about working in the television industry. For questions **15 – 20**, choose the answer (**A, B, C** or **D**) which fits best according to what you hear.



Listening test audio

- 15** Mike says that his daily work on the soap opera 'Eden Lane' is based around the need to
 - A** develop detailed storylines for each episode.
 - B** inspire quality writing from his script writers.
 - C** consider the general direction of the show.
 - D** keep the producers satisfied with progress.
- 16** Mike thinks that working with script writers is sometimes difficult because of
 - A** the extra work their suggestions can cause for him.
 - B** the negative reaction they have.
 - C** the frequent need to make alterations to their work.
 - D** the volume of work they produce each week.
- 17** What got Mike into a career as a script editor?
 - A** He realised he was unsuited to earning a living as a script writer.
 - B** He became interested in working with scripts while he was a student.
 - C** He discovered that he enjoyed co-operating with script writers.
 - D** He found that script editing was better paid than script writing.
- 18** Sarah thinks TV companies are more likely to employ people who
 - A** are extremely keen to work anywhere in the TV industry.
 - B** show a genuine interest in any given genre.
 - C** already have creative work skills which are useful in TV.
 - D** have firm views on how TV shows should be produced.
- 19** Sarah says that watching TV with a critical perspective
 - A** requires focus on a particular aspect of the show.
 - B** can provide valuable insights into the writing process.
 - C** could be a clever way to introduce yourself to useful contacts.
 - D** needs to aim at providing a balanced view in feedback.
- 20** Mike and Sarah both say that a successful soap opera needs to
 - A** have a range of positive and negative characters.
 - B** finish each episode with an exciting climax.
 - C** regularly refresh the cast of actors involved.
 - D** make life difficult for some of its characters.

Part 4



Listening test audio

50



p. 127



p. 135

You will hear five short extracts in which people are talking about public parks.

TASK ONE

For questions **21 – 25**, choose from the list (**A–H**) what each speaker likes about their favourite park.

TASK TWO

For questions **26 – 30**, choose from the list (**A – H**) the reason each speaker suggests for the gradual deterioration of public parks.

While you listen, you must complete both tasks.

A It offers an escape from the city heat.

B I can socialise with friends there.

C It inspires me to be creative.

D It holds fond memories for me.

E I can get some exercise there.

F It has features of artistic merit.

G It has great views over the city.

H I feel part of its transformation.

Speaker 1

	21
--	-----------

Speaker 2

	22
--	-----------

Speaker 3

	23
--	-----------

Speaker 4

	24
--	-----------

Speaker 5

	25
--	-----------

A the increase in tree diseases

B disruption due to large events

C low visitor numbers

D an increase in urban construction

E a lack of available funds

F an increase in vandalism

G a lack of appreciation by authorities

H a shortage of staff with appropriate skills

Speaker 1

	26
--	-----------

Speaker 2

	27
--	-----------

Speaker 3

	28
--	-----------

Speaker 4

	29
--	-----------

Speaker 5

	30
--	-----------

Test 3

Test 3

READING AND USE OF ENGLISH (1 hour 15 minutes)

Part 1

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

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

Example:

0 **A** place **B** convey **C** commit **D** bring

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

Technological gadgets and knowledge

Does having the internet mean we never need to **(0)** anything to memory ever again?

The generation who have grown up with technology hope this is the **(1)** , not to mention everyone else who feels the need to **(2)** their habitual attachment to the latest technological devices.

Some educationalists fear that access to information on the internet reduces the importance of remembering facts. However, research shows that this is **(3)** important. When we think, we use working memory and long-term memory. **(4)** our long-term memory can be described as vast, our working memory is limited to very few items and is easily **(5)** By transferring facts to our long-term memory we free up precious space in our working memory, enabling us to manipulate and combine those facts with new ones. **(6)** , memorising some things aids understanding, as it creates a framework of known facts, needed to be able to **(7)** what we find on the internet.

Consequently, while technology may appear to **(8)** the necessity to remember facts, unfortunately, the world we live in is far more complex.

- | | | | | |
|----------|-----------------------|---------------------|--------------------|-------------------|
| 1 | A case | B issue | C matter | D instance |
| 2 | A confirm | B approve | C assert | D justify |
| 3 | A vitally | B completely | C largely | D totally |
| 4 | A Although | B Despite | C Owing | D Since |
| 5 | A overrated | B overloaded | C overdone | D overrun |
| 6 | A Nevertheless | B Thereby | C Therefore | D Provided |
| 7 | A obtain | B consume | C digest | D acquire |
| 8 | A cancel | B remove | C delete | D take |

Part 2

For questions **9 – 16**, read the text below and think of the word which best fits each gap. Use only **one** word in each gap. There is an example at the beginning **(0)**.

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

Example:

0

N	O	T														
---	---	---	--	--	--	--	--	--	--	--	--	--	--	--	--	--

Beekeeping at school

When a swarm of bees descended on a primary school one day, **(0)** surprisingly there was panic among the teachers. **(9)** , most of the children watched fascinated as a bee catcher rounded **(10)** the uninvited visitors. This unexpected event led to the school getting its own bee hive a year later and integrating beekeeping into the curriculum, all of **(11)** has resulted in notable benefits.

The children study the dance that the bees do to communicate where nectar **(12)** to be found and use honey in cooking lessons. They have even opened a school shop selling honey, with the pupils responsible for collecting and pricing it, as well as every other step of production.

Interestingly, nobody anticipated the most significant benefit of **(13)** of this: the effect bees seem to **(14)** had on the pupils' behaviour. **(15)** getting children to think of their responsibility to others can often **(16)** a challenge, making bees the focus has brought about this behaviour effortlessly.

Part 3

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

Example:

0	I	N	C	R	E	A	S	I	N	G	L	Y						
---	---	---	---	---	---	---	---	---	---	---	---	---	--	--	--	--	--	--

Dance stress away

Often considered the domain of just a few, ballet is **(0)** finding its way into our daily lives. People from all walks of life are now appreciating just how **(17)** ballet can be.

INCREASE

WORTH

The benefits of ballet have not gone **(18)** in the business world, with some companies offering ballet classes to their **(19)** It may not, at first, seem to be an obvious combination, but the techniques used in classical ballet are regarded by some as the perfect antidote to a stressful working environment.

NOTICE

EMPLOY

In today's corporate world, unhealthy posture resulting from being hunched over a laptop, is not uncommon. This, added to stress from dealing with tense situations, can increase the **(20)** of headaches and back pain. However, the **(21)**, fluid movements of ballet will counteract the physical **(22)** of office workers as they stretch and evaluate their posture.

FREQUENT

GRACE

ACTIVITY

Regular ballet also has a myriad of mental benefits as its themed exercises enhance memory and co-ordination. The overall result is: a reduction in stress levels, enhanced **(23)**, determination and focus, not to mention a **(24)** improved sense of well-being.

ACCURATE

DRAMA

Part 4

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

Example:

- 0** James would only speak to the head of department alone.

ON

James to the head of department alone.

The gap can be filled by the words 'insisted on speaking', so you write:

Example:

0	<i>INSISTED ON SPEAKING</i>
----------	-----------------------------

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

- 25** According to the film director, it was the quality of the photography that was most important.

MORE

For the film director, than the quality of the photography.

- 26** The instructor told me that I would be evaluated in half an hour's time.

TAKE

The instructor told me that my in half an hour's time.

- 27** Even though Sarah started badly, she went on to win the race.

WINNING

Sarah ended of having started badly.

- 28** Hannah was surprised to be offered a pay rise by the company.

SURPRISE

Much her a pay rise.

- 29** Harry didn't realise how late it had got and missed his bus.

TRACK

Harry didn't..... and missed his bus.

- 30** Alec went out of his way to introduce himself to his new neighbours.

POINT

Alec himself to his new neighbours.

Part 5

You are going to read an article about a writer called Matthew Crawford, who has just written a book about coping with modern life. For questions 31 – 36, choose the answer (A, B, C or D) which you think fits best according to the text.

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

Living in the modern world

When Matthew Crawford is not thinking and writing about how we ought to live, he works as a motorcycle mechanic. His first book was about the benefits of the manual trades. His most recent one is a kind of philosophical treatise on how to cope with modernity. He was inspired to write it when he noticed that advertisements popped up on the credit card machine during a short delay while he entered his pin number.

Crawford says he realised that these demands on our attention from the advertising industry were becoming increasingly difficult to avoid. What we want to be at the forefront of our mind at any particular moment is a very personal matter, and we are being prevented from deciding this for ourselves by something which we are, in the main, unaware of. It is becoming more and more difficult to think, or spend time remembering conversations we've had. And because everyone is trying to protect themselves from the irritation of constantly being interrupted, we close ourselves off and no longer want to do simple things like chat to strangers. 'We increasingly encounter the world through these representations that are addressed to us: video games, apps on your phone,' says Crawford. They reflect our desires and end up taking over.

Everyone knows that office worker who complains about emails all day and then spends their free time emailing. Studies have shown that our attention wanders if a phone is merely visible on the table. There's no scientific evidence yet on whether our attention spans have been affected – there have been fears of this kind since the telegraph was invented in 1837. But it's indisputable that we are more conscious of other things we might be doing. It's tempting to see the advent of this crisis as technological, but for Crawford it's more that the technology has created the perfect vehicles

for our self-obsession. A world of constant choice means that our powers of self-control are heavily taxed, and this has a social impact.

We'd rather send a text message to a friend, free from the risk of having a conversation. By only engaging with representations of people rather than people themselves, Crawford argues, we risk losing something fundamental in our society. And screens are only part of the problem. He gives his gym as an example. There used to be a single music player in the middle of the room. People didn't all like the same music and that could lead to tension. Now people tend to listen to their own music. 'The gym used to be a social place and it has lost that character. Genuine connection to other people tends to happen in the context of conflict' he says.

Crawford's proposed solution has two parts. First, we need regulation of noise and distraction in public space. More importantly, though, Crawford advocates skilled practices as a way of engaging with the world in a more satisfying way. He gives the examples of an ice-hockey player and a motorbike racer as people whose roles force them to deal with material reality. No representation can replicate the feel of the hockey puck on ice, or gravel under your tyres at high speed. Each relies on their good judgment of a complicated subject and the ability to manage the presence of others in the same space. line 69

'When you engage with the world this way, manufactured experiences are revealed as pale substitutes for the kind of involvement you have with real things,' he says. 'They lose some of their grip.' It is important to find a way to use your judgment. Constantly resisting distractions can be exhausting and makes you less able to focus on what matters. The practice of paying attention to one thing, by contrast, makes it easier to pay attention to others.

- 31** What does Crawford suggest about the advertising industry in the second paragraph?
- A** It attempts to invade every aspect of people's lives.
 - B** It damages people's communication skills.
 - C** It endeavours to distort people's memories.
 - D** It forces people to be mindful of their surroundings.
- 32** What concern is expressed in the third paragraph?
- A** Too little research has been conducted into people's ability to concentrate.
 - B** People's tendency to focus too much on themselves is being facilitated.
 - C** It is becoming increasingly difficult to distinguish between work and leisure.
 - D** There is a lack of awareness of the impact of technology on social life.
- 33** In the fourth paragraph, Crawford regrets that
- A** people increasingly have disagreements.
 - B** people are reluctant to make decisions.
 - C** people's instincts have changed over time.
 - D** people no longer need to negotiate.
- 34** What does 'each' refer to in line 69?
- A** each element of the solution Crawford proposes
 - B** each professional Crawford mentions
 - C** each real-life issue to be dealt with
 - D** each sensation described
- 35** In the final paragraph, Crawford is
- A** expanding on the merits of his approach.
 - B** dismissing potential criticism of his ideas.
 - C** contradicting a point made previously.
 - D** emphasising his role in a key debate.
- 36** In the article as a whole, what is Crawford's attitude towards other people?
- A** He avoids engaging in conversations with people he does not know.
 - B** He wishes more people shared his vision of a better society.
 - C** He admires people's determination to resist the attractions of modern technology.
 - D** He appreciates how hard it is for people to ignore the temptations that surround them.

Part 6

You are going to read four extracts by academics about photography. For questions 37 – 40, choose from the academics A – D. The academics may be chosen more than once. Mark your answers on the separate answer sheet.

Is photography art?

A

In my view, when a photograph is produced, this is not the result of genuinely creative camera work. A scientific technique is being applied, and with a good camera, even an amateur photographer with no artistic ability can reliably produce acceptable images. Compare this to the likelihood of someone with no idea how to paint or carve ever creating a decent watercolour or statue. Clearly, the creative quality of photography is far removed from that of such genuinely artistic endeavours. And yet there are those who persist in claiming that photography is the most significant contemporary art form. Perhaps I should qualify the extent to which I disagree: admittedly, when a photographer captures a moment of reality, it is done deliberately. It is perhaps this deliberateness that contains the germ of what might be called art.

B

Photography belongs both to the realms of reality and imagination: although it sometimes favours one over the other, it never quite relinquishes its hold on either. Little does it matter that a photograph can be printed out a thousand times, thus depriving the 'original' of its unique status. For me, it is sufficient that no two photographers are likely to create an identical image, and it is this which sets photography on a par with more established artistic disciplines such as sculpture or painting when it comes to inventiveness and originality. And now, although the idea that photography could be art at one time appeared absurd to many people, it is without a doubt our foremost and most immediately accessible means of artistic expression. In no way is it undermined by the fact that everyone has a camera these days and can take excellent photos without formal instruction.

C

To draw comparisons between painting and photography as art forms is to miss the point; they are so very different. Moreover, photographs capture reality, and therefore can often have a far greater impact on the viewer. There are those who insist that unlike painting, which can take years of practice to master, photography is easy: anyone can pick up a camera and take a reasonable picture. However, I would contend that it is unlikely ever to match the creativity of one taken by a professional photographer, and if it does, its success is unlikely to be replicated. These issues have been debated by art critics for over a century, and yet, arguably, photography is not only one of the newest types of art, it is the ultimate form of modern art.

D

There are many thousands of important early art photographs in public and private collections worldwide and yet the majority were not made with the art exhibition in mind. Some were intended as demonstrations of what the new medium could do; others began life as documents, records or illustrations; only later were they seen as art objects. The central role photography currently plays in the international artistic realm would once have been unimaginable. There are still those who judge photography not to be a true art. One reason given is that it can be duplicated again and again. I would remind them that bronze sculpture, which no-one denies is an art form, can involve casting and recasting a large number of copies. Surely a photographer's art, like that of a painter, is the ability to capture a moment of reality and turn it into an image of interest and beauty – a true measure of creativity.

Which expert

shares an opinion with B on whether the fact that photographs can be reproduced devalues them as art?

37	
----	--

has a different opinion from A on whether taking consistently good photographs requires professional training?

38	
----	--

has a similar opinion to D about whether most photographs were originally regarded as works of art?

39	
----	--

has a different view from all the others on the importance of photography in today's art world?

40	
----	--

Part 7

You are going to read an article about sugar and its alternatives. Six paragraphs have been removed from the article. Choose from the paragraphs **A – G** the one which fits each gap (**41 – 46**). There is one extra paragraph which you do not need to use.
Mark your answers **on the separate answer sheet**.

Finding an alternative to sugar

So much for the decades in which fats and oils were public enemy number one on our dinner plates

There is more and more evidence that sugar – or more precisely, carbohydrate – is behind our increasing rates of obesity and heart disease. Even if it is still not completely clear how it is bad for us, there are endless calls for reducing the quantity of sugar in the foods we eat.

41

Replacing the sweetness of sugar in foods is actually relatively straightforward. The first synthetic sweetener, saccharine, was discovered accidentally by a young Russian chemist named Constantin Fahlberg in 1879. While studying coal-tar derivatives, he unwittingly got some on his hands and then licked his fingers. Saccharine became widely used around World War I, when natural sugar was often in short supply. In the 1960s, scientists discovered several more sweeteners in similarly serendipitous ways, including aspartame and acesulfame K.

42

Yet while we have plenty of options for sweetness, there are several difficulties associated with using sugar substitutes in our diet. There have been various health scares over the years, which have negatively affected stevia, saccharine and aspartame, among others.

43

And there are other issues, aside from health scares and labelling problems. Sugar's bad press puts the food industry in a difficult position because sugars have chemical functions in foods that make them difficult to replace. Sugar solutions freeze at a lower temperature than pure

water, for instance. In products like ice cream, this is critical to maintaining a soft texture at freezer temperatures. Sugars also play an important role in giving products like bread and cakes their darker colour, through what chemists call non-enzymatic browning reactions. Unfortunately, artificial sweeteners are not good at reproducing either of these functions.

44

All in all, although non-sugar sweeteners are a huge industry, these drawbacks help to explain why they have come nowhere near eclipsing sugar. However, things are looking up for natural sweeteners. The evidence of health risks associated with them has turned out to be less convincing than first thought. Stevia's years in the wilderness were apparently the result of an anonymous complaint about the risks to the U.S. authorities, which is now commonly thought to have come from a rival producer of an alternative sweetener.

45

As for the problem of taste, manufacturers have sought to overcome the aftertaste issue by combining a number of different sweeteners. We perceive the aftertaste of different sweeteners over differing timescales, so one sweetener can be used to mask the aftertaste of another.

46

In the absence of a perfect sugar replacement, such ploys could be as good as it gets for the foreseeable future. No wonder governments are instead beginning to intervene by employing measures such as higher taxes on products containing excessive sugar to save us from our sweet tooth.

- A** Scientists have also been playing their part in this rehabilitation. When it comes to texture, for instance, protein texturisers can be added instead – soy, for example. And for other substances which have a similar effect as sugar on the freezing properties of water, scientists have discovered that erythritol is one option.
- B** Public suspicions are further fuelled by the fact that many governments classify all non-sugar sweeteners as additives – even those which occur naturally in plants. As consumers have become increasingly wary of anything containing additives, manufacturers have been moving towards products which are free of them, thus putting these sweeteners at a disadvantage.
- C** An additional, increasingly common practice is to mix sugar and non-sugar sweeteners together. This helps explain why the use of non-sugar sweeteners in new product launches has risen significantly in recent years.
- D** But while sweeteners have this particular advantage, it remains a problem that they adhere more strongly to our sweetness receptors and have a different and longer-lasting taste profile to sugar, and so are perceived as tasting different by consumers.
- E** Had we ever come up with a viable alternative to sugar, of course, we wouldn't be facing such seemingly insurmountable problems now. In our sweetness-addicted era, finding a healthier substitute for sugar is one of science's greatest challenges. The question is, why has a solution eluded us for so long?
- F** Then there is the problem of the bitter aftertaste of artificial sweeteners experienced by some consumers, which arises from the mechanism by which sweetness is detected in the taste buds. One problem is that the structural features of a sweet molecule which allow it to bind to the sweetness receptors on the tongue are similar to those which bind to our bitterness receptors.
- G** As well as these substances, there are naturally occurring sweeteners that we have actually known about for much longer. For example, the Guarani peoples of modern-day Brazil and Paraguay have been using the leaves of the stevia plant to sweeten foods for about 1,500 years. Also well known is the West African katemfe fruit, the seeds of which contain a sweet chemical called thaumatin.

Part 8

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

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

In which section are the following mentioned?

a frustration expressed by some

47	
----	--

a comparison between dolphins and unknown entities

48	
----	--

a fundamental flaw in the way dolphins are studied

49	
----	--

an example of dolphins' parental behaviour

50	
----	--

evidence of changeable dolphin behaviour

51	
----	--

a turning point in technological advances

52	
----	--

features dolphins once shared with other animals

53	
----	--

an analogy used to convey one of two possible outcomes

54	
----	--

a combination of movements used to communicate

55	
----	--

an innate understanding of animal behaviour

56	
----	--

Dolphin intelligence

Unlocking the mysteries of dolphin communication

- A** The acrobatic acts of dolphins have fascinated humans, but scientists are now more interested in how dolphins think than in what they can do. When the head researcher presses her palms together over her head, the signal to innovate, and then puts her fists together, the sign for tandem, she has instructed a pair of dolphins to show her a behaviour and to do it in unison. As they disappear below the surface, another researcher carrying a large underwater video camera with hydrophones sinks with them. He records several seconds of audible chirping between them, then his camera captures them both slowly rolling over in unison and flapping their tails simultaneously. There are two possible explanations of this remarkable behaviour. Either one dolphin is mimicking the other so quickly and precisely that the apparent coordination is only an illusion. Or when they whistle back and forth beneath the surface, they're literally discussing a plan.
- B** When a chimpanzee gazes at a piece of fruit or a silverback gorilla beats his chest to warn off an approaching male, it's hard not to see a bit of ourselves in those behaviours and even to imagine what the animals might be thinking. We are, after all, great apes like them, and their intelligence often feels like a familiar version of our own. But dolphins are something truly different. They 'see' using sonar and do so with such phenomenal precision that they can tell from a hundred feet away what something is made of. Their eyes operate independently of each other. They're a kind of alien intelligence sharing our planet – watching them may be the closest we'll come to encountering an extra-terrestrial.
- C** Dolphins are extraordinarily garrulous. Not only do they whistle and click, but they also emit loud broadband packets of sound called burst pulses to discipline their young and chase away sharks. Scientists listening to these sounds have long wondered what they might mean. Yet despite a half century of research, we are none the wiser. Virtually no evidence supports the existence of anything resembling a dolphin language, and scientists have been known to voice exasperation at the continued quixotic search. However, other researchers see circumstantial evidence that the problem simply hasn't yet been looked at with the right set of tools. Only recently have high-frequency underwater audio recorders been able to capture the full spectrum of dolphin sounds. In the past couple of years, new data-mining algorithms have made possible a meaningful analysis of those recordings. Ultimately dolphin vocalisation is either one of the greatest unsolved mysteries of science or one of its greatest blind alleys.
- D** Why did dolphins, of all the creatures roaming land and sea, acquire such large brains? To answer that question, we must look at the fossil record. About 34 million years ago the ancestors of modern dolphins were large creatures with wolflike teeth. Around that time, it's theorised, a period of significant oceanic cooling shifted food supplies and created a new ecological niche, which offered dolphins opportunities and changed how they hunted. Dolphins became more communicative, more social – and probably more intelligent. Researchers have identified three levels of alliances within their large, open social network and found that two dolphins can be friends one day and foes the next. All these behaviours have the mark of intelligence. But what is intelligence really? When pressed, we often have to admit that we're measuring how similar a species is to us. The question is not how smart are dolphins, but how *are* dolphins smart?

WRITING (1 hour 30 minutes)

Part 1

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

- 1 Your class has just attended a student discussion on different ways of keeping informed about the news. You have made the notes below:

Ways of keeping informed about the news:

- printed newspapers
- television
- the internet

Some opinions expressed in the discussion:

"The amount of in-depth reporting is really impressive."

"Live images give additional impact to the news."

"You can access the news online anywhere, anytime."

Write an essay for your tutor discussing **two** of the ways in your notes. You should **explain which way you think is more effective in keeping informed about the news, giving reasons** in support of your opinion.

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

Part 2

Write an answer to **one** of the questions **2 – 4** in this part. Write your answer in **220 – 260** words in an appropriate style **on the separate answer sheet**. Put the question number in the box at the top of the page.

- 2** You have seen this letter in your local newspaper:

I can't believe that our town is planning to spend millions on building an art gallery when there are far more important things to invest in. We have lost sight of our priorities. Most people aren't interested in art and if they are, they can go to the big cities to see it.

You decide to write a letter to the newspaper saying what you think about the opinions expressed.

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

- 3** You see this notice on a book and film review website:

We're looking for reviews of books or films where the central character experiences significant changes as the story develops. Write a review of the book or film, describing the circumstances of the changes and explaining the effect they have on the character.

Write your **review**.

- 4** You have recently completed a six-month training programme with an international company. The training manager who organised your programme has asked you to write a report about your experience. In your report, you should explain how you have benefitted from the programme and suggest improvements that would help future trainees.

Write your **report**.

LISTENING (approximately 40 minutes)

Part 1

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



Listening test audio

Extract One

You hear two friends discussing an exhibition they've been to about the history of the Italian island of Sicily.

- 1** The woman was impressed by the exhibition because
 - A** it deliberately showcased less well-known aspects of Sicily's history.
 - B** it conveyed Sicily's distinctive character during different periods of history.
 - C** it presented more objects from Sicily's history than any previous exhibition.
- 2** The man refers to the exhibit of a stone door in order to
 - A** support a point made by the woman.
 - B** identify an artefact that seemed out of place.
 - C** draw attention to an item overlooked by visitors.

Extract Two

You hear two colleagues talking about their attitude to their smartphones.

- 3** The man avoided using his smartphone for the weekend because he wanted
 - A** to see how much time he'd gain.
 - B** to prove he wasn't dependent on it.
 - C** to re-discover the value of face-to-face interaction.
- 4** What has the woman found helpful when trying to reduce the time spent on her phone?
 - A** getting others' approval
 - B** setting herself achievable targets
 - C** focusing on alternative activities

Extract Three

You hear two friends talking about their first session singing in a choir.

- 5 How did the man feel during the session?
- A self-conscious when singing alone
 - B impressed by the teacher's feedback
 - C surprised at the number of people attending
- 6 What do they both say is one benefit of singing?
- A It encourages mental wellbeing.
 - B It improves the skill of multi-tasking.
 - C It teaches the value of perseverance.

Part 2

You will hear a student called Alice Brown talking about working as a volunteer on a shark research project on the island of Fiji. For questions **7 – 14**, complete the sentences with a word or short phrase.



Listening test audio

Volunteering on a shark research project on the island of Fiji

It was her interest in **(7)** that attracted Alice to the shark
research project on Fiji.

Alice appreciated the fact that the project gave her the chance to set up
(8) for sharks.

Alice gives the example of the **(9)** in her accommodation to
demonstrate the simplicity of everyday life for volunteers.

Alice uses the term **(10)** to describe the impact the volunteers
could have on the environment.

Alice regarded the remote camp as a **(11)**

Alice felt lucky that the **(12)** for divers was something she could
avoid.

Alice says the **(13)** she brought to the island was popular with
other volunteers.

Alice was particularly impressed by the **(14)** of the coral she
saw in the sea.

Part 3

You will hear part of an interview with two writers and researchers, Anna Baldwin and Richard Simmons, on the topic of handwriting. For questions **15 – 20**, choose the answer (**A, B, C** or **D**) which fits best according to what you hear.



Listening test audio

- 15** Anna believes handwriting should be studied because
 - A** it is significant in the lives of young adolescents.
 - B** it plays an important role in terms of self-expression.
 - C** it is increasing in popularity.
 - D** it deserves reassessment in the light of new developments.
- 16** Anna and Richard agree that writing things by hand is useful
 - A** in the teaching of some science subjects.
 - B** in helping people remember certain information.
 - C** because it is unexpectedly time-saving compared to typing.
 - D** because it serves to stimulate the imagination of authors.
- 17** Anna and Richard agree that the teaching of handwriting in primary school
 - A** ensures good literacy skills later on in life.
 - B** is suffering from a growing lack of public interest.
 - C** occupies a significant part of the current syllabus.
 - D** has little impact on a child's overall development.
- 18** How does Richard view the potential disappearance of handwriting?
 - A** He accepts that it will be a sad day for humanity.
 - B** He sees it as a natural progression.
 - C** He is confident that it won't happen soon.
 - D** He is concerned that it may impact on our sociability.
- 19** Anna refers to writing throughout history in order to illustrate
 - A** the flexibility of the medium.
 - B** the evolution of communication.
 - C** its influence on major events.
 - D** its contribution to learning.
- 20** Anna says there is evidence that the traditional focus on handwriting has resulted in
 - A** an increased desire for equal opportunities.
 - B** a preference for using the typed word at work.
 - C** some people abandoning their education.
 - D** some people's true abilities being overlooked.



Part 4



Listening test audio

You will hear five short extracts in which people are talking about taking a course of driving lessons.

TASK ONE

For questions **21 – 25**, choose from the list (**A – H**) what each speaker found most helpful during the course.

TASK TWO

For questions **26 – 30**, choose from the list (**A – H**) what each speaker regarded as challenging in the driving lessons.

While you listen, you must complete both tasks.

A stress management techniques

B the instructor's constant repetition

C advice from a relative

D visual revision aids

E the support of a passenger

F the non-judgemental atmosphere

G the scheduling of lessons

H favourable weather conditions

Speaker 1 **21**

Speaker 2 **22**

Speaker 3 **23**

Speaker 4 **24**

Speaker 5 **25**

A reacting quickly to spoken instructions

B going at an appropriate speed

C maintaining concentration when tired

D being on time for lessons

E understanding road signs

F dealing with other drivers' impatience

G being exposed to busy conditions

H adapting to different vehicles

Speaker 1 **26**

Speaker 2 **27**

Speaker 3 **28**

Speaker 4 **29**

Speaker 5 **30**

Test 4

Test 4

READING AND USE OF ENGLISH (1 hour 15 minutes)

Part 1

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

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

Example:

0 **A** substance **B** sense **C** meaning **D** logic

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

Menu psychology

Have you ever struggled to make **(0)** of a vast restaurant menu? You're **(1)** hungry, trying to exchange pleasantries with friends and sipping a drink while your eyes **(2)** about between the menu options. Will your **(3)** be to go for something familiar or something different? Will you end up staring jealously at everyone else's meals while forcing yourself to eat your own misguided selection, as so often **(4)** to be the case?

Why is it so hard to decide? We want choice, but menus **(5)** in far more dishes than most people want to have to choose from. A study suggests the optimum number of menu items is between six and ten per **(6)** (starters, main courses and desserts) depending on the restaurant. Below this number, diners feel there's too little choice and above it, deciding becomes too much of a **(7)**

So next time you eat out, choose the restaurant according to the number of items on the menu and the dilemma of choice will be solved. **(8)** , there's always the option of set menus or tapas-style sharing plates; their popularity is on the increase, probably for the reasons above.

- | | | | | |
|----------|---------------------|---------------------|-----------------------|-------------------------|
| 1 | A utterly | B absolutely | C unbelievably | D unreservedly |
| 2 | A dart | B rush | C tear | D race |
| 3 | A trick | B tactic | C slant | D style |
| 4 | A brings up | B shows up | C comes out | D turns out |
| 5 | A pile | B squeeze | C crowd | D press |
| 6 | A set | B class | C kind | D category |
| 7 | A chore | B duty | C task | D trouble |
| 8 | A Cheerfully | B Gladly | C Happily | D Optimistically |

Part 2

For questions **9 – 16**, read the text below and think of the word which best fits each gap. Use only **one** word in each gap. There is an example at the beginning **(0)**.

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

Example:

0

A	S																
---	---	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--

Green basilisk lizards

Green basilisk lizards, also known **(0)** plumed or double-crested lizards have an amazing ability to run on water. They are abundant **(9)** the tropical rainforests of Central America, **(10)** they spend much of their time up trees and are never that **(11)** from water.

When threatened, they can drop from a tree and sprint at **(12)** speed of about 1.5 metres per second across the surface of the water. To accomplish this, on their rear feet they have long toes **(13)** folds of skin that spread out in the water to create a sort of paddle. **(14)** they are able to maintain their speed, this fold of skin prevents them from sinking. Interestingly, they are born with the ability **(15)** only to run on land and water but also to climb and swim.

Green basilisks are omnivores and survive **(16)** a diet of plant material, fruit, insects and small vertebrates, and are a common sight in the Central American forests.

Part 3

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

Example:

0

C	I	V	I	L	I	S	A	T	I	O	N						
---	---	---	---	---	---	---	---	---	---	---	---	--	--	--	--	--	--

Lost land

The idea of a lost but highly advanced **(0)** has captured the imagination of people for centuries. Perhaps the most **(17)** of these tales is the story of the lost island of Atlantis, which **(18)** with the Greek philosopher, Plato, over 2,000 years ago. Plato wrote of an island located in the Atlantic Ocean, the home of a noble and powerful race of people. Over time, however, the people became corrupted. According to ancient mythology, when the Gods saw this, they decided to destroy the island and Atlantis sank beneath the waves.

These **(19)** of Plato are the only known mention of Atlantis, and the very idea of Atlantis has remained **(20)** among romantics and scholars. Today, people still **(21)** about Atlantis and its possible **(22)** , and it has been the subject of many books and movies. There is a **(23)** endless fascination for the island. Maybe we all want this **(24)** place to be real.

CIVIL
COMPEL
ORIGIN

WRITE
CONTROVERSY
FANTASY
EXIST
SEEM
MYSTERY

Part 4

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

Example:

0 James would only speak to the head of department alone.

ON

James to the head of department alone.

The gap can be filled by the words 'insisted on speaking', so you write:

Example:

0	<i>INSISTED ON SPEAKING</i>
----------	-----------------------------

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

25 The film was difficult to follow, but it was enjoyable.

DESPITE

The film was enjoyable was difficult to follow.

26 Harry denied being responsible for the mistake, even though it was his fault.

ACCEPT

Despite it being his fault, Harry the mistake.

27 Rob soon recovered from the shock of losing his job.

GET

It didn't over the shock of losing his job.

- 28** Attendance at the lecture by Professor Turner is compulsory for all students.

ATTEND

All students lecture.

- 29** Since the last Olympic Games, diving has become more popular.

INCREASE

There has of diving since the last Olympic Games.

- 30** If the athlete hadn't fallen twice, he would have won.

COUPLE

But , the athlete would have won.

Part 5

You are going to read a magazine article about the role of robotics in modern-day life. For questions **31 – 36**, choose the answer (**A, B, C or D**) which you think fits best according to the text. Mark your answers **on the separate answer sheet**.

Robotics – a force for good or bad?

Once confined to the pages of futuristic fiction, the field of robotics promises to be the most profoundly disruptive technological shift since industrialisation. While robots have been utilised in the automotive and manufacturing sectors for decades, experts now predict an imminent tipping point in robotic usage across many sectors – and say that much of the industrialised world simply isn't prepared for this radical transition. Many of us recognise robotic automation as an inevitably disruptive force. However, in a classic example of optimism bias, while approximately two thirds of people predict that robots will perform most of the work currently done by humans during the next 50 years, about 80% think their current jobs will either 'definitely' or 'probably' exist in their current form within the same timeframe. Somehow, we assume our livelihoods will be safe. They're not: every commercial sector will be affected by robotic automation in the next several years.

For example, Australian company Fastbrick Robotics has developed a robot, the *Hadrian X*, that can lay 1,000 standard bricks in one hour – a task that would take two human bricklayers the better part of a day to complete. Two years ago, Simbe Robotics unveiled *Tally*, a robot that roams supermarket aisles alongside human shoppers and ensures not, as might be expected, that the aisles are free from grime and rubbish, but that goods are adequately stocked, placed and priced.

Advocates for robotic automation routinely highlight the fact that, for the most part, robots cannot service or program themselves – yet. In theory, this will create new, highly-skilled jobs for technicians and programmers and other well-paid roles. Critics, on the other hand, warn that we mustn't overlook the value of interpersonal skills at work. They say that society is not prepared for the upheaval that the downgrading of the human touch will bring.

Few people understand this tension better than world expert on robotics technology, Dr Jing Bing Zhang. Zhang investigates the way in which robotics is shaping tomorrow's working population. A recent report by Zhang says that within two years almost one third of robots will be smarter, more efficient, and capable of collaborating with other robots and working safely alongside humans. Within three years, 30% or more of the world's leading companies will have a designated chief robotics officer, and several governments around the world will have drafted or implemented specific legislation surrounding robots. Within five years, average salaries in the robotics sector will increase by at least 60% – yet more than one third of the available jobs in robotics will remain vacant due to shortages of skilled workers. 'Automation and robotics will definitely impact lower-skilled people, which is unfortunate,' Zhang says. 'I think the only way for them to move up or adapt is not to hope that the government will protect their jobs from technology, but look for ways to retrain themselves. No one can expect to do the same thing for life.'

Meanwhile, developments in motion control, sensor technologies, and artificial intelligence will inevitably give rise to an entirely new class of robots aimed predominantly at consumer markets – robots the likes of which we have never seen before. Upright, bipedal robots that live alongside us in our homes; robots that interact with us in increasingly sophisticated ways – in short, robots that were once the sole province of the realms of science fiction. This, according to Zhang, represents an unparalleled opportunity for companies positioned to take advantage of this shift. Yet it also poses significant challenges, such as the necessity for new regulatory frameworks to ensure our safety and privacy.

With millions of jobs at risk and a worldwide employment crisis looming, it is only logical that we should turn to education to understand and prepare for the robotic workforce of tomorrow.

- 31** In the first paragraph, the writer says the public believe that the use of robots
- A** will have little effect on their employment prospects.
 - B** is an appropriate practice in certain sectors.
 - C** is long overdue in industry.
 - D** is something society is ill prepared for.
- 32** One of the main functions of the supermarket robot named *Tally* is to
- A** ensure that the aisles are clean at all times.
 - B** monitor the availability of supplies on the shelves.
 - C** adjust the price of some of the less popular products.
 - D** assess the suitability of opening hours.
- 33** In the third paragraph, the writer points out that the present limitation of automation is due to
- A** the fear associated with giving robots more power.
 - B** the unwillingness of companies to invest in robotics.
 - C** the need for humans to carry out maintenance on robots.
 - D** the lack of trained specialists in robotics.
- 34** Regarding the future of employment in general, Dr Zhang implies that people
- A** should be pro-active regarding change in their working lives.
 - B** ought to put pressure on governments to act decisively.
 - C** should find roles that offer long-term job security.
 - D** ought to target jobs that offer high salaries.
- 35** In the fifth paragraph, which of these words is used to convey the sense that something remarkable is occurring?
- A** inevitably (line 69)
 - B** predominantly (line 70)
 - C** sole (line 75)
 - D** unparalleled (line 77)
- 36** In this article, the writer is
- A** speculating on the future of managers in the technology industry.
 - B** analysing the current use of technology in the education sector.
 - C** discussing the benefits of technology in the workplace.
 - D** evaluating the impact of technological advancement.

Part 6

You are going to read four extracts in which academics give their views on the importance of university education. For questions **37 – 40**, choose from the contributions **A – D**. The contributions may be chosen more than once.

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

University education: a human right?

- A** It is a fundamental right of individuals to experience university and to have access to the knowledge it affords. University offers a huge opportunity – it is a treasure trove of knowledge to be gained and experiences to be had, and it provides an opportunity that exists at no other time in an individual's life. It is a time of personal and intellectual exploration. In secondary school, or, indeed, in professional life, no such opportunities exist, as these environments are about instruction and following orders, not about questioning norms and conventions in the same way university so often is. It serves as an extremely valuable forum for different views, which everyone has a right to experience should they so wish. Let's face it – a university-educated populace is of great value to any state and its benefits far outweigh the disadvantages. I think that such a privilege hardly needs to come at a price either.
- B** A highly-educated society does not necessarily provide the great economic bounties that supporters of free university education suggest. Countries need educated people, including a certain number of university graduates, but the idea that everyone having a degree would benefit society is unfounded. Self-knowledge and genuine wisdom come from study and reflection. This can be done in the 'university of life', and not just in an academic institution. Many countries provide free primary and secondary education, and this is considered necessary by both liberals and conservatives alike around the world. I'm all for that too, but that's where the obligations end as far as I'm concerned. What I do feel strongly about, however, is equality of opportunity, and by that I mean the right of any citizen to have a university education, readily available to them regardless of their social background.
- C** A life without the critical thinking tools provided by university is less full because those without them lack the facility by which to unlock all the doors of perception and knowledge laid before them. University serves also, in its giving of these opportunities, to shape individuals' views of themselves and society, helping to give form to the relationship between citizen and state on a deepened level. This development provides citizens with the ability to take meaningful part in the democratic process. A state can only be considered truly legitimate when an educated electorate approves it, and that's why all the tiers of formal education – primary, secondary and tertiary – are equally important in my view.
- D** It is quite frankly ludicrous to expect that individuals should be automatically entitled to take three or four years, free of charge, to learn new skills that will benefit them, or learn how to be better citizens. The state's duty is of course to provide a baseline of care, which, in the case of education, secondary school more than provides. As I see it, individuals who want more should be fully prepared to fund it themselves. Having said that, one cannot or should not underestimate the value of universities when it comes to raising the level of awareness of the population in general. I would just like to add though, that it ought to be a case of true merit defining the ability to attend university, rather than the privileges that an accident of birth may offer. The advantages of attending university extend to life beyond student days and, as we know, without that qualification many paths are permanently denied.

Which academic

holds a different view from the others on the importance of a university education for the population as a whole?

37

shares C's opinion on the value of critical thinking skills?

38

has a different opinion from C on the significance of the three levels of education?

39

expresses a contrasting view from D on paying university tuition fees?

40

Part 7

You are going to read an article about the legacy the Olympic Games leaves in host cities and countries. Choose from the paragraphs **A – G** the one which fits each gap (**41 – 46**). There is one extra paragraph which you do not need to use.

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

The Legacy of the Olympics

As the Olympic Games have grown to become the world's foremost sporting event, their impact on host cities and countries has also increased

Cities interested in hosting the Olympic Games are now placing increasing emphasis on the legacies that such an event can leave for their citizens and, in many cases, they are using the Games as a catalyst for urban renewal. The International Olympic Committee (IOC) also realises that the Games need to create more than just good memories from 16 days of competition. That is why the Olympic Charter states that an important role of the IOC is 'to promote a positive legacy from the Olympic Games to the host cities and countries.'

41

This includes an outline of their own objectives, long-term strategies and vision. From the beginning of the bid process, cities are encouraged to look at how the Games can be a catalyst for their development.

42

The IOC also assists cities by providing them with access to the enormous amount of information that is available through the IOC's Olympic Games Knowledge Management platform. This comprises elements such as case studies of previous Games programmes and initiatives, studies of the impact of the Olympic Games and numerous technical reports.

43

These benefits, however, may not be visible until years later. Many will be dependent on continued support from local authorities once the Games Organising Committee has ceased to exist and others may be difficult to measure or see but are felt by the local population.

44

Take Rio de Janeiro, for instance, where the 2016 Games were held. Transportation investments there, accelerated by the Olympic Games, have contributed to a dramatic increase in access to public transportation, from 16% of the population in 2009 to almost four times that after the Olympic Games. They include long stretches of bus rapid transport (BRT) lines, three new tunnels and two dedicated BRT corridors that link different regions of the city.

45

The Olympic legacy in Rio is not limited to investments in transport. Works in the Port Region are promoting a profound transformation in an area of enormous historical importance that had been abandoned for decades. Through the country's largest public-private partnership, the well-received Porto Maravilha Project establishes the regeneration and development of a 5 million-square-metre area.

46

In 2009, the central Rio area had 22,000 inhabitants. This number is expected to reach 100,000 within a few years and thanks to the Games the city is ready for this expansion. Furthermore, the Games assisted Rio in enhancing its profile as a tourist destination by showcasing its rich history and culture to the world.

- A** For the first time, an independent commission was established to monitor and publicly evaluate sustainability efforts. It rated the overall effort 'a great success'. Almost all of the demolition waste was recycled and more than half of the Games operational waste was reused, recycled, or composted.
- B** Over the years, one can point to numerous examples of positive legacies that host cities have created through staging the Games and leveraging them as a catalyst. This is particularly the case in recent years.
- C** This information is gathered by asking applicant cities to complete questionnaires about what they want the Games to create as a legacy. Once a city has been chosen to host the Games, this information provides the organisers with clear objectives to aim for during the seven years of Olympic preparation and beyond.
- D** This welcome initiative, turning it into a strategic centre for business, culture and recreation, includes construction and the restoration of 70 kilometres of new water, sewer, gas and drainage systems. The residential impact is huge.
- E** With that in mind, it has worked hard to help current Games organisers, as well as applicant cities, look at what they believe planning for and putting on the Games, as well as simply bidding for them, can do for their citizens, cities, and countries. It does this by asking them to provide comprehensive information.
- F** A further legacy, as far as getting around the city is concerned, is the doubling of a major route connecting the south and west zones of the city. It increases road capacity and allows traffic to flow more smoothly between the two zones.
- G** Cities which have made successful bids can then use these to draw on the lessons that previous host cities have learned. They adapt them to their own specific context, and aim to make improvements.

Part 8

You are going to read an article about the effect of taking photographs at events. For questions **47 – 56**, choose from the sections (**A – D**). The sections may be chosen more than once. Mark your answers **on the separate answer sheet**.

In which section does the writer

say that interrupting what one is doing to take photos may feel annoying?

47	
----	--

discourage readers from taking some findings too literally?

48	
----	--

point out that large numbers of people take photos at concerts?

49	
----	--

point out that the pleasure gained from taking photos is restricted to particular situations?

50	
----	--

caution that research findings might be different in another environment?

51	
----	--

say how irritating to others the use of phones can be?

52	
----	--

refer to a view that people are unlikely to be more contented in the future?

53	
----	--

explain how taking photos may negatively influence people's ability to recall a concert?

54	
----	--

suggest that people are certain to persist in taking photos at concerts?

55	
----	--

admit to having done something that they are critical of?

56	
----	--

Taking photographs

- A** Here's a fun game to play when you're at a live concert: as the musicians begin playing, resist the urge to pull out your phone. While not every audience member defaults to this mode, a sizable portion will. Phones and concerts – in fact, phones and practically all experiences – now go hand in hand. I've been guilty of it – we've all been guilty of it. A picture or video I captured on my phone was something I could carry with me and recall at any moment. I just needed one good shot to prove I'd been there, to serve as a concrete reminder beyond a ticket stub or a T-shirt that I came, I saw, I listened. Music critics and fans alike have published a bevy of articles beseeching fellow audience members to stop using their devices at concerts because at best it's slightly tiresome and at worst it can distract to the point of ruining a show.
- B** There are also compelling psychological reasons not to use your phone at shows. Simply put, using a camera at a concert could mean that you won't remember it very well. A study by Linda Henkel, a US professor of cognitive psychology, examined how taking photos affected people's ability to remember what they were photographing in the first place. Henkel asked participants to walk around a museum and engage some objects with their eyes and others with their cameras. When asked to photograph an entire object, people didn't remember it as well later on. People think, she explained, 'I've captured that.' So instead of spending visual attention on it, they've just clicked and moved on. Participants did remember museum objects better when they were asked to zoom in on one part rather than the entire thing. That has to do with the way the brain pays attention to details but still registers the entirety of what's being observed. But that's not to say you should zoom in on a singer's eyebrows so as to better remember the concert as a whole. Henkel's experiment involved a relatively quiet atmosphere photographing static objects. Concerts offer up a much more physically stimulating situation, which probably changes the outcome.
- C** Beyond memory, does the act of documentation make us enjoy the activity more when we're actually there, in the moment? A recent study has found that people tasked with taking photos during experiences ended up having more fun than when they didn't – but not always. Take, for example, a group of people dancing, with others looking on. 'While taking photos increased the enjoyment of observers, it did not affect the enjoyment of those actively taking part in the experience,' says Kristin Diehl, assistant professor of marketing at the University of Southern California in the US and one of the study's co-authors. In other words, if the activity centres around observing rather than doing, documenting can increase enjoyment levels; though of course stopping in the middle of an activity to take a photo is likely to become burdensome.
- D** When it comes to concerts, it would therefore seem, where we're less engaged, cameras may help us feel a deeper connection, but they aren't really a substitute for 'living in the moment' – that popular rallying cry for those who feel technology has rewired our brains in a way that may not, ultimately, make us happier. So while this is an issue for live music fans, it's also the product of something larger shifting in our increasingly social media-driven culture, in which every new smart-phone comes with a high-resolution camera as standard. Photos and videos may have once been predominantly memory cues, but the way people use them – often in order to cultivate their social media identities – has fundamentally altered. That's why no matter how many musicians set no-phone policies, the habit will continue – and will continue to be debated.

WRITING (1 hour 30 minutes)

Part 1

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

- 1 Your class has watched a TV discussion about factors which influence our choice of food. You have made the notes below:

Factors which influence our choice of food:

- childhood
- scientific research
- availability

Some opinions expressed in the discussion:

"No one cooks better than my mum."

"So-called expert advice on what's good for you changes from week to week!"

"It's better to buy fresh, local food."

Write an essay for your tutor discussing **two** of the factors which influence our choice of food in your notes. You should **explain which factor you think is more important, giving reasons** in support of your opinion.

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

Part 2

Write an answer to **one** of the questions **2 – 4** in this part. Write your answer in **220 – 260** words in an appropriate style **on the separate answer sheet**. Put the question number in the box at the top of the page.

- 2** A cinema website is looking for reviews of different kinds of cinemas. A temporary outdoor cinema was set up in your town during the summer months. Write a review of the cinema, describing the facilities and the choice of films. You should also explain how popular it was and say whether you think the town would be justified in organising it on an annual basis.

Write your **review**.

- 3** Your international college wishes to raise awareness of environmental issues in the local area for both its students and the wider community. The college principal has invited students to submit proposals for a campaign to do this.

In your proposal you should outline the major environmental issues in the area around the college. You should also suggest the different ways to raise awareness of the problems and explain which problem should take priority.

Write your **proposal**.

- 4** You and a friend had planned to travel together in the summer holiday. You have decided to accept an unexpected offer of an internship instead but are worried that your friend will be upset. You write an email to your friend to apologise for your change in plan. Your email should justify your decision, reassure them of your continued friendship and persuade them to consider travelling together in future.

Write your **email**.

LISTENING (approximately 40 minutes)

Part 1

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



Listening test audio

Extract One

You hear two friends talking about what it's like being an identical twin.

- 1** What irritates the man about people's attitude to him and his twin?
 - A** the way they're still thought of as a single unit
 - B** the assumption that they're naturally best friends
 - C** the fact that they're often compared to one another
- 2** What do they both say they particularly appreciated as children?
 - A** the honest relationship they had with their twin
 - B** how easy it was for people to confuse their identity
 - C** being treated by others as if they were somehow special

Extract Two

You hear two friends discussing sleep and dreams.

- 3** What does the man say about his ability to remember his dreams?
 - A** He thinks it's better than that of most people.
 - B** He finds the longer he sleeps the stronger it is.
 - C** He believes it was greater when he was young.
- 4** What surprises the woman about her dreams?
 - A** how they can affect her daytime mood
 - B** how her sleeping position affects them
 - C** how frequently some of them recur

Extract Three

You hear two friends discussing their visit to an exhibition of paintings by 17th century artists.

- 5** The woman thinks paintings by lesser-known artists were included
- A** to help fill the exhibition space.
 - B** to allow visitors to appreciate their merits.
 - C** to show the influence of famous painters of the time.
- 6** What do they agree about paintings of domestic interiors?
- A** They are more subtle than they at first appear.
 - B** They have become too common a theme in exhibitions.
 - C** They are generally regarded as inferior to more traditional subjects.

Part 2

You will hear a woman called Carol Wilson giving a talk about her job as a forest worker in a wildlife park. For questions **7 – 14**, complete the sentences with a word or short phrase.



Listening test audio

Forest worker

Carol chose to study **(7)** before she started working in forestry.

She found that working at considerable **(8)** was challenging
at first.

Carol says that **(9)** is the focus of her work that she feels
most strongly about.

She thinks visitors need to be told about the dangers of leaving
(10) in the forest.

In seminars, Carol describes things in the forest as **(11)**
in order to interest the children.

Carol gives the example of the **(12)** as an endangered animal
children think is attractive.

She is particularly pleased with the trail nicknamed the **(13)**
by children.

She says that having a **(14)** is vital for any prospective
forest worker.

Part 3

You will hear an interview with two TV camera operators, Mark Thompson and Pam Jakes, who are talking about their work. For questions **15 – 20**, choose the answer (**A**, **B**, **C** or **D**) which fits best according to what you hear.



Listening test audio

- 15 Mark Thompson explains that as a cameraman for a film company, he
 - A is responsible for sorting out any issues during film projects.
 - B regrets being unable to specialise in one type of film work.
 - C tends to film away from home more often than in his own area.
 - D finds the unpredictable nature of the work appealing.
- 16 How did Mark feel when he first started working for his current company?
 - A glad to have found an alternative to a career in art
 - B unprepared for one problem he experienced
 - C disappointed to have to begin at the bottom of the company
 - D confident in his level of knowledge about the equipment
- 17 Mark says that whenever he's involved in live filming, he
 - A has contingency plans in place for unexpected events.
 - B is even more vigilant than usual while he's working.
 - C suppresses any thoughts about getting things wrong.
 - D is reminded of a serious error he once made.
- 18 When Pam films members of the public, she
 - A reassures them about the possibility of filming things more than once.
 - B finds their nervousness sometimes affects the quality of her work.
 - C works closely with the director to create the right atmosphere.
 - D invites actors to be on hand to support them.
- 19 Pam admits that for her, one disadvantage of the job is having to
 - A build new working relationships in a very short time.
 - B be ready to rethink due to unforeseen circumstances.
 - C deal with crew members' anxieties about progress.
 - D transport equipment that turns out to be unnecessary.
- 20 When talking about filming famous people, Mark and Pam both say that it
 - A may mean that unreasonable demands are placed on them.
 - B rarely results in any fame also being conferred on them.
 - C can still be intimidating even with their level of experience.
 - D allows them a valuable insight into the problems celebrities may face.



Part 4



Listening test audio

You will hear five short extracts in which qualified pilots are talking about their initial training course.

TASK ONE

For questions **21 – 25**, choose from the list (**A – H**) what motivated each speaker to train as a pilot.

TASK TWO

For questions **26 – 30**, choose from the list (**A – H**) what surprised each speaker about their course.

While you listen, you must complete both tasks.

A a fascinating read

B a related skill

C a parental suggestion

D the prestige

E advice from an acquaintance

F tales heard in childhood

G financial considerations

H the experience of a specific flight

Speaker 1

	21
--	-----------

Speaker 2

	22
--	-----------

Speaker 3

	23
--	-----------

Speaker 4

	24
--	-----------

Speaker 5

	25
--	-----------

A the mix of colleagues

B the high intensity of the programme

C a particular teaching activity

D some of the venues for classes

E the approach of some other participants

F the extra self-study required

G the relatively low level of pressure

H the attitude of some instructors

Speaker 1

	26
--	-----------

Speaker 2

	27
--	-----------

Speaker 3

	28
--	-----------

Speaker 4

	29
--	-----------

Speaker 5

	30
--	-----------

Speaking tests

Test 1

Note: The visual material for Test 1 appears on pages 165–167.



Part 1

2 minutes (3 minutes for groups of three)

Interlocutor

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

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

Select one or more questions from any of the following categories, as appropriate.

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

Select one or more questions for each candidate, as appropriate.

- Is there someone whose advice you really value? (Why? / Why not?)
- If you had more free time, how would you use it? (Why?)
- Do you like to keep up-to-date with world news? (Why? / Why not?)
- Do you think you work well under pressure? (Why? / Why not?)
- What do you like about the social networking sites you use? (Why?)
- What would be your ideal job? (Why?)
- Do you think you've changed very much in the last few years?
- Do you think your priorities will change as you get older? (Why? / Why not?)

Part 2

4 minutes (6 minutes for groups of three)

A Doing things accurately

Interlocutor

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

(Candidate A), it's your turn first. Here are your pictures. They show people making sure they are doing things accurately in different situations.

Indicate the pictures on page 165 to the candidates.

I'd like you to compare two of the pictures, and say why it might be important for the people to do these things accurately, and how difficult being accurate might be for them.

All right?

Candidate A

[1 minute.]

Interlocutor

Thank you.

(Candidate B), in which activity do you think being accurate might matter the least?

(Why?)

Candidate B

[Approximately 30 seconds.]

Interlocutor

Thank you.

B Spending leisure time with water

Interlocutor

Now, *(Candidate B)*, here are your pictures. They show people spending leisure time with water.

Indicate the pictures on page 166 to the candidates.

I'd like you to compare two of the pictures, and say how the people might have prepared for these activities and how they might be feeling.

All right?

Candidate B

[1 minute.]

Interlocutor

Thank you.

(Candidate A), which experience do you think will be the most memorable?

(Why?)

Candidate B

[Approximately 30 seconds.]

Interlocutor

Thank you.

Part 3 4 minutes (6 minutes for groups of three)

Part 4 5 minutes (8 minutes for groups of three)

Part 3 Choice of friends

Interlocutor	<p>Now, I'd like you to talk about something together for about two minutes (<i>3 minutes for groups of three</i>).</p> <p>Here are some things that can influence people's choice of friends and a question for you to discuss. First you have some time to look at the task.</p> <p><i>Indicate the text on page 167 to the candidates. Allow 15 seconds.</i></p> <p>Now, talk to each other about how these things might influence people's choice of friends.</p>
Candidates	<i>[2 minutes (3 minutes for groups of three).]</i>
Interlocutor	<p>Thank you. Now you have about a minute (<i>2 minutes for groups of three</i>) to decide which of these things you think people are least likely to consider when making new friends.</p>
Candidates	<i>[1 minute (2 minutes for groups of three).]</i>
Interlocutor	Thank you.

Part 4

Interlocutor	<p>Use the following questions, in order, as appropriate:</p> <ul style="list-style-type: none"> • Some people say that friendships only happen by chance. What's your opinion? (Why? / Why not?) • How much involvement should parents have in their children's choice of friends? (Why?) • Do you agree that friendships always change over time? (Why? / Why not?) • Which do you think is better – having a lot of friends or a small group of close friends? (Why?) • What are the advantages of having friends who are very different to you? (Why?) • Do you think friendships formed online can be considered true friendships? (Why? / Why not?) <p>Thank you. That is the end of the test.</p>	<p><i>Select any of the following prompts, as appropriate:</i></p> <ul style="list-style-type: none"> • What do you think? • Do you agree? • How about you?
---------------------	--	--

Speaking tests

Test 2

Note: The visual material for Test 2 appears on pages 168–170.

Part 1

2 minutes (3 minutes for groups of three)

Interlocutor

Good morning/afternoon/evening. My name is and this is my colleague,

And your names are?

Can I have your mark sheets, please?

Thank you.

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

Select one or more questions from any of the following categories, as appropriate.

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

Select one or more questions for each candidate, as appropriate.

- Is there someone whose advice you really value? (Why? / Why not?)
- If you had more free time, how would you use it? (Why?)
- Do you like to keep up-to-date with world news? (Why? / Why not?)
- Do you think you work well under pressure? (Why? / Why not?)
- What do you like about the social networking sites you use? (Why?)
- What would be your ideal job? (Why?)
- Do you think you've changed very much in the last few years?
- Do you think your priorities will change as you get older? (Why? / Why not?)

Part 2

4 minutes (6 minutes for groups of three)

A People sleeping

Interlocutor	<p>In this part of the test, I'm going to give each of you three pictures. I'd like you to talk about two of them on your own for about a minute, and also to answer a question briefly about your partner's pictures.</p> <p>(Candidate A), it's your turn first. Here are your pictures. They show people sleeping in different places.</p> <p><i>Indicate the pictures on page 168 to the candidates.</i></p> <p>I'd like you to compare two of the pictures, and say why the people might be sleeping in these different places, and what might wake them up.</p> <p>All right?</p>
Candidate A	[1 minute.]
Interlocutor	<p>Thank you.</p> <p>(Candidate B), who do you think will be able to spend the longest time asleep?</p> <p>(Why?)</p>
Candidate B	[Approximately 30 seconds.]
Interlocutor	Thank you.

B Taking photos

Interlocutor	<p>Now, (Candidate B), here are your pictures. They show people taking photos in different situations.</p> <p><i>Indicate the pictures on page 169 to the candidates.</i></p> <p>I'd like you to compare two of the pictures, and say why the people might be taking the photos in these situations, and how patient the photographers need to be.</p> <p>All right?</p>
Candidate B	[1 minute.]
Interlocutor	<p>Thank you.</p> <p>(Candidate A), in which situation do you think it is most difficult to get the photo right?</p> <p>(Why?)</p>
Candidate B	[Approximately 30 seconds.]
Interlocutor	Thank you.

Part 3 4 minutes (6 minutes for groups of three)

Part 4 5 minutes (8 minutes for groups of three)

Part 3 Feeling happy

Interlocutor	Now, I'd like you to talk about something together for about two minutes (<i>3 minutes for groups of three</i>).
	Here are some things that might make people happy and a question for you to discuss. First you have some time to look at the task.
	<i>Indicate the text on page 170 to the candidates. Allow 15 seconds.</i>
	Now, talk to each other about why doing these things might make people feel happy.
Candidates	<i>[2 minutes (3 minutes for groups of three).]</i>
Interlocutor	Thank you. Now you have about a minute (<i>2 minutes for groups of three</i>) to decide which of these things you think would be the first choice for most people.
Candidates	<i>[1 minute (2 minutes for groups of three).]</i>
Interlocutor	Thank you.

Part 4

Interlocutor	Use the following questions, in order, as appropriate:
	<ul style="list-style-type: none"> • Do you agree that some people are naturally happy all the time? (Why? / Why not?) • Do you think that happy people have more success in life than others? (Why? / Why not?) • How true do you think it is that people who can make other people laugh, are not always happy themselves? (Why?) • How important do you think it is not to show other people how you really feel? (Why?) • What do you think would be the best way to achieve long term happiness? (Why?) • How far do you think that people's moods are influenced by the media nowadays? (Why?)
	Thank you. That is the end of the test.

Select any of the following prompts, as appropriate:

- What do you think?
- Do you agree?
- How about you?

Speaking tests

Test 3

Note: The visual material for Test 3 appears on pages 171–173.

Part 1

2 minutes (3 minutes for groups of three)

Interlocutor

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

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

Select one or more questions from any of the following categories, as appropriate.

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

Select one or more questions for each candidate, as appropriate.

- Is there someone whose advice you really value? (Why? / Why not?)
- If you had more free time, how would you use it? (Why?)
- Do you like to keep up-to-date with world news? (Why? / Why not?)
- Do you think you work well under pressure? (Why? / Why not?)
- What do you like about the social networking sites you use? (Why?)
- What would be your ideal job? (Why?)
- Do you think you've changed very much in the last few years?
- Do you think your priorities will change as you get older? (Why? / Why not?)

Part 2

4 minutes (6 minutes for groups of three)

A The end of a long day

Interlocutor	<p>In this part of the test, I'm going to give each of you three pictures. I'd like you to talk about two of them on your own for about a minute, and also to answer a question briefly about your partner's pictures.</p> <p>(Candidate A), it's your turn first. Here are your pictures. They show people relaxing at the end of a long day.</p> <p><i>Indicate the pictures on page 171 to the candidates.</i></p> <p>I'd like you to compare two of the pictures, and say why the people might have chosen to do these activities to relax at the end of a long day, and what they might be thinking about.</p> <p>All right?</p>
Candidate A	<p>[1 minute.]</p>
Interlocutor	<p>Thank you.</p> <p>(Candidate B), who do you think is benefitting most from the activity they are doing?</p> <p>(Why?)</p>
Candidate B	<p>[Approximately 30 seconds.]</p>
Interlocutor	<p>Thank you.</p>

B People singing

Interlocutor	<p>Now, (Candidate B), here are your pictures. They show people singing in different situations.</p> <p><i>Indicate the pictures on page 172 to the candidates.</i></p> <p>I'd like you to compare two of the pictures, and say why the people might be singing in these different situations, and how they might be feeling.</p> <p>All right?</p>
Candidate B	<p>[1 minute.]</p>
Interlocutor	<p>Thank you.</p> <p>(Candidate A), which performance do you think would be most enjoyable to listen to?</p> <p>(Why?)</p>
Candidate B	<p>[Approximately 30 seconds.]</p>
Interlocutor	<p>Thank you.</p>

Part 3 4 minutes (6 minutes for groups of three)

Part 4 5 minutes (8 minutes for groups of three)

Part 3 Working from home

Interlocutor Now, I'd like you to talk about something together for about two minutes (3 minutes for groups of three).

Here are some things that might be affected when people work from home and a question for you to discuss. First you have some time to look at the task.

Indicate the text on page 173 to the candidates. Allow 15 seconds.

Now, talk to each other about how these things might be affected when people work from home.

Candidates [2 minutes (3 minutes for groups of three).]

Interlocutor Thank you. Now you have about a minute (2 minutes for groups of three) to decide which of these things is most likely to encourage people to work from home.

Candidates [1 minute (2 minutes for groups of three).]

Interlocutor Thank you.

Part 4

Interlocutor Use the following questions, in order, as appropriate:

- Do you think working from home will be more common in the future? (Why? / Why not?)
- Do you think a person's choice of workplace is influenced by their personality? (Why? / Why not?)
- Do you think it's a good idea to work with members of your family? (Why? / Why not?)
- Some people prefer to do an undemanding job. Why do you think this is?
- Some people say it's better to have several different careers, rather than just one. Do you agree? (Why? / Why not?)
- How far do you think governments should try to influence people's choice of career? (Why?)

Select any of the following prompts, as appropriate:

- What do you think?
- Do you agree?
- How about you?

Thank you. That is the end of the test.

Speaking tests

Test 4

Note: The visual material for Test 4 appears on pages 174–176.

Part 1

2 minutes (3 minutes for groups of three)

Interlocutor

Good morning/afternoon/evening. My name is and this is my colleague,

And your names are?

Can I have your mark sheets, please?

Thank you.

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

Select one or more questions from any of the following categories, as appropriate.

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

Select one or more questions for each candidate, as appropriate.

- Is there someone whose advice you really value? (Why? / Why not?)
- If you had more free time, how would you use it? (Why?)
- Do you like to keep up-to-date with world news? (Why? / Why not?)
- Do you think you work well under pressure? (Why? / Why not?)
- What do you like about the social networking sites you use? (Why?)
- What would be your ideal job? (Why?)
- Do you think you've changed very much in the last few years?
- Do you think your priorities will change as you get older? (Why? / Why not?)

Part 2

4 minutes (6 minutes for groups of three)

A Importance of numbers

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

(Candidate A), it's your turn first. Here are your pictures. They show situations in which numbers are very important.

Indicate the pictures on page 174 to the candidates.

I'd like you to compare two of the pictures, and say why numbers might be important in these situations and how difficult it might be to make sure the numbers are correct.

All right?

Candidate A *[1 minute.]*

Interlocutor Thank you.

(Candidate B), in which situation do you think it is most likely that mistakes might be made?

(Why?)

Candidate B *[Approximately 30 seconds.]*

Interlocutor Thank you.

B People using wood

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

Indicate the pictures on page 175 to the candidates.

I'd like you to compare two of the pictures, and say how important it might be for the people to use wood in these situations and how enjoyable their experience might be.

All right?

Candidate B *[1 minute.]*

Interlocutor Thank you.

(Candidate A), who do you think will remember their experience the longest?

(Why?)

Candidate B *[Approximately 30 seconds.]*

Interlocutor Thank you.

Part 3 4 minutes (6 minutes for groups of three)

Part 4 5 minutes (8 minutes for groups of three)

Part 3 Choosing where to live

Interlocutor	<p>Now, I'd like you to talk about something together for about two minutes (<i>3 minutes for groups of three</i>).</p> <p>Here are some things that people think are important when they are choosing where to live and a question for you to discuss. First you have some time to look at the task.</p> <p><i>Indicate the text on page 176 to the candidates. Allow 15 seconds.</i></p> <p>Now, talk to each other about how important these things are when people are choosing where to live.</p>
Candidates	<i>[2 minutes (3 minutes for groups of three).]</i>
Interlocutor	<p>Thank you. Now you have about a minute (<i>2 minutes for groups of three</i>) to decide which of these things would be <u>least</u> important when people are choosing where to live.</p>
Candidates	<i>[1 minute (2 minutes for groups of three).]</i>
Interlocutor	Thank you.

Part 4

Interlocutor	<p>Use the following questions, in order, as appropriate:</p> <ul style="list-style-type: none"> • Do you agree that moving house can be a stressful experience? (Why? / Why not?) • Why do you think some people like the idea of living in another country? • Why do you think some people like to spend all their life living in the same place? • Should people be encouraged to take more responsibility for the area where they live? (Why? / Why not?) • Do you think that having access to the internet means it doesn't matter where you live nowadays? (Why? / Why not?) • Some people feel that they have a special attachment to the place where they were born. Why do you think this is? <p>Thank you. That is the end of the test.</p>
---------------------	---

Select any of the following prompts, as appropriate:

- What do you think?
- Do you agree?
- How about you?

Sample Writing answers



Additional
sample Writing
answers in
Resource Bank

Sample A (Test 1, Question 1 – Essay)

As students, school is a huge part in our lives. After a day of school or during the week end, we potentially get free time. Free time can be used in many ways. You can study, you can also use it to relax or you can use it in more efficient ways: for example, by learning practical skills or taking up healthy activities.

Learning something new about a subject you enjoy is a satisfying feeling, it is nice and helpful. Doing it on your own or with friend during your free time makes it interesting. Moreover, it shows that you are motivated and independent and you don't need teachers or parents to force you to get experience and knowledge. It helps develop your creativity and understanding of things. As a consequence, learning new practical skills on my free time is for me a very efficient way to spend it.

Another way to spend my free time could be by taking up a healthy activity.

I love sports, team sport also the competition. I think a healthy activity is essential to remain in good shape physically on one hand but also psychologically on the other hand. My experience has shown me that I was more effective on my home work for example after an hour of biking or jogging. It helps me have a break from everyday life.

As a conclusion, I would say that spending free time is depending on people's interests. Therefore there are many ways to spend it efficiently. Finally, to me, taking up healthy activities is the most efficient one because you don't need skills or material, you can do it everywhere and anywhere. The fact that it is practical makes it efficient.

Subscale	Mark	Commentary
Content	5	All the content is relevant and two of the options are discussed, while one is chosen. The target reader is fully informed about the reasons for the writer's choice.
Communicative Achievement	3	The target reader's attention is held throughout. The argument is logically developed with a balance of personal and general reference.
Organisation	2	The text is generally well-organised and coherent, with a variety of linking devices (<i>for example; As a consequence; Another way to</i>). A number of short sentences could be linked. The punctuation is not always correct, (<i>satisfying feeling</i>).
Language	2	A range of everyday vocabulary is used appropriately. There are some lexical and spelling errors, although these don't impede communication (<i>interesting; physicality; independent; finally</i>). There are some more complex forms, but there are also frequent errors (<i>Learning ... nice; is depending on</i>).

Sample B (Test 1, Question 2 – Report)

For the last six months I was working two days a week at the local blackrock branch, which is the world's biggest financial company.

My scedual for these two days (Monday and Wednesday) started at 7:30am, when the markets opened. The first part of the day was to inform myself about the current market situation. At 8:30am, I attended the team meeting where the investment strategy for the day was discussed. At 9:30am I was tasked with the analysis of our current portfolio, to find any mistakes and if necessary to pick new companies to invest in or to sell underperforming stocks. To ensure that I did not make any mistake I forwarded my suggestions to the supervisor who then decided to either implement it or to change it. At 1pm there was a 1 hour lunch brake after which I had a feed back meeting with my supervisor, from 2pm – 3.30pm.

All in all it was a great time, because I learned a lot of things about the stock market and the working environment surrounding it. Furthermore I now also know the practical aspect of economics and trade as well as the theoretical, which will be very usefull for the further understanding of this topic.

I only have one point of critic. For future work experiences it would be great if they could provide a package of news outlets and sources, because on your own it is hard to judge the quality of your sources or where to find the right news outlets to inform yourself on the current trends of the global market.

Subscale	Mark	Commentary
Content	5	All the content is relevant and the three required aspects of the report are appropriately dealt with and expanded. The target reader is fully informed about what the work experience was, the details of the day and how the experience could be improved.
Communicative Achievement	3	The writer uses the conventions of the report to hold the reader's attention. The reader is led from a brief description of the job through to the daily routine, the things learned and finally the recommendation for improvement. There is a slight mix of register (<i>To ensure I did not ... ; it was a great time; It would be great if</i>), but overall the tone is both neutral and appropriately upbeat.
Organisation	3	The text is well-organised and coherent with clear sign-posting as it develops (<i>The first part of the day; All in all; Furthermore</i>). The use of headings would help this clarity further, with the final heading for the recommendation.
Language	3	The writer uses a range of suitable vocabulary for the task (<i>current market situation; investment strategy; portfolio; practical aspect/theoretical; underperforming</i>). The occasional spelling and lexical errors (<i>sceduall; brake; usefull; one point of critic</i>) do not prevent communication. Control of a range of simple and more complex grammatical forms is shown to good effect (<i>To ensure that ... I forwarded; as well as ... which will be</i>).

Sample C (Test 2, Question 1 – Essay)

What kind of a role does the food play in society is a question that every person has asked himself at some point of his life. We know that we need it, in order to survive, but what does it bring to the table, when we try to find a connection between food and its role in society.

One important role is perserving cultural identity and here I am talking about countries, continents, races and nations. It connects us, less or more, with our ancient relatives. Not only with ours but also with others. It can be also used as a source of knowledge since we can learn a lot about other nations, just by knowing about their different special meals, cooking habits and food choices.

Another significant role is maintaining good health and staying in good shape. That depends on what kind of food you're eating because you can't expect to maintain good health when you eat foods full with fats and sugar.

The two significant roles above are very important but, in my opinion, preserving a cultural identity is more important, when it comes to the food's role in society. Cultures are really relatable with society. Through this role we can learn about other people, what they like and where they came from, and we are able to improve our knowledge about others and society as a whole.

Subscale	Mark	Commentary
Content	5	All the content is relevant to the task and the reader is fully informed about the writer's choice and the reasons for it. There could be a little more expansion on the role food plays in keeping us healthy.
Communicative Achievement	4	The conventions of writing an essay are used to hold the reader's attention throughout and to communicate both straightforward and more complex ideas (<i>We know that ... society; That depends ... and sugar</i>). Occasionally there is some lack of clarity (<i>Cultures are really relatable with society</i>) but these don't impede overall understanding.
Organisation	3	The text is well-organised and coherent and the writer uses a number of cohesive devices to lead the argument forward (<i>One important role is ... ; It can be also used: another significant ... ; That depends on ... ; Through this ... what and where ... as a whole</i>). There are occasions where sentences could be linked to make the text more cohesive, (<i>It connects us ... with others</i>).
Language	3	A range of lexis, including some less common, is used appropriately (<i>find a connection; source of knowledge; in good shape</i>). However, there are both lexical and collocation errors present (<i>less or more; ancient relatives; relatable with society</i>). The writer uses a range of grammatical structures with control and flexibility (<i>the two significant ... when it comes to ... society</i>). There are occasional errors (<i>full with; the food's role</i>) but these do not impede meaning.

Sample D (Test 2, Question 2 – Email)

Hi

Sorry I couldn't write you earlier, I've been busy with studying. I think travelling before university was the best decision I've ever made, and I'm happy because you remembered about what I told you last summer.

Firstly, as far as I can remember, my preparations weren't intense, I had a part-time job at a library, and I saved my money from babysitting. I bought a few stuff for my trip and then my parents lent me more money for the plane tickets. I have to admit, I had the summer of my life. Many people think if you take a year off, you lose a year from your life. But that's not true. In that trip, I met a lot of people, more exactly, any kind of people, in this way, I've been prepared for university. So, you know, this helped me very much.

Second, I convinced my parents very hard. What I think that might help you is proving you are responsible enough for being on your own. You have to gain their trust, and be careful not to lose it. Not only the part-time job helped me, but also being responsible about saving money or not being late and so on, helped too. You have to mention the fact that you're not ready for university life, because you're still a child.

I do hope that my advice helped you, because I care about you, and I hope you'll have even more fun than I had during last summer. Write to me, so I would know what your parents said!

Subscale	Mark	Commentary
Content	5	All the content is relevant and the writer appropriately expands the reasons for taking a gap year. The reader is fully informed.
Communicative Achievement	4	The conventions of an email giving advice to a friend are used effectively. The target reader is addressed in a friendly and helpful way (<i>You have to gain their trust</i>), with appropriate examples from the writer's personal experience (<i>In that trip I met a lot of people</i>). Simple and more complex ideas are clearly communicated.
Organisation	3	The email is well-organised and coherent and the writer uses a variety of cohesive devices to move from one idea to the next. The devices are mostly quite simple - sequencing (<i>Firstly; Secondly</i>), linking words and phrases (<i>but; so; because; not only but also</i>), but they are used to link ideas both within and across sentences. The punctuation could be improved in places (<i>weren't intense, I had a part-time job; from your life; in this way; But that's not true</i>).
Language	3	The writer uses a range of everyday task-appropriate vocabulary and some less common collocations (<i>the summer of my life; Gain their trust</i>). A range of simple and some more complex grammatical forms is used, but there are a number of errors, although they don't prevent understanding (<i>A few stuff; lent; any kind of people; advices; so I would know</i>).

Sample E (Test 3, Question 1 – Essay)

Informing the public

Informing the public is quite possibly one of the most important duties of newspaper agencies and informative sites on the internet.

The first major way of keeping the public informed is through the use of newspapers. Printed newspapers have become very common in just about every city. Those who prefer sticking to traditions and old-school methods of getting informed should undoubtedly choose reading a newspaper over searching the web for information. The journalists who write newspaper articles tend to be well educated and experienced in terms of writing.

The second, main method of keeping up with fresh news is browsing the internet. The internet is a great place to visit when you want to be up to date on everything. Unlike newspapers, which consist of four to ten pages, the internet is a practically infinite treasury of information. This treasury can be accessed by anyone at any time, without much effort. Furthermore, unlike writing a newspaper, browsing the internet doesn't waste precious paper. We live in a modern age, where the internet is the new trend and newspapers are starting to become outdated. The younger generations tend to prefer looking something up on the internet instead of going through the trouble of buying a newspaper. Even elders are starting to learn how to use computers or phones.

In my opinion, the internet is much better than a newspaper, being superior in almost every way. My opinion is supported by my previous statements regarding the topic of informing the public.

Subscale	Mark	Commentary
Content	5	All the content is relevant. Two methods of accessing the news are compared and contrasted and the reader is left fully informed about the writer's choice and the reasons for it.
Communicative Achievement	4	The essay engages and holds the reader's attention in a variety of ways. The writer successfully uses emphasis (<i>very common in just about ... ; those who ... should undoubtedly</i>), and persuasively involves the reader (<i>when you want to be up to date; We live in a modern age</i>). There is evidence of complex ideas (<i>... sticking to traditions ... infinite treasury of information</i>).
Organisation	3	The text is well-organised and coherent, with a variety of cohesive devices used, including sequencing (<i>The first ... The second</i>), referencing (<i>This treasury can ...</i>) and linking words both within sentences (<i>instead of</i>) and occasionally across them (<i>Unlike ...</i>). Further linking of ideas across sentences would make the essay more cohesive.
Language	4	A good range of lexis and collocation is used throughout the essay (<i>old school methods; infinite treasury; going through the trouble of; being superior ... way</i>). The occasional errors (<i>elders</i>) do not impede communication. The writer shows control of a range of grammatical forms, although more cross sentence linking would allow for more complex structures to be used.

Sample F (Test 3, Question 3 – Review)

„Red Queen“ by Victoria Aveyard

On the topic about changing characters, which has become increasingly popular in the last few weeks, I would like to give my best example on a protagonist, who has undergone significant changes as the storyline develops, by writing a review on Victoria Aveyard's „Red Queen“

Mare Barrow is a seventeen-year-old girl, living in a world where people with red blood like her are controlled by the silver-blooded elite, who possess god-like superpowers. One day her life suddenly changes as she is called to be a servant in the Silver King's palace. But during a celebration of the Silvers she finds out that she possesses the same powers as the silver-blooded monsters. But she is a Red.

In order to prevent a scandal the Silver King marries Mare to the crown prince's brother, saying that she is the daughter of a Silver general who was adopted by Reds after her parents died and gave her the name Mareena Titaous.

In the Silver Castle, Mere has to undergo drastic and significant changes in order to adapt to her new life as a princess. She has to bury her Red self deep inside and not show any signs of not being a Silver.

In my opinion, this is a book that perfectly shows how a character can change depending on the circumstances. This is something common in real life as well. Mare had to hide her identity in order to survive in the harsh world of Silvers.

Overall I can recommend the book to anyone who likes books that develop quickly. Having found this book randomly, I can say that it did not disappoint me the slightest.

Subscale	Mark	Commentary
Content	5	All the content is relevant to the task. The character and the changes she undergoes are explained clearly and the target reader is fully informed.
Communicative Achievement	4	The review engages and holds the attention of the reader in a variety of ways. The character and story opening are introduced succinctly in the second paragraph and the short sentence (<i>But she is a Red</i>) is effectively dramatic. The link between the story and real life is well-made and the review concludes on an appropriately upbeat note. A number of complex ideas are communicated (<i>a protagonist; prevent a scandal; ... hide her identity</i>).
Organisation	3	The review is well-organised and coherent with a range of cohesive devices used. The first paragraph is less successful in terms of cohesion and the final two sentences could be linked with better effect.
Language	4	The writer uses a wide range of vocabulary to describe the character and the narrative effectively (<i>god-like superpowers; prevent a scandal; Drastic and significant changes; bury her Red self deep inside</i>). The review shows the writer's control of a range of simple and more complex grammatical forms (<i>In order to ... Mareena Titaous</i>) and the occasional errors are non-impeding.

Sample G (Test 4, Question 1 – Essay)

Nowadays, thanks to industrialisation and the spread of worldwide food, customers are given a large choice. Yet there is different factors that could influence their choice.

On the one hand, the way customers have been used to eat as a child would surely influences them when older. Indeed, they know what they like eating and how it should be cooked. However, customers could get difficulties in reproducing the same dishes as their parents used to do. Moreover, some might just want to change their food choice because what they used to eat during their childhood didn't suit them. Now, one of the main issues for many customers is to eat healthily. That's why scientific research could be a major factor.

Indeed, a lot of customers are more likely to know what their food is made of. People tend to easily believe what scientists reported because they are seen as authority figure. However, scientists don't necessarily have the same opinion. Some are payed by industrial companies to show that their products are not dangerous for our health. As a result, because of this kind of corruption, customers don't really know who they shall believe, even so they keep buying products that have been shown as good products by scientists.

Finally, the most important factor which could influence the way people choose their food is scientific researches because people tend to trust that easily.

Subscale	Mark	Commentary
Content	5	All the content is relevant to the task. The writer compares two of the factors which influence our choice of food and opts for the most important one. The target reader is fully informed about the choice and the reasons supporting it.
Communicative Achievement	3	The reader's attention is engaged. The topic is introduced in an appropriately general way (<i>Nowadays, thanks to ... a large choice</i>). The last two paragraphs deal with science. Confusingly, most of this relates to why we should <u>not</u> trust information given by scientists. The sentence (<i>Indeed ... made of</i>) needs to have a phrase like 'these days' to form a comparison, otherwise 'more likely' is unclear.
Organisation	2	The writer uses a variety of cohesive devices appropriately, including linking words and phrases (<i>Yet; On the one hand; Indeed ... ; Moreover; That's why; As a result</i>) and referencing (<i>Some are payed; this kind of corruption ...</i>). There is a lack of cohesion across sentences in the 3 rd paragraph (<i>Moreover ... major factor</i>). Punctuation is inaccurate in places (<i>... they shall believe, even so the ...</i>).
Language	2	The writer uses a range of task- appropriate vocabulary, (<i>industrialisation; authority figure; corruption</i>). There are some lexical and spelling errors (<i>get difficulties; mainy; healthyly</i>). Control of simple and some complex grammatical structures is shown, although there are a number of errors (<i>...; have been used to eat...; would surely influences; because their are seen as a; who they shall believe</i>). None of the errors prevent the ideas from being communicated.

Sample H (Test 4, Question 3 – Proposal)

Nowadays environmental issues are more evident than before. Year after year more storms, flood, earthquakes and extreme temperatures are affecting more countries around the world. Therefore, it is a matter of urgency to raise awareness in society and try to diminish all the effects that we caused to our mother earth.

I believe everyone should contribute to this cause and that's why I am writing this proposal regarding the main issues in my hometown. I have identified three main situations:

First of all, Veracruz is a city with the highest levels of air pollution. Due to the fact that most of the population use public transportation such as buses, it is a need to have several routes and buses. Most of these buses are not in proper conditions of use, owners skipped the regular maintainance needed to have the buses at the best. For this reason I think we could use some advertisments encouraging citizens to stop using the buses which are in a bad condition. In some way, this would force the owners to take attention to it and invest some money to fix any problem their buses have.

Second of all, our city is well known for its beaches. However, many of these beaches are polluted with domestic waste, trash that is thrown to the streets and end up on the beach. I strongly believe we can make a change by putting some announcements next to the beach asking to the community to use the bins instead of letting their trash everywhere.

Finally, most of our streets are covered in trash and mud, and, as a result every raining season it is common to suffer from flodings. I think the society should ask for the government to build more bins around the city and main streets, Additionally, we should place some advertisments showing images of floodings and how has affected citizens. Some of them have lost their cars, houses and other material belongings due to the floods.

I think all of these issues should be tackled in the order I mentioned them because are of most importance to our society. I believe that If everyone contribute we can make a real change.

Subscale	Mark	Commentary
Content	4	All the content is relevant, although the writer does not explain which of the environmental problems should take priority (<i>I think ... society.</i>).
Communicative Achievement	3	The reader's interest is held throughout. The register is consistently appropriate.
Organisation	3	The proposal is well-organised and coherent with a range of effective cohesive devices (<i>... across the world. Therefore ... ; I believe ... and that's why ... ; For this reason ... ; and, as a result ...</i>). Headings would help sign-post each aspect of the report.
Language	2	A range of task-appropriate vocabulary is used (<i>floods, earthquakes and extreme temperatures; end up; trash and mud</i>). There are a number of lexical and spelling errors, although these do not impede meaning (<i>take attention to it; flodings;</i>). There is a range of grammatical forms, but there are some errors (<i>that we caused to our</i>). None of the errors prevents communication.

Test 1 answer key

Reading and Use of English



Answer key
with extra
explanations in
Resource Bank

Part 1

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

Part 2

9 Although / Though / While / Whilst **10** up **11** of **12** little
13 as **14** had / enjoyed **15** a / some **16** to

Part 3

17 uncovered **18** offenders **19** pessimism **20** numerous / innumerable
21 successfully **22** popularity **23** enabling **24** disposal

Part 4

25 ahead/on WITH our/the tennis match | despite
26 UNLIKELY (that) Jo | will/'ll leave / move (away) from / out of
27 entered/crossed | my brother's MIND
28 time/point | were we REQUIRED to
29 PREVENTED the delegates (from) | arriving/being in/on
30 NOT have / have/'ve NOT | been debited/charged

Part 5

31 B 32 C 33 D 34 A 35 B 36 A

Part 6

37 B 38 D 39 A 40 D

Part 7

41 C 42 G 43 F 44 A 45 E 46 B

Part 8

47 D 48 B 49 A 50 D 51 C 52 A 53 D 54 B 55 C 56 A

Listening

Part 1

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

Part 2

7 environmental studies **8** elephants **9** (bumpy) truck
10 stunning **11** solar panels **12** stimulating **13** river
14 (the) bigger picture (in Africa)

Part 3

15 C 16 B 17 D 18 D 19 A 20 B

Part 4

21 H 22 D 23 C 24 B 25 F 26 C 27 A 28 F 29 E 30 H



Answer key
with extra
explanations in
Resource Bank

Audioscript

Test One.

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

tone

You'll hear each piece twice.

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

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

[pause]

Now open your question paper and look at Part One.

[pause]

PART 1

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

Extract One

You hear two managers talking about interviewing people for jobs. Now look at questions one and two.

[pause]

tone

Man: Interviewing can be tricky, can't it?

Woman: Yes, it can throw up unexpected issues like even if a candidate is new to the particular role, they need to demonstrate that they're a self-starter and have got a bit about them. I also think it tells you a lot about how well someone will perform on any job. This doesn't always come across, of course.

Man: It helps if a candidate has a proven track record, obviously, but the ability to come up with their own solutions and ideas is what should shine through at interview. I know people keep banging on about the importance of expressing yourself effectively but frankly anyone can learn that.

Woman: And I don't want to hire someone who isn't going to be happy with the job they're getting. I had one candidate – extremely bright, very motivated, but didn't ask a single question about the work itself, just about how quickly she could get promotion. She'd obviously done her homework on what sort of company we are and how fast we're expanding. Interestingly, she did well on the group tasks so that wasn't the issue.

Man: Yes, I always look for someone who shows they can get on with colleagues.

[pause]

tone

[The recording is repeated.]

[pause]

Test 1 answer key

Extract Two *You hear two friends discussing online learning compared to college-based learning. Now look at questions three and four.*

[pause]

tone

Man: I'm thinking of taking a computer course to improve my IT skills for work, but I can't decide between going to college or an online course? Any ideas?

Woman: It sounds like you're looking for practical knowledge. That's something a lot of online courses excel at. They're actually designed to prepare you for work so there's less focus on theory. Also, I reckon you'll find online wins on up-to-date content. It doesn't have to be planned well in advance like college courses do. For something like language courses though, I'd opt for college every time, just for the face-to-face interaction, but good online courses will still have a trainer available by phone if you need help.

Man: Are there any drawbacks with online learning do you think?

Woman: If you want a list, just think about the pros of traditional education. Online's great provided you can stay motivated. You know, it can be tempting to just check one more email, or do a bit of surfing! And students don't get the same networking opportunities, or the chances to meet other students that they do in college. Plus, a lot of online qualifications aren't that widely recognised by employers. You just want to brush up your skills, though, so that shouldn't matter.

[pause]

tone

[The recording is repeated.]

[pause]

Extract Three *You hear two friends talking about the jetlag they suffer after long aeroplane flights. Now look at questions five and six.*

[pause]

tone

Woman: Hi Jon! You're just back from your business trip, aren't you?

Man: Yeah – and still getting over the jetlag from a 14-hour flight. Colleagues seem shocked at my confusion when they ask me about sales figures, 'cos I usually have no trouble bringing this sort of stuff immediately to mind.

Woman: I see.

Man: And as for this month's reports for the executive board – good job they've extended the deadline when they heard what's been happening to me, as I can't even get my head around the thought of them! Routine work is less challenging though, I can just plod through the humdrum stuff at my own pace, trying to force my brain back into gear.

Woman: Well, although hopping into bed for twelve hours' sleep the minute you get to your destination is what some people feel like doing, it's actually the worst thing – the body clock just gets confused. The quickest way to feel better is just to have short catnaps. You can also lessen the impact in the first place by keeping yourself hydrated when travelling, and then exposing yourself to lots of sunlight when you arrive.

Man: Mmm... interesting.

[pause]

tone

[The recording is repeated.]

[pause]

That's the end of Part One.

Now turn to Part Two.

[pause]

PART 2

You'll hear a student called Tara Watkins talking about her work as a volunteer on a wildlife reserve in South Africa. For questions 7 – 14, complete the sentences with a word or short phrase.

You now have forty-five seconds to look at Part Two.

[pause]

tone

Hi, my name's Tara Watkins, and I'd like to talk about my experience as a volunteer on a wildlife reserve in South Africa last year. When I was choosing a project to volunteer on, I was impressed by the quality of the work on offer in the reserve – it's a unique programme which includes re-establishing the traditional animal migration routes across the country. At university I'd researched similar conservation projects as part of my degree in environmental studies, so opting for that one made sense.

As part of its programme to protect endangered species and regenerate habitats, the wildlife reserve has re-introduced a variety of wildlife such as lions and cheetahs. I've always wanted to study elephants, and many have been relocated to the reserve from other areas, so that was especially thrilling for me, much more so than working with rhino.

After the tiring flight to South Africa, I found the long bumpy truck ride from the airport to the outskirts of the reserve demanding, though once inside we were driven by rangers in mini-vans, which was quite fun. The reserve is very remote without any form of public transport to the local town, although trips were laid on twice a week to buy supplies. Several volunteers described the landscape as spectacular and beautiful – to me it was stunning – almost literally, as I couldn't find enough words to do it justice.

The accommodation was made up of quite large wooden cottages, called lodges. They were more luxurious than I'd imagined, even though we had to share rooms and bathrooms, and there were several large social areas. The unexpected bonus for someone as eco-friendly as me was having solar panels which supplied the heat and energy. They also meant we had internet access, which we all took advantage of. We had to muck in with the cooking and cleaning on a rotational basis – in my group there were people from very different backgrounds – a doctor, a photographer, and a musician who insisted on playing his guitar every evening. There was also a trainee chef, who came into his own in the kitchen and produced a chicken meal we all really appreciated.

What about the work? Some was technical, some physical – the tasks were very varied, which for me was stimulating. We all did bush clearing, which was hard, but satisfying. Some people trekked through fixed routes in the bush to monitor general leopard movements, while others followed specific animals to identify their habitats and record their interaction with predators. I enjoyed mapping alien and invasive vegetation along the river to identify areas needing help – I felt that was crucial to future conservation in the region.

The rangers on the reserve were incredibly knowledgeable, and made us feel as though we were really supporting their work. They said by helping them address conservation challenges created by the ever-increasing human population and the fragmentation of wildlife habitats, we played an essential part in what they called the 'bigger picture' in Africa.

I'll certainly be going back! Any questions ...?

[pause]

Now you'll hear Part Two again.

tone

[The recording is repeated.]

[pause]

That's the end of Part Two.

Now turn to Part Three.

[pause]

PART 3

You'll hear an interview with John Harvey and Meredith Jackson, who have just written a book together about collecting things. For questions 15 – 20, choose the answer (A, B, C or D) which fits best according to what you hear.

You now have seventy seconds to look at Part Three.

[pause]

tone

Interviewer: I'm talking today to John Harvey and Meredith Jackson, who've just co-written a book on collecting and collections, from collecting art to collecting bottles. So, in general, what characteristics do collections share?

John: For me it's the personal connection to the items they're collecting which drives people. They don't have to be valuable, or numerous, they could just be something connected to people's past. And some collectors go to incredible lengths to find that next bit of the puzzle that will fit into their collection.

Meredith: I think it's about focussing in on the exact thing they care about – that seems to be a kind of guiding principle for most collectors. So you might only have five items, but they're extremely valuable or very, very rare, and that could be a collection – or you could have hundreds of things, and that's also a collection too.

Interviewer: To what extent do you think the appearance, or look of the objects is important to collectors?

Meredith: A woman I interviewed years ago had a collection of green glass bottles, and when I asked her if she'd considered another type of bottle which a rival collected she said, 'You gotta be kidding! I wouldn't have that type, or that texture, in my collection! What would people think?' So people tend to be specific about what they think's worthy of securing a place in their display. But then they can be open to new ideas too. If they come across something connected to their collection, but it doesn't exactly fit, they might start another collection.

Interviewer: John – I understand you collect chairs. What started you off on your chair collection?

John: Well, when I was studying architecture, I selected furniture design as an optional module, and quickly became fascinated with how chairs were made, and the forces that were put on them by people lounging around on them. They're everywhere – but nobody gives them a second glance. I guess I could have chosen tables, or maybe even something utterly different – but I think I've always had that urge to gather similar items in one place. Even as a boy I amassed over two hundred model giraffes – much to my parents' despair!

Interviewer: Meredith, what started your passion for collecting scarves?

Meredith: Well I used to buy second-hand scarves at uni, then later I got into PR work, and one of my early clients said to me, 'You've been working so hard I hope you're going to treat yourself' so I went to a top designer shop. I hesitated when I saw the prices, but then I thought, no, I've had a full-on year, and I've got a bit of cash, so I bought a beautiful scarf, it's really special, 'cos that designer doesn't reproduce them, so it's unique – and I do look stunning in it! I've never looked back. The whole collection could probably make me a small fortune if I sold it.

Interviewer: Presumably Meredith you wear your scarves?

- Meredith: Frequently.
- Interviewer: John, do you sit on your chairs?
- John: Oh, yes, absolutely. They're not just there to collect, and stay in pristine condition. But there is one that's probably more a piece of sculpture really – it's made out of cardboard, designed by a famous architect, and it's a little bit tender, so my wife and I limit people sitting on that. Some of the ones from the 50s are frankly a little cramped, and friends tend to fight over one particular 60s Italian armchair at parties – it looks great and is just wonderful. I think we might have to start rationing that too – it's getting a tad threadbare.
- Interviewer: John – are you ever going to give up collecting?
- John: You'd think I'd have run out of places to put things by now, but it's amazing how you can always squeeze one more chair in! And let's face it – there's always going to be something that pops up and tickles your fancy and makes you think 'I must have that' – but I think I've become less single-minded about it now.
- [pause]
- Now you'll hear Part Three again.*
- tone
- [The recording is repeated.]
- [pause]
- That's the end of Part Three.*
- Now turn to Part Four.*
- [pause]

PART 4

You'll hear five short extracts in which professional dancers are talking about their life in dance companies.

Look at Task 1. For questions 21 – 25, choose from the list (A – H) how each speaker feels before they go on stage.

Now look at Task 2. For questions 26 – 30, choose from the list (A – H) what each speaker appreciates about their career.

While you listen you must complete both tasks.

You now have forty-five seconds in which to look at Part Four.

[pause]

tone

- Speaker One: I've never regretted my decision to dance. I know some people think it's a perk to perform in lots of countries, but I'm not sold on the amount of time I spend on planes! I do get a kick out of being recognised in the street 'cos I never imagined that would happen to me! Unfortunately, I haven't learned to control my stage fright, and I feel ill before performances. I've done loads of things to overcome that, like making doubly sure I remember everything and working on my stamina, but it's just knowing that there'll be reviews of my performance – that's still enough to set me off. I'm generally OK once I get going.
- Speaker Two: It's a privilege to dance for a living! I don't earn mega-bucks but I'd do it for nothing! I don't get why some dancers obsess about what audiences say – I never read reviews in case they put me off. The company tours a lot, and I never thought I'd see so many unusual places. I'm aware I can't dance for ever – I stay in shape, but before each show I wonder what I'd do if I strained something so badly that it'd put me out of action. I try not to get too hung up on it, and the company is very supportive – but I know I'll have to look for something new soon.
- Speaker Three: The discipline at ballet school was strict, including diet and exercises to keep us trim and to help us avoid injuries once we joined a company. We used to do shows for our families and though they were uncritical, during one performance my mind went blank, and I stood there like an idiot – the embarrassment was excruciating. Now I'm a pro that still haunts me when I'm waiting in the wings. It's quite a hard life, but dancing to the works of such a wide range of composers enriches my life. I like the different clothes we get to wear, and though I'll never be wealthy or well-known outside my peers I wouldn't change anything.
- Speaker Four: I do contemporary dance, which is less technical than ballet and the music is modern. I keep myself in good condition so I stay injury-free. The company I'm with pays well, but that's really not the point – though we do popular musical theatre, we also do stuff with young choreographers who use experimental designs – that's what energises me as I'm always up for pushing boundaries! I'm not always confident in my own ability – I get flustered thinking that I'm part of a group and they rely on me – I need reassurance when we're waiting together to go on. Audiences are usually appreciative of our efforts, though, and reviews aren't bad.

Speaker Five: I had a long-term injury once, which often plays on my mind during rehearsals. Some dancers are superstitious and reckon doing things like crossing their fingers before they go on will help them during a performance. I triple check I'm wearing everything I should because I'm neurotic about being stuck in front of an audience without something crucial to my role. The company has a little orchestra that travels with us on tours, and we're a tight-knit group. As a sideline, we run workshops for aspiring young dancers – I get such a buzz from being a role model. I'm often taken aback by how naïve they are about the earning potential of dancers, though!

[pause]

Now you'll hear Part Four again.

tone

[The recording is repeated.]

[pause]

That's the end of Part Four.

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

[pause – four minutes]

You have one more minute left.

[pause – one minute]

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

Test 2 answer key

Reading and Use of English



Answer key
with extra
explanations in
Resource Bank

Part 1

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

Part 2

9 for **10** It **11** to **12** until / before / unless / till **13** as
14 is **15** not **16** when

Part 3

17 beneficial **18** developments **19** relatively **20** provision
21 inedible **22** inhabitants **23** enables **24** ongoing

Part 4

25 in the HABIT | of buying
26 will RESULT in | it being / getting called
27 would/'d RATHER | he didn't / did not drive
28 who MADE | the suggestion to
29 found IT | difficult / hard to follow / following
30 INTO consideration / account (that) | Joe isn't / is not / 's not

Part 5

31 B **32** A **33** D **34** B **35** C **36** B

Part 6

37 C **38** B **39** D **40** C

Part 7

41 E **42** A **43** B **44** G **45** C **46** F

Part 8

47 A **48** D **49** C **50** B **51** A **52** B **53** C **54** B **55** A **56** C

Listening

Part 1

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



Answer key
with extra
explanations in
Resource Bank

Part 2

7 architect 8 bath(-)house 9 pottery 10 corridor 11 coins
12 melted glass 13 cooking/cookery 14 agriculture/farming

Part 3

15 C 16 A 17 B 18 B 19 C 20 D

Part 4

21 D 22 F 23 C 24 H 25 A 26 G 27 B 28 D 29 H 30 F

Audioscript

Test Two.

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

tone

You'll hear each piece twice.

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

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

[pause]

Now open your question paper and look at Part One.

[pause]

Test 2 answer key

PART 1

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

Extract One

You hear a birdwatcher talking to his friend about spotting birds near his home. Now look at questions one and two.

[pause]

tone

Woman: I hear you got a sighting of an unusual bird somewhere in your area recently?

Man: Well, it was just by where I live, so I could hardly pass up the opportunity! I mean, normally this particular species would've been flying around in sunny southern Europe, not in the soggy English wetlands. Anyway, there was no doubting its status – as ever, at the first hint of such an unusual visitor, a number of other committed bird-lovers had also rushed there, all of us with our state-of-the-art kit to catch a glimpse of it. In fact, if it hadn't been for them pointing it out, I would've missed it completely. Eventually, it flew straight past me, searching for insects!

Woman: Wow! And I've read that there are lots of other exotic birds on those wetlands, too – they arrived some time ago, so of course these days they barely merit a second glance from even the most committed birdwatchers. But I remember on a recent walk there being taken aback by the sheer scale and variety of the area's colonisation by all these birds. And I understand their future will be secure thanks to some kind of nature preservation order on the wetlands – is that right?

Man: I believe so.

[pause]

tone

[The recording is repeated.]

[pause]

Extract Two *You hear two friends discussing a problem with a car repair. Now look at questions three and four.*

[pause]

tone

Man: Did you manage to get your car fixed?

Woman: Well, it's a long story but yes, it's working fine now.

Man: What happened?

Woman: Well, I dropped off the car last week for what they called a 'diagnostic check'. The mechanic rang me the next day quoting £240 to get it repaired. I thought this was reasonable and told him to go ahead. Then when I went in to pick up the car, the receptionist presented me with a bill for £2400! I was obviously horrified at first, but I argued my case and they reduced the bill to 1200, which actually was fair for what they had to do. The thing that took me aback was that they all took this completely in their stride, as if it happened fairly regularly.

Man: It's obvious there's something fundamentally wrong with the garage's systems. They've clearly got to sort it out or they'll lose out financially and have lots of dissatisfied customers. Sounds like they need to put all quotes in writing and then everything's clear from the start. Mind you, it's hardly a one-off, is it? I've heard of this kind of thing happening in quite a few places.

Woman: Really.

[pause]

tone

[The recording is repeated.]

[pause]

Test 2 answer key

Extract Three *You hear two friends discussing a book called Historyscapes they have both just read. Now look at questions five and six.*

[pause]

tone

Man: How funny that you've just read 'Historyscapes' as well. What did you think of it?

Woman: Well, I feel the writer was probably too ambitious, but on the whole it worked well – I'm going to keep an eye open for other stuff he's done. The first part covered thousands of years but he managed to avoid it simply being a list of meaningless facts. He chose a small number of key events to focus on and that really brought things to life for me. And I thought the later section was just as interesting, but in a very different way.

Man: I agree. When I was reading it I found myself thinking about the first job I ever had – as a history teacher in a school with kids who weren't really interested in history. I had complete freedom to teach whatever I wanted in those days – it's a bit different now. Anyway, I decided to try to make history relevant for them by doing projects based on one or two local historical characters. We obviously didn't have the resources we have now but it's surprising what you can do with a bit of imagination.

Woman: Well, maybe you ought to think about writing a book.

[pause]

tone

[The recording is repeated.]

[pause]

That's the end of Part One.

Now turn to Part Two.

[pause]

PART 2

You'll hear an archaeologist called Pete Wilkins giving a talk to a group of visitors at Rushford Villa, a recently discovered archaeological site in the UK. For questions 7 – 14, complete the sentences with a word or short phrase.

You now have forty-five seconds to look at Part Two.

[pause]

tone

Welcome to our excavation here in Rushford. I'm Pete Wilkins and it's my pleasure to show you round the site.

I'll take you first to the principal area of our excavation. The Regional Archaeological Service, that I'm part of, got involved in this project as soon as the remains of a villa were unearthed. Last year, while the land owner, who happens to work as a local historian, was having a cottage constructed, a mosaic was revealed. The architect who was overseeing the build immediately called us in and we used a team of students to conduct small-scale excavations. These revealed what's known as a 'double courtyard' villa. But there's something else. Just at the bottom of the garden, there's a trench containing the remains of a bath house, and you'll be able to watch the team at work.

It's true to say this is a very large villa, so it would've been inhabited by an affluent family. There's reason to believe they had access to luxury foods, plus pottery originating from Southern Europe and North Africa. The quality of the mosaic hints at the owners' fortune, though our excavations have yet to turn up jewellery or precious stones.

There's a tiled floor protected by plastic sheeting to keep the rain off, so we'll only get glimpses of it. However, I can tell you it's remarkably colourful and detailed. Unfortunately, it runs alongside a modern outbuilding, so we're still only speculating that it might be a corridor; further investigation could show it's part of a larger decorative feature.

One thing we're more confident about is the age of the villa – it's most likely to have been built between the years one hundred and seventy-five and two twenty CE. While we've yet to uncover Roman tablets on which names and dates would've been carved, the coins we've unearthed allow us to pinpoint the time of construction. A statue we've found seems to confirm this estimate, but in itself isn't conclusive.

The villa appears to have been occupied into the mid-fourth century and substantially remodelled several times. We think it was deliberately dismantled towards the end of the Roman era; this is suggested by the presence of the melted glass we found. We think this because, if the villa had been abandoned by its owners, the windows would simply have collapsed and smashed. Interestingly, we think people occupied this site in the fifth century as we've found traces of later dwellings containing broken digging implements, fragments of weaving tools and some remarkably intact cooking utensils. If there's time today, I can show you these.

Test 2 answer key

We can say with confidence the whole site remained untouched for some fifteen hundred years, unlike many other sites, which have been covered over by modern buildings, so we're incredibly excited about what it'll teach us about life in Roman Britain. What sets Rushford apart is the fact that there's been no agriculture to damage the villa's remains and this gives us great potential for further research.

[pause]

Now you'll hear Part Two again.

tone

[The recording is repeated.]

[pause]

That's the end of Part Two.

Now turn to Part Three.

[pause]

PART 3

You'll hear an interview with two script editors, Mike Summers and Sarah Alexander, in which they talk about working in the television industry. For questions 15 – 20, choose the answer (A, B, C or D) which fits best according to what you hear.

You now have seventy seconds to look at Part Three.

[pause]

tone

Interviewer: As Script Editors on the TV soap Eden Lane, it's the job of Mike Summers and Sarah Alexander to ensure that every episode is as entertaining and well-written as possible. Mike, tell us what a Script Editor does.

Mike: My job is dozens of jobs rolled into one. Genuinely no two days are the same. Eden Lane is broadcast on Monday, Wednesday and Friday and each Script Editor is responsible for a week of episodes. I have to make sure each script is up to the mark and crucially that each episode fits in with episodes either side. No matter how good each individual episode is, if it doesn't fit the bigger picture and move the story forward, it won't work – a soap is not a one-off drama. This means liaising with writers, so they understand what you and the producers want from them, but without telling them exactly what to write...

Interviewer: ...and I've heard script writers aren't always easy to work with.

Mike: Well, what happens is, we give the writers an outline of the plot and they're supposed to flesh it out into a full script. What can be tricky is that sometimes they come up with their own ideas about improving one of our plots. You either have to sit down and tell them why their ideas wouldn't work, or, if their ideas are any good, you have to track down the producers and talk them into accepting them. This means being a diplomat and a salesman at the same time. Anyway, typically you go through five or six drafts of every episode before the scripts are ready. Once filming starts, you become the first point of contact for the cast and film crew. If there's a problem with a line or a scene, you might have to rethink the script.

Interviewer: What got you into script editing?

Mike: Although at university, I loved directing plays, it quickly dawned on me then that scripts were the thing, the starting point for any show. My ambition was to write myself and work with other writers too, so editing seemed the perfect compromise. I used job sites to search for relevant work experience in the TV industry, just to get my foot in the door, make contacts and start filling up my CV. I also had temp jobs, doing anything to keep money coming in until I was established.

Interviewer: And Sarah, what are TV companies looking for in new staff?

Sarah: I think that however you manage to break into the industry, a love for TV and the area you want to specialise in is vital, whether that's drama, comedy, or documentaries. Nothing disappoints potential employers more than people who don't seem to care or know anything about the sort of programmes they want to work on. There are more people than you might imagine out there who prefer the idea of 'working in TV' to TV itself, so obvious passion and knowledge will give you an instant edge.

Interviewer: So watching a lot of TV is a good idea then?

Test 2 answer key

Sarah: But with some critical purpose! Think about what works or doesn't work for you, and write it down. Analyse things, look at individual scenes, and think about what the writer is aiming for. How have they succeeded or failed? Did you not buy certain moments? And if you do really enjoy a show, it's sometimes a smart move to tell the people who make it. Write down their names and try to get in touch. Don't be too demanding, but do tell them what you like, why it affected you. They might even reply and that means the lines of communication are then open.

Interviewer: OK, Mike, Sarah, what makes a good soap story?

Mike: Bad guys are essential because they know what they want, will trample over anything and anyone in their way to get it, and therefore create conflict. It gives a story purpose. As with sport, someone must ultimately win, someone must lose. And any good soap needs a cliffhanger. If you give viewers a limp episode ending, you'll have failed to entice them into watching the next one.

Sarah: Certainly without obstacles stopping characters from getting what they want stories become predictable and boring. It doesn't have to be hugely valuable, just hard to attain, something that'll change people's lives if they succeed. And it must matter if they don't get it. If not, the audience will lose interest. Great storylines also involve change. Some characters have been on Eden Lane for years. We constantly have to create new objectives for them. The best ones are always evolving.

[pause]

Now you'll hear Part Three again.

tone

[The recording is repeated.]

[pause]

That's the end of Part Three.

Now turn to Part Four.

[pause]

PART 4

You'll hear five short extracts in which people are talking about public parks.

Look at Task 1. For questions 21 – 25, choose from the list (A – H) what each speaker likes about their favourite park.

Now look at Task 2. For questions 26 – 30, choose from the list (A – H) the reason each speaker suggests for the gradual deterioration of public parks.

While you listen you must complete both tasks.

You now have forty-five seconds in which to look at Part Four.

[pause]

tone

- Speaker One: My friends and I know our favourite park so well that we can almost revisit it in our heads, like a much-loved painting. I used to go there as a child, even on scorching summer days, and generally burn off energy around its ornamental fountains and ancient trees. So I've formed a lasting connection with it. But it saddens me that parks may be under threat. Of course, unlike other facilities, parks don't necessarily bring in cash for local councils, so it's assumed they're of no value – but that overlooks how essential they are to people that visit them, which needs to be recognised if parks are to have a future. Not everything can be measured in financial terms.
- Speaker Two: My favourite park started life as a huge private garden, providing wonderful views for the expensive houses nearby – so I'm eternally grateful the city took it over! And its opulent beginnings have brought benefits, as the attention to detail in the fountains and ornaments is second to none, with visually stunning results. However, other parks are becoming neglected, although I'm convinced it isn't down to lack of visitors. Many still have skilled teams looking after the flowers and trees, and protecting them from common diseases. Yet there's a growing trend for businesses, say, to use parks for concerts, festivals, whatever, with inevitable upheaval and even damage to the sites, however unintentional. It's a misguided strategy, in my opinion.
- Speaker Three: There's a growing tendency to take public parks for granted, I think – a mistake, considering the pressure on urban space, and ever-increasing populations. Parks are our cities' green lungs, yet residential areas are already encroaching on that space. I'm sure local councils are fully aware of the loss to park users, but their hands are tied. Anyway, my favourite park's in the heart of the city. Whatever the weather or season, I go there to restore my spirits, and invariably come away armed with ideas for some project or other, even if it's occasionally noisy there – a football match, for example, or just children cycling madly around and shrieking! I rarely run into friends or neighbours there, though.
- Speaker Four: I'm always amazed how nature finds a way to reclaim derelict urban areas – and it can happen in public parks, too if the grassy areas and flowerbeds are left untended, not to mention the trees, with their susceptibility to disease. Yet there seems to have been a fall in the recruitment of people who're either motivated or knowledgeable enough to reverse the decline. Anyway, the park I now regard as my favourite was pretty neglected a while back, but I've recently become involved in a working party to bring it back into public use. I couldn't be prouder of what we're achieving for visitors – it's not only beautiful, it has my personal stamp on it!

Test 2 answer key

Speaker Five: The park I love most is a vast area of trees, gardens and lakes – the perfect place to take refuge in its breezy avenues and under its shady trees from the sweltering, oppressive conditions in the city streets. It's recently been restored, too, so it's wonderful now, and attracts people like painters and artists to its cafés. I'm beginning to realise it's an exception, though. Many other parks I've visited, even though they may still be reasonably maintained, are falling prey more and more to destruction by its users, which creates a run-down appearance. I've seen carefully-tended plants pulled up and tree branches broken by people swinging on them. So park staff can hardly be blamed for becoming discouraged from maintaining them.

[pause]

Now you'll hear Part Four again.

tone

[The recording is repeated.]

[pause]

That's the end of Part Four.

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

[pause – four minutes]

You have one more minute left.

[pause – one minute]

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

Test 3 answer key

Reading and Use of English



Answer key
with extra
explanations in
Resource Bank

Part 1

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

Part 2

9 however / though **10** up **11** which **12** is **13** all
14 have **15** Although / While / Whilst / Though **16** be / present

Part 3

17 worthwhile **18** unnoticed **19** employees **20** frequency
21 graceful **22** inactivity **23** accuracy **24** dramatically

Part 4

25 nothing was / there was nothing | MORE important
26 evaluation / test would | TAKE place
27 up WINNING | the race in spite
28 to Hannah's SURPRISE | the / her company offered
29 keep TRACK | of (the) time
30 made a POINT | of introducing

Part 5

31 A 32 B 33 D 34 B 35 A 36 D

Part 6

37 D 38 C 39 B 40 A

Part 7

41 E 42 G 43 B 44 F 45 A 46 C

Part 8

47 C 48 B 49 D 50 C 51 D 52 C 53 D 54 C 55 A 56 B

Listening

Part 1

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

Part 2

7 animal welfare / animals 8 protection strategies 9 shower
10 (our) carbon footprint 11 shack 12 introduction (programme / program)
13 peanut butter 14 colour(s) / color(s)

Part 3

15 D 16 B 17 C 18 B 19 A 20 D

Part 4

21 F 22 E 23 G 24 A 25 B 26 G 27 D 28 B 29 F 30 H

Audioscript

Test Three.

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

tone

You'll hear each piece twice.

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

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

[pause]

Now open your question paper and look at Part One.

[pause]



Answer key
with extra
explanations in
Resource Bank

PART 1

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

Extract One

You hear two friends discussing an exhibition they've been to about the history of the Italian island of Sicily. Now look at questions one and two.

[pause]

tone

Woman: I went to the exhibition you recommended: Four millennia of Sicilian history.

Man: And?

Woman: Utterly impressive. It's amazing that so many different cultures occupied the island at different times. The exhibition spans such a vast period of history, I felt it was ambitious for the organisers to attempt to connect those eras with little more than 200 objects on display. I liked the fact that exhibits from ancient Greece, say, were presented alongside others from Rome, North Africa, Spain and France. And yet all of them had a curious twist. I mean, none looked quite as I'd have expected. It was as if Sicily itself prevailed – above all the different cultures – giving everything its own special quality.

Man: Yes, there was a real dynamism to everything on display.

Woman: Quite. I relished every moment. What really struck me was an overwhelming sense of mystery surrounding all the exhibits. Take the grinning mask from the era of the Phoenicians.

Man: Or the four-thousand-year-old carved stone door. Nobody knows who created it or what the geometric patterns represent, but it certainly reinforces the enigmatic nature of the objects on display and contributes to making the whole show nothing less than a revelation.

[pause]

tone

[The recording is repeated.]

[pause]

Test 3 answer key

Extract Two *You hear two colleagues talking about their attitude to their smartphones. Now look at questions three and four.*

[pause]

tone

Woman: John – how was your weekend?

Man: Great! I got loads done and I must say it seemed to last longer than usual – an unexpected benefit of deliberately turning off my smartphone, I guess.

Woman: Really?

Man: Yeah. I was fed up of being a slave to it and needed to see I could do without it for a bit. The break's done me good. Another spin-off is that I've actually gone out and met up with friends rather than just using a screen to text or chat.

Woman: Brilliant. I'm doing something similar and I'm certainly using gadgets less, particularly my phone. I've told friends what I'm doing and while I can't say they're exactly encouraging, the fact I've told them makes me more determined to stick to it.

Man: Good idea.

Woman: It was hard at first. Whenever I felt the need to check my phone, I'd try to busy myself with other things but still couldn't stop wondering about messages! I limit myself now to a few set points in the day – and for just ten minutes each time. Giving it up for a whole day seems impossible, but this is doable. It was a constant distraction before, stopping me from doing anything properly.

[pause]

tone

[The recording is repeated.]

[pause]

Extract Three *You hear two friends talking about their first session singing in a choir. Now look at questions five and six.*

[pause]

tone

Woman: Hey – did you enjoy that?

Man: Definitely! And what a great crowd – you were right about it being open to anybody. One couple must have been in their eighties, but they could certainly belt it out! Shows us younger ones how to do it! At first, the tutor seemed a bit laid-back 'cos he wasn't saying much, but as things progressed, I noticed him really picking up on stuff. His criticism was always constructive. I was a bit embarrassed at the thought of singing solo, but, when it came to it, I loved it.

Woman: Well, you sounded good. In fact, I reckon no-one's really tone-deaf – just need training. I love how we had to focus on different things – you know, breathing, pitch, pronunciation and so on – and then how everything came together. The clutter in my head just disappeared. That's a great feeling – I'm definitely continuing.

Man: There's certainly loads to think about. I can't imagine ever being able to put everything into practice, but I'm sticking at it too. Somehow worries melt away when you're doing it, so I see why it's popular. Not everyone's cut out for it, though – I mean, have you heard my dad sing?

[pause]

tone

[The recording is repeated.]

[pause]

That's the end of Part One.

Now turn to Part Two.

[pause]

PART 2

You'll hear a student called Alice Brown talking about working as a volunteer on a shark research project on the island of Fiji. For questions 7 – 14, complete the sentences with a word or short phrase.

You now have forty-five seconds to look at Part Two.

[pause]

tone

Hi, I'm Alice and I want to talk about working as a volunteer on a shark research project on the island of Fiji. At college I specialised in environmental studies, and was keen to do more on animal welfare. When investigating different possibilities, I found this shark research project online which seemed ideal, especially as sharks have a generally negative image – unlike dolphins and even whales, which I reckon already get enough public attention.

People don't realise how critical sharks are to the functioning of ecosystems. As predators they regulate the balance of ecosystems, but their populations are under threat from habitat destruction and climate change. The aims of the project are to build data on shark populations and to learn about shark behaviour. Closest to my heart though was being able to develop protection strategies for sharks using this information.

It was a long journey to my final destination on Fiji, involving flights, a bus ride and a choppy boat crossing. The volunteers' accommodation was a comfortable timber frame house with communal facilities, just five minutes' walk to the beach. The way we lived there was unsophisticated but very green – like the shower we had which used water coming from the local stream! We were all aware of the potential impact we might have on the environment, so, to cut down on what's commonly called our carbon footprint, everything was constructed by local craftsmen. They used traditional building techniques and locally sourced building materials – that was very pleasing.

Occasionally we had to travel to a distant dive site. There we stayed in what was called the satellite camp, even though this was just a mosquito net pitched on a beach. I always thought of it as a shack although one volunteer described it as a haven.

The other volunteers came from varied backgrounds – a student, a teacher, a scientist, and a lawyer (who couldn't hack it and left after a couple of days) – but we all shared a passion for endangered species. As I was already a qualified diver, I was relieved I didn't have to follow the introduction programme that most volunteers go through in their first week – I recognise its importance for safety but it takes time away from work.

We took it in turns to cook. I liked the fact that the food was sourced on the island to support the local economy. There were no luxuries like chocolate but I had my own peanut butter which went down well with everyone, as did the jam that another volunteer brought! The beauty of the place itself was jaw-dropping. One stand-out moment was stargazing on the beach in zero light pollution.

The type of field work going on depends on the time of year. The health and diversity of the coral was one key target for our research – I was blown away by their colours underwater. Because of my diving experience I was asked to concentrate on surveying baby scalloped hammerhead sharks. The work was intense and challenging, but I got immense satisfaction from contributing even a little to the conservation of these majestic creatures.

I recommend it to anyone!

[pause]

Now you'll hear Part Two again.

tone

[The recording is repeated.]

[pause]

That's the end of Part Two.

Now turn to Part Three.

[pause]

PART 3

You'll hear part of an interview with two writers and researchers, Anna Baldwin and Richard Simmons, on the topic of handwriting. For questions 15 – 20, choose the answer (A, B, C or D) which fits best according to what you hear.

You now have seventy seconds to look at Part Three.

[pause]

tone

Interviewer: I'm talking today to Anna Baldwin and Richard Simmons, both writers and researchers on the topic of handwriting. Anna, why did you decide handwriting's worth studying?

Anna: Well, let me first say, handwriting's always been something intensely personal. We may be taught a set style, but as we mature throughout the course of our lives, we go on developing our own unique style. Handwriting's as individual as how a teenager does their hair, or the clothes they wear, it's something which is intensely you. But we now have so many alternative ways of recording our thoughts and communicating, we don't take handwriting as a given – in the way perhaps we did a generation ago. So I think it's time to look very critically at what handwriting does, what part it plays in our lives, and how it helps us.

Interviewer: So what's the evidence that handwriting's actually useful?

Anna: Recent research shows that it somehow stimulates cognitive processing – it helps us to learn, to develop reading skills, it's even been found to support retention of concepts in mathematics. And what's more, creative writing which has been done by hand has been proved to be of a higher quality than that produced by any other means.

Interviewer: Richard? What's your view?

Richard: Studies that I've looked at, are not as conclusively convincing as the headlines often make them out to be – and the sample sizes are quite small. Right now, what little we do know about handwriting and typing is that they're each good for some things, and bad for others. So if you want to take notes in a lecture, it's better to write by hand because you actually think more about what's being said, and so recall it more easily later on. Conversely, if you're trying to generate new thoughts, typing quickly is apparently cognitively useful.

Interviewer: What about the issue of teaching handwriting in primary school – Anna?

Anna: Neuro-imaging experiments suggest that handwriting in primary school changes children's brains. There's a link between handwriting and reading that's substantiated early on – and there's plenty of evidence to show a subsequent link between this type of ability and intelligence. We need to teach this production by hand, which granted eats up a lot of the curriculum, to help children to understand the letters and the words.

Interviewer: Richard?

Richard: There's certainly a huge amount of class time devoted to teaching handwriting in primary school – but kids are also now arriving pretty proficient in keyboarding. Think of what it would free up teachers to do, if they lessen the time spent on handwriting. There's so much more that could be taught, it's a real opportunity.

Interviewer: Richard, do you think the disappearance of handwriting is inevitable?

- Richard: There've been lots of changes in technologies of writing over the millennia, and we've weathered them just fine. Handwriting's already ceased to be used by most people, for most of their everyday actions – so its utility is very small. Sure, there'll be a loss. There's a certain fine motor skill that will get lost as people handwrite less, and that's something to mourn. But there are many things that we've lost in the development of writing. This is simply another step along the way in which we communicate with each other.
- Interviewer: Anna, what's your take on the historical role of handwriting?
- Anna: We forget that we've always enjoyed multiple ways of writing. If you look back at the Ancient Roman world, they carved in stone, they wrote on papyrus and scrolls with styluses to record significant milestones. They had a variety of ways of writing, because writing is used in lots of different situations. And that's been true through history. I think there'll always be niche uses for pencils, ballpoints, ink on paper. And nowadays, there's a lot of work going on looking at handwriting recognition software. So the whole situation is fluid – and likely to remain fluid.
- Interviewer: But do you grant that there may be drawbacks with society's traditional focus on handwriting?
- Anna: Well, for many people handwriting is a real limiting force in their ability to succeed. People with bad handwriting may be seen as not as smart. There are pretty conclusive studies finding that teachers and professors will grade students lower if they have poor handwriting, even if the content's identical to someone with good handwriting. Similarly, excellent job applicants in the past may have been passed over, due to the impression that their handwriting gave on a letter or resumé. So I guess replacing handwriting with typed work could be, arguably already is, a democratising force to level the playing field.
- Interviewer: So Richard – is keyboards for everybody, the way ahead?
- [pause]
- Now you'll hear Part Three again.*
- tone
- [The recording is repeated.]
- [pause]
- That's the end of Part Three.*
- Now turn to Part Four.*
- [pause]

PART 4

You'll hear five short extracts in which people are talking about taking a course of driving lessons.

Look at Task 1. For questions 21 – 25, choose from the list (A – H) what each speaker found most helpful during the course.

Now look at Task 2. For questions 26 – 30, choose from the list (A – H) what each speaker regarded as challenging in the driving lessons.

While you listen you must complete both tasks.

You now have forty-five seconds in which to look at Part Four.

[pause]

tone

- Speaker One: I never thought I'd be able to get the hang of driving. It wasn't so much the changing gear and constantly checking the mirror – it was the sheer weight of traffic that threw me, lorries thundering past and bicycles appearing out of nowhere. I never knew where to look next, or what to expect – especially in those wet morning rush hours. Mind you, my instructor was amazing – never a harsh word, never a shout of alarm – she was calmness personified. Just as well, 'cos otherwise I reckon I'd still be having lessons to this day – either that or I'd have given up long ago. It's like my mum always says – keep calm and carry on.
- Speaker Two: Thank goodness I've finally finished my driving course. More than once I thought that day would never come. My mate Dave insisted on coming along on every lesson – which regularly got on my nerves. But to be fair, I'd never have managed it without his constant comments from the back – not sure what my instructor made of it to be honest – he seemed to take it in good spirit – mostly! Trouble with Dave coming along was, I had to hang about in the heat waiting for him to get out of work – more often than not we'd end up racing to make the lesson, and once the instructor actually gave up and drove off!
- Speaker Three: I really enjoyed my driving lessons – the instructor was great, a couple of friends helped me out with extra practice at weekends – the whole thing was pretty much a breeze. But I think the real secret was taking up the instructor's suggestion to have the lessons at the crack of dawn. I wasn't wild about it – I'm more of a night owl – but it worked a treat. There was hardly any traffic, so I could get to grips with the controls and the steering, without panicking about cyclists or other cars. But I guess the empty roads did tempt me to whizz along a bit on the fast side – something I still struggle with today.
- Speaker Four: Driving lessons were a nightmare. My instructor was friendly, sure – and my dad had a DVD which helped with the theory stuff – but I was constantly thrown by horns blaring at me if I was slow to turn, or pulled up unexpectedly. People didn't seem to make the slightest concession towards me – and they could see I was a learner. My instructor did her best to calm me down, but what did it for me in the end was breathing exercises – a friend had originally recommended them to overcome my fear of flying – they got me through. Helped me with the issue of parking correctly too – and all those road signs!

Speaker Five: My driving instructor was ex-army – used to his commands being carried out instantly, without question – I found him a bit scary. I remember my mum coming along on an early lesson and telling him he was downright rude! But I learnt to cope – and in fact, his insistence on going over stuff time after time, lesson after lesson, was the key to me passing. As it turned out, my greatest headache wasn't so much him, but the driving school's inability to guarantee the same car for every lesson – I must have driven a dozen models, all of them subtly different. It was tough to get my head round them quickly enough to satisfy the instructor!

[pause]

Now you'll hear Part Four again.

tone

[The recording is repeated.]

[pause]

That's the end of Part Four.

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

[pause – four minutes]

You have one more minute left.

[pause – one minute]

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

Test 4 answer key

Reading and Use of English



Answer key
with extra
explanations in
Resource Bank

Part 1

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

Part 2

9 in / throughout 10 where 11 far 12 a 13 with
14 If / Provided / When 15 not 16 on

Part 3

17 compelling 18 originated 19 writings 20 controversial
21 fantasise / fantasize 22 existence 23 seemingly 24 mysterious

Part 4

25 DESPITE the fact (that) | it
26 refused to / didn't / did not ACCEPT | (any/the) responsibility for
would not / wouldn't ACCEPT | (any/the) responsibility for
27 take Rob long / much time | to GET
take long for Rob | to GET
28 have to / need to / are to / are obliged to / are required to ATTEND | Professor Turner's
29 been an INCREASE | in the popularity
30 for a COUPLE of | falls
for falling a COUPLE of | times

Part 5

31 A 32 B 33 C 34 A 35 D 36 D

Part 6

37 B 38 A 39 B 40 A

Part 7

41 E 42 C 43 G 44 B 45 F 46 D

Part 8

47 C 48 B 49 A 50 C 51 B 52 A 53 D 54 B 55 D 56 A

Listening

Part 1

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



Answer key
with extra
explanations in
Resource Bank

Part 2

7 estate management **8** height(s) **9** sustainability **10** food
11 treasure(s) **12** butterfly / butterflies **13** Green Detective
14 driving/driver's licence, driving/driver's license

Part 3

15 D 16 B 17 C 18 A 19 A 20 B

Part 4

21 B 22 D 23 F 24 A 25 H 26 H 27 A 28 E 29 G 30 C

Audioscript

Test Four.

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

tone

You'll hear each piece twice.

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

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

[pause]

Now open your question paper and look at Part One.

[pause]

Test 4 answer key

PART 1

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

Extract One

You hear two friends talking about what it's like being an identical twin. Now look at questions one and two.

[pause]

tone

Woman: I can't understand why anyone moans about being a twin – I love it.

Man: Me too. Everyone thinks you're automatic soulmates and there is something in that. I know twins who are chalk and cheese and don't get on great but do admit sharing an irreplaceable bond. The flip side's the absence of individuality. Though we've chosen very different paths in life, my brother and I are always 'the twins', and our success or failure's treated jointly. I've never consciously competed with him, but I've always pushed myself to achieve things on my own merits.

Woman: As kids, it was fun. Teachers were always mistaking my sister for me, and I let them! I enjoyed strangers' reactions, too – you know, like we were these rare creatures, extra-deserving of attention. My sister hated it though and was very direct in letting people know.

Man: Can't say anyone fussed over me. But it was useful blaming my brother for things. I can't believe how often I got away with it! We couldn't hide anything from each other though, so we always knew what the other had done, evening it out. We know one another inside out – I feel like I'm transparent whenever he's around.

[pause]

tone

[The recording is repeated.]

[pause]

Extract Two *You hear two friends discussing sleep and dreams. Now look at questions three and four.*

[pause]

tone

Woman: Hey, John – did you see that programme on dreams?

Man: Yeah – fascinating – especially the bit about remembering them. I've always been able to do that, even as a kid, when I'd dream I could do fantastic things – you know, like flying.

Woman: Me too!

Man: And I love talking about dreams. On holiday, when I can lie in and get a bit more snooze time my recall's even clearer. No wonder the family sigh when I start going on at breakfast time! Mind you, it's hardly exceptional. Some people say they never remember dreams but the majority, when asked, say they can recall them – even if the memory doesn't last.

Woman: I read somewhere that what side you sleep on influences your dreams. It isn't conclusive though, so I'm still unconvinced. I often find myself inexplicably irritated some mornings by someone I know, like a colleague. I always wonder why, 'til suddenly remembering they'd behaved badly in my previous night's dream. Even then, I can't shake off the feeling. Weird, isn't it? And nobody's explained why some people get repeated dreams, have they? It must be so strange waking up and realising your dream was the same as one you'd had before.

[pause]

tone

[The recording is repeated.]

[pause]

Test 4 answer key

Extract Three You hear two friends discussing their visit to an exhibition of paintings by 17th century artists. Now look at questions five and six.

[pause]

tone

Man: That was interesting! I mean, not many works by the more famous painters have survived, so there were a number of paintings by their less well-known contemporaries, weren't there?

Woman: But I felt there was a point to those, other than bumping up the admission fee. They normally seem to be there just to pad out an exhibition. Mm, and it made us look more closely at their paintings rather than just rushing past them to get to the works by great masters, and dismissing them as lesser pieces. I think that long-held view has been cast into doubt.

Man: And it's interesting, isn't it, to think that largely domestic scenes were once regarded as vulgar and trivial compared with commissioned portraits of royalty that previous artists had traditionally churned out.

Woman: Yet these scenes of everyday moments are actually more complex than a superficial glance suggests. What people don't realise is that once you look more closely, these paintings will really reward your efforts.

Man: Mm, the drama's implied rather than shown. But you're in no doubt as to what the artist meant.

Woman: I found the whole thing absolutely fascinating.

[pause]

tone

[The recording is repeated.]

[pause]

That's the end of Part One.

Now turn to Part Two.

[pause]

PART 2

You'll hear a woman called Carol Wilson giving a talk about her job as a forest worker in a wildlife park. For questions 7 – 14, complete the sentences with a word or short phrase.

You now have forty-five seconds to look at Part Two.

[pause]

tone

Hi everyone – I'm Carol, and I'm here to tell you about my job working in forestry in a wildlife park.

I've always loved being outdoors and that influenced my choice of career. I planned to study botany at college, even though my parents wanted me to do environmental studies because they thought it would have a wider application. But then I came across a course on estate management which ticked all the boxes for me. After graduation I got a job in forestry, working at a wildlife park.

Right from the start, I knew I'd need different practical skills like digging and putting up fences, but I hadn't predicted a head for heights would be equally important! I have to climb to the top of trees to remove branches, which was pretty tough in the initial few weeks.

Some people think it's an old-fashioned job, but the equipment we use is state of the art – some of us describe it as cutting edge. The variety of work was a pleasant surprise when I started, although the central premise of everything we do, which is sustainability, is something I really believe in.

Every day's different. Some days I have to work at the Information Centre at the entrance to the wildlife park. This is a compulsory stop for visitors, who have to leave their cars there and cycle or walk around. What I do there is explain the rules, like sticking to marked pathways so as not to damage anything. Luckily, most visitors are clued up about problems of litter, particularly plastic bags, but they're less aware of food, which can seriously impact on the wildlife if it's left there. I have to make sure they're clear about that.

I run awareness seminars for children at the Information Centre, to teach them the importance of respecting nature. They're often unaware of the huge biodiversity of the forest – what I choose to call its treasures, which always grabs their attention.

As climate change becomes more challenging we face losing some of our native species. I'm proud to be part of initiatives to nurture and protect endangered wildlife like the hedgehog, or insects. It's no surprise children love what they think are pretty things like the butterfly, which is also declining in numbers.

Another thing I'm proud of is designing a trail, actually called the Learning Path but I'm amused when the children call it the Green Detective – it shows how engaged they are with it. I wrote a worksheet with pictures of leaves; children follow the marked route and identify the trees.

Test 4 answer key

For any of you thinking of getting involved with forestry, I recommend taking an apprenticeship, because you can get qualifications at the same time as practical experience. A driving licence is an absolute must though, because forests tend to be large. It's also useful if you're physically fit, prepared for hard work and have a feeling for nature.

It's a really worthwhile career!

[pause]

Now you'll hear Part Two again.

tone

[The recording is repeated.]

[pause]

That's the end of Part Two.

Now turn to Part Three.

[pause]

PART 3

You'll hear an interview with two TV camera operators, Mark Thompson and Pam Jakes, who are talking about their work. For questions 15 – 20, choose the answer (A, B, C or D) which fits best according to what you hear.

You now have seventy seconds to look at Part Three.

[pause]

tone

Interviewer: I'm with Mark Thompson and Pam Jakes, who both work as TV camera operators. Welcome.

Pam/Mark: Thanks.

Interviewer: Mark, you're a cameraman for a company that provides film crews for TV channels. What does that involve?

Mark: Well, I work on a huge range of filming projects, from documentaries to reality shows. And it's a round-the-clock job. Sometimes I even have to leave what I'm working on and go and work on another film project, if that's got the closer deadline. And that could be anywhere from right on my doorstep to somewhere abroad, so you could never call it dull – all of which really suits my personality. Whatever problems occur during filming are attended to by my boss, though, so that allows me to get on with my job, as I often need to order my thoughts quickly to make sure we get the footage we want.

Interviewer: So what experience did you have when you began?

Mark: Well, filming wasn't my intended career! But I'd used video cameras to create films during my art degree course, and I was instantly hooked on the medium – and the course helped me develop an artistic eye. After graduation I started with my current company – not behind a camera, but doing the most basic stuff, in their kit room, where all the equipment is managed. So that meant by the time I was let loose behind a camera, I knew all the kit inside out – an essential attribute to have. I hadn't realised what low pay I'd receive, though – a bit of a shock, as I almost struggled to make ends meet at times. But then I loved the job, and that was more important. And things did improve.

Interviewer: And you often film major events live, don't you?

Mark: Yes – and you really have to keep your cool then! After all, you only get one chance to get it right, and you have to think quickly if something unexpected crops up. But if you know your stuff, it's fine, so I ignore that nagging feeling in the back of every cameraperson's mind that you might forget to press the record button! But a colleague once told me about a situation I can totally identify with, when his camera malfunctioned during a staged blowing-up of a building – not something that can be repeated!

Interviewer: Of course ... Now, Pam, you work with actors and members of the public. How easy is that?

Pam: Fascinating! Of course, being in front of a camera can be intimidating for the general public, in fly-on-the-wall documentaries, say. So it's crucial to take the pressure off, by suggesting we can do another take if necessary. When filming actors, though, all that's in the director's hands, not mine, so although they may have little experience, the best I can do is make sure the atmosphere's calm if they're nervous, as far as I possibly can.

Test 4 answer key

Interviewer: You obviously love the job – but is there a downside?

Pam: Well, things don't always go according to plan – like the weather! Equally, your director may change their mind about what equipment's needed, or you're behind schedule and everyone's panicking – but I take all that in my stride. But you're often working with production teams for only a limited period, so if you can't find a way to co-operate with them quickly, the whole thing falters. But humour's a great asset in these situations!

Interviewer: Lastly, you've both worked on filming all kinds of famous people. What's that like? Pam?

Pam: Well, I guess I'd originally hoped that mixing with the rich and famous might somehow propel me into the limelight, but we're pretty much an invisible part of what happens – but our work is highly regarded by our peers, which counts for a lot. Celebs may sometimes insist on something way beyond what any crew could provide, but I put that down to the pressure they're under.

Interviewer: Mark?

Mark: Well, I certainly had some long-standing illusions about how proximity to celebrities might boost my career! But even though our names are never up there on the bill boards, we know our work's appreciated by our industry – which is worth more! But once you're at the top of your profession, as we are, you're more likely to be the ones filming the rich and famous – but you'll have worked with enough celebs by then not to be starstruck!

Interviewer: Mark and Pam, thank you.

[pause]

Now you'll hear Part Three again.

tone

[The recording is repeated.]

[pause]

That's the end of Part Three.

Now turn to Part Four.

[pause]

PART 4

You'll hear five short extracts in which qualified pilots are talking about their initial training course.

Look at Task 1. For questions 21 – 25, choose from the list (A – H) what motivated each speaker to train as a pilot.

Now look at Task 2. For questions 26 – 30, choose from the list (A – H) what surprised each speaker about their course.

While you listen you must complete both tasks.

You now have forty-five seconds in which to look at Part Four.

[pause]

tone

- Speaker One: As a teenager I'd always had a flair for computer racing games, you know, Grand Prix challenges and the like – Mom was always moaning at me to do my homework instead. So when the careers guy at school asked me what I wanted to be, it hit me – flying these days is all about computers, flight simulators – how hard could pilot training be? Turned out I was right too – some of the theory was a bit tough, granted – and one or two of the tutors were even pretty strict, which was a bit of a shock to the system – but overall the course itself was, as I'd expected, a breeze.
- Speaker Two: I'd assumed I'd be the only woman on the course – female pilots are still few and far between – but in fact there were four of us. What's more, two were in their thirties – and one of the men was 42. There was me thinking it's a young person's game, essentially. The work was tough, and unforgiving – but we got through by helping each other with tricky assignments. When my parents meet people, they always slip into the conversation I fly passenger planes. And I see people glancing my way when I'm out in my uniform. That's what I was after all along – a certain standing. Stopovers in glamorous spots are an added bonus of course!
- Speaker Three: I knew it was going to be expensive, but luckily my Mum chipped in big time – and now I'm lucky enough to have landed a good job even though the starting pay's not brilliant – which leaves me free to get on with living the dream – becoming a fantastic pilot like my granddad. I was always fascinated by gran's anecdotes about him. The course itself was everything I'd hoped – mind you a few of my fellow trainees seemed to take it all a little less than seriously, which took me aback a bit – we were a privileged group, given a once-in-a-lifetime opportunity – surely the least we could do was apply ourselves fully.
- Speaker Four: My friends, and even my Dad, used to tease me, but ever since I came across that first volume of a famous aviator's memoirs I'd been obsessed with the idea of getting behind the controls of a plane. I hadn't been able to put it down for a second. Flight school was always going to be my goal – and I loved every minute of it. I'd been warned repeatedly that it would be a stressful time, but to be honest, I'd already picked up so much over my teenage years that the workload didn't trouble me nearly as much as I'd feared. The exams were fine too – even those taking place off-site in the imposing university halls.

Test 4 answer key

Speaker Five: Lessons six days a week, extra flying time most Sundays, and study, study, study, throughout the brief holidays – fair enough. But participating in puppet shows to simulate pilot-passenger interaction? I must admit I didn't see that coming. It was worth it though, to fulfil my ambition. My father was a pilot and people always said I was bound to follow in his footsteps – but to me that wasn't inevitable. It was a childhood trip to South Africa, gliding over the game reserve with my parents in a tiny plane, watching wild animals below – unbelievable. I'd promised myself there and then one day I'd be at the controls. And now I am!

[pause]

Now you'll hear Part Four again.

tone

[The recording is repeated.]

[pause]

That's the end of Part Four.

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

[pause – four minutes]

You have one more minute left.

[pause – one minute]

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



53114

OFFICE USE ONLY - DO NOT WRITE OR MAKE ANY MARK ABOVE THIS LINE

Page 1 of 2

Candidate
Name
Candidate
Number
Centre
Name
Centre
Number
Examination
Title
Examination
Details
Candidate
Signature
Assessment
Date
Supervisor: If the candidate is ABSENT or has WITHDRAWN shade here ☐

Advanced Reading and Use of English Candidate Answer

Part 1

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

Instructions

Use a **PENCIL** (B or HB).

Rub out any answer you want to change using an eraser.

Parts 1, 5, 6, 7 and 8:

Mark **ONE** letter for each question.

For example, if you think A is the right answer to the question, mark your answer sheet like this:



Parts 2, 3 and 4: Write your answer clearly in **CAPITAL LETTERS**.

For parts 2 and 3, write one letter in each box.



Part 2

9																Do not write below here 9 1 0 ○ ○
10																10 1 0 ○ ○
11																11 1 0 ○ ○
12																12 1 0 ○ ○
13																13 1 0 ○ ○
14																14 1 0 ○ ○
15																15 1 0 ○ ○
16																16 1 0 ○ ○

Continues over

OFFICE USE ONLY - DO NOT WRITE OR MAKE ANY MARK BELOW THIS LINE

Page 1 of 2

53114





OFFICE USE ONLY - DO NOT WRITE OR MAKE ANY MARK ABOVE THIS LINE

Page 2 of 2

Part 3		Do not write below here
17	<input type="text"/>	17 1 0 <input type="radio"/>
18	<input type="text"/>	18 1 0 <input type="radio"/>
19	<input type="text"/>	19 1 0 <input type="radio"/>
20	<input type="text"/>	20 1 0 <input type="radio"/>
21	<input type="text"/>	21 1 0 <input type="radio"/>
22	<input type="text"/>	22 1 0 <input type="radio"/>
23	<input type="text"/>	23 1 0 <input type="radio"/>
24	<input type="text"/>	24 1 0 <input type="radio"/>

Part 4		Do not write below here
25	<input type="text"/>	25 2 1 0 <input type="radio"/>
26	<input type="text"/>	26 2 1 0 <input type="radio"/>
27	<input type="text"/>	27 2 1 0 <input type="radio"/>
28	<input type="text"/>	28 2 1 0 <input type="radio"/>
29	<input type="text"/>	29 2 1 0 <input type="radio"/>
30	<input type="text"/>	30 2 1 0 <input type="radio"/>

Part 5				
31	A	B	C	D
32	A	B	C	D
33	A	B	C	D
34	A	B	C	D
35	A	B	C	D
36	A	B	C	D

Part 6				
37	A	B	C	D
38	A	B	C	D
39	A	B	C	D
40	A	B	C	D

Part 7							
41	A	B	C	D	E	F	G
42	A	B	C	D	E	F	G
43	A	B	C	D	E	F	G
44	A	B	C	D	E	F	G
45	A	B	C	D	E	F	G
46	A	B	C	D	E	F	G

Part 8						
47	A	B	C	D	E	F
48	A	B	C	D	E	F
49	A	B	C	D	E	F
50	A	B	C	D	E	F
51	A	B	C	D	E	F
52	A	B	C	D	E	F
53	A	B	C	D	E	F
54	A	B	C	D	E	F
55	A	B	C	D	E	F
56	A	B	C	D	E	F

OFFICE USE ONLY - DO NOT WRITE OR MAKE ANY MARK BELOW THIS LINE

Page 2 of 2





OFFICE USE ONLY - DO NOT WRITE OR MAKE ANY MARK ABOVE THIS LINE

Page 1 of 2



Cambridge Assessment
English

Candidate Name	<input type="text"/>
Centre Name	<input type="text"/>
Examination Title	<input type="text"/>
Candidate Signature	<input type="text"/>

Candidate Number	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Centre Number	<input type="text"/>	<input type="text"/>		
Examination Details	<input type="text"/>			
Assessment Date	<input type="text"/>			

Supervisor: If the candidate is ABSENT or has WITHDRAWN shade here ☐

Advanced Listening Candidate Answer Sheet

Instructions
Use a PENCIL (B or HB).
Rub out any answer you want to change using an eraser.

Parts 1, 3 and 4:
Mark ONE letter for each question.

For example, if you think **A** is the right answer to the question, mark your answer sheet like this:



Part 2:
Write your answer clearly in CAPITAL LETTERS.

Write one letter or number in each box.
If the answer has more than one word, leave one box empty between words.

For example:



Turn this sheet over to start

OFFICE USE ONLY - DO NOT WRITE OR MAKE ANY MARK BELOW THIS LINE

Page 1 of 2



Acknowledgements

The authors and publishers acknowledge the following sources of copyright material and are grateful for the permissions granted. While every effort has been made, it has not always been possible to identify the sources of all the material used, or to trace all copyright holders. If any omissions are brought to our notice, we will be happy to include the appropriate acknowledgements on reprinting and in the next update to the digital edition, as applicable.

Key: L = Listening, ST = Speaking test, RUE = Reading and Use of English.

Text

L2: The Reading Agency for the adapted text from 'A day in the life of... a Script Editor'. Copyright © 2020 The Reading Agency. Reproduced with kind permission; **L3:** ABC for the adapted text from 'Does handwriting have a future?' Antony Funnell with guests Dr Angela Webb, Ewan Clayton, Clive Thompson, Karin James and Anne Trubek © 2015 ABC. Reproduced by permission of the Australian Broadcasting Corporation – Library Sales; **RUE1:** 1843 magazine for the adapted text from 'Starman' by Tom Whipple, *1843 magazine*, 10.07.2017. Copyright © 2017 The Economist Newspaper Limited. All rights reserved. Reproduced with permission; The Guardian for the adapted text from 'Will robots create more jobs than they destroy?' by Martin Ford and Geoff Colvin, *The Guardian*, 06.09.2015. Copyright © 2020 Guardian News & Media Ltd. Reproduced with permission; Telegraph Media Group Limited for the adapted text from 'Why walking is man's best medicine' by Tim Jepson, Telegraph Media Group Limited, 18.09.2015. Copyright © 2015 Telegraph Media Group Limited. Reproduced with permission; The Guardian for the adapted text from 'Neuro cuisine: exploring the science of flavour' by Amy Fleming, *The Guardian*, 23.05.2016. Copyright © 2020 Guardian News & Media Ltd. Reproduced with permission; **RUE2:** The Guardian for the adapted text from 'Extreme sports special: 'I get the urge to jump when I'm standing on the edge' by Becky Barnicoat and Chris Broughton, *The Guardian*, 10.10.2016. Copyright © 2020 Guardian News & Media Ltd. Reproduced with permission; ACM for the adapted text from Communications of the ACM, Vol. 52, No. 7 by Samuel Greengard, *Are We Losing Our Ability to Think Critically?*, pp. 18–19, Copyright © 2009, with permission from ACM via Copyright Clearance Center; Syon Geographical Ltd. for the adapted text from 'In Search of the Ice Cave' by Bill Colegrave. Copyright © 2011 Syon Geographical Ltd. Reproduced with permission; The Guardian for the adapted text from 'The artists' artist: Children's illustrators' by Emine Saner, *The Guardian*, 14.12.2011. Copyright © 2020 Guardian News & Media Ltd. Reproduced with permission; **RUE3:** The Guardian for the adapted text from 'Gadgets have their place in education, but they're no substitute for knowledge' by Daisy Christodoulou, *The Guardian*, 05.01.2015. Copyright © 2020 Guardian News & Media Ltd. Reproduced with permission; The Guardian for the adapted text from 'Beekeeping takes flight in primary school' by Frederika Whitehead, *The Guardian*, 30.08.2011. Copyright © 2020 Guardian News & Media Ltd. Reproduced with permission; The Guardian for the adapted text from 'Dance away your workplace stress with boardroom ballet' by Karis Scarlette, *The Guardian*, 08.04.2015. Copyright © 2020 Guardian News & Media Ltd. Reproduced with permission; The Guardian for the adapted text from 'Matthew Crawford: 'Distraction is a kind of obesity of the mind' by Ed Cumming, *The Guardian*, 12.04.2015. Copyright © 2020 Guardian News & Media Ltd. Reproduced with permission; Prof. Stephen R. Euston for the adapted text from 'Why finding a real alternative to sugar is so difficult' by Prof. Stephen Euston, *The Conversation Media Group Ltd*, 01.04.2016. Copyright © 2020 Prof. Stephen R. Euston. Reproduced with kind permission; National Geographic for the adapted text from 'Dolphin Intelligence – It's Time for a Conversation' by Joshua Foer, *National Geographic*, May 2015. Copyright © National Geographic. Reproduced with permission; **RUE4:** National Geographic for the adapted text from 'Green Basilisk Lizard' by Joshua Foer, *National Geographic Society*. Copyright © National Geographic. Reproduced with permission; The Guardian for the adapted text from 'Matthew Crawford: 'Robots will destroy our jobs – and we're not ready for it' by Dan Shewan, *The Guardian*, 11.01.2017. Copyright © 2020 Guardian News & Media Ltd. Reproduced with permission; International Debate Education Association for the adapted text from 'This house believes university education should be free'. Copyright © International

Acknowledgements

Debate Education Association. Reproduced with permission; International Olympic Committee for the adapted text from 'FACTSHEET LEGACIES OF THE GAMES UPDATE - MAY 2016'. Copyright © International Olympic Committee – All rights reserved. Reproduced with kind permission; Conde Nast for the adapted text from 'Taking Photos at Shows Is Messing With Your Memories' by Amanda Wicks, *Pitchfork*, 07.07.2016. Copyright © Conde Nast. Reproduced with permission.

Photography

The following images have been sourced from Getty Images.

ST1: ArtisticCaptures/iStock/Getty Images Plus; Hybrid Images/Cultura; pidjoe/E+; ultramarinfoto/E+; Ariel Skelley/DigitalVision; Oscar Bjarnason/Cultura; **ST2:** Westend61; Wavebreakmedia Ltd; Muriel de Seze/DigitalVision; N-Photo Magazine/Future; fstop123/E+; EvgeniyShkolenko/iStock/Getty Images Plus; **ST3:** Andrew Olney/DigitalVision; Mike Kemp; OwenPrice/E+; Jetta Productions/David Atkinson; Jose Luis Pelaez Inc/DigitalVision; Hill Street Studios/DigitalVision; **ST4:** David Madison/Photographer's Choice RF; simonkr/E+; Sydney Bourne/Cultura; Jasmin Merdan/Moment; Jgalione/E+; vgajic/E+.

Audio

Audio production by dsound recording studios.

Typesetting

Typeset by QBS Learning.

Visual materials for the Speaking test

- Why might it be important for the people to do these things accurately?
- How difficult might being accurate be for them?

1A



1B



1C



Visual materials for the Speaking test

- How might the people have prepared for these activities?
- How might they be feeling?

1D



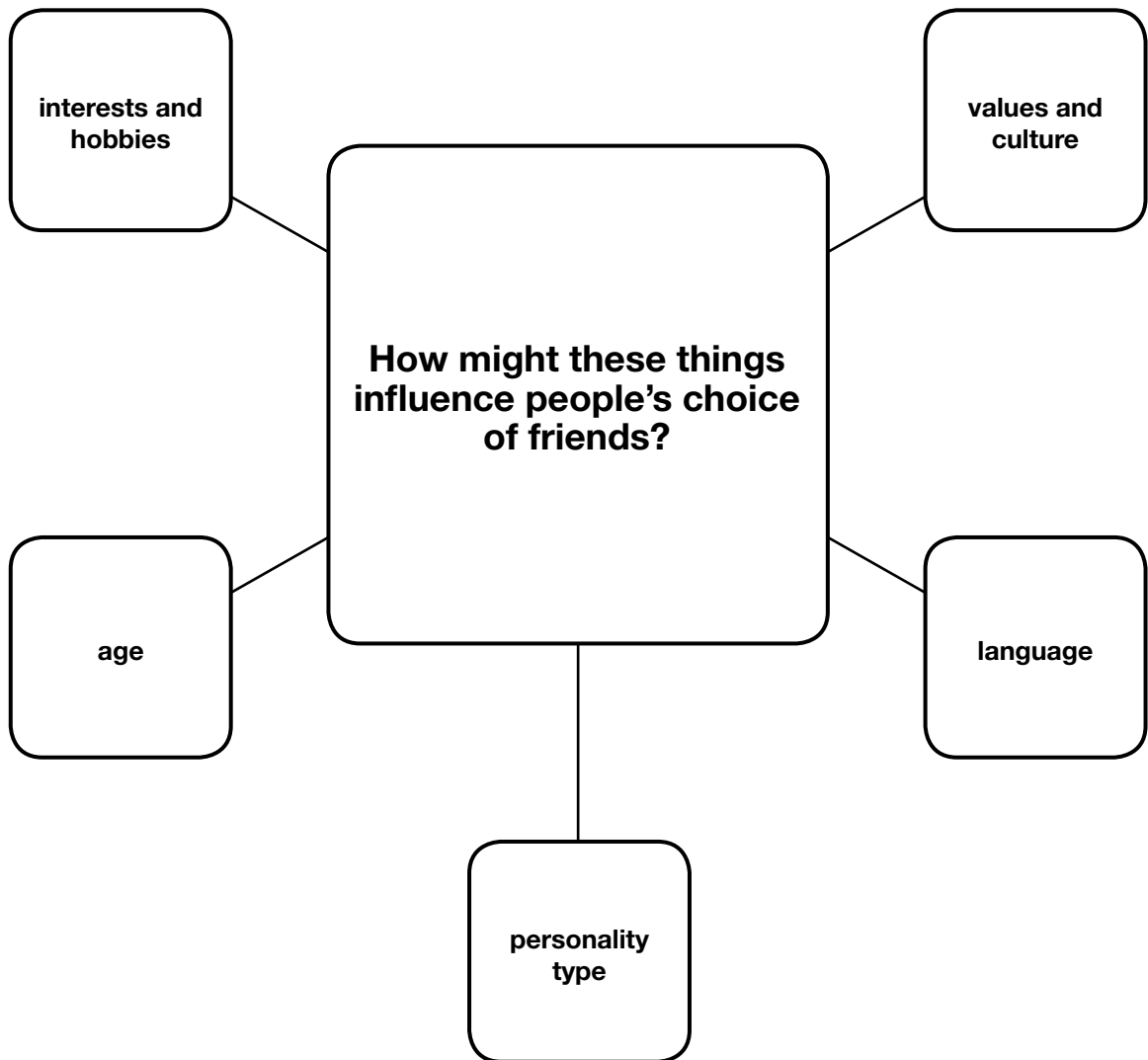
1E



1F



1G



Visual materials for the Speaking test

- Why might the people be sleeping in these different places?
- What might wake them up?

2A



2B



2C



- Why might the people be taking the photos in these situations?
- How patient do the photographers need to be?

2D



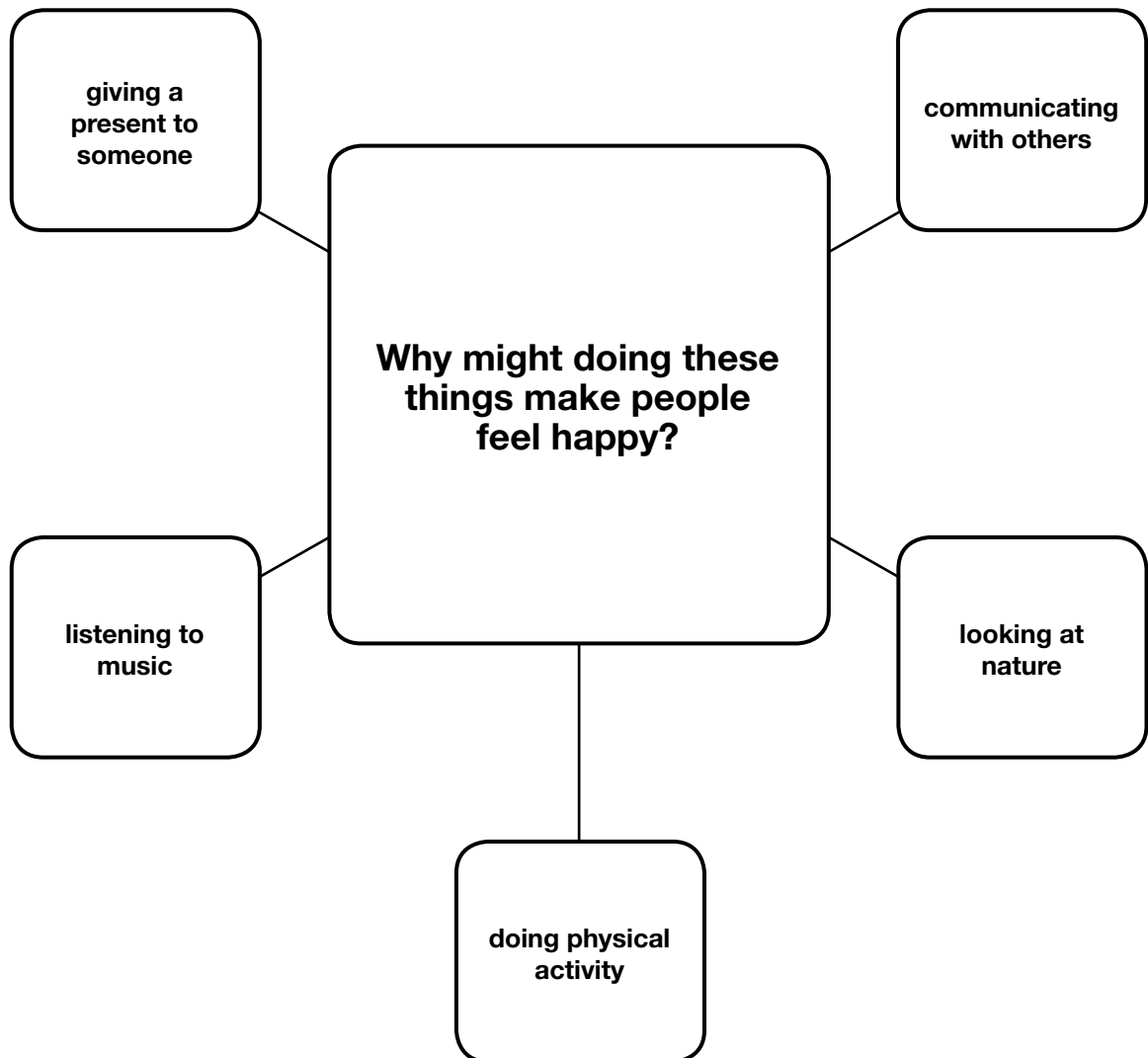
2E



2F



2G



- Why might the people have chosen to do these activities to relax at the end of a long day?
- What might they be thinking about?

3A



3B



3C



Visual materials for the Speaking test

- Why might the people be singing in these different situations?
- How might they be feeling?

3D



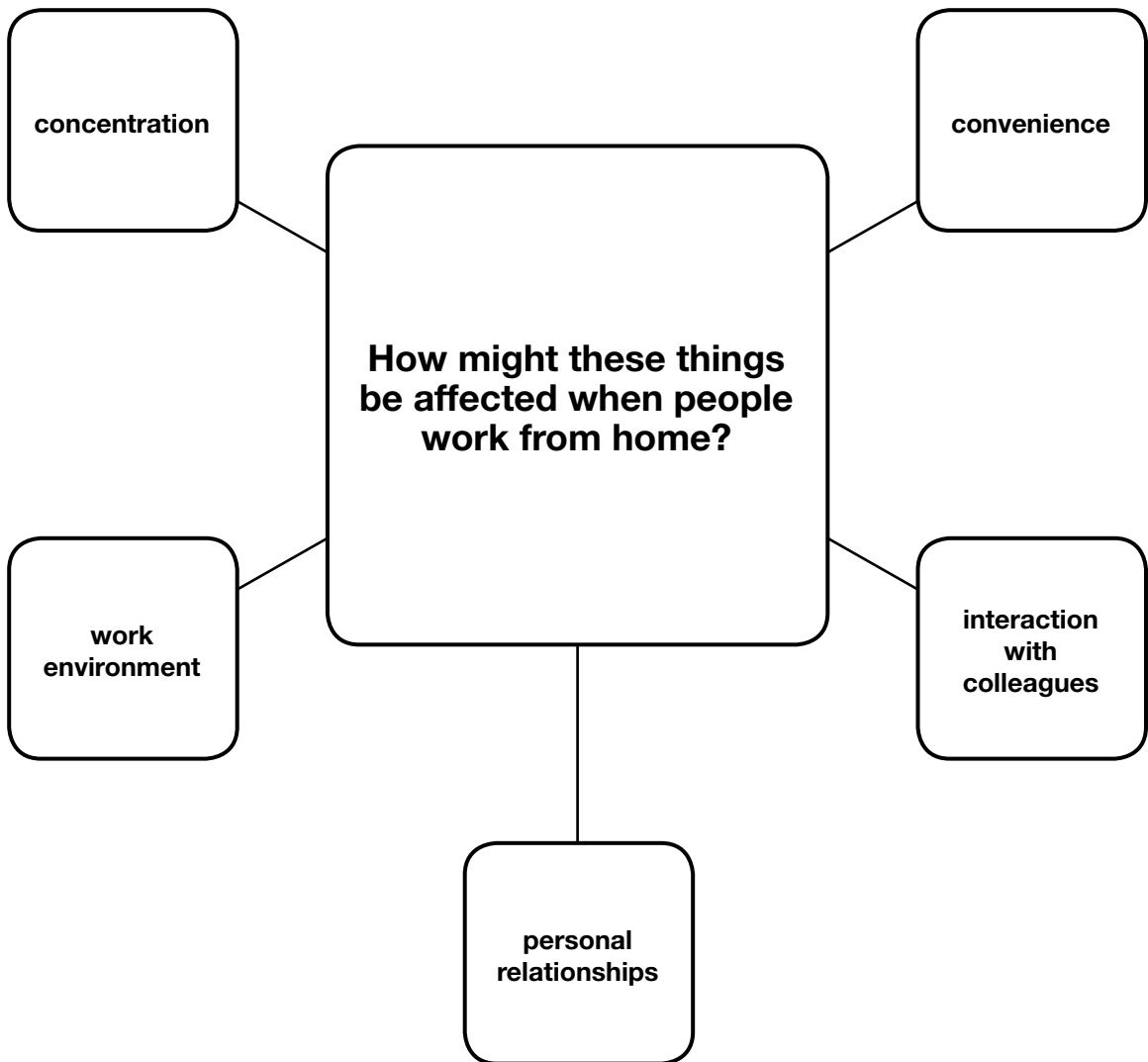
3E



3F



3G



Visual materials for the Speaking test

- Why might numbers be important in these situations?
- How difficult might it be to make sure the numbers are correct?

4A



4B



4C



- How important might it be for the people to use wood in these situations?
- How enjoyable might their experience be?

4D



4E



4F



4G

