

# OXFORD TEST OF ENGLISH

## *Advanced*

# C1 PRACTICE TEST 1



OXFORD  
UNIVERSITY PRESS

---

# **Contents**

---

## **Test 1**

|                         |           |
|-------------------------|-----------|
| <b>Speaking module</b>  | <b>3</b>  |
| <b>Listening module</b> | <b>5</b>  |
| <b>Reading module</b>   | <b>9</b>  |
| <b>Writing module</b>   | <b>16</b> |

# Test 1

## Speaking

### Part 1 Interview

**(P1.01)** You are going to answer six questions. You have 10 seconds per question for questions 1 and 2, and 30 seconds per question for questions 3–6. Start speaking when you hear the tone. Try to speak for the full amount of time.

### Part 2 Voice message

**(P1.02)** You are going to leave a voice message. First read and listen to the task, then decide what you want to say. You need to be diplomatic in your response. You have 40 seconds to leave your voice message. Start speaking when you hear the tone.

You study at college. You had arranged to meet your tutor today to discuss something important, but you now have to cancel the meeting. Leave a voice message for your tutor and:

- give a reason for cancelling the meeting
- say how you feel about cancelling the meeting
- explain why it is important to rearrange the meeting quickly.

You now have 10 seconds to think about what you want to say.

### Part 3 Summary

**(P1.03)** You are going to give a summary. First read and listen to the task, then decide what you want to say. You have 50 seconds to give your summary. Start speaking when you hear the tone.

Your tutor has asked you to summarize some research for your tutor group.

Listen to two experts talking about achieving ambitions. The two experts make the **same two main points**. You should:

- combine the information from the two experts and
- summarize the **two main points** the experts make.

You can make notes if you wish.

You now have 40 seconds to think about what you want to say.

## Part 4 Debate

**B1.04** You are going to take part in a debate. First read and listen to the task, then decide what you want to say. You have two minutes to speak. Start speaking when you hear the tone.

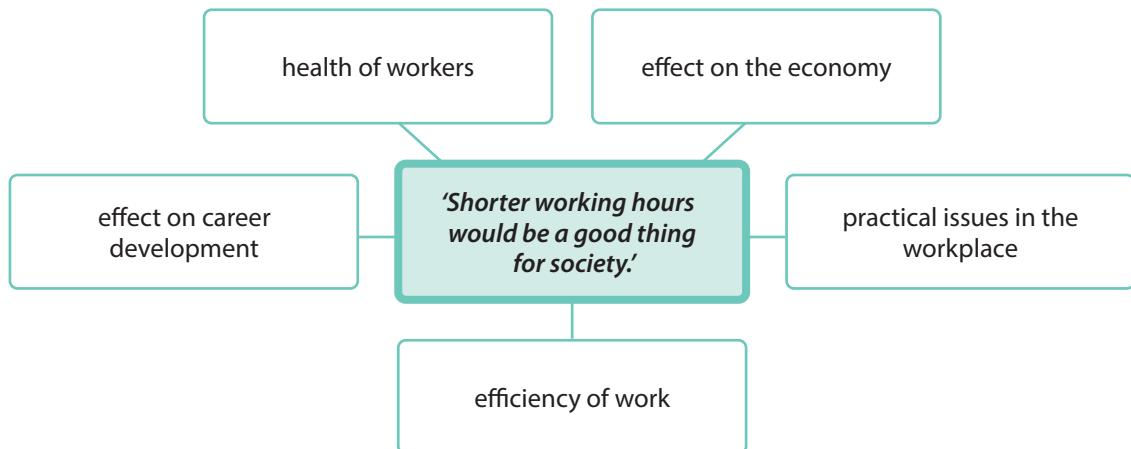
Your tutor has asked you to take part in a class debate. You are going to put a case for or against the following statement:

**'Shorter working hours would be a good thing for society.'**

Prepare your case for the debate. You should:

- use **two OR three** of the ideas below to argue your case
- provide support for the ideas you choose
- give a conclusion.

You now have 45 seconds to prepare. You can make notes if you wish.



## Part 5 Follow-up questions

**B1.05** You are going to answer four questions on the topic of your debate. You have 40 seconds to answer each question. Start speaking when you hear the tone.

# Listening

## Part 1

**D2.01** Listen and choose the correct answer.

1 A fashion designer is talking about fashion and the environment. She is helping to protect the environment by ...

- A providing clearer information about her products.
- B switching to more ethically produced fabrics.
- C starting to produce clothes which will last longer.

2 A social media expert is being interviewed on the radio. She claims that concerns about time spent using social media ...

- A only apply to a relatively small minority of people.
- B are just the latest in a long line of similar issues.
- C can easily be addressed through minor lifestyle changes.

3 A professor is talking about some archaeological research. Why does the professor consider the research to be particularly significant?

- A It highlights the important role of technology.
- B It challenges our perception of a species.
- C It has renewed interest in a discovery.

4 Two journalists are discussing gender stereotypes in the media. In which area does the man feel there has been progress?

- A the way men and women are portrayed in advertising
- B the roles played by girls and boys in children's TV
- C the proportion of male and female participants in debates

5 A psychologist is talking about listening. Which aspect of listening does she think is particularly challenging?

- A resisting the urge to make suggestions
- B recognizing the underlying message behind the words
- C signalling genuine interest in what someone is saying

## Part 2

**D2.02** Listen to a lecture about a seed bank called the Svalbard Global Seed Vault. Complete the gaps in the notes with a word or two-word phrase from the audio. Remember to check your spelling.

You now have 30 seconds to look at the task.



### The Svalbard Global Seed Vault

#### History

The new seed bank replaced one that was housed in an old [1] ..... on Svalbard.

#### The facility

The current facility was built in rock to avoid the [2] ..... sometimes found in soil.

There is an impressive [3] ..... outside the seed bank.

Between 2016 and 2019, the building's [4] ..... had to be replaced.

#### The seeds

Seeds can only be removed from the bank by the original owner.

Seeds are stored at -18°C in specially designed [5] ..... made from metal.

#### Conclusion

Seeds that can withstand severe conditions may help with the consequences of [6] .....

## Part 3

**B2.03** Listen to two fashion journalists discussing clothing made from recycled plastic. Match the people (the woman, the man, or both) to the opinions below.

You now have 30 seconds to look at the task.



Woman



Man



Both



1 Some brands of clothing made from recycled plastic have become extremely popular.



2 The range of sources of plastic for recycling into clothing is very wide.



3 There are some environmental drawbacks to recycling plastic into clothing.



4 Recycled-plastic clothing should come with information on how it was made.



5 Clothing made from recycled plastic is as comfortable as other synthetic clothing.



6 There should be no tax on clothing made from recycled plastic.

## Part 4

**D2.04 Listen and choose the correct answer.**

**1** A student is telling a friend about a computer club.  
Why is she dissatisfied with the club?

- A** Other members tend to be uncommunicative.
- B** The resources that it provides are inadequate.
- C** There are few opportunities to learn from others.

**2** A professor is giving a lecture about robots.  
What does he consider to be of particular significance?

- A** the rapid advance of robotic technology
- B** the relationship between humans and robots
- C** the influence of film on our perception of robots

**3** A woman has recently taken up running.  
How does she feel about it?

- A** frustrated with her progress
- B** disappointed by the lack of support
- C** doubtful about keeping it up

**4** A history lecturer is talking about research into smells.  
The most significant objective of the research into smells is ...

- A** to establish findings about them that have a commercial application.
- B** to explore changes in attitudes towards them.
- C** to find written sources that reveal past impressions of them.

**5** A man is talking about deciding to become a teacher.  
He suggests he decided to enter the teaching profession after ...

- A** meeting someone unexpectedly.
- B** recognizing he had the right skill set.
- C** realizing it might be a sensible option.

# Reading

## Part 1

You have 1 minute and 20 seconds to answer each question.

**1 Read the blog entry and choose the correct answer.**

I've been volunteering at a 2nd-century settlement and was asked to explore an area thought to have been a Roman-era waste dump. In the first trench I dug, the layer of waste proved to be all of 15 centimetres thick. The second one looked more promising; I unearthed fragments of pottery one metre down. Then, part of the trench collapsed, revealing an impressive-looking ceramic object. Painstakingly, I brushed away earth and realized it was an early 20th-century land drain, presumably installed by farmers unaware of the spot's significance. The drain's position meant that everything above it, including the pottery, could have been moved there from elsewhere and so had dubious value for dating purposes. Two days' labour down the drain.

What did the blogger feel frustrated about?

- A the failure of people in the past to investigate the location adequately
- B the challenging environment in which the work took place
- C the uncertain origin of man-made material

**2 Read the review of a news app and choose the correct answer.**

### *WebStreamNews* app

There's often little to choose between news apps these days, and competition between them is fierce. Their algorithms have a frustrating tendency to filter out content that might conflict with the point of view on particular topics that an app's software perceives you to have – sometimes incorrectly. *WebStreamNews* attempts to counter this by providing buttons beneath each headline

which bring up an abundance of alternative interpretations on the issue. It is this that sets it apart. Revisions are made to its stories hourly, a characteristic it has in common with countless other news apps. It also has the kind of straightforward interface that seems very familiar to users these days – functional but predictable.

In the reviewer's opinion, which feature makes the app particularly worth downloading?

- A the multiple links provided to similar articles
- B the frequency of how articles are updated
- C the ease with which articles can be found

**3 Read the extract from a novel and choose the correct answer.**

'The ancient teachers of this science,' said the professor, 'promised impossibilities and performed nothing. The modern masters promise very little but penetrate into the inner workings of nature and show how it works in its hiding places. They have discovered how the blood circulates, and the nature of the air we breathe. They mock the invisible world with its own shadows.' As he went on, I felt as if I were wrestling with a real enemy; soon my mind was filled with one thought. So much has been done. Far more, will I achieve; treading in the steps already achieved, I will pioneer a new way, explore unknown powers, and unfold to the world the deepest mysteries of creation.

Adapted and abridged from an authentic source, acknowledged at the end of the test.

On hearing the professor's words, the narrator feels ...

- A committed to ensuring that the work of scientists is better understood.
- B determined to make a mark for himself as a famous scientist.
- C inspired to discredit the dismissal of ancient scientists.

**4 Read the extract from a psychology journal and choose the correct answer.**

Earlier research has indicated a clear link between the mental health of city inhabitants and the extent to which they have easy access to green spaces such as parks and playing fields. Our own research shows a correlation between access to green spaces and the physical health of a city's residents, and this correlation stands after taking into account how prosperous or deprived an area is and the types of facilities in each green space. The positive benefits of green spaces on health are therefore now well established. While the causal relationship between the two offers scope for further research, there is little doubt that, going forwards, access to green spaces needs to be an important consideration for city planners.

What does the extract suggest about green spaces in cities?

- A They are more advantageous in relation to the happiness of people in poorer areas.
- B The explicit reasons as to how they enhance well-being remain uncertain.
- C Their inclusion in any future development is sometimes taken for granted.

**5 Read the blog entry and choose the correct answer.**

This week's entry looks at graduate jobseeking in the current labour market. At times like these, employers tend to exercise caution when hiring. They're less likely to take a chance on unproven talent, so this may be a time to suppress enthusiasm for speculative applications and concentrate on the achievable. It can't be overstated how important it is to just have *something*, whatever that is. Holding out for a position that is precisely aligned to your degree subject won't make it easy to make ends meet, after all. Once things pick up, you can start looking around for that perfect career pathway. And when you do, employers will look more favourably on someone with a record of continuous employment.

The writer thinks that graduates should currently prioritize applying for jobs that ...

- A cover the day-to-day costs of general outgoings.
- B provide some financial stability for the long-term future.
- C correspond with the skillset that they have acquired from academia.

**6** Read the letter to a local newspaper and choose the correct answer.

To the editor,

In your editorial on the proposed building project in Almond Avenue, local residents are urged to convey their views at a consultation meeting on 30<sup>th</sup> March, as well as through online questionnaires. Given our experience over the last decade regarding applications for permission to build, the outcome in this case would appear to be a foregone conclusion. The powers-that-be will have decided that a 25-floor apartment block is needed, whatever the implications for traffic, services and amenities in an already overcrowded district. Nonetheless, I will attend this meeting, and all subsequent consultations over the next nine months, and I urge everyone to do likewise. Developers, architects and planning officers need to hear the serious objections we have.

In commenting on the consultation process, the writer expresses ...

- A concern about the number of people taking part.
- B frustration about the timescale involved.
- C scepticism about the impact it will have.

## Part 2

You have 8 minutes to complete this task. Read the questions and match them to the correct book review.

### A Brief History of Time

Three reviews of physicist Stephen Hawking's famous book



#### A Charlene Scott

A definitive work that catapulted its author, the famous physicist Stephen Hawking, into the public consciousness and on to endless bestseller lists, *A Brief History of Time* is often described as the most-bought, least-read book in existence. And that's according to Hawking himself, who, known for his wry sense of humour and ability to poke fun at himself, though these traits do not exactly leap off the page, suggested that many people may have acquired the book simply to boost their intellectual credibility. Hawking set out to make the subject matter of the book – the universe and its structure, origins and evolution – accessible to non-specialists by writing in a non-technical style. An informal survey of friends, several of whom have studied science at a relatively high level, leads me to think the great physicist's success in this respect is somewhat debatable. It is also important to highlight that huge advances have been made in astrophysics since the book was first written in the 1980s, and a number of claims that Hawking then made are now not thought to be correct, or at least are still to be proven. However, among those who are properly equipped to grasp the ins and outs of the 'Big Bang', thermodynamics, black holes, worm holes and so on – such as fellow theoretical physicists – there appears to be almost unanimous admiration for the flair with which Hawking managed to summarize what the universe is comprised of and how it came to be what it is.



#### B Robert Bradshaw

When Hawking first approached a publisher with his idea for *A Brief History of Time*, he made it clear that he wanted the book to be accessible to everyone and not just a serious work for other physicists. His aim was to establish that, as a result of significant breakthroughs in knowledge through the work of 20th-century physicists and astronomers, humanity was on the verge of finding a unified theory of the cosmos and to 'explain how far we had come in our understanding of the universe'. The editor who read the manuscript told the physicist that general readers would not purchase the publication if he insisted on retaining the many mathematical equations he had included. Hawking agreed to remove all the equations bar one: Einstein's  $E = mc^2$ . *A Brief History of Time* has now sold more than 25 million copies worldwide. This is far beyond what anyone could have anticipated in 1988, when it was first published. In those days, there was no mass readership for science books generally, let alone one that explored such obscure and complex subjects as black holes, superstrings and the finite yet boundless nature of the universe. Hawking's achievement was to break down the tough theoretical concepts and explain them in plain language, often with the help of deft humour and analogy. So effective was he that many well-known scientists have put their decision to study physics, maths, astronomy or chemistry down to the inspiration they found in Hawking's writing.



#### C Lucia Marlow

*A Brief History of Time* is a seminal volume in science writing that explores profound and difficult questions about time and the universe. With great imagination and skill, physicist Stephen Hawking leads us through the mysteries at the heart of creation. He takes us through the history of astronomical studies, paying due recognition to the contributions of astronomers and physicists from the Ancient Greeks such as Aristotle and Ptolemy up to Einstein and fellow giants of the 20th century, and explains in terms within the grasp of non-specialists the reasoning behind some of the most fundamental principles in quantum physics and the theory of relativity. If I had to express one reservation about the book, it would be that, to my mind, not enough of Hawking's own life and personality is evident. And that is to be regretted. Those who knew the man speak of his impish wit, for example, yet I find that missing from the book, though for many that may not be an attractive selling point. That aside, however, his book is a remarkable achievement. In 1988 when it was first published, it was at the cutting edge of what was known about the universe, and recognized as such by many, though not all, of Hawking's peers. Since then, huge advances have been made in astrophysics. However, the book has certainly stood the test of time. Leading physicists highlight its importance, and it is recommended reading for anyone with even a passing interest in astronomy and physics.

- |   |   |   |   |
|---|---|---|---|
| 1 Who expresses disappointment that Hawking does not reveal much about himself in the book?             | A | B | C |
| 2 Who mentions that some people bought the book to give a false impression?                             | A | B | C |
| 3 Who refers to scepticism about an early draft of Hawking's book?                                      | A | B | C |
| 4 Who approves of the way that Hawking acknowledges the work of other scientists?                       | A | B | C |
| 5 Who mentions the impact the book has had on some people's careers?                                    | A | B | C |
| 6 Who questions the extent to which the average reader will understand the ideas discussed in the book? | A | B | C |
| 7 Who points out how unlikely it was that a book of this kind would become so popular?                  | A | B | C |

## Part 3

Six sentences are missing from this text. Insert the correct sentence (A–G) into each gap (1–6). There is one extra sentence which you do not need to use. You have 11 minutes to complete this task.

### Taste and aesthetics

*An introduction to how two philosophers discussed the way we perceive beauty in the world*

The term 'aesthetics' came into prominence in the 18<sup>th</sup> century as a label for the study of artistic experience with German philosopher Alexander Baumgarten. Scottish philosopher David Hume did not use this term but spoke of 'taste', a refined ability to perceive quality in an artwork.

'Taste' might seem completely subjective. ....<sup>1</sup> Isn't art just like this? Perhaps you prefer Dickens and Fassbinder, while I prefer Stephen King and Austin Powers; how can you prove that your taste is better than mine? Hume and German philosopher Immanuel Kant both believed that some works of art really are better than others, and that some people have better taste. How could they account for this?

The two took different approaches. Hume emphasized education and experience: people of taste acquire certain abilities that lead to agreement about which artworks are the best. Such people, he felt, will eventually reach a consensus, and in doing so, set a 'standard of taste' which is universal.

.....<sup>2</sup> He said people of taste must 'preserve minds free from prejudice' but thought no one should enjoy immoral attitudes or 'vicious manners' in art. Sceptics now criticize the narrowness of this view, saying that Hume's judges of taste only acquired their values through cultural programming.

Kant too spoke about judgements of taste but was more concerned with understanding how judgements of beauty are formed. ....<sup>3</sup> He tried to describe the human abilities to perceive and categorize the world around us, outlining a complex interplay among mental faculties including perception, imagination, and intellect or judgement. He held that to function in the world to achieve our human purposes, we label much of what we sense, often in fairly unconscious ways. For example, we recognize round flat things and categorize some of these as dinner plates. Then we use them to eat meals. Similarly, we recognize some things as food and others as potential threats.

It is not easy to say how we categorize things like red roses as beautiful. The beauty of the rose is not out there in the world, as the roundness and flatness are in the plate. ....<sup>4</sup>

And yet there is some basis for claiming that the roses are beautiful. After all, there is quite a lot of human agreement that roses are beautiful and cockroaches are ugly. Hume tried to resolve this problem by saying that judgements of taste are 'intersubjective': people with taste tend to agree with each other. Kant believed that judgements of beauty were universal and grounded in the real world, even though they were not actually objective. How could this be?

Kant noted that we typically apply labels or concepts to the world to classify sensory inputs that suit a purpose. ....<sup>5</sup>

Beautiful objects, however, do not serve ordinary human purposes, like feeding ourselves. A beautiful rose pleases us, but not because we want to eat it. His way of recognizing this was to say that something beautiful has 'purposiveness without a purpose'. This curious phrase needs further unpacking.

When I perceive a rose as beautiful, this is not quite like putting it into my mental cupboard of items labelled 'beauty' – nor do I just throw the cockroach into my mental trash can of 'ugly' items. But features of the object almost force me to label it as I do. The rose might have its own purpose, to reproduce new roses, but that is not why it is beautiful. ....<sup>6</sup> This is what Kant means by saying that beautiful objects have purpose. We label an object beautiful because it promotes an internal harmony or 'free play' of our mental faculties; we call something 'beautiful' when it elicits this pleasure. When you call a thing beautiful, you thereby assert that everyone ought to agree.

Adapted and abridged from an authentic source, acknowledged at the end of the test.

- A These experts, in his view, can differentiate objects of high quality from less good creations.
- B If it did have such exact attributes, we would surely not get into so many disagreements regarding taste.
- C The aesthetic, therefore, is experienced when a sensuous object stimulates our emotions, intellect and imagination.
- D Some people have favourite colours and desserts, just as they favour certain kinds of automobiles or furniture.
- E Something about that particular combination of colour and texture prompts my mental faculties to feel that what I'm looking at is 'right'.
- F Good ones, it was felt, are grounded in features of artworks and objects themselves, not just in ourselves and our preferences.
- G For example, on finding a cylindrical drinking vessel in the dishwasher that I recognize as a mug, I put it in the cupboard with other mugs, not with spoons.

## Part 4

**Read the passage about cinema. For questions 1–5, choose the correct answer. You have 8 minutes to complete this task.**

### The end of cinema?

The idea that cinema is dying is nothing new; the death of cinema has been announced many times before, starting in the 1920s when sound was first added to film. There has been a real flood of such claims of late, however, and for an unprecedented number of reasons. In comparable cases, such as the predicted death of the novel, announcements of this kind seem to have led to nothing but revival after revival. Nonetheless, something is happening to provoke these assertions and arguments, and it's worth trying to find out what it is.

For some film lovers, the end began in the 1990s with what looked like the disappearance of a film type they could admire: movies comprising a curious mixture of commerce and art that had been plentiful since the 1950s. For other people, the end was not about film content or style but about technology, and specifically the possibility of seeing films at home. But hadn't television embodied the same issue with its introduction into domestic life in the 1950s? Not quite, although it had provided serious competition and had somewhat reduced audiences and driven the movie sector to do things with large screens and computer-generated imagery that only cinemas could properly display.

Television by itself didn't alter things that much, however. There were still fixed schedules on television and fixed schedules in commercial theatres – no one was interfering with film time. It was the invention of video recorders, and mass ownership of them in the 1980s, that brought the most radical changes. People could now skip whole sequences without having to leave the room. They no longer needed to watch shows when they were screened; theoretically, programming became irrelevant. And, by buying or renting videos, people could watch films exclusively in their own living rooms.

Developments in digital technology since the 1990s have had a massive impact on film and cinema. Nevertheless,

cinema remains big business. The highest grossing films still make multi-million-dollar profits and most films we see in the cinema continue to be films in the old sense. Films are also cheaper to make, and more are being produced than ever. The best way to see a great film may still be on the big screen, but what is currently available for free on any smart phone probably has better definition than any version available through more traditional media such as VHS or analogue TV. And the more dominant digital technology becomes, the more complex the situation is. Sometime today, someone you know will film some moving images, and upload them to social media. This will be a piece of film but won't be on film. And it won't be seen in a cinema.

Whatever the long-term future of the cinema as an institution may be, I believe the notion of film will survive in two senses. There is the dictionary definition of a film as 'a cinematographic representation of a story, drama, episode, event, etc.' When people say they have been watching a film, this is what we understand they mean – and we probably always will – and a film-maker is someone who makes such things. The other sense is that of fragments or sequences, short or long, fictional or actual, of motion caught in the act. These may or may not add up to a film in the traditional sense, but it's part of the social-media-driven freedom of the form that they don't have to.

Why should we care about the future of cinema? Perhaps it's because film appears to fit so perfectly with what scholars Leo Charney and Vanessa Schwartz describe as our 'impulse to define, fix and represent isolated moments in the face of modernity's distractions and sensations'. But surely it does that only when we treat it as a form of rolling photography? Film at its magical, animating best doesn't define, fix, capture or even necessarily represent anything. Instead, it lets its subjects run, gives them back the life we thought they had lost; and mixes what we remember with what we dream.

Adapted and abridged from an authentic source, acknowledged at the end of the test.

**1 In the first paragraph, the writer suggests that recent threats to cinema ...**

- A prompt a sense of hope for the future of the art form.
- B are of greater significance than any previously encountered.
- C have their roots in developments that originated about a century ago.

**2 The writer refers to special effects in order to ...**

- A indicate the commercial pressures present in the industry.
- B illustrate the ability to incorporate technical innovations.
- C highlight the shift away from a focus on artistic quality.

**3** In the third paragraph, the writer suggests that, before the 1980s, television ...

- A** had a less dramatic impact than had initially been hoped for.
- B** represented part of a wider trend towards home-based entertainment.
- C** lacked certain features that would encourage people to stay away from cinemas.

**4** In comparing big screens and smart phones, the writer makes the point that ...

- A** the ability to view new content digitally is negatively impacting cinema.
- B** the type of content that people are choosing to watch is evolving.
- C** the influence conventional cinema has over new content is profound.

**5** The writer thinks that Charney and Schwartz's words ...

- A** reflect an overly analytical approach to thinking about film.
- B** signify an outdated view of the potential that film offers.
- C** reveal a limited understanding of the appeal film can have.

# Writing

## Part 1 Essay

You have 30 minutes to write an essay. Write 220–280 words.

You have been discussing the topic of fashion in your class. Your tutor has asked you to write an essay on the following:

*Some people say that fashion stores should not sell cheap clothing which does not last long. However, others argue that it is a good thing that everyone can afford to follow the latest fashions.*

*Which opinion do you agree with?*

Your essay must include at least **two** of the following ideas:

- impact on businesses
- impact on consumers
- impact on the environment.

Organize your essay clearly, introducing the topic, providing support for the points you make, and giving a conclusion.

Write your **essay**.

## Part 2 Summary

You have 20 minutes to write a summary. Write 80–100 words.

You have been learning about an aspect of the weather for a college course. You have read a textbook extract and attended a lecture and now your tutor has asked you to write a summary of the main ideas for your classmates to read.

Write **one** paragraph, combining information from the textbook extract and the lecture transcript to summarize the **main ideas**. Your summary should provide the reader with enough information to understand the main ideas from both texts.

Write full sentences, using **your own words** where possible. Do **NOT** write more than 100 words.

### Textbook extract

In our earlier case study showing how Storm Desmond affected the Lake District in December 2015, the record rainfall was caused by a slow-moving weather front passing over northern England. Weather fronts are the forces behind spells of bad weather in the UK, and they can be divided into three main types. When a warm air mass meets and rises over a cooler mass of air, this is called a warm front. Warm fronts are often followed by cold fronts, in which cold air replaces and pushes up warmer air. At some point, the cold front is likely to catch up with the warm front and this is known as an occluded front. Although the effects of weather fronts are rarely as severe as those seen in the Lake District in 2015, such extreme weather is occurring more frequently than it used to do as a direct result of climate change.

### Lecture transcript

'Have any of you ever wondered why British weather can change so much from one day to the next? Or even hour by hour? Well, we can blame the constantly changing nature of our weather on areas of high and low pressure, and by pressure I mean the force of the atmosphere on the earth's surface. Areas of low pressure are called depressions, and they bring with them the weather fronts which we are so familiar with in the form of dark clouds and sudden changes in wind and temperature. Of course, the weather isn't always poor here. We often have periods of hot, sunny weather in the summer, or cold days in the winter with clear bright skies – these much calmer conditions appear when an anti-cyclone, or area of high pressure, is nearby.'

### Glossary

**case study** something you read about as an example of an idea or theory you are learning about

**mass** a large amount of something

**spell** a period when a particular type of weather lasts

Write your **summary**.

**OXFORD**  
UNIVERSITY PRESS

Great Clarendon Street, Oxford, OX2 6DP, United Kingdom

Oxford University Press is a department of the University of Oxford.  
It furthers the University's objective of excellence in research, scholarship,  
and education by publishing worldwide. Oxford is a registered trade  
mark of Oxford University Press in the UK and in certain other countries

© Oxford University Press 2023

The moral rights of the author have been asserted

First published in 2023

All rights reserved. No part of this publication may be reproduced, stored  
in a retrieval system, or transmitted, in any form or by any means, without  
the prior permission in writing of Oxford University Press, or as expressly  
permitted by law, by licence or under terms agreed with the appropriate  
reprographics rights organization. Enquiries concerning reproduction  
outside the scope of the above should be sent to the ELT Rights Department,  
Oxford University Press, at the address above

You must not circulate this work in any other form and you must impose  
this same condition on any acquirer

Links to third party websites are provided by Oxford in good faith and for  
information only. Oxford disclaims any responsibility for the materials  
contained in any third party website referenced in this work

**Photocopying**

The Publisher grants permission for the photocopying of those pages  
marked 'photocopiable' according to the following conditions. Individual  
purchasers may make copies for their own use or for use by classes that they  
teach. School purchasers may make copies for use by staff and students, but  
this permission does not extend to additional schools or branches

Under no circumstances may any part of this publication be photocopied for  
resale

ISBN: 978 0 19 456062 7

**ACKNOWLEDGEMENTS**

*The publisher would like to thank the following for their kind permission to  
reproduce photographs:* Blend Images, Getty Images, Shutterstock.

*The authors and publisher are grateful to those who have given permission to  
reproduce the following extracts and adaptations of copyright material:*

Part 3 excerpt abridged and adapted from *Art Theory: A Very Short Introduction*  
by Cynthia Freeland, Oxford University Press, © Cynthia Freeland 2001,  
reproduced with permission of the Licensor through PLSclear.

Part 4 excerpt abridged and adapted from *Film: A Very Short Introduction* by  
Michael Wood, Oxford University Press, © Michael Wood 2012, reproduced  
with permission of the Licensor through PLSclear.

Part 1 literary extract was adapted from *Frankenstein* by Mary Shelly, 1818.