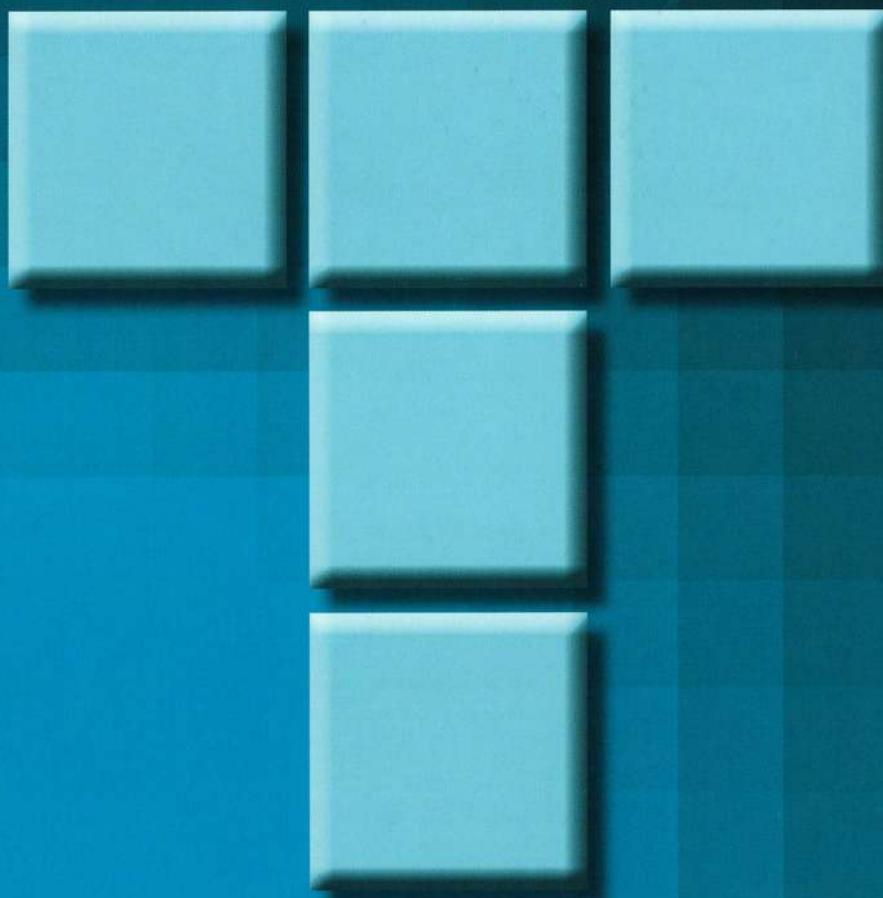


Fully revised
for the 2015 exam

Advanced Testbuilder

3rd Edition



Tests that Teach

Amanda French

With Key

with audio CDs



Advanced Testbuilder

3rd Edition

AMANDA FRENCH



Macmillan Education

4 Crinan Street

London N1 9XW

A division of Macmillan Publishers Limited

Companies and representatives throughout the world

ISBN 978-0-230-47617-2 (+ key)

ISBN 978-0-230-47618-9 (- key)

Text © Amanda French 2015

Design and illustration © Macmillan Publishers Limited 2015

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First published 2003

This edition published 2015

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Original design by Peter Burgess

Page make-up by MPS Limited

Cover design by Jim Evoy

The author would like to thank Liam, Georgia and Joe for their love and support.

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Printed and bound in Thailand

2019 2018 2017 2016 2015

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Introduction

Advanced Testbuilder is much more than a book of practice tests; it offers students ‘tests that teach’. This teaching function is achieved in part through sections of further practice and guidance. These sections review the questions in the practice tests, helping students to reconsider their answers and increasing their chances of getting the answers correct. The tests are designed to reflect the actual Cambridge English: Advanced (CAE) exam as closely as possible.

The edition with the answer key helps to further the learning process. Answers are often accompanied by an explanation of why they are correct, and why other options are wrong.

Advanced Testbuilder contains:

Four complete practice tests

These tests reflect exactly the level and types of questions to be found in the exam.

A summary of the content of the exam and guidance on marking and grades is on pages 5 and 6.

Further Practice and Guidance pages

These pages are included for each part of each paper and give information and help for every task that candidates have to do in the exam. They are usually divided into these sections:

What's tested?: full details of what is tested in each part of the exam.

Tips: advice on how to do each task and what to remember when doing the tasks.

A detailed study: a step-by-step approach to answering the questions in the test, encouraging students to think about the questions and arrive at the correct answers by using appropriate processes.

Key and explanation

This section contains detailed explanations for many of the answers to questions in the tests. Explanations for Reading and Use of English and Listening tasks include useful information on vocabulary and grammar. This section also contains answers for the exercises in the Further Practice and Guidance pages.

This book also contains:

- General assessment guide for the Writing and Speaking Papers
- Sample Answer Sheets (as used by candidates when taking the exam)
- Listening scripts
- CD Track listing

How to use *Advanced Testbuilder*

Simply follow the instructions page by page. Clear instructions are given throughout the book about the order in which you should do things. By following the instructions, you:

- complete one part of an exam paper, perhaps under exam conditions, and then check the answers and go through the explanations of the answers in the Key.

or

- look at one part of an exam paper and do the Further Practice and Guidance page(s) relating to it before answering the questions in the test. After doing the exercises in the Further Practice and Guidance section for that part of the paper, you answer the questions in the test. Then you check your answers and go through the explanations in the Key.

Note to teachers

You may wish to do the Further Practice and Guidance exercises as class discussion or pairwork, or ask students to prepare them before class.

Cambridge English: Advanced (CAE)

The following is a summary of what the exam consists of and the marks for each task. Full details of what is tested in each part of each paper are given in the Further Practice and Guidance pages.

Reading and Use of English 1 hour 30 minutes

Part	Task	Marks
1	Short text with 8 gaps: 8 multiple-choice questions (four options per question), choose the correct word(s) to fill each gap. 1 mark per question.	8
2	Short text with 8 gaps: fill each gap with one word. 1 mark per question.	8
3	Short text with 8 gaps: fill each gap by forming the correct word from words given next to the text. 1 mark per question.	8
4	Six single sentences: use a word given to complete a gapped sentence so that it means the same as the given sentence. 2 marks per question.	12
5	Long text: six multiple-choice questions (four options per question). 2 marks per question.	12
6	Four short texts; four matching questions: match statement with elements across the four texts. 2 marks per question.	8
7	Gapped text; six missing paragraphs: fill the six gaps from a choice of seven paragraphs. 2 marks per question.	12
8	Long text in sections or series of short texts; 10 matching questions: match statement with section of text or short text. 1 mark per question.	10
TOTAL	56 questions	78

Writing 1 hour 30 minutes

Part	Task
1	Essay, responding to a proposition to discuss. Using two points from given notes, candidates justify their opinion (220–260 words) (candidates must do this task).
2	Questions 2–4: choose one from letter, proposal, report or review (220–260 words).
TOTAL	2 questions

Part 1 and Part 2 are worth equal marks. Marks for each answer are based on various assessment criteria which are used together with the Task-specific Mark Scheme for each question. Answers are given a Band Score from 0–5 (see page 125).

Listening about 40 minutes

Each part is heard twice. After candidates have heard the final recording, they have five minutes to transfer their answers to the separate answer sheet.

Part	Task	Marks
1	Three short unrelated extracts from conversations between interacting speakers. Two multiple-choice questions (three options per question) for each extract. 1 mark per question.	6
2	Monologue: complete eight gapped sentences with information from the recording. 1 mark per question.	8
3	Interview or conversation between interacting speakers: six multiple-choice questions (four options per question). 1 mark per question.	6
4	Five short monologues on a similar theme. Two tasks: each task contains five questions to be matched to eight options. 1 mark per question.	10
TOTAL	30 questions	30

Speaking about 15 minutes

Part	Task
1	Social interaction (candidates and examiner). Candidates respond to examiner's questions by giving personal information. (2 minutes)
2	Individual long turn. Each candidate talks about a set of pictures for about 1 minute. Each candidate also comments on the other candidate's pictures for about 30 seconds. (4 minutes)
3	Collaborative task. Discussion between candidates based on a situation presented in written prompts; candidates negotiate a decision. (4 minutes)
4	Discussion. Candidates express their views on a series of questions that the examiner asks. The questions will be based on the topic in Part 3. (5 minutes)

A Band Score from 0–5 is given according to various assessment criteria and a Band Score from 0–5 is also given for Global Achievement (see page 126).

OVERALL MARKS

40% of the total marks are awarded for Reading and Use of English and 20% of the total marks are awarded for each of Writing, Listening and Speaking.

Test 1

Reading and Use of English 1 hour 30 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 measure B consider C regard D notice

0	A	B	C	D
---	---	---	---	---

Beauty is in the eye of the beholder

People have been debating the principles of beauty for thousands of years, but it still seems impossible to (0) it objectively. German philosopher Immanuel Kant (1) whether something can possess an objective property that makes it beautiful. He concluded that although everyone accepts that beauty exists, no one has ever (2) on the precise criteria by which beauty may be (3)

Symmetry may have some significance. It has been proved to be attractive to the human (4), in

general, so perhaps a face may seem beautiful because of the (5) between its two sides. Studies have shown that babies spend more time looking at symmetrical faces than asymmetrical ones and symmetry has also been (6) as more attractive by adults looking at a series of photos. So although there seems to be no universal consensus on what (7) beauty, there is at least an understanding that facial symmetry is an important (8)

- | | | | |
|-----------------|---------------|--------------|--------------|
| 1 A argued | B decided | C disputed | D questioned |
| 2 A concurred | B agreed | C debated | D written |
| 3 A judged | B appreciated | C awarded | D viewed |
| 4 A appearance | B sight | C eye | D vision |
| 5 A equality | B reflection | C opposition | D similarity |
| 6 A voted | B rated | C selected | D valued |
| 7 A constitutes | B contains | C involves | D comprises |
| 8 A reason | B one | C role | D factor |

Part 2

Read the text and the test questions. Before you answer the test questions, go to the Further Practice and Guidance pages which follow.

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 WHICH

On the other hand?

We left-handed people tend to lack pride (0) means that we rarely complain about having to live in a 'right-handed' world. I used to say whenever someone watched me sign my name and remarked that they were also left-handed: 'You and me and Leonardo da Vinci!' That was a weak joke, yet it was symptomatic (9) my often unconscious desire to belong to *Left Pride*, a social movement that (10) far doesn't exist but I hope may one day come.

Now, years later, (11) the amount of research that has been carried out, researchers in the field still find it hard to decide precisely what we mean (12) left-handed. Apparently a third of those (13) write with their left hand throw a ball with their right, whereas those using their right hand for writing rarely throw with their left. Without doubt, the skill of writing is one that becomes crucial at a most impressionable age, and defines (14) you will call yourself. I have never used scissors, baseball bat, hockey stick or computer mouse with anything but my right; (15) so, I still regard myself as left-handed, as (16) everyone else.

What's tested?

Part 2: Open cloze

Part 2 of the Reading and Use of English paper is primarily a test of structural control, with many questions involving the completion of grammatical structures. Missing words can include articles, conjunctions and prepositions. Some questions may involve completing collocations and fixed phrases.

Tips

- Always read through the text for general understanding before you begin to fill the gaps.
- Before you decide what the word should be, read the whole sentence including the sentences that come before and after.

A detailed study

A Before you check your answers to the task on page 8, choose from the following:

9 a of	b behind	c with	d for
10 a so	b as	c this	d by
11 a although	b however	c nevertheless	d despite
12 a as	b for	c by	d with
13 a can	b people	c types	d who
14 a what	b how	c this	d which
15 a more	b yet	c even	d and
16 a is	b does	c was	d has

Now read the following information on conjunctions.

However

There are three ways to use *however*:

- 1 Jane doesn't have much money. **However**, she bought an expensive car last week.
 - We can use *However* for one subject: *Jane + she*.
- 2 Jane doesn't have much money. **However**, her sister, Mary, is quite rich.
 - We can use *However* for two subjects: *Jane + Mary*.
 - *However* starts the second sentence.
 - Notice the position of the comma.
- 3 Jane doesn't have much money, **however**, she bought an expensive car last week.
 - *however* can be placed between two clauses.
 - Notice the position of the two commas.

Nevertheless

Jane doesn't have much money. **Nevertheless**, she bought an expensive car last week.

- We can use *Nevertheless* for one subject: *Jane + she*.
- *Nevertheless* starts the second sentence.
- Notice the position of the comma.

Despite/In spite of

There are four ways to use *despite* or *in spite of*:

- 1 Jane doesn't have much money. **Despite** this, she bought an expensive car last week.
(*Despite + this*)
- 2 **Despite** the fact that Jane doesn't have much money, she bought an expensive car last week. (*Despite the fact that ...*)
- 3 **Despite** her lack of money, Jane bought an expensive car last week. (*Despite + noun phrase*)
- 4 **Despite** not having much money, Jane bought an expensive car last week. (*Despite + -ing*)

In spite of can be used in the same way as *despite* in all four sentences.

Although/Even though/Though

- 1 **Although/Even though** Jane doesn't have much money, she bought an expensive car last week.
 - *Although/Even though* start the first clause.
 - Notice the position of the comma.
- 2 Jane doesn't have much money. She bought an expensive car last week, **though**.
 - *though* is informal and used in spoken English and in informal letters.

Whereas

There are two ways to use *whereas*:

- 1 **Whereas** Jane doesn't have much money, her sister is quite rich.
 - 2 Jane doesn't have much money **whereas** her sister is quite rich.
 - *Whereas* is used to contrast two subjects: *Jane + her sister*.
 - Notice the position of the comma in the first sentence.
- B Use the correct conjunctions to fill the gaps in the following sentences. There may be more than one possible answer.
- i rising unemployment, the government still feel confident of winning the next election.
 - ii the position requires experience, we would consider hiring a graduate with excellent qualifications.
 - iii We were told that the price was all-inclusive., we then found out we had to pay for our meals.
 - iv some journalists are keen to expose the truth, others seem keener on making up lies.
 - v A healthy diet can prolong life a diet of junk food can be harmful to your health.
 - vi People say 'travel broadens the mind,', it might depend on how open-minded you already are.
 - vii working longer hours, some workers are actually taking fewer holidays.
 - viii Learning Italian was a real challenge for me., I found the lessons very interesting.
 - ix the fact that I enjoy working for my present company, I would welcome the chance to work abroad.

Now check your answers to Part 2 of the test.

Part 3

Read the text and the test questions. Before you answer the test questions, go to the Further Practice and Guidance pages which follow.

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 EXHIBITION

What are the elements that comprise a successful photography (0)	EXHIBIT
To ensure critical acclaim and public attendance, (17) the best approach	ARGUE
is to arrange your images so they tell a (18) appealing story, so that	VISION
in combination they add up to a greater whole. More than this, your body of work must be	
simultaneously (19) and yet open to interpretation.	INFORM
When it comes to technical issues, the attitude of a (20) is required;	PERFECT
do not ignore any imbalance in lighting or framing. Publicity is also important:	
if aspiring artists hope to attract more than just local (21), they must	RESIDE
market their event appropriately. It is worth noting that an event blandly	
(22) 'My city' or 'People I know' will not draw the crowds; and neither	TITLE
will free (23) necessarily guarantee attendance. And if another	ADMIT
gallery agrees to host a further event, be sure that the images you choose show	
how you have (24) as an artist. Above all, perseverance is vital.	DIVERSE

What's tested?

Part 3: Word formation

Part 3 of the Reading and Use of English paper is a test of your ability in word formation. For example, you may be given a noun and have to transform it into a verb, or produce an adverb from an adjective. It is important that you know the meaning and functions of the many different prefixes (e.g. un-/in-/re-) and suffixes (e.g. -ment/-ally/-ion) in the English language, and that you are familiar with compounds (e.g. worldwide, outcome, downsize).

Tips

Carefully read the text to get an overview of the topic and to understand the main points of each paragraph or group of sentences. This will help you decide (a) what class of word you need to produce, (b) how the word fits in to the context, (c) whether you need to use a singular or plural form.

A detailed study

1 Each set of words (i, ii and iii) below can be formed from the words in **bold** on page 11. Write down the word class next to the word and then match it to the definition below.

- a ARGUE (v) i argumentative (.....) ii argument (.....) iii arguably (.....)
 - an angry disagreement between two or more people
 - used to say you are not completely certain if something is true or right
 - (negatively) describing a person who likes to argue

- b VISION (n) i visually (.....) ii visualize (.....) iii visible (.....)
 - to form a picture of someone or something in your mind
 - in a way that is related to the appearance of something
 - clearly seen/ obvious

- c INFORM (v) i informed (.....) ii misinform (.....) iii informative (.....)
 - describing a person or thing that provides a lot of useful information
 - describing a choice or decision made on good information
 - to give someone the wrong/false information about something

- d PERFECT (adj) i perfectly (.....) ii perfectionist (.....) iii perfection (.....)
 - a state in which someone or something is perfect or as good as they can be
 - in a way that could not be better
 - someone who always wants things to be done perfectly

- e RESIDE (v) i residential (.....) ii resident (.....) iii residence (.....)
 - someone who lives in a particular place
 - (formal) a house or a place where someone lives
 - describing an area in which most of the buildings are houses

- f **TITLE** (n) i titled (.....) ii entitled (.....)
• describing a person belonging to a high social class and who has a title e.g. Lord/Lady
• to give a title to a book/song, etc.
- g **ADMIT** (v) i admittedly (.....) ii admission (.....) iii admittance (.....)
• the amount of money required to enter a place such as a gallery/museum, etc.
• (formal) permission to enter a place or join something
• used to say that you admit something is true, although it makes your argument weaker
- h **DIVERSE** (adj) i diversified (.....) ii diversely (.....) iii diversity (.....)
• to develop into something different or to add to what you already do
• the existence of a variety of people or things within a group or place
• describing how something is treated or dealt with in different ways

- 2 Now decide which of these words best fit the gaps on page 11.
- 3 Choose a word from each set in a-h above, and write an example sentence below. You can also refer to the Macmillan Dictionary, www.macmillandictionary.com, for examples.

a

b

c

d

e

f

g

h

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 There is a strong possibility that this species of rhino will become extinct.

DANGER

This species of rhino is extinct.

The gap can be filled with the words 'in danger of becoming', so you write:

Example:

- 0 **IN DANGER OF BECOMING**

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

- 25 I thought Sue's original plan was to move to Australia.

IMPRESSION

I was originally planning to move to Australia.

- 26 Mr Smith was well-known as a bad-tempered man, but he was also fair.

REPUTATION

Despite bad-tempered, Mr Smith was also fair.

- 27 It looks like you didn't sleep well last night.

IF

You look much sleep last night.

- 28 I don't believe that Jane ran that distance in only five minutes!

POSSIBLY

Jane that distance in only five minutes!

- 29 Andrew's lawyer suggested that he ignored the reporters.

ATTENTION

Andrew's lawyer advised the reporters.

- 30 I doubt that Simon will lend us the money.

CHANCE

I think Simon lending the money to us.

Part 5

Read the text and the test questions. Before you answer the test questions, go to the Further Practice and Guidance pages which follow.

You are going to read a newspaper article about the diaries of two famous explorers, Robert Falcon Scott and Ernest Shackleton. 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.

What do the diaries of Shackleton and Scott reveal?

Rebecca Hunt, once a diary-keeper herself, examines the legacy of the great explorers' diaries

I was once a conscientious diary-keeper but having realized its treacherous potential, I buried it in the bin. In a move far more decisive than mine, my aunt torched her diaries in a bonfire. The third diarist in my family is my great-grandfather, who fought in the first world war. The many letters he wrote to my great-grandmother aren't exactly a diary, yet they document his experiences on the battlefield in a similar way. He didn't do anything as extreme as my aunt or me – we edited our pasts into ash and landfill – but my great-grandfather's letters are still edited. The words are brave and considered rather than raw and desperate, since they were for his wife, who must have been sick with worry and had three young sons to care for. I'm sure he never foresaw me, the granddaughter of one of those boys, reading his letters 100 years later, nor that they would be on display in the Imperial War Museum.

A few years before the first world war began, Captain Robert Falcon Scott had set off for the South Pole. And in 1914, Ernest Shackleton started out on another Antarctic expedition; his object to cross the entire continent. With curious symmetry, both Scott and Shackleton's lives ended up being defined by a journey of around 800 miles, which were documented by both men in diaries. Scott, I suspect, never had it in mind for his to be made public, yet I, like countless other people, have found it greatly absorbing. (Indeed, I have relied on it for my new novel, *Everland*, dealing with the conflict between historical records and the realities of human relationships.) Ernest Shackleton, however, would not have been surprised: he edited his journal into the book published three years after he returned from Antarctica. Scott's journal, in contrast, was retrieved from his pocket after he had been dead for eight months. The difference would prove to be important.

With his ship crushed by the ice and the crew marooned on Elephant Island, Shackleton and five men then sailed more than 800 miles in a boat to South Georgia to get help. Incredibly, they made it. His book *South* describes one of the most astonishing journeys ever made. And despite the overwhelming probability that no one from Endurance would survive, a spirit of cheerfulness permeates the book. Any mention of the conflict or anguish that occurred

is brief to the point of non-existence. As Shackleton remarks in the preface, the story is of 'high adventure, strenuous days, lonely nights, and, above all, records of unflinching determination'. Writing retrospectively, his focus is naturally on the larger triumph of the rescue and escape rather than the smaller, spikier aspects of their ordeal.

The story of Scott's last 800 miles, however, is one of grinding torture. Beaten to the South Pole by Norwegian Roald Amundsen, he slowly returns. His account is drawn from the perspective of someone whose chances of survival are being steadily destroyed. It displays just as much 'unflinching determination' as Shackleton's, yet despair seeps from the page as the distance that Scott and his four men have left to travel becomes impossible to square with diminishing supplies and deteriorating health. 'Loneliness is the penalty of leadership,' Shackleton wrote, which is possibly why Scott unburdened himself so freely on paper. In his last entries Scott reveals a man who could be depressive, snappish and critical. People irritate him, their performance dissatisfies him and he makes biting asides about incompetence. But he was equally impatient with himself. His rigid belief in self-discipline was the result of a lifelong disgust at his own inclination towards laziness. While in the navy, he wrote 'of the hope of being more worthy; but how shall I ever be?' This relentlessness of Scott's was often a beneficial quality but his willingness to punish himself could also be considered a form of self-abuse.

'Scott's diary, had he lived, would have formed the basis of the book he would have written,' fellow explorer Apsley Cherry-Garrard later noted. There is no doubt Scott planned to revise his diary into something more selective. I'm certain Shackleton revised his diary, just as I'm certain anyone would. Such edits aren't necessarily a misrepresentation of events, but reflect the diplomacy of retrospection. As Captain Lawrence Oates, who died two weeks before Scott, once wrote to his mother: 'Please remember that when a man is having a hard time he says hard things about other people which he would regret afterwards.' For my great-grandfather, and the hundreds of thousands of other men who were sent to fight a year later, Scott's story was an inspirational example of courage. It continued to be so for several

decades, until a newer, determinedly sensational form of biography became fashionable and Scott's admissions of self-doubt were used to destroy his character and explain the failure of his expedition.

Shackleton didn't initially receive the same recognition as Scott. It took another 30 years after his death before he began to gain similar levels of public renown. Their most famous expeditions are technically about failure but to classify them only as

failures is deliberately to misunderstand what makes these two expeditions so extraordinary. Shackleton and Scott tell their stories in their own words, yet Scott's contains the reflexive frustration and turmoil of a man writing privately at the end of each day. He never had the chance to appraise the situation objectively, so we read it as he went through it, blind to what the next 24 hours will bring. It makes for a more intimate, but perhaps less comprehensive account.

- 31 When referring to the diarists in her family, the writer says
- A her great-grandfather had probably not imagined he would be writing for posterity.
 - B she had considered it a personal obligation to uphold a family tradition.
 - C the family diary-keepers are all prone to occasions of melodramatic behaviour.
 - D her great-grandfather was more cautious in what he wrote compared to her aunt.
- 32 What point does the writer make about Scott and Shackleton in the second paragraph?
- A Scott's story of tragedy lends itself more to fictional interpretation.
 - B Unlike Shackleton, Scott had no say in the decision to publish his diary.
 - C Reading Shackleton's writing feels much less like an invasion of privacy.
 - D Shackleton was frustrated by the inevitable comparisons to Scott.
- 33 What does the writer suggest about Shackleton's book *South*?
- A It contains elements of embellishment characteristic of adventure writing.
 - B It omits the detail that would have made a more engaging read.
 - C It includes a balance of factual information and personal reflection.
 - D It is unswervingly positive in the conveyance of tone and mood.
- 34 When describing Scott's diaries in the fourth paragraph, the writer shows appreciation for
- A the form of encouragement Scott gave his men so that they would persevere.
 - B Scott's acceptance of responsibility for the circumstances his team found themselves in.
 - C Scott's unambiguous admission of defeat regarding the attempt to reach the South Pole.
 - D the way Scott applied the same exacting standards to himself and to those working with him.
- 35 What point does the writer make about the editing of biographical material?
- A Any alteration detracts from the truth and is therefore unjustifiably deceptive.
 - B The benefit of hindsight may make certain revisions acceptable.
 - C The deliberate misrepresentation of a person creates an iconic image.
 - D Modern types of memoir may in fact be more discreet than older ones.
- 36 In the final paragraph, the writer concludes that
- A without the existence of his diary, Scott's fame would have faded by now.
 - B there needs to be a public reassessment of Scott and Shackleton's accomplishments.
 - C Scott's diary provides us with a genuinely empathetic experience.
 - D it is ironic that fame and credit for achievement are often acquired only after death.

Before you check your answers, go to page 17.

What's tested?

The texts in Parts 5–8 of the Reading and Use of English paper come from a variety of sources, for example, newspapers, magazines, brochures, non-technical journals and books, and may deal with a range of topics with an academic flavour. You will need a high level of vocabulary to understand the texts so it is important that you read articles or extracts from these kinds of sources as often as possible. A range of reading skills are tested:

Part 5: understanding detail, opinion, tone, purpose, main idea, implication, attitude, and recognizing how certain text organization features show exemplification, comparison and reference.

Part 6: understanding opinion and attitude: comparing and contrasting of opinions and attitudes across texts.

Part 7: understanding text structure, cohesion and coherence and global meaning.

Part 8: understanding detail, opinion or attitude and locating specific information.

Part 5: Multiple choice

In Part 5, there is a single long text and six 4-option multiple-choice questions. The order of the questions follows the same order as the corresponding information in the text. In Part 5, the final question may sometimes test your overall understanding of the text, for example, you may need to interpret the writer's purpose for writing the text, or their attitude or opinion towards the subject matter.

Tips

Read the text first to get a general understanding of the main points. (If you look at the questions first, you may choose an answer because you think it 'looks right' or is 'the most likely answer'. This often doesn't work!) After reading the text, highlight the key words in the questions and the four options. Carefully read the part of the text where you think the relevant information is contained. Make sure the option you choose paraphrases the information in the text *exactly*.

A detailed study

The exercise below will help you to make sure you have chosen the correct options for the Part 5 questions 31–36 on page 16. Use the Macmillan Dictionary, www.macmillandictionary.com, to help you, where necessary.

31 Look at the first paragraph.

- A What does the word 'posterity' mean? Can you find any examples of 'posterity' in the text?
- B Diary keeping *is* something that three family members do, but is there a paraphrase for 'obligation' in the text?
- C What examples of 'melodramatic behaviour' appear in the text? Do *all* family members behave this way?
- D Is there a synonym for 'cautious' in the text? Is there a comparison between the content of the aunt and great-grandfather's letters?

32 Look at the second paragraph.

- A Is there any reference to fiction in the text? Is it about Scott and his journey?
- B The phrase 'had no say in the decision' means 'wasn't involved in the decision'. Is there a phrase in the text that paraphrases this idea?
- C In the text, what event might be considered 'an invasion of privacy'? Does the writer say that she feels guilty about reading Scott's diary?
- D In what way(s) are Scott and Shackleton similar? Are we told how Shackleton felt about this?

33 Look at the third paragraph.

- A The writer says that *South* describes 'one of the most astonishing journeys'. Is there anywhere in the text where the writer suggests that Shackleton has exaggerated?
- B Which phrase in the text is a probable paraphrase of 'detail'? Look at the surrounding sentence. Is it a match for B?
- C Is there anything in the text that refers to 'factual information'? What about 'personal reflection'? Does the writer say that these two things are given equal attention in the book *South*?
- D What does the phrase 'spirit of cheerfulness' mean? And 'any mention of ... anguish ... is brief'?

34 Look at the fourth paragraph.

- A Where in the text does it mention Scott's men/team? What kind of encouragement might he have given them? Are there examples of this in the text?
- B What 'circumstances' did Scott and his men find themselves in? Is there a sentence in the text which means something similar to 'Scott knew it was his fault'?
- C What does 'unambiguous' mean? In Scott's diary, does he say 'I know we aren't going to survive'?
- D 'To have exacting standards' means to have 'high expectations of a person's work or behaviour'. Is this expressed anywhere in the text?

35 Look at the fifth paragraph.

- A Which word or phrase in the text might be a paraphrase of 'detracts from the truth'? Is the surrounding sentence an exact match for option A?
- B Having 'the benefit of hindsight' means that you think more wisely and make better decisions about an event *after* it has occurred. Is this a point of view that the writer expresses in the text?
- C In the text, who sees Scott as an iconic image? Was Scott 'deliberately misrepresented' (lied about) in his published diary?
- D Which phrase in the text is similar to 'modern types of memoir'? Do 'discreet' and 'sensational' mean similar or opposing things?

36 Look at the sixth paragraph.

- A Does 'fade' mean 'to get stronger' or 'to disappear'? Does the writer refer to the level of Scott's fame decreasing or increasing in the text?
- B Which word in the text is a synonym for 'assess'? Is the surrounding sentence referring to Scott and Shackleton an exact match for option B?
- C What does the phrase 'he went through it' mean in the penultimate sentence? And who is it referring to in the phrase 'blind to what the next 24 hours will bring'?
- D The writer says that Shackleton became as famous as Scott 30 years after he had died. Does she suggest that this is a generally strange occurrence?

Now return to page 16 and use these exercises to help you answer the questions.

Now check your answers to Part 5 of the test.

Part 6

Read the text and the test questions. Before you answer the test questions, go to the Further Practice and Guidance pages which follow.

You are going to read four extracts from books on the subject of travel. For questions 37–40, choose from the extracts A–D. The extracts may be chosen more than once.

Travel and travel writing

Four writers comment on the experience of travel and the function of travel writing

A Naturally, as a travel writer, I had read much in this genre before embarking on my own career. Early on, it was the unpretentious sort of guide book with recommendations for budget accommodation and quirky entries on outlandish local customs. I travelled and took numerous pictures of folk I encountered and landscapes I found compelling. Certainly many of my jaunts were eye-opening experiences and I like to think they had a constructive effect on my character. I must concede, however, that this kind of book has probably lead to the spoiling of many 'off the beaten track' village and the displacement of its inhabitants. Later, I began to read more reflective volumes for the chance to explore without being there, and this is the goal of true travel writing, I believe. If the description allows readers that intense sensory experience of local spices, of the taste of the air, of the glare of the sun on extraordinary architecture, then its mission is fulfilled.

B Shortly before finishing this book, I was in the remote Egyptian village of El Nazla, captivated by the hands of an elderly craftsman turning a grey lump of clay into a perfectly proportioned pot. It was a transformation needing to be witnessed wholly by the eye and processed through imagination, not merely documented by the intrusive camera lens. As I watched the mud take shape, I could sense the ancestral connection, and knew that this was a skill passed down through countless generations. It is moments like these when any scepticism regarding the notion that travel broadens the mind is swiftly put down – moments that make me need to put pen to paper and encourage others to set forth and experience other worlds firsthand. This is a key reason for the existence of travel writing. Even a basic guidebook has the potential to encourage people to visit remote locations – their money is often crucial to the sustaining of family-run industry.

C Now that nearly every inch of our planet has been televised, it might be thought that the works of travel writers must become an obsolete genre. Certainly we do not need to be informed about what foreign places look like. But what they feel like is another matter entirely. A travel writer records the impressions of a temple or a fish market on their own self, expressing the experience, not the occurrence. It is subjective, and therefore, whether or not the location is a saturated tourist destination or a far-flung polar town, the experience is individual. Yet the reader has empathy with these feelings, and that is, and always has been, the point of true travel writing. I am not referring to guide books, which encourage the exploitation of already-underprivileged groups. Real travel is about approaching experience with the excitement of a newcomer and gaining insight and maturity from it. And unlike some in the field, I bear no hostility towards the taking of simple snaps; these images we later peruse at our leisure are souvenirs doing no harm to the environment.

D Travel writing, even at its most well-intentioned, can never claim more than entertainment as its end goal. But it is since the 1960s that an epidemic of the so-called guidebook has spread to library shelves and more recently onto websites. Professing to enlighten the amateur traveller, in fact they encourage little interaction that will benefit the long-established inhabitants subsisting beyond the boundaries of tourist resorts, places which often take away livelihoods when land and other resources become inaccessible. Does travel expand one's own horizons? For many, it merely serves to validate existing prejudices; the local cuisine is indeed unpalatable, the language unfathomable. Even so, digital recording devices are ubiquitous, flashing at people who have no say in the matter, and whose sense of offence is ignored for the sake of a memento.

Which writer

has a different opinion from the others on the effect of travel on people's personal development? 37

shares writer B's opinion of the validity of travel photography? 38

expresses an opposing view to writer C regarding the way in which a genre of travel writing impacts on local communities ? 39

takes a similar view to writer C on the purpose of travel writing? 40

Part 6: Cross-text multiple matching

In Part 6, there are four short texts followed by four multiple-matching questions. Candidates must read the texts to match a prompt (one of the four questions) to elements in the texts.

Tips

- Read the instructions, the title and the sub-title carefully. This will give you a good idea about the central theme of the four texts; in other words, the

single topic that the four different writers are all commenting on.

- Read the four questions to identify the most important information to focus on.
- Quickly read the four texts to get a general understanding of what each one is about.
- Read each text more carefully to locate a reference to each of the four questions.
- Identify the opinion that each writer has on each question and compare it to that of the other writers.

A detailed study

The exercise below will help you to make sure you have chosen the correct options for the task on page 20. Use the Macmillan Dictionary, www.macmillandictionary.com, to help you where necessary.

- 1 Match the underlined words in each sentence with the definitions below.

Question 37 (*the effect of travel on people's personal development*)

- A many of my jaunts were (i) eye-opening experiences and ... they had a (ii) constructive effect on my character.
- B It is moments like these when any (iii) scepticism regarding the notion that travel broadens the mind is swiftly (iv) put down ...
- C Real travel is about approaching experience with the excitement of a newcomer and gaining (v) insight and (vi) maturity from it.
- D Does travel expand (vii) one's own horizons? For many, it merely serves to (viii) validate existing prejudices ...

1 experience, wisdom	<i>vi</i>	5 disbelief, doubt
2 productive, useful	6 revealing, surprising
3 to bring an end to something	7 confirm, endorse
4 an understanding of the true nature of something	8 the range of a person's knowledge or experience

Question 38 (*the validity of travel photography*)

- A I travelled and took (i) numerous pictures of folk I encountered and landscapes I found compelling.
- B It was a transformation needing to be witnessed wholly by the eye and processed through imagination, not merely documented by the (ii) intrusive camera lens.
- C ... I bear no (iii) hostility towards the taking of simple (iv) snaps; these images we later peruse at our leisure are souvenirs doing no harm to the environment.
- D digital recording devices are (v) ubiquitous, flashing at people who have no say in the matter, and whose sense of (vi) offence is ignored for the sake of a memento.

1 insult	4 disturbing, invasive
2 resentment, aggression	5 unsophisticated photo
3 many, various	6 everywhere, inescapable

Question 39 (*a certain genre of travel writing impacts on local communities*)

- A ... guide book ... this kind of book has probably lead to the (i) spoiling of many 'off the beaten track' village and the (ii) displacement of its inhabitants.
- B Even a basic guidebook has the potential to encourage people to visit remote locations – their money is often (iii) crucial to the sustaining of family-run industry.
- C I am not referring to guide books, which encourage the (iv) exploitation of already-underprivileged groups.
- D an epidemic of the so-called guidebook has spread to library shelves and more recently onto websites. (v) Professing to (vi) enlighten the amateur traveller, in fact they encourage little interaction that will benefit the long-established inhabitants ...
- 1 very important, necessary
2 abuse, taking advantage
3 inform, make clear to
4 pretending, claiming falsely
5 (unwanted) relocation
6 destruction

Question 40 (*the purpose of travel writing*)

- A If the description allows readers that (i) intense (ii) sensory experience ... then its mission is fulfilled.
- B ... to put pen to paper and encourage others to (iii) set forth and experience other worlds (iv) firsthand. This is a key reason for the existence of travel writing.
- C But what they (foreign places) *feel* like is another matter ... the reader has (v) empathy with these feelings, and that is ... the point of true travel writing.
- D Travel writing, even at its most (vi) well-intentioned, can never claim more than entertainment as its end goal.
- 1 understanding (of another person's feelings/situation)
2 having a desire to do something good, but often producing bad results
3 relating to the physical senses
4 powerful, concentrated
5 personally, directly
6 to begin a journey

Now check your answers to Part 6 of the test.

Part 7

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

Mark your answers on the separate answer sheet.

The fight to save New Zealand's giant parrot

For many years Don Merton has battled to save the kakapo, New Zealand's extraordinary green parrot. In 1995, when numbers fell to 50, it looked like the end for this bird. But this year they staged a comeback. The last survivors of this unique species have produced 26 chicks – more than in the whole of the past two decades. Instead of having no future at all, the kakapo suddenly has prospects.

41

Males gather at an arena to compete for females. After mating, the females raise their young alone. 'The kakapo is important because it has combinations of features found in no other bird,' says Merton, the longest serving member of the National Kakapo team. Unfortunately, its peculiarities have also made it vulnerable. Before man arrived, their only enemies were predatory birds and the kakapo's green plumage provided perfect camouflage against the vegetation.

42

Then after years of searching, Merton and a team from the New Zealand Wildlife Service discovered a single bird in a valley in Fjordland in the far south. It was an old male. Search parties found 17 more – all old males. Three years later, Merton's team finally uncovered signs of kakapo in the south of New Zealand's Stewart Island. It turned out to be a colony of 200 birds and some were breeding. 'We thought the kakapo was safe then,' says Merton. They were wrong. Cats were killing them at an alarming rate.

43

Merton knew what he had to do. The birds had to breed before it was too late and nothing could jeopardize this. From now on, the team would manage almost every aspect of kakapo life. They laid traps for rats and watched nests 24 hours a day.

If anything other than a kakapo entered the nest, a watcher set off a tiny explosive charge that made a small bang, enough to startle intruders. By 1999, all the kakapo had been successfully moved to two islands – Maud Island, and Codfish Island, both free of rats.

44

'The challenge was to work out a diet and persuade them to eat it,' says Merton. The team eventually found that kakapo were especially partial to nuts. The birds thrived on the extra food, but still wouldn't breed. They seemed to be waiting for some special cue. On Maud Island it wasn't clear what that cue was, but on Codfish island there was no doubt that the birds bred in response to some signal from the rimu tree that alerts them to a coming mast.

45

Armed with this new knowledge, the team was ready to swing into action as soon as they spotted signs of masting on Codfish Island. Last year, it became obvious that the rimu were going to produce a large crop of seeds the next autumn. Merton moved all the adult females to Codfish Island. As the breeding season drew nearer, the kakapo rescue team arrived with electronic monitoring equipment, and spent the next months watching nests throughout the long nights.

46

The result was a large batch of chicks, a remarkable breakthrough, but there are still only 86 kakapo in the world. Do they really have good prospects? Merton is confident they do. 'As long as we keep using the same techniques, the population will steadily rise,' he says. 'The kakapo won't be extinct in our lifetime.'

- A What followed was an intensive rescue operation. During the following 15 years all the kakapo were moved to islands free from cats, stoats or possums. ‘We thought we’d put them out of reach of predators,’ says Merton. Again they were mistaken. They hadn’t realized how dangerous the rats were. Not only did they compete with kakapo for food, they also ate eggs and chicks. It finally came to the point where only 50 kakapo remained.
- B In September the team began to put out extra food. ‘We provided enough so the birds could breed but not so much that they’d get fat,’ says Merton. ‘We wanted to keep their weight down to encourage them to produce female chicks.’ In December the males began their booming noises, and the females trekked to the courtship areas to choose a mate, unaware that electronic eyes were watching them.
- C The kakapo is nocturnal, looks like an owl, smells sweet and makes some very odd noises – from growls to deep resonant booms. Kakapo can’t fly, but they are excellent climbers. They live a very long time and are the world’s biggest parrots. The kakapo also has a unique breeding system.
- D Persuading the birds to breed was the next harder step as this only occurs when certain plants produce large crops of fruit and seeds, an event known as masting. At other times, the birds manage on very little. It’s enough to support their metabolism, but not enough to raise a family. In the past, the kakapo from Fjordland and Stewart Island bred in response to masting by a range of plants including rimu trees. The team hoped with extra food the birds might breed.
- E Merton estimates this could take at least 15 years, less if they can trick the birds into breeding more often. ‘We’re looking for whatever it is in rimu that triggers breeding. It’s probably chemical,’ says Merton. ‘Or it might be nutritional.’ The team is currently testing an improved food pellet to see if that works.
- F There was nothing the team could do but patiently wait for nature to take its course. They continued with the food programme to ensure the females were in top condition and monitored the males to keep an eye on their numbers. The population remained stable but the team recognized the fact that it was only the rimu tree that would turn things around.
- G Once man arrived, bringing with him not only his dogs but rats that could sniff out nests, it was a different story. The rats went for eggs, chicks and even adults. The decline in numbers accelerated once European settlers arrived. They cleared large areas of kakapo habitat and brought more predators – cats, rats, stoats, and possums. Soon enough, the kakapo was feared extinct.

Part 8

You are going to read an article about the archaeological discovery of the ancient Egyptian king Tutankhamen and its effect on the British public. For questions 47–56, choose from the sections (A–E). The sections may be chosen more than once.

Mark your answers on the separate answer sheet.

In which section are the following mentioned?

a competitive approach being responsible for the rumours concerning the Earl of Carnarvon

47

a reference to the types of people who first conceived of curses being associated with Egyptian tombs

48

examples of how Egyptian mummies were later routinely exploited for practical purposes

49

the fact that people accepted the word of a certain respected individual without question

50

the sensational approach of the modern-day media in reporting mummy-related stories

51

the implication that bringing an anonymous ruler to public attention can only be a good thing

52

the implication that one particular person may have caused offence by his comment

53

reasons why the discovery of Tutankhamen's tomb was so celebrated by the general public

54

apparent coincidences that helped create the belief that Carnarvon's death was linked to a curse

55

the genuine potential for people who have entered tombs to become sick

56

The curse of Tutankhamen? Pure invention

On April 5, 1923 one of the men behind the discovery of Tutankhamen, Lord Carnarvon, died in Egypt. Some said he had been 'cursed'. Where did this superstition arise from?

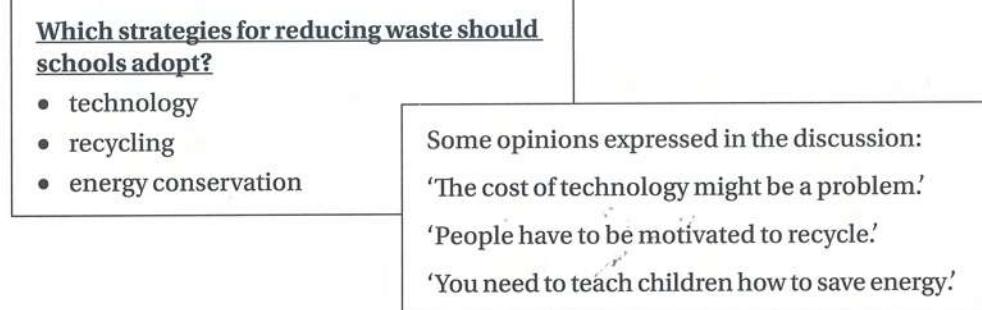
- A When George Herbert, otherwise known as the fifth Earl of Carnarvon, died just over 90 years ago he was one of the most famous men on Earth. Having spent an estimated £35,000 on excavation in Egypt, hunting for glory, he finally got it. His man in the field, Howard Carter, had discovered the steps down to the unbroken seals on the tomb of Tutankhamen in the Valley of Kings. Together they broke in a small portion of the door. 'Well, can you see anything?' the Earl asked. 'Yes,' came the reply, as Carter waved his candle and caught the glint of 'wonderful things.' The story was a press sensation in a gloomy post-war world still mourning the dead of that terrible conflict and the influenza pandemic that had followed shortly afterwards. The tomb was formally opened in February 1923, with visiting royalty, dignitaries and the world's press in attendance.
- B But it was just six weeks after the grand opening of Tutankhamen's tomb that Carnarvon died in Cairo, having contracted a blood infection as a result of a mosquito bite, and then getting pneumonia. His death helped lend more credibility to one of the most enduring superstitious stories in modern times: the curse of the mummy. Rumours about the death abounded. It was said that the lights had flickered off across Cairo at the precise moment of the Earl's death and that when the mummy of the king was unwrapped, a wound on the cheek exactly matched the place where Carnarvon had been bitten. The day after Carnarvon died, English writer Sir Arthur Conan Doyle, who was admired at the time as a man of great intelligence, stepped off a boat in New York and confidently declared to the waiting press that an evil spirit may have caused Lord Carnarvon's fatal illness. A gullible public were duly impressed and the stories have continued up to the present day.
- C Exasperated professional Egyptologists always point out that such 'curses' have nothing to do with the beliefs of the Ancient Egyptians. An obscure, transitional pharaoh in the Middle Kingdom, dead at 18 and shovelled in a cramped and unfinished tomb, was raised to eternal fame by his unearthing. This would be a blessing, not a curse. Indeed, there are no curses or imprecations marked on the doors or walls of any tomb in the Valley of the Kings. The mummy's curse was actually a fevered invention of those who came later, clambering through the Egyptian necropolis: tomb-raiders and excavators, greedy for riches.
- D This is also a story later generated by the rivalry of the press. The assembled journalists waiting outside the tomb were seething with rage because Carnarvon had signed an exclusive deal with the *Times*. Rival titles sent journalists over with the explicit aim of spoiling it all. It was Arthur Weigall, writing for the *Daily Express*, who told the story that he had given Carnarvon six weeks to live after seeing his arrogant demeanour on the day of the grand opening. The tabloids went crazy after their own prophecy seemed to be fulfilled. More seriously, though, the curse must surely derive from an inherent taboo against messing around in burial grounds. It seems wise to avoid being too close to dead bodies, and there are many explanations of the curse that explain it as infection resulting from bacterial build-up in confined tombs.
- E Yet it is striking how unconcerned Europeans have been about Egyptian mummies until recently. For centuries, the wealthy carried a bag of powdered mummy which was rubbed on wounds as a salve. When the artist Edward Burne-Jones discovered what was put in 'Mummy Brown' he insisted on giving a formal burial to a tube of oil paint in his garden. And since the bitumen-soaked mummies burned for a long time, 19th century American writer Mark Twain even joked that steam trains were fuelled by them. His sense of transgression and what might be culturally-appropriate seems to have escaped him. The Egyptian mummy only became an object of scientific interest in itself in the 1830s when they became museum objects. Nevertheless, we can hardly say we have got over this superstition. We remain obsessed with mummy curses. Ötzi, the mummified iceman of the Alps, was discovered in 1991. The team that lifted him from the ice have steadily met with accidents, so it is said, in a variety of Alpine disasters, each incident thrillingly reported by the tabloids.

Writing 1 hour 30 minutes

Part 1

You must answer this question. Write your answer in 220–260 words in an appropriate style.

- 1 You have listened to a radio discussion programme about strategies for reducing waste that schools should adopt. You have made the notes below.



Write an essay discussing two of the strategies in your notes. You should explain which strategy it is more important for schools to consider adopting, giving reasons in support of your answer.

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

Before you write your essay, go to page 30.

What's tested?

There are two parts in the Writing paper: Part 1 (one compulsory question) and Part 2 (one question from a choice of three). You have 1 hour 30 minutes to answer both questions. Each question carries equal marks. For each task you are expected to write 220–260 words. You need to put the number of the question you are answering in the box at the top of the page of the Answer Sheet.

Part 1: Essay

In Part 1 you are required to write an essay based on two points outlined in the input text. You will be asked to explain which of the points is more important and to give reasons for your opinion. You are expected to structure your essay with an introduction, clearly separate paragraphs which deal with the two points, and a conclusion. As the target reader is often an academic tutor, your essay should be written in a formal register with impersonal language.

Part 2: Letter/email, report, proposal, review

- **a letter:** you may be asked to write a letter to, for example, a friend, an editor, a school director or a possible employer. It is therefore important to think carefully who you are writing to as this will affect the style and register you use. In other words, you could use informal language to persuade a friend to come and study in your country, but you would need to use more polite, formal language to apply for a job.

For some tasks, you can present your response as an email, but you must still use an opening salutation (e.g. Dear Mr Smith/Dear Jenny/To whom it may concern, etc), and clear paragraphing and close your response with an appropriate phrase (e.g. Thank you for your attention/I look forward to hearing from you/Best wishes).

- **a report:** you may be asked to write a report for a specific person or specific group of people who already have some knowledge or interest in the subject you are writing about, either a superior (e.g. your manager or college principal) or your peer group (e.g. students in your class or colleagues). The content of a report is mainly factual, based on the input material, but you will also usually be able to use your own ideas and experience.

It is generally fairly formal so you should use a clear heading and subheadings and a factual approach in presenting your information. You may also need to make suggestions and recommendations.

- **a proposal:** this is similar to a report in that it would need a clear heading and clearly separate paragraphs for each point. Although it is written in a formal way like a report, there may be more emphasis on trying to persuade the reader to accept or do something, so you will need to make clear suggestions and recommendations.
- **a review:** you may be asked to write a review for an English-language newspaper, magazine or website. In the review you should describe and give your personal opinion on something you have seen or used (e.g. a product, an exhibition, an event, a film, a book, a television programme, a concert). The target reader is specified in the instructions, so you will know which register is appropriate.

You are often asked to say:

- what can be learned from the programme/film/book etc.
- how a product/service, etc. can benefit people
- if, and for what reasons, you would/would not recommend it

How can you achieve a high band in the Writing Paper?

When Writing examiners assess your writing in the Advanced exam, they give marks for 'subscales'. These subscales are Content, Communicative Achievement, Organization and Language. For each subscale, the lowest mark (or band) is 1, and the highest is 5. So, for example, a candidate might get a 4 for Content, 3 for Communicative Achievement, 3 for Organization and 4 for Language.

By planning your answer *before* you start writing, you can often achieve a high band in each subscale.

Subscale	What to consider when planning your answer
Content	<p>Content is about how well you have fulfilled the task, so</p> <ul style="list-style-type: none"> for Part 1, read the instructions, the three points outlined in the notes and the three provided opinions carefully. Decide which two points you want to respond to in your answer. Your decision should be based on whether you can expand and develop these two points by providing relevant examples or subsidiary points. to make sure that the reader is fully informed, decide early on which of the two points you will say is most important, and note down one or two clear reasons for this choice. A good place to state this final decision will be in the last paragraph. for Part 2, underline the two or three points you need to respond to in each task. To make sure that the reader is fully informed, make notes for each of these points in your plan.
Communicative Achievement	<p>Communicative achievement is about</p> <ul style="list-style-type: none"> achieving your communicative purpose (e.g. is it clear that you are making a complaint, suggesting alternatives, making a series of recommendations?) holding the reader's attention (by using an appropriate register, tone and format, and communicating your ideas and arguments in a way that the reader can follow without difficulty). <p>So for both parts, choose a register and tone that is appropriate, e.g. impersonal language and an objective tone for factual tasks, informal language when writing to friends, polite language when you are trying to persuade someone in authority.</p>
Organization	<p>Organization is about the overall coherence in your writing, so</p> <ul style="list-style-type: none"> decide whether the task requires an introduction and a conclusion and/or headings. organize your main points into separate sections or paragraphs, and make a note of subsidiary points below each main point. note down some cohesive devices that you are confident in using (e.g. moreover, therefore, one example of this) that you can use to show the relationship between sentences, main points and ideas. before writing your answer in full, review your plan and ask yourself whether someone reading your writing would get a sense of logical order.
Language	<p>Language is about your use of vocabulary and grammar, so</p> <ul style="list-style-type: none"> choose the two points in Part 1, and a task from Part 2 that will allow you to show off a range of vocabulary. think about how you can vary the grammatical structures you use. avoid repeating the same words and phrases by using synonyms and paraphrasing instead. avoid making too many mistakes with basic English.

For the Cambridge Advanced Writing Assessment Scale, go to page 125.

A detailed study: Essay

Look again at Part 1 of the Writing test on page 27 and a candidate's sample answer on page 31. Answer the questions below.

Content

- 1 Which of the three main points (strategies) did the candidate write about?
- 2 What subsidiary points has the candidate included to support the main points?
- 3 Has the candidate referred to any of the three given opinions?
- 4 Has the candidate decided and clearly stated which main point is most important?
- 5 Has the candidate provided clear reasons for this decision?

Organization

- 1 Which of the following plans does the essay follow?

A	B
<p>Introduction - provide general information about waste in schools, and support with statistics</p> <p>Second paragraph - introduce one strategy, and give examples of how it could work</p> <p>Third paragraph - introduce other strategy/state that it's the most important one/give reasons why it's the most important.</p> <p>Conclusion Reaffirm why one strategy more important than other.</p>	<p>Introduction - provide general information about waste in school, and state which two strategies I'm going to discuss</p> <p>Second paragraph - introduce one strategy, commenting on its pros and cons</p> <p>Third paragraph - introduce other strategy, commenting on its pros and cons</p> <p>Conclusion Weigh up the pros and cons of both strategies, give personal opinion about which strategy schools should adopt first, and give reasons from my experience why.</p>

- 2 Find another cohesive device used to
 - i introduce main ideas (In regard to,)
 - ii add new ideas (and,)
 - iii show contrast or concession (but,)
 - iv show consequence (so,)

Language

Find a synonym or paraphrase in the sample answer for the underlined words.

- | | |
|-----------------------|-------------------------|
| 1 shows | 2 schools |
| 3 used | 4 idea |
| 5 reducing | 6 responsible for |
| 7 beneficial to | 8 money |

Waste reduction strategies in schools

In the 21st century, the amount of waste that is generated by educational institutions continues to grow at an alarming rate. In regard to the wasted materials that end up in landfill, government statistics indicate that packaging accounts for 22%, followed by paper-based materials at 20%. As for electricity, research shows that approximately 15% of heat and power consumed in schools is used unnecessarily.

One obvious strategy for tackling the issue of waste is recycling. Many schools focus on the idea of sustainability in their curriculum, and therefore pupils are familiar with this concept. Schools could set aside an area in classrooms for containers for plastic and aluminium waste, and encourage children to use these by removing rubbish bins from school premises. In addition, for children who bring their own lunch to school, lessons could deal with ways to minimize packaging coming from home.

The priority for schools, however, should be the introduction of an energy conservation programme as this would make a considerable difference to their carbon footprint and to the school budget. Many children have a concern for the environment, and so could easily be involved in practical projects: volunteering to read energy meters, monitoring and reporting energy consumption and setting targets for reducing it. Once schools have identified the key sources of energy waste, teams of pupils could be responsible for turning off lights and machines, or in charge of checking temperature controls and so on.

Both strategies would be beneficial to the environment, but energy conservation would also be advantageous in terms of saving money, which could be spent instead on the upgrade of facilities.

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.

- 2 Your local newspaper is running a campaign in support of a public facility which is now facing closure. You decide to write a letter to the editor of the newspaper.

In your letter, you should say why the public facility is of importance to you, explaining its value for the wider community, and suggesting what can be done to prevent its closure.

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

- 3 You have recently been working on a project for your company. Your manager has asked you to prepare a report on the progress of this project.

Your report should outline the aims of the project, describe any challenges that you have faced, and explain what you have done to overcome them.

Write your report.

Before you write your report, go to page 33.

- 4 You see the following announcement on a website, *Culture*:

Reviews Wanted

Send us a review of a film, programme, or book that focuses on a person of historical significance.

What aspects of the person's life and achievements are explored in the film, programme or book? For what reasons would you recommend it to others?

Write your review.

A detailed study: Report

- 1 Look again at Part 2, Question 3 of the Writing test on page 32 and a candidate's sample answer below. (Ignore the gaps and bracketed words in the sample answer for now.) Answer the questions below.

Communicative Achievement

- 1 Who is the target reader for this report?
- 2 What register and format does the candidate use?
- 3 Which of the following key points does the candidate make?

An aim of the report is to

- (a) explain why accidents in the workplace have occurred.
- (b) improve the way that risks are described and dealt with.

One challenge was that staff

- (a) felt it was taking too long to read health and safety material.
- (b) didn't think health and safety discussions were important.

A second challenge was that

- (a) the behaviour of some warehouse employees was dangerous.
- (b) warehouse employees couldn't read or write well.

- 4 What does the candidate say were the solutions to the challenges of the project?

Health and safety procedures at work

Introduction

The purpose of this report is to update management on the progress that (1. make) in the 'Health and Safety Procedures' project. As you will be aware, the project has two distinct aims:

- to help employees better report and manage hazards in the workplace
- to prepare for the Health and Safety inspection due in July

The challenges so far

Initially, staff members (2. ask) to read the new Health and Safety documents and policies in their own time as we assumed they were already familiar with most of it. However, complaints (3. receive) by department heads making it clear that this was not the case. An unanticipated problem was the low level of literacy in three employees in the warehouse. Although these men are highly competent in the work they perform, they cannot easily follow health and safety documentation or fill out forms appropriately.

Overcoming the challenges

Health and Safety sessions now (4. schedule) for an hour on Friday mornings for the next four weeks so that all staff can work through training material together, and we can deal with questions as they arise.

A literacy tutor (5. contract) to assess the needs of the three warehouse employees, and to work out a suitable development programme for them.

Future developments

All in all, the project is progressing well. Clear systems (6. put) in place for reporting and managing workplace risks. A final staff feedback session (7. hold) in early June so we can deal with any unresolved issues.

Language

Vary the range of grammatical structures in the sample by changing verbs 1–7 to passive forms.

Listening approximately 40 minutes

Part 1 1.1–1.6

Before you listen to the recording, read the test questions and go to the Further Practice and Guidance pages which follow.

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

Extract One

You hear part of an interview with an environmental campaigner called Richard Frost.

- 1 Why did businessman Kwabena Osei Bonsu set up *Trashy Bags*?
 - A He wanted to solve a problem.
 - B He had seen similar projects overseas.
 - C He was given government funding.
- 2 What does Richard Frost say about the use of plastic bags in supermarkets?
 - A Customers should be made to pay for them.
 - B The government will eventually have to disallow it.
 - C Supermarkets should offer other kinds of bag instead.

Extract Two

You hear two people on a radio programme talking about the subject of hypnotherapy.

- 3 What did the woman think about hypnotism before she visited a hypnotherapist?
 - A She doubted it would permanently stop a bad habit.
 - B She believed it could treat psychological issues.
 - C She thought it might work for people who believed in it.
- 4 The two speakers agree that many people
 - A have a negative image of hypnotists.
 - B are not in control of themselves during hypnosis.
 - C are disappointed with the results of hypnotherapy.

Extract Three

You hear part of an interview with a woman called Fiona who works as a zoo tour guide.

- 5 What does Fiona say about visitors who go on zoo tours?
 - A They encounter some animals for the first time.
 - B They have strong preferences about which animals to see.
 - C They are unaware of the potential danger.
- 6 How did Fiona feel after the incident with the chimpanzee?
 - A She was reluctant to work with chimpanzees again.
 - B She realized that she needed to be more careful at work.
 - C She was uncertain why the incident had occurred.

What's tested?

Part 1: Multiple choice

For Part 1 of the Listening paper, you will hear three short conversations. There are usually two speakers taking part in the conversation, but three are also possible. Each conversation is about a different topic or theme; for example, the first conversation might be

about an exhibition both the speakers have seen, and the second one might be about one of the speaker's experience of preparing for a sports competition.

Part 1 tests your ability to identify the speakers' feelings, attitudes and opinions, as well as recognizing the function of the conversation, what decisions the speakers have made, and what they agree about.

A detailed study

- Read through the audioscripts of the conversations below.
- Listen to the recording and write down the words you hear.
- Pause or stop the recording if you need time to write down the missing words.

Extract One

Interviewer: Richard, can you give us an example of what people in other countries are doing in terms of recycling?

Richard: Absolutely. Erm, well, 60 tonnes of plastic packaging are dumped on the streets of Accra, the capital city of Ghana, every day. But recently a businessman called Kwabena Osei Bonsu set up a company called Trashy Bags to do something about it. He pays people to collect plastic bags and these are stitched together to make new ones. This kind of venture (1) sponsored by governments, and there are plenty of similar projects occurring in other countries (2) But Kwabena had decided he wasn't going to wait around. He says he wanted to come up with an idea that would (3) in his lifetime.

Interviewer: That's fantastic. What about here, though? I suppose you'd like to stop the use of plastic bags in supermarkets completely?

Richard: Well yes – they are an absolute environmental disaster, but (4) our government going as far as banning them. I know that some supermarkets are charging customers 5 or 10 pence per bag, but such a small charge (5) Actually, you can get bags made of bamboo or other fabrics but only a minority of people are using them, so I'd say it's up to the supermarkets to start promoting them a bit more actively – so that customers know they're (6) instead.

Extract Two

Man: You've just had a few sessions of hypnotherapy, haven't you? I have to say, I didn't think you were into that kind of thing.

Woman: You thought I was the sceptical type? Well I've never been a believer in most alternative therapies but I've always been fairly (7) when it comes to hypnotherapy ... at least when it came to dealing with psychological issues. I mean, before I experienced hypnotism for myself, I didn't think it would work for actual (8) I went along because I wanted to quit smoking, but Dr Grey helped me overcome my back pain, too.

Man: I guess a lot of people see celebrity hypnotists on TV embarrassing people they've hypnotized - making them do ridiculous things. And I think the result of that is that people are (9) to see genuine hypnotherapists - because they think anyone who practises hypnotism is not (10)

Woman: I think you're right, but people should know that hypnotherapy is a serious profession. And if the idea of being under someone else's control makes you nervous, I can tell you it's not like that. You're (11) what's going on.

Extract Three

Interviewer: Erm, Fiona, how is it working with visitors to the zoo?

Fiona: The public? Generally they're fantastic. Maybe they're a little bit quiet to start with because they're not sure what they're (12) but soon after we've met the rhinos or we've started doing the monkeys they normally open up and they're all 'Oh, this is fantastic.' They start asking questions and they know a lot about the animals anyway because they've been going to the zoo (13) But the hardest thing for me is being constantly alert to the risks because even though you do (14) people about them, they just don't realize what could happen. I mean even the cheetahs look so docile and so cuddly.

Interviewer: Have you ever had an incident yourself?

Fiona: No, not exactly, but I did get a bit too close to the bars of the chimpanzee enclosure once, and the chimps had branches with them to try and get food from beyond the bars, and one of the male chimps basically just reached through the bars with his branch and poked me in the ribs and it was basically a 'Get back! That's my food!' and from that moment on I've always been doubly (15) I am to an animal and what tools it has to get to me as well. He could have been a lot nastier, though, than he was. It was just (16)

Use the words you wrote down to help you choose the correct answers to questions 1–6 on page 34.

Part 2  1.7–1.8

You will hear a museum curator called Frank Turner giving a talk about a dinosaur exhibition. For questions 7–14, complete the sentences with a word or short phrase.

Dinosaur Exhibition

Frank believes people want to be (7) which is why they visit the dinosaur exhibition.

According to Frank, children first look for the (8) in the exhibition.

Frank thinks the exhibition helps develop (9) in children.

According to Frank, scientists usually have to work with an incomplete dinosaur (10)

Frank says that dinosaurs are mainly found preserved in (11) environments.

Frank refers to a huge (12) in China which killed many dinosaurs.

Frank believes that the feathers of the Chinese dinosaurs were probably used for (13) purposes.

Frank says that the museum appreciates (14) from visitors.

Part 3  1.9–1.10

You will hear part of a radio interview in which a naval officer called Peter Martin is talking about his experience. For questions 15–20, choose the answer (A, B, C or D) which fits best according to what you hear.

-
- 15 What made Peter first decide to join the navy?
- A He liked the idea of being able to travel.
 - B He thought it would impress people at home.
 - C He believed he could get promoted more quickly.
 - D He felt he had wasted his time when he was younger.
- 16 What effect did Peter's upbringing have on his suitability for the navy?
- A He found it difficult to take orders at first.
 - B He was often too competitive during training sessions.
 - C He experienced few problems adapting to the lifestyle.
 - D He was challenged by the hard physical exercise required.
- 17 According to Peter, how can recent school leavers do well in the navy?
- A by accepting that their social life is of secondary importance
 - B by recognizing that the navy can offer a long-term career
 - C by learning to take responsibility for themselves
 - D by delaying entry into the navy until they are older
- 18 For Peter, what is the most rewarding part of a trip back to his hometown?
- A Receiving respect from people he went to school with.
 - B Experiencing a sense of pride in his achievements.
 - C Relating his experiences to younger members of the community.
 - D Hearing that other people have followed his example.
- 19 According to Peter, what do the public not understand about the navy?
- A The range of roles that the navy undertakes.
 - B The length of time that navy personnel spend at sea.
 - C The dangers that navy personnel have to face.
 - D How much money is required to run the organization properly.
- 20 According to Peter, what advantage does a previous naval career give job seekers?
- A A sense of confidence in their own ability.
 - B The discipline for later academic study.
 - C The determination to succeed in their work.
 - D Experience which can be transferred to other fields.

Part 4  1.11–1.12

Before you listen to the recording, read the test questions and go to the Further Practice and Guidance pages which follow.

You will hear five short extracts in which various people are talking about embarrassing situations.

TASK ONE

For questions 21–25, choose from the list (A–H) the person who is speaking.

- A someone acting as an interpreter
- B a current student
- C a party organizer
- D an experienced chef
- E someone in a managerial position
- F a new employee
- G a professional photographer
- H an old school friend

21
22
23
24
25

TASK TWO

For questions 26–30, choose from the list (A–H) the situation the speaker finds embarrassing.

While you listen you must complete both tasks.

- A being unaware of social etiquette
- B losing customers
- C making introductions
- D meeting childhood rivals
- E getting lost abroad
- F being in unnatural social situations
- G feeling inferior
- H impressing possible employers

26
27
28
29
30

In the exam you will have 5 minutes at the end of the test to copy your answers on to a separate answer sheet.

What's tested?

Part 4: Multiple matching

Part 4 of the Listening paper is a multiple-matching exercise. This involves two tasks. In the first task, you may be required, for example, to identify the speakers, interpret their attitudes or opinions (e.g. anger/irritation), or understand their reasons for doing something. In the second task, you may need, for example, to recognize the function of their monologue (e.g. complaining/apologizing), recognize the context (e.g. traffic problems/rudeness) or understand the way they feel about something.

Tips

- Remember – you will hear the recording twice. You need to do both tasks while the recording is played.
- Read both Task 1 and Task 2 before the recording begins so you can anticipate the kind of vocabulary or functional language you are going to hear. For example, if one of the options is ‘expressing disappointment,’ you might expect to hear ‘What a pity’ or ‘It wasn’t as good as I’d hoped for.’
- When you read Tasks 1 and 2, do not automatically assume that an option in Task 1 matches an option in Task 2. For example, ‘an airline pilot’ in Task 1 may not be talking about ‘long flights’ in Task 2.

A detailed study

Listen to the recording again and fill in the gaps below. Answer the questions that follow each extract.

Speaker 1

- 1 ... when I’m supposed to be showing around, I can never
- 2 ... I’m supposed to be setting an example to the
- 3 I’d find myself saying things like ‘.....’
- 4 Then my actually suggested I rehearse the whole thing.

What does the information in 1–4 tell you about the speaker and what he finds embarrassing?

Speaker 2

- 5 They come along and I’m setting up the
- 6 I just hide behind the
- 7 They feel and they’re to have their kid’s taken.
- 8 It’s not exactly good for or personal

What does the information in 5–8 tell you about the speaker and what she finds embarrassing?

Speaker 3

- 9 I don’t have much in general.
- 10 I’ve in our department.
- 11 I’m fed up with them all me.
- 12 It makes me feel really at times.

What does the information in 9–12 tell you about the speaker and what she finds embarrassing?

Speaker 4

- 13 I didn't spend a lot of time there, a couple of I think.
- 14 Nobody had to anybody and the few conversations we had were utterly
- 15 What do you expect after a -odd years?
- 16 ... everybody remembered hating the

What does the information in 13–16 tell you about the speaker and what he finds embarrassing?

Speaker 5

- 17 I'm going out there again in a month's time and around.
- 18 At least my skills are alright. They should be after
- 19 There won't be many people prepared to unless I have some idea of the language.

What does the information in 17–19 tell you about the speaker and what he finds embarrassing?

Now check your answers to Part 4 of the test.

Speaking about 15 minutes

Part 1 2 minutes

Before you do the Part 1 task, go to the Further Practice and Guidance pages which follow.

Candidates may be asked:

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

Candidates are then asked one or more questions from a selection of categories, for example:

Leisure time

- What do you enjoy doing in your free time?
- If you could take up a new sport or activity, what would it be?
- What kind of television programmes do you watch?
- How much time do you spend on leisure compared to work or study?

Future plans

- What are you most looking forward to in the next few months?
- How do you think you might use your English in the future?
- What do you hope to be doing this time next year?
- How far ahead in the future do you usually plan?

Travel and holidays

- What sort of holiday do you tend to prefer?
- Where in the world would you most like to visit?
- Do you prefer travelling alone or with others? Why?
- What do you find unpleasant about travelling?

Work and study

- What skills do you need for the job that you do or plan to do?
- What would make a job appeal to you?
- How do you help yourself to concentrate on your work or study?
- How have your ambitions changed over the last five years?

Experience

- How might learning English lead to new experiences?
- Who has had a significant influence on you?
- How has your life changed in the last few years?
- Are you the kind of person who likes to take risks and chances in life?

Before you do the tasks in Parts 2–4, go to the Further Practice and Guidance pages which follow.

Part 2 4 minutes

1 Achieving goals

For both candidates:

Look at the three pictures on page 132. They show people trying to achieve a goal.

CANDIDATE A: Compare two of the pictures, and say what goals each person might have and what they might need to do to achieve their goal. (*1 minute*)

CANDIDATE B: In which situation do you think the person might have to make the greatest sacrifices? (*approximately 30 seconds*)

2 Group activities

For both candidates:

Look at the three pictures on page 133. They show young people taking part in different activities.

CANDIDATE B: Compare two of the pictures and say why the young people might be taking part in these activities, and how they might be feeling. (*1 minute*)

CANDIDATE A: Which of these activities do you think might develop a person's character most? (*approximately 30 seconds*)

Part 3 4 minutes

Positivity

For both candidates:

Look at the task on page 134. The task shows some activities that might contribute to people's sense of positivity and a question for you to discuss.

Talk to each other about the extent to which these activities might contribute to people's sense of positivity. (*2 minutes*)

Now you have about a minute to decide which of these activities requires the least effort. (*1 minute*)

Part 4 5 minutes

For both candidates:

- Why do you think some people find it easier to be positive than others?
- Do you think that people can be taught to have a positive outlook on life? (Why?/Why not?)
- Some people think it is best to discuss their problems; others prefer to deal with them by themselves. What is your opinion?
- In your opinion, is it easier for young people or older generations to be optimistic?
- Do you think the government has a role to play in maintaining people's positivity?

What's tested?

In the Speaking paper, candidates speak together in pairs or occasionally in a group of three. There will be two examiners: the Interlocutor, the examiner who asks the questions and gives you your tasks, and the Assessor who will listen, take notes and award marks. The test takes approximately 15 minutes and is divided into four parts.

Part 1 about 2 minutes	conversation between the interlocutor and each candidate	The interlocutor asks each candidate some general questions, e.g. about where they are from/their occupation/their experience of learning English, and some questions chosen from a range of general categories e.g. leisure/future plans/travel.	general interactional and social language
Part 2 about 3 minutes	individual 'long turn' for each candidate	The interlocutor asks each candidate to compare and talk about two pictures from a set of three. The other candidate is then asked to make a brief comment or give their response.	comparing, describing, expressing opinions, speculating
Part 3 about 4 minutes	two-way conversation between candidates	The candidates are given spoken instructions and also written prompts, which are used in discussion and decision-making tasks.	exchanging ideas, expressing and justifying opinion, speculating, (dis)agreeing, suggesting, evaluating, reaching a decision through negotiation
Part 4 about 5 minutes	discussion on topics related to the task	The interlocutor asks the candidates questions which develop and extend the theme of Part 3.	expressing and justifying opinion, (dis)agreeing, speculating

For the Cambridge Advanced Speaking Assessment Scale, go to pages 126 and 127.

Part 1: General and Social

- 1 In this part of the test, you are required to demonstrate your ability to use general interactional and social language and you will mainly be talking about yourself, your life and your experience. It is not a good idea to prepare a fixed speech; it may not be a suitable response to the exact questions the interlocutor has asked you, and your intonation will sound unnatural. However, you could make sure you are confident in using some accurate and appropriate grammatical forms. Read the following examples and add two more sentences which are true for you.

Your usual lifestyle/situation: Present Simple

I'm from Switzerland. I live in Ticino, which as you might know, is in the Italian-speaking part of Switzerland, and I work in a bank, in the personal loans department. I don't have much free time, but at weekends, I try to get out and do some sport, either tennis or golf.

.....
.....

Your temporary lifestyle/situation: Present Continuous

At the moment, I'm living in Oxford with a host family while I'm doing my English course. I work during the day so I'm studying English part-time in the evenings.

.....
.....

Talking about a situation or activity which started in the past and is still true: Present Perfect

I've been learning English since I was 13. It was a compulsory subject in school, but in the last few years, I've been having private lessons.

.....

.....

Talking about experiences where the exact time isn't important or mentioned: Present Perfect

Since I've been in Melbourne, I've visited loads of museums and galleries. Most of them were quite interesting and the best thing is that they're free. But I've also spent a lot of money on eating out and going to clubs. I haven't travelled outside of Melbourne yet - but I hope to.

.....

.....

Talking about the past: Past Continuous, Past Simple, Past Perfect, used to

Before I came here, I was working as an assistant in a nursery school. I used to help the young children with their reading, but after four years, I got a bit fed up with it. So, I decided to quit and to learn English to get a better job. My friend Carina had already studied English in Dublin and she recommended that I went to the same school. That's why I'm here.

.....

.....

Talking about future plans: going to/Present Continuous/will

After this course finishes, I'm going to hire a car and travel around Australia. (for plans/intentions)

I'm starting work as soon as the course finishes. (arrangements)

I'm not sure what I'll do ... I think I'll probably look for a new job. (uncertainty/spontaneous decisions)

.....

.....

Comparing

I think English is easier than French because French grammar is much more complicated.

In Barcelona, the bars and the cafés are open later than in the UK so I think the nightlife is better there.

.....

.....

- 2 The interlocutor is likely to ask questions similar to those on page 42. With a partner, take turns to be the interlocutor and the student. Ask each other the questions and use your sentences above to help you. Try to respond from memory and don't just read your answers.

Part 2: Talking about pictures

In this part of the test, you are given three pictures and you choose two of them to talk about. The interlocutor asks you to compare your chosen pictures and respond to two questions. You are able to see these questions above the pictures.

In order to respond to Part 2 tasks, you need grammatical structures and vocabulary that enable you to compare, express your opinions, describe and speculate.

Comparing

DO NOT SAY, for example,

'This picture shows a politician who looks a bit annoyed. This picture shows a boy who looks calm.'

DO SAY '**Compared to/Unlike** the politician, the boy looks **slightly/a lot/much calmer**'

*'The man here seems to be rather annoyed, **whereas/but** the boy looks quite calm **in comparison**'*

*'They're **both** in potentially stressful situations **but the difference is** that the boy looks calm and the man seems **much more** annoyed.'*

Expressing your opinion

DO NOT SAY 'Let me think about that ...' and hesitate for too long.

YOU CAN SAY 'Let me think about that' but then quickly add 'Well, *in my opinion ...*', 'I'd guess that ...', 'I imagine that ...'

Describing and speculating

DO NOT SAY 'He addresses a group of people.' 'He plays a game of chess.'

DO SAY 'He's addressing a group of people.' 'He's playing a game of chess.'

DO NOT SAY '... in the top left hand corner ...' '... in the top picture of this page ...'

DO SAY '... this man **seems/appears** to be responding to a question ...'

'He looks rather annoyed ... as if someone just asked a difficult question.'

*'He looks quietly confident ... I think he **might/could/must have** just realized how to win the game.'*

DON'T SAY, if you can **clearly** see something, e.g. a chess board '*This might be a game of chess.*'

DO SAY '*It looks like a normal room so it might just be an informal game between friends... perhaps it's somewhere in Russia because I know this game is quite popular there.*'

DON'T SAY '*That's all.*', '*I've finished.*'

DO remember that there are no right or wrong answers to the questions, so continue to speculate about the pictures until the examiner stops you. In this way, you can demonstrate a greater range of vocabulary and structure.

Using the highlighted language forms above, practise Part 2 'Achieving Goals' and 'Group Activities' on page 43. Take turns to be the interlocutor and the candidate.

Test 2

Reading and Use of English 1 hour 30 minutes

Part 1

Read the text and the test questions. Before you answer the test questions, go to the Further Practice and Guidance pages which follow.

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 paying B attracting C causing D devoting

0	A	B	C	D
---	---	---	---	---

Smart Dog!

Animal behaviourists once thought that a dog's bark was simply a way of (0) attention.

Now a new study suggests that dogs vary the pitch of their barks to (1) different messages, for example, by producing high-pitched single barks when (2) from their owners and a lower, harsher superbark when strangers (3) towards them.

During their research, the scientists also wondered whether dogs could recognize quantity. To test this, the dogs were first (4) treats before a screen

was lowered so that the treats were out of (5) If a treat was added or taken away, the dogs looked at them for longer, presumably because the numbers did not meet their (6) The scientists concluded that dogs have a basic mathematical ability that (7) them to tell when one pile of objects is bigger than another. This ability may be present because dogs are (8) from wolves who would have needed to work out how many allies they had in a pack.

- | | | | |
|---------------|----------------|--------------|----------------|
| 1 A express | B convey | C infer | D conduct |
| 2 A split | B detached | C separated | D withdrawn |
| 3 A approach | B appear | C draw | D move |
| 4 A tempted | B demonstrated | C shown | D presented |
| 5 A view | B notice | C perception | D sight |
| 6 A estimates | B expectations | C suspicions | D calculations |
| 7 A assists | B facilitates | C enables | D informs |
| 8 A descended | B related | C connected | D evolved |

What's tested?

Part 1: Multiple-choice cloze

Part 1 of the Reading and Use of English paper is primarily a test of vocabulary. Questions typically focus on fixed phrases, collocations, linkers, idioms, and phrasal verbs.

Tips

- Read the whole text carefully to get a general understanding of the main ideas and how they might relate to each other.
- Look at the choice of four words and choose the one you think fits each gap in terms of meaning.
- Check that the answer you have chosen also fits the gap grammatically.

A detailed study

In the exercise below, use the words in the box to complete the sentences.

Use each word once only.

0 a By attracting attention to themselves, the group is rescued from the island.

- b** The speakers were badly prepared, causing everyone to lose interest.
- c** She won the award for devoting her whole life to looking after the poor.
- d** By paying attention to staff feedback, we feel we have improved relations.

paying
attracting
causing
devoting

1 a I think we can from her expression that she was unhappy with the decision.

- b** The colour red can often a sense of energy and strength to people.
- c** It's currently impossible to a conversation with clients in that crowded office.
- d** Feel free to your views in the report you submit.

express
convey
infer
conduct

2 a Once funding is from the museum, admission fees will have to go up.

- b** The participants in the study were up into two groups.
- c** Simon became more and more from reality as his illness progressed.
- d** When my work placement meant I was from my family, I did feel homesick.

split
detached
separated
withdrawn

3 a Customers generally dislike adverts which in their email inbox.

- b** As the reality of tourist space travel begins to nearer, how will this affect the environment?
- c** There was a long queue, but eventually we began to towards the help desk.
- d** Be warned! any snakes in Australia with extreme caution.

approach
appear
draw
move

4 a Jane was with a certificate when she graduated.

- b** I was to accept the contract immediately.
- c** The engineer how the procedure should be performed.
- d** We were our rooms by the owner of the hotel.

tempted
demonstrated
shown
presented

5 a If we build the hotel there, the ocean will be hidden from

- b** Just because you're out of in that office, don't think you can stop working.
- c** Don't take any of Chris – he's always rude to everyone.
- d** He showed great of the situation – he could see exactly what was really happening.

view
notice
perception
sight

- 6 a Unfortunately, the holiday did not meet our
b The man's strange behaviour aroused the of the police officer.
c According to my , we should have enough money for the rest of the month.
d We were given three very different for the cost of repairs to our car.
- 7 a Richard is great. He people whenever he can.
b Your assistant me that the delivery will be here today.
c The money I inherited me to do a lot more things.
d The new system a faster service.
- 8 a We share the same surname but we're not to one another.
b I don't think the problem with this software is to a virus.
c He said he was from a French king!
d The idea from a brainstorming session with the team.

estimates
calculations
suspicions
expectations

assists
facilitates
enables
informs

descended
related
connected
evolved

Now check your answers to Part 1 of the test.

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 IS

Born Liars

A commonly held view (0) that humans are the only species which lies, but this can be proved untrue. Much (9) human babies, young chimpanzees born in captivity really hate (10) left alone. It is for this reason that their handlers, (11) known them since birth and who become their 'family', should ideally never be out of sight. (12) though handlers do their best to avoid going away for too long, some absence is still unavoidable. In (13) a situation, as soon as the chimp knows it is going to be left alone, it will start making the most vocal protests. The noise stops after the door is slammed (14) at this point the chimpanzee knows the handler can (15) longer hear him. The crying is a deliberate signal rather than an uncontrollable outburst, but (16) this is a case of real lying depends on how you look at it.

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 HORRIFIES

There can be little that (0) a homeowner more than discovering

HORROR

they have been burgled. Even if the thief has only taken a box containing

MISTAKE

something he (17) believed to be valuable, but which turns out

REPLACE

to be financially worthless such as a collection of family photographs, these

COMPANY

items are considered (18) by the owner. Moreover, the owner's

LIKELY

sense of loss is often (19) by a feeling of being unsafe in their

COME

own home as they know that, in all (20), the items will not be found

ACCESS

and the thieves not caught. Such feelings can be hard to (21)

CAUTIOUS

DETER

So what can we do to reduce the chances of being burgled? Firstly, burglars

prefer homes which are easily (22), so it's a good idea to take some

simple (23) such as locking all your windows and doors. Furthermore,

the sound of a dog barking is an effective (24), so if you are

not a pet owner, record a friend's pet.

Part 4

Read the text and the test questions. Before you answer the test questions, go to the Further Practice and Guidance pages which follow.

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 As he continued to listen to the speech, Richard became increasingly sleepy.

SLEEPIER

The more Richard listened to the speech,
became.

The gap can be filled with the words 'the sleepier he', so you write:

Example: 0 THE SLEEPIER HE

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

-
- 25 It was very easy for someone to steal the car because Dad forgot to lock it.

STOLEN

Dad forgot to lock the car which explains easily.

- 26 Anne told me that she doesn't intend to stop working.

INTENTION

Anne told me that she up her job.

- 27 I don't usually learn anything useful from the TV, but last night I did.

CHANGE

It useful from the television last night.

- 28 Jill wished she had tried to have a better relationship with her father.

GET

Jill regretted better with her father.

- 29 The team are determined to finish the race however tough it is.

MATTER

The team are determined to finish the race be.

- 30 We expect to solve the problem before the product launch.

SORTED

The problem should time for the product launch.

What's tested?

Part 4: Key word transformation

Part 4 of the Reading and Use of English paper has six questions. There are three parts to each question: a lead-in sentence which is complete, a key word, and a

second sentence which is incomplete. You have to complete the second sentence so that it has a similar meaning to the first, using three to six words, including the key word. The key word must not be changed in any way. Contractions count as two words.

A detailed study

Look at the lead-in sentence in question 25 below. It can be separated into three parts, A and C which contain the main information, and B, which shows the connection between them.

25 It was very easy for someone to steal the car		because		Dad forgot to lock it.
A		B		C
STOLEN				
Dad forgot to lock the car		which explains easily.
C		B		A

Decide:

- a what question word comes after *explains*.
- b what pronoun can replace 'the car'.
- c how *STOLEN* can form part of a passive construction.
- d what adverb should go in front of *easily*.

Now do the same for questions 26–30.

26 Anne told me that she		doesn't intend to		stop working.
A		B		C
INTENTION				
Anne told me that she	 up her job.
A		B		C

Decide:

- a what verb is needed to complement the noun *intention*.
- b what tense this verb must be in.
- c what 'negative' word must go in front of *intention*.
- d what preposition is used after *intention*.
- e what phrasal verb (with *up*) means 'to stop doing something that you do regularly'.
- f what effect the preposition in d has on the phrasal verb.

27 I don't usually | learn | anything useful from the TV, | but last night I did.
 A B C A

CHANGE

It | | useful from the TV last night.
 A B C

Decide:

- a what verb is needed to complement the noun *change*.
- b what article needs to go in front of the noun.
- c what structure comes next i.e., learn, to learn, learning.
- d how *anything* must be changed to a positive form.

28 Jill wished | she had tried | to have a better relationship with her father.
 A B C

GET

Jill regretted | | better with her father.
 A B C

Decide:

- a what form of 'try' comes after the verb 'regret'.
- b how to make this form negative.
- c what phrasal verb is formed with 'get' that means 'to have a good relationship with someone'.

29 The team are determined to finish the race | however | tough it is.
 A B C

MATTER

The team are determined to finish the race | | be.
 A B C

Decide:

- a what three-word phrase, beginning with a negative and including *matter*, can replace *however*.
- b which words from part C can be kept the same.
- c what modal verb often follows the three-word phrase, and must go in front of *be*.

30 We expect | to solve | the problem | before the product launch.
 A B A C

SORTED

The problem should | | time for the product launch.
 A B C

Decide:

- a what auxiliary verb follows 'should' now that 'The problem' begins a passive structure.
- b which preposition follows 'sorted' to form a phrasal verb which means 'solve'.
- c which preposition forms part of the phrase '... time for' - meaning 'just before' an event occurs'.

Part 5

You are going to read a magazine article about the careers of comedians. 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.

A career in comedy? It's no laughing matter!

At one time the notion of a career on stage may have been frowned upon by certain sections of society, but nowadays parents would be well advised to actually push their offspring into the safe and lucrative world of comedy. If the number of awards, the profusion of clubs and the amount of lucrative broadcasting work available are anything to go by, comedy is the new accountancy. Where once a stand-up comedian would have to endure years on the circuit of small-time venues and get paid in free drinks and curled-up sandwiches, comedians can now work in several media and even be paid a regular salary for writing jokes for TV and media. The live comedy circuit has mushroomed and the general public seem to have an insatiable appetite for comedic talent both in front of and behind the camera.

'The advent of multi-channel TV is behind this comedy revolution,' says William Burdett-Coutts, artistic director of one of the top venues for comedy during the famous Edinburgh Festival Fringe. 'I put it down to when television programmers at Channel 4 created a new interest in comedy. That's what sparked it off, and now with so many channels there are hours of airtime to be filled. There is a fairly constant demand for new talent.' The festival sees the culmination of five comedy awards that are regarded in the industry as one long audition for lucrative TV work. 'The eventual winners will possibly get guaranteed runs at the prestigious Montreal and Melbourne comedy festivals but the ultimate lure for many, though, is the thought of being snapped up by a top agent,' he says.

Edinburgh is only one of the many comedy festivals in Britain where comedians can ply their trade. Several other British cities have festivals but Burdett-Coutts cautions that it's not all milk and honey for those seeking fame and fortune. 'Manchester struggles to keep its venues going, Newcastle has closed them all, and London is a hard one to crack as there is so much going on there all the time. There are many, many comedians who have been around for years without a breakthrough.' Nevertheless, he still maintains that there's room for another comedy

festival in a seemingly overcrowded market and points out that October sees the opening of the Brighton Comedy Festival.

Despite the risk of obscurity, the openings for talented funny people are many and varied – and it's not necessarily performers that TV wants to lure. As Lisa Thomas, director of an agency which handles several top comics, says, 'Not so long ago, TV producers would want to see someone up there performing live, and audience reaction was the bottom line. What you have these days is a concern with the comic's creative potential. They may think someone doesn't quite have it on stage, but has a talent that could be put to better use coming up with ideas for sketches in established TV shows or even for editing scripts.'

While Thomas welcomes the extra money and audience interest that awards attract, she believes they are hardly an automatic guarantee of well-paid comedy life, but rather they act as an industry 'shop window'. 'They are definitely the foot in the door,' she says. 'The awards do secure work for newcomers and a lot of them feel they have to pay their dues and do live performance for a couple of years before they can call themselves a comedian. It certainly helps in terms of knowing whether a joke is "sayable" or if the timing's right when they go into writing or production.'

One comedian who made the deviation from delivering the jokes himself to writing for others is Phil Whelans. Although he does the occasional live performance and voiceover work for commercials, he now considers himself a writer and made the career change in the late 1990s after his comedy act with a partner broke up. 'I couldn't face starting over, doing try-out sessions,' says Whelans. 'The scene is so diluted now – there are hundreds of competent, blandish, slightly uninteresting stand-ups who I would be up against and my heart sank at the thought.' And the money? 'The rates vary wildly,' says Whelans, who is currently devising an improvised sitcom for TV. 'I've seen writers turn ashen with jealousy when they hear what others can earn, but believe me, it's a very decent living for most.'

- 31 What does the writer state about a career in comedy in the past?
- A Comedians could once expect to receive a reasonable salary.
 - B There were certain kinds of trophy that comedians could aim for.
 - C It promised a longer career than most comedians achieve today.
 - D It was not always regarded as a respectable profession.
- 32 According to William Burdett-Coutts, comedians often take part in the Edinburgh Festival
- A to challenge current notions of comedy.
 - B to secure more work in the future.
 - C to appear to as diverse an audience as possible.
 - D to compete with each other for money.
- 33 What does Burdett-Coutts state about the current opportunities for comedians?
- A A career in comedy may not always be rewarding.
 - B Comedians should avoid venues in large cities.
 - C There are many inadequate comedians seeking work.
 - D The launch of another festival is fairly pointless.
- 34 According to Lisa Thomas, TV producers are looking for comedians who
- A are capable of producing material for others.
 - B come across as confident in live performance.
 - C enjoy a good rapport with their audiences.
 - D are realistic about their chances of success.
- 35 What does Lisa Thomas say about comedy awards?
- A They ensure comedians gain experience before entering comedy festivals.
 - B They usually mean that comedians will enjoy a successful career.
 - C They lead to opportunities where comedians can experiment with material.
 - D They help comedians decide which branch of comedy they are suited to.
- 36 Why did Phil Whelans choose to become a comedy writer?
- A He felt he was no longer at competition standard.
 - B He believed he would earn a regular salary as a writer.
 - C He had found it difficult to work as part of a team.
 - D He did not have the enthusiasm to develop a new act.

Part 6

You are going to read four commentaries on a talk about public health. For questions 37–40, choose from the extracts A–D. The commentaries may be chosen more than once.

The Future of Public Health

Four writers comment on Professor Greg Pearson's online talk called 'The Future of Public Health'

A Greg Pearson is one of those public speakers whose spirit of adventure and sense of wonder warms us up to the idea that nothing is impossible. He employed his usual winning manner to good effect in 'The Future of Public Health', holding the audience entirely spellbound with a clever balance of hard fact and anecdote. A key theme of the talk focused on the use of robots in the care of the sick and elderly, a trend already developing in certain developed nations. Pearson had clearly put in the groundwork; he had compiled impressive statistics relating to the successful use of robots in delivering medication and in assisting older people with daily tasks, both in domestic and overseas trials. The work he is personally carrying out in this field – the development of a robot to assist with physical rehabilitation – is remarkable; no doubt this machine will have immense application in both private and public facilities. Sceptics in the medical field, and there appear to be more than one would imagine, should sit up and take note.

B Greg Pearson's mission, it seems apparent, is to see the widespread replacement of human caregivers with humanoid robots, but I feel he has a way to go in convincing doctors and health practitioners that this is achievable or desirable. While Pearson has done his homework (online viewers can see the extensive data on robots used in healthcare sectors which he collected as the basis for his talk), one has to question whether his own work – the design and creation of a robot that will assist doctors in spinal injuries – is something that will benefit a worthwhile number of patients. This is not cheap technology. During 'The Future of Public Health', Pearson missed the opportunity to engage with the assembled crowd; as mentioned before, he has the graphs and the static images of robots in action but struggles to put a good argument together.

C During 'The Future of Public Health', there was indisputable proof that Greg Pearson deserves his reputation as an inspirational figure. Articulate and passionate, he set out his vision for developments in robot technology, in particular for use in rest homes and hospitals where they could be employed to monitor and see to the basic needs of patients and the elderly. In countries such as Japan, Germany and the USA, basic service robots are already reminding patients to take medicine, carrying heavy loads and performing basic cleaning tasks. Pearson spent many hours in overseas institutions where these robots are in use, observing and collecting information, so no one can doubt his credibility. His findings come together in his talk, which has since been viewed online over 800,000 times. Judging by the response from fellow academics and doctors, he is not alone in dreaming of a future in which robots are the good guys.

D With the massive shortage of caregivers and the ageing populations of many developed countries, the future of health care is an issue that concerns us all. So why not robots? In recent years, science fiction has become science fact, and Greg Pearson may well be leading the way forward, even if there are other physicians who disapprove of the move towards robot use. In the first part of his talk 'The Future of Public Health', he explores the way that certain institutions are already taking advantage of robot technology to care for older people and infirm patients. Pearson explains it all in a compelling and charming way, yet still it is the section on his own innovation which is the highlight. Pearson has been working on a robot that will aid in the rehabilitation process, meaning that patients will be able to walk independently once more. This is medical revolution in the making!

Which writer

shares writer C's opinion on the reliability of the research Pearson did for his talk? 37

holds a contrasting opinion from writer A on the manner in which Pearson delivers his talk? 38

takes a similar view to writer A on the usefulness of Pearson's current project? 39

expresses a different view from the others regarding the degree to which medical professionals share Pearson's ambitions? 40

Part 7

Read the text and the test questions. Before you answer the test questions, go to the Further Practice and Guidance pages which follow.

You are going to read an extract from a magazine article about the mystery concerning a particular plant. Six paragraphs have been removed from the extract. Choose from the paragraphs A–G the one which best fits each gap (41–46). There is one extra paragraph that you do not need to use.

Mark your answers on the separate answer sheet.

The story of the lamb-plant

According to a recent survey, 70 per cent of ten-year-olds living in Scotland's big cities think that cotton comes from sheep. It's easy enough to mistake the soft white stuff sold in fluffy balls in plastic bags at the local chemist's shop or supermarket with the curly stuff on a sheep's back, especially when the only sheep you've seen are in books or on the TV.

41

Rumours had first begun to circulate way back in the Middle Ages. The *borametz*, also known as the 'lamb-plant', was said to exist in Tartary, a far-away land stretching across Eastern Europe and Asia. None of those who told the various tales had actually seen it, but they'd always met men who had.

42

The man responsible for spreading the story in Britain was John Mandeville, a knight of England who left home in 1322, and for the next 34 years travelled about the world to many diverse countries. His book was the medieval equivalent of a bestseller, and was translated in every European language. He referred to a type of fruit that when opened, proved to contain a small white creature that looked in every way to be a lamb.

43

This was apparently proof enough for Mandeville and those who passed on the story. With each telling, the story gained new details and greater credibility. But in the 16th and 17th centuries, people learned more about the world and its inhabitants. As doubts crept in, more sceptical travellers set out in search of the mysterious lamb of Tartary.

44

And so it went on. As soon as anyone voiced doubts, someone else popped up with new 'evidence' of the lamb's existence. In 1605, Frenchman Claude Duret devoted a whole chapter of a book on plants to the borametz. But then, 80 years later, the great traveller Engelbrecht Kaempfer went east looking for it. He found nothing but ordinary sheep. The number of believers was dwindling, and in London the renowned scientific academy, the Royal Society, decided it was time to 'kill off' the borametz for good.

45

This, the Society reckoned, was what had started the ancient rumours. They proclaimed it to be a 'specimen' of a borametz, in fact. Hans Sloane, founder of the British Museum, described the specimen in a contemporary publication: it was made from the root of a tree fern, had four legs and a head and seemed to be shaped by nature to imitate a lamb. The four-footed fake also had 'wool' of a dark golden yellow. Despite this discrepancy in the colour of its fleece, the Royal Society considered the case closed.

46

The answer was there all along in the writings of ancient travellers. While researching his book *Sea Monsters Unmasked*, the observant Henry Lee kept coming across detailed descriptions of plants that sounded far more like the prototype borametz. The Royal Society, Lee decided, had failed to spot the obvious connection and had settled for something so unlikely it had to be wrong. What so many had imagined to be a mythical animal in fact turned out to be ordinary cotton.

- A And so it was, more or less, for 180 years. Then a little known naturalist pointed out that their so-called 'original' lamb-plant was a false clue. There was, however, a plant that had almost certainly given rise to the notion of the borametz.
- B There's certainly doubt as to whether this account was based on first-hand experience, but guidebooks were certainly available. A few years earlier, a monk who came from a monastery near Padua, wrote that 'there grow fruits, which display a little beast much like a young lamb'. He claimed he had heard this from reliable sources.
- C The best way, it felt, was by showing people how the idea had begun. It was then lucky enough to suddenly receive a curious object from China, a sort of toy animal made from a plant with a few extra bits stuck on to give it a proper number of limbs.
- D In some versions the 'vegetable lambs' were the fruits of a tree that grew from a round seed. When the fruits ripened, they burst open to reveal tiny lambs with soft white fleeces that the natives used to make their cloth. In others, the seed gave rise to a white lamb that grew on a stalk rooted in the ground.
- E There's less excuse for the generations of explorers and scholars who were perhaps even more naïve. All were happy to accept the story that the fibres from which eastern people wove white cloth came, in fact, from a creature that was half-plant, half-animal.
- F Distorted descriptions of the cotton plants seen in India preceded the actual plants by many years. In the meantime, traders bought samples of cotton 'wool' along trade routes that passed through Tartar lands. To those who had never seen raw cotton, this fine 'Tartar wool' looked like something that might come from the fleece of a lamb.
- G Still it eluded them, yet most came home convinced that it existed. One of these was a powerful baron at the Russian court. The baron had dismissed the sheep-on-a-stalk as fable until he heard the creature described by a 'person in high authority'; he then changed his mind.

What's tested?

Part 7: Gapped text

Part 7 of the Reading and Use of English paper tests your ability to recognize the way a text is structured. You are required to read a gapped text on one page and then choose which options on the second page fit each gap. There is only one possible answer for each gap.

Tips

- Read the gapped text first to understand the general idea of the content, meaning and structure.
- If the text is a narrative, look for tenses, words or phrases that indicate time (e.g. *shortly after this, from my previous experience, it was the first time I had ...*) and linkers that show cause and effect (*and it was for that reason, in order not to repeat that mistake, it was largely due to that advice that ...*).
- If the text presents an argument or discussion, you can look for cause and effect, phrases or linkers that show agreement or contrast (*Many people would go along with that/However, scientists discovered that this was not the case/Nevertheless, researchers continued to maintain ...*).
- It is also useful to look for repeated names, dates and pronouns:
At last one of the archaeologists found what seemed to be a clue. It was this (clue) that gave them (the archaeologists) hope.
- Don't just read the first and last line of the options A–G. Often the clues or connecting ideas are in the middle of the option.

A detailed study

The questions below will help you to make sure that you have chosen the correct options for questions 41–46.

- 41 The text above 41 says that it is easy for children to confuse the product sold in supermarkets and chemists (manufactured cotton wool) with real wool from sheep. Which option A–G suggests that other people should have been able to recognize whether they were looking at real wool or not?
- 42 In the text above 42, notice the words '*various tales*', and under 42, '*the story*'. In the option you use, which words refer to '*tales and stories*'?
- 43 In the text below 43, notice the words, '*This was ... proof enough for Mandeville*'. Which option gives examples of someone/something that John Mandeville would believe he could trust?
- 44 The text above 44 finishes with '*more ... travellers set out in search of the ... lamb*'. Which option starts with a reference to '*travellers*'(plural) and '*lamb*'(singular)? What word in the first line of that option means 'to avoid being found'? The text under 44 starts with '*And so it went on*'. What does '*it*' refer to in the option and in the following sentence?
- 45 In the text under 45, the text starts with '*This ... was what had started the ... rumours*'. It was a '*specimen*'. Which option contains a 'singular' reference?
- 46 In the text above 46, it finishes with '*the case* (this particular situation was *closed*)'. Which option begins with a reference to '*the case*'? The text under 46 also mentions '*Henry Lee*'. How has he been introduced in the option?

Now check your answers to Part 7 of the test.

Part 8

Read the text and the test questions. Before you answer the test questions, go to the Further Practice and Guidance pages which follow.

You are going to read reviews of four science books. For questions 47–56, choose from the reviews (A–D). The reviews may be chosen more than once.

Mark your answers on the separate answer sheet.

In which review are the following mentioned?

the warning that it might require effort to read certain parts of a book 47

a mild criticism about some mistakes which occur in the book 48

the suggestion that this book would be a good starting point for this particular author's other works 49

appreciation for the author's focusing on doubt about the subject matter 50

approval of the book being written in both a narrative and academic style 51

a comparison between two very different causes of anxiety 52

praise for the author's clarity of thinking and enthusiasm for the subject 53

the reviewer's implication that the subject matter deserves more regular consideration 54

the book's non-judgemental approach to its subject matter 55

an admission of past ignorance on the reviewer's part 56

Review: This month's new science books

A Maggie McDonald: *Small Wonder* by Barbara Kingsolver

There are only so many authors that even the most avid of readers can digest, and some have evaded me. Barbara Kingsolver was once one of them. I had her filed in a 'sentimental nature-lover: must avoid' category. Friends kept recommending her and a few years ago, I read my first Kingsolver and abandoned my ill-founded prejudice. She's a biologist by training and a wonderful writer. Possessed of an analytical mind, she's capable of putting it all down with real passion: a rare find. If you haven't tried her yet, do! *Small Wonder* is Kingsolver the essayist, elegant and insightful, and a great place to set out from before you tackle her backlist. Here you'll find the San Pedro river on the edge of survival, the energy bill behind the production of a five-calorie strawberry, and scientist Charles Darwin in all his complexity summed up in a mere four clear paragraphs.

B Sue Bowler: *Earthshaking Science* by Susan Elizabeth Hough

Anyone who has ever driven an elderly, ailing car knows the feeling: it's going to break down, but who knows when, where and what part of the system will fail? Predicting earthquakes produces much the same kind of unease. Tidy forecasts of what, when, where and how much it will cost are as rare for quakes as for car repairs, and about as reliable. Have earthquake seismologists failed, then? Susan Elizabeth Hough says not, and *Earthshaking Science* sets out her case. This book gives us an excellent outline of how, why and where earthquakes happen and presents a real picture of a lively research field in all its gritty glory, written with a sharp eye for the absurdities of scientific life. The focus on what remains a matter of speculation has the paradoxical effect of highlighting the areas in which seismologists are confident, making it easier to deal with the ambiguities. Overall this is an intelligent look at a broad field of science that affects many lives.

C Adrian Barnett: *Zoo* by Eric Baratay

What's the attraction of gazing at captive animals? It's a good question in *Zoo*, where Eric Baratay gives us an unprecedented, in-depth answer. He explains why zoos lodge in the human psyche, their place in society, and how they developed

over time. Placing them in their social and cultural context, *Zoo* traces the development of animal collections from medieval bear fights through the menagerie of the French king Louis XIV to modern captive breeding centres. Combining architectural analysis and political history, the author shows that the desire to display our domination over nature has long been a hidden feature of zoos. The text has been translated from the French and in places, not so successfully. A trained biologist on the translation team might have weeded out appalling zoological errors such as describing the gannet as a 'rare and much sought after' bird, which it is definitely not. But these are forgivable oversights in a wonderful book that is acute at tracing themes of modern animal husbandry. While the book steadily remains objective, neither apologizing for nor criticizing the modern zoo, the extensive appendices tell a grim story. They contain a wealth of statistics on the death rate in collections, and the success rate of captive breeding. An absolute must for those interested in zoo history.

D Ben Longstaff: *Journey from the Center of the Sun* by Jack B. Zirker

Up, down, in or out. If that's about as much attention as you pay the Sun, that's a shame as you're ignoring something incredible. Did you know that it loses a million tonnes every second in the form of light alone? That's just for starters. In *Journey from the Center of the Sun*, Jack Zirker goes on a breakneck trip from its hellish core out into the realm of the planets, explaining as much as possible about our star on the way, and balancing the latest findings with background on the pioneers of the field. He employs a storytelling-meets-college textbook approach to great effect, meaning that he mainly avoids confusing scientific equations, but still delves into lots of physics from massive sound waves to exploding pieces of Sun the size of Asia. Zirker's explanations are clear and sharp, although don't expect him to lead you by the hand. You do need the mental stamina for some serious pages of physics and daunting diagrams, but that's just great news if you want plenty of fascinating details as well as the grand overview.

What's tested?

Part 8: Multiple matching

Parts 8 tests your ability to find specific information in a single long text or set of short texts which are connected by theme. There will be a set of 10 questions which you will need to match to the relevant information in the text. Some examples of matching tasks are:

- matching a list of attitudes to a set of people
- matching a list of opinions to a set of book or film reviews
- matching a list of statements to different sections of a text.

Tips

- For multiple matching, read the questions first and highlight any key words. The questions are written in a very precise way, which means that wrong answers will not match them. By reading the questions first, you will also have an idea of what to look for while you are reading. If you start by reading the text first, you may waste time trying to understand part of the text or some vocabulary that is not being tested.
- Beware of choosing an answer just because you notice a word in the question that is a synonym for a word in the text.

A detailed study

Look at the *italicized words* in questions 47–56 below and answer the Part 8 checking questions which follow. Use the Macmillan Dictionary, www.macmillandictionary.com, if necessary.

47 the warning that it might require *effort* to read certain parts of a book

- 1 What kind of effort would reading a book require?
-

What kind of words associated with 'thinking' could you look for?

.....

48 a mild criticism about some *mistakes* which occur in book C

- 2 What synonyms or paraphrases for 'mistakes' could you look for?
-

49 the suggestion that this book would be a *good starting point* for this particular author's *other works*

- 3 How could you paraphrase the key parts of this sentence?
-

50 *appreciation* for the author's focusing on doubt about the subject matter

- 4 Are you looking for a sentence in which the writer ...
 - a questions the use of doubt?
 - b approves of the use of doubt?

51 approval of the book being written in both a *narrative* and *academic style*

- 5 What is the difference between a narrative and an academic style?
-

Where would you find these two kinds of writing?

.....

- 52 *a comparison* between two very different causes of anxiety
- 6 If you are looking for a comparison, are you more likely to be looking for ways in which two things are similar or different?
- 53 praise for the author's *clarity of thinking* and enthusiasm for the subject
- 7 What is a paraphrase of 'clarity of thinking'?
- a This person can think in a clear and logical way
 - b This person thinks obsessively about the subject
- 54 the reviewer's implication that the subject matter *deserves more regular consideration*
- 8 Is the reviewer suggesting that the subject
- a doesn't usually receive much attention?
 - b already receives lots of attention?
- 55 the book's *non-judgemental* approach to its subject matter
- 9 Non-judgemental would be best replaced with
- a sympathetic
 - b inconclusive
 - c uncritical
- 56 an admission of past *ignorance* on the reviewer's part
- 10 What's another way of saying you are ignorant about a subject?
-

Now check your answers to Part 8 of the test.

Writing 1 hour 30 minutes

Part 1

You must answer this question. Write your answer in 220–260 words in an appropriate style.

- 1 Your class has recently watched a TV documentary on which methods local councils should use to reduce traffic congestion. You have made the notes below.

Which methods for reducing traffic congestion should local councils use?

- public transport
- road building
- charges for road use

Some opinions expressed in the documentary:

'People travel by car because there are so few buses.'

'Is there actually space to widen the roads?'

'Paying a toll is OK if you only use a road occasionally.'

Write an essay discussing two of the methods in your notes. You should explain which method it is more important for local councils to consider using, giving reasons in support of your answer.

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

Part 2

Write an answer to **one** of the questions 2–4 in this part. Write your answer in **220–260** words.

- 2** An international research group is gathering information on the dietary habits of young people around the world. You have been asked by the group to write a report about your country.

You should include information on the ways that diet has changed in recent times, giving reasons for the changes, and suggesting what impact the changes may be having on young people's health and lifestyle.

Write your **report**.

- 3** You have received an email from the director of a tour company about a friend of yours who is applying for a job there.

.....

I would be grateful if you could provide some information regarding the applicant's personal skills and qualities, any work experience that might be relevant, and explain why they might be a suitable person for the role of tour guide.

Thank you for your assistance.

Emma Young (Director)

.....

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

- 4** The number of students at your college using the campus sports centre is decreasing. You have been asked to write a proposal for the college director explaining why membership of the sports centre might be decreasing, and suggesting what can be done to encourage more students to make greater use of its facilities.

Write your **proposal**.

Before you write your proposal, go to page 68.

A detailed study: Proposal

Look again at Question 4, Part 2 of the Writing test on page 67 and a candidate's sample answer below. Answer the following questions. (*Don't worry about any spelling mistakes you see in the sample!*)

Content

- 1 What two reasons has the candidate given for the decreasing use of the sports centre?
- 2 What five recommendations has the candidate made?

Communicative achievement

- 1 Who is the target reader of this proposal?
- 2 Look at the language the candidate uses to make suggestions. How has the candidate achieved a formal and polite tone?

Proposal: Improving Sports Centre Membership

Introduction

Our college has over 9,000 students participating in 123 programmes of study, with 38% living on campus or in nearby student residents. Despite the fact that so many students have easy access to the campus sports facilities, the use of these facilities has been steadily declining over the last 18 months. We recently emailed a survey to the above mentioned 38%, and have received a large number of replies.

Reasons for declining use

In the survey feedback, the following comments were typical:

- The two gyms in the town centre have superior facilities
- The opening hours aren't long enough

Recommendations for encouraging greater use

I would strongly suggest investing in some new equipment, in particular some high-tech rowing and running machines. A large number of weights and squash rackets have disappeared, so these need to be replaced. It might be an idea to install security cameras to deter people from taking them out of the gym.

Another recommendation would be to open the gym, courts, and swimming pool earlier, preferably at 5.30 am, and for them to remain open until 11 pm. This greater flexibility would allow students to fit their fitness training routines around their academic timetable.

If these proposals are feasible, I would then suggest setting up an advertising campaign, using the college website and flyers around college campus, to make students aware of the changes.

Conclusion

If we were able to make these changes, we could remain competitive with the sports facilities in town and persuade students to maintain their fitness on campus.

Language

Find eight words which are spelled incorrectly and make the necessary changes.

Further practice

A question regarding ‘suggestions, advice and recommendations’ may require you to be diplomatic and polite when you are writing to a senior person, or someone you need to make a good impression on. As always, the effect on the target reader is vital and for this type of question you will have to choose your language very carefully to achieve the right effect.

1 Look at the pairs of sentences below and choose the structure which sounds more polite.

- a i How about holding the conference elsewhere?
ii I wonder if the conference might be held elsewhere.
- b i I was hoping that the office could be redecorated.
ii I hope we can redecorate the office.
- c i I think that our advertising might need some changes.
ii I was thinking that our advertising might need some changes.
- d i Can we go to a different venue?
ii Would it be possible to go to a different venue?
- e i Perhaps we could encourage younger people to join our group.
ii Maybe we can encourage younger people to join our group.
- f i I suggest you should reduce the prices if possible.
ii I suggest that the prices should be reduced if possible.
- g i I feel that our employees’ morale would improve if we gave them a bonus.
ii I think that our employees’ morale will improve if we give them a bonus.
- h i If we offer our visitors a range, I feel certain that there will be far fewer complaints.
ii If we offered our visitors a range, I feel certain that there would be far fewer complaints.

2 Replace the informal forms in a-e below with a more appropriate one from the box.

were uncertain	in bad condition	are reluctant	implement
considerable number	It's possible	with greater flexibility	

- a A lot/..... of students reported that they didn't know/..... how to use the equipment.
- b I suppose/..... the gym is underused because students do not want/..... to use it during their lunch hour.
- c Perhaps you could have longer opening hours as this would let students use the facilities when they want/.....
- d I would recommend investing in some new running machines for the cardio room as the existing ones are useless/.....
- e I hope that it will be possible to make/..... these changes in the next few months.

Listening approximately 40 minutes

Part 1 1.13–1.18

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

Extract One

You hear two people on a radio programme discussing the effect of price on consumers.

- 1 If the woman had known the real cost of her hotel room, she says she would have
 - A chosen another hotel.
 - B appreciated her stay more.
 - C hidden the price from her husband.
- 2 What do the two speakers agree about?
 - A Expensive wine is worth the money for the effect it creates.
 - B People tend to trust scientific researchers too easily.
 - C It is usually luxury items that people are happy to pay high prices for.

Extract Two

You hear part of an interview with a woman called Petra Davies who is training for a marathon.

- 3 Petra was reluctant to do much running in her training because she
 - A found it had not been an effective strategy before.
 - B was still suffering from an injury.
 - C did not want to put in the effort it required.
- 4 According to Petra, what is Sean Deacon's attitude to preparing for a marathon?
 - A He rejects the idea of there being one correct way to train successfully.
 - B He is insistent that athletes do long runs soon after training has started.
 - C He believes in the importance of strength training over long-distance running.

Extract Three

You hear two people on a radio programme talking about the idea of educating children at home.

- 5 What is the woman's opinion of traditional school education?
 - A It is essential as it demonstrates school leavers' academic ability.
 - B It is not a suitable form of education for all children.
 - C It does not encourage a children's imagination to develop.
- 6 What does the man conclude about 'unschooling'?
 - A It is unproven whether 'unschooling' is better than schooling.
 - B 'Unschooling' will become an increasingly popular form of education.
 - C Being educated at home may cause children to lack social skills.

Part 2 1.19–1.20

Before you listen to the recording, read the test questions and go to the Further Practice and Guidance pages which follow.

You will hear a student called Lizzie Middleton talking about a visit to *Roberts and Reed Architects* as part of her university course in architecture. For questions 7–14, complete the sentences with a word or short phrase.

Visit to an Architect

Lizzie chose to visit *Roberts and Reed Architects* because she knew the (7) was a key factor in their design.

Lizzie was surprised when she discovered the architects had transformed a (8) into their new offices in Westport.

The lead architect told Lizzie that she was still working on improving the (9) for the museum.

Lizzie uses the word (10) to give us an idea of the appearance of the museum roof.

Lizzie learnt that clients often have unrealistic expectations about the (11) for their buildings.

Lizzie wanted to find out more about a portable (12) that a junior architect was designing.

Lizzie was particularly impressed by the fact that some of the architects had been (13) on projects in other countries.

As well as being skilled at technical design, architects also need to be good at (14) in Lizzie's opinion.

What's tested?

Part 2: Sentence completion

For Part 2 of the Listening Paper, you will hear a monologue for about three minutes. This monologue may be a speech, presentation or talk. You will have to write a word or short phrase to complete eight sentences.

Tips

- Use the pause before the recording to read each question carefully and guess the kind of information that would make sense in the gap.

Even if the word(s) you think of are not exactly the same as the words used in the recording, the process of prediction will give you an idea of the kind of information to listen for.

Also use this time to underline the key words in the question. Some of these words act as cues, meaning that they can be seen in the question *and* heard in the recording. Other words will be replaced by synonyms or paraphrasing, so it is a good idea to think about the kind of language you can expect to hear.

- Write down the exact word or short phrase that you hear. The words are likely to be single nouns or a compound noun (e.g. sports centre, group work).
- Make sure you write the plural form of the noun if that is the answer required. If you didn't manage to hear whether the noun was singular or plural during the recording, look for grammatical clues in the question.
- Write your answers in CAPITAL letters on the answer sheet.
- Spell the words correctly, either using British or American English, but not both.

A detailed study

Answer the questions below.

Question 7:

What are some possible ways of paraphrasing 'key factor'?

Question 8:

- a It's unlikely that you'll hear Lizzie say 'I was surprised' in the recording. How might this phrase be replaced?
- b What are some synonyms for 'transform'?
- c Which word do you think is the most important cueing word in this question?

Question 9:

- a What kind of things might an architect need to improve in a museum?
- b Are you listening for a project at the museum that's been finished or not finished?

Question 10:

- a What's the most important cueing word in this question?
- b Instead of saying 'uses the word ... to give us an idea of the appearance', Lizzie might say 'The roof could be described as a/resembles a/looks like a'. Can you think of one more alternative structure?

Question 11:

What might a new or renovated building need?

Question 12:

- a What is the cueing word in this question?
- b How can you paraphrase 'portable'?

Question 13:

- a What is the cue in this question?
- b Lizzie is unlikely to say 'What I found really *impressive* was ...'. How might you replace 'impressive'?

Question 14:

- a What's the cue in this question?
- b What language might you expect to hear instead of 'good at'?
- c What do you think architects might need to be good at?

Part 3  1.21–1.22

Before you listen to the recording, read the test questions and go to the Further Practice and Guidance pages which follow.

You will hear part of a radio interview in which a graphic designer called Sandra Cammell is talking about her work as a children's book illustrator. For questions 15–20, choose the answer (A, B, C or D) which fits best according to what you hear.

15 What does Sandra find difficult about working as a freelance illustrator?

- A being expected to be available all the time
- B having to work to a tight schedule
- C not knowing when she will next be working
- D lacking the opportunity to develop her style

16 How did Sandra feel about working at the advertising agency?

- A She appreciated the opportunities it gave her.
- B She found the work she was given very dull.
- C She resented not being able to devote herself to her college work.
- D She felt challenged by the style she was asked to use.

17 What is the advantage for Sandra of working with editors she knows well?

- A She can illustrate books for the age group she prefers.
- B She can disagree with the editor's decisions.
- C She has freedom in how she chooses to illustrate books.
- D She is allowed to work on illustrations before receiving the story.

18 For Sandra, what aspect of drawing people requires most effort?

- A persuading other people to model for her drawings
- B keeping the figures realistic rather than cartoonish
- C making the postures of children seem convincing
- D forming a mental picture of a book's main character

19 According to Sandra, what effect did her work have on her children?

- A They had to learn to play by themselves.
- B They thought that all mothers worked at home.
- C They developed their own interest in art.
- D They became good readers at an early age.

20 What advice does Sandra give to young people hoping to be illustrators?

- A send samples of your work to publishers
- B be prepared to spend time on self-promotion
- C show that you specialize in particular subjects
- D avoid being distracted by other kinds of work

What's tested?

Part 3: Multiple choice

For Part 3 of the Listening Paper, you will hear a conversation for about four minutes. This conversation will be an extract from a broadcast interview or a discussion between two or three speakers. There are six four-option multiple-choice questions, which mainly test your ability to understand the attitude and opinion of the speakers. There may also be questions which require you to understand the gist of the conversation or particular detail. Questions follow the order of the recording.

Tips

- Use the pause before each recording is heard to read the questions. It is more important that you focus on the questions during preparation time, rather than the options A-D, so you can listen for a suitable answer.
- After you hear a suitable answer, then match it to the most similar option.
- Remember that the options are paraphrases of what is said during the conversation, so it is important that you know the meaning of a range of reporting verbs, (e.g. denies/admits/regrets) and adjectives for attitude, feeling and opinion (e.g. irritated/disappointed/resentful).
- It is also important that you understand how stress and intonation affect meaning, for example:
I was going to become an artist. = That was my original intention but I changed my mind.
I suppose you could try sending in your CV. = It's an idea but I don't really think it's a good one.

A detailed study

- Do Task 1 for questions 15–20 first.
- Then play the recording and do Task 2.

Task 1: Match parts of the text 1–4 with options A–D that they are most similar to.

Task 2: Listen to the recording and match parts of the text 1–4 with the additional information i–iv.

15 What does Sandra find difficult about working as a freelance illustrator?

Task 1	
1 meeting the deadline	A being expected to be available all the time
2 you can work any time of the night or day	B having to work to a tight schedule
3 you resort to a similar style	C not knowing when she will next be working
4 you have periods of time when you haven't got any work coming in	D lacking the opportunity to develop her style
Task 2	
i from that perspective it was great	
ii gives me immense satisfaction	
iii you try and work in the situation you're heading for while you're training	
iv I didn't mind	

16 How did Sandra feel about working at the advertising agency?

Task 1

- | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1 while I was at college, I also worked for an advertising agency
2 way of networking with people and making contacts
3 I lost count of how many buns and loaves I had to draw
4 the company wanted very realistic pictures | A She appreciated the opportunities it gave her.
B She found the work she was given very dull.
C She resented not being able to devote herself to her college work.
D She felt challenged by the style she was asked to use. |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

Task 2

- i** if you like a variety
- ii** is the hardest part
- iii** it's ideal
- iv** you have to accept that

17 What is the advantage for Sandra of working with editors she knows well?

Task 1

- | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1 then you receive ... the actual story
2 that brief [instructions] can be quite flexible when I receive it
3 that's little children who are learning to read
4 You can't have a drawing of someone on one page wearing a certain sort of clothing and then change it on the next | A She can illustrate books for the age group she prefers.
B She can disagree with the editor's decisions.
C She has freedom in how she chooses to illustrate books.
D She is allowed to work on illustrations before receiving the story. |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

Task 2

- i** then they will give you a brief, which is a page-by-page idea of what they want to see
- ii** they understand that I've been doing this long enough
- iii** that just wouldn't work
- iv** they need a very strong picture-word relationship

18 For Sandra, what aspect of drawing people requires most effort?

Task 1

- | | |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1 then you receive ... the actual story
2 if it's not an animal or cartoon idea
3 take a lot of photos of that person
4 the poor child has had to pose doing all sorts of things | A persuading other people to model for her drawings
B keeping the figures realistic rather than cartoonish
C making the postures of children seem convincing
D forming a mental picture of a book's main character |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

Task 2

- i** children are quite tricky to draw
- ii** I immediately see it in my mind
- iii** I try to think of someone I know and I base the character on that person
- iv** if they agree, to sort of help me get some idea about facial expression

19 According to Sandra, what effect did her work have on her children?

Task 1

- 1 me illustrating at home
- 2 it's all about the contact you have with your child
- 3 they used to look at the pictures a lot
- 4 I have a deep belief in reading to children right from the word go

- A They had to learn to play by themselves.
- B They thought that all mothers worked at home.
- C They developed their own interest in art.
- D They became good readers at an early age.

Task 2

- i they had a reading ability way beyond some of their friends
- ii they've always been part of their lives
- iii children are missing out on that more and more, perhaps with everybody being busy
- iv has always been part of what they know

20 What advice does Sandra give to young people hoping to be illustrators?

Task 1

- 1 market yourself really well
- 2 trained teachers
- 3 I suppose you could send in your CV first
- 4 a range of ethnic backgrounds

- A send samples of your work to publishers
- B be prepared to spend time on self-promotion
- C show that you specialize in particular subjects
- D avoid being distracted by other kinds of work

Task 2

- i versatility is the key
- ii but I tended to ring and make an appointment and go and see them
- iii you need to generate your own work
- iv it's always handy to have something else up your sleeve

Now check your answers to Part 3 of the test.

Part 4  1.23–1.24

You will hear five short extracts in which people are talking about other people who have had an effect on them.

TASK ONE

For questions 21–25, choose from the list (A–H) the person who the speaker is describing.

A a writer

21

B a pop star

22

C a policeman

23

D a TV star

24

E a parent

25

F a coach

G a teacher

H a childhood friend

TASK TWO

For questions 26–30, choose from the list (A–H) the effect that the speaker describes.

While you listen you must complete both tasks.

A I was encouraged to develop a talent

26

B I got into trouble for behaving like him

27

C I felt able to cope with my life

28

D I tried to develop the same qualities

29

E I became less interested in academic study

30

F I became interested in experiencing new things

G I realized I could change my career

H I was unable to trust people again

In the exam you will have 5 minutes at the end of the test to copy your answers on to a separate answer sheet.

Speaking about 15 minutes

Before you do the Part 2–4 tasks, go to the Further Practice and Guidance pages which follow.

Part 2 4 minutes

1 Different professions

For both candidates:

Look at the three pictures on page 135. They show people in different kinds of profession.

CANDIDATE A: Compare two of the pictures, and say what skills these people might require in their work, and why they might have chosen their profession. (*1 minute*)

CANDIDATE B: Which profession do you think requires more natural talent than learnt skills? (*approximately 30 seconds*)

2 In the forest

For both candidates:

Look at the three pictures on page 136. They show people in the forest.

CANDIDATE B: Compare two of the pictures and say why the people might be in the forest, and what they might learn from the experience. (*1 minute*)

CANDIDATE A: Which experience might be the most rewarding? (*approximately 30 seconds*)

Part 3 4 minutes

Studying abroad

For both candidates: Look at the task on page 137. The task shows some factors that students have to consider when choosing to study abroad and a question for you to discuss.

Talk to each other about how significant these factors might be when choosing a place of study abroad. (*2 minutes*)

Now you have about a minute to decide which factor might most increase in importance in 20 years' time.

Part 4 5 minutes

For both candidates:

- For what other reasons might students choose to study abroad?
- How far do you agree that further education is necessary to be successful in life?
- What kind of difficulties do students face in your country?
- Some people believe that education should be free for everyone. What's your opinion?
- What might be the advantages and disadvantages of entering further education many years after leaving school?
- Nowadays many students are choosing to take degrees in business and technology, rather than science and the arts. Why do you think this is?

What's tested?

Part 3: Collaborative task

In Part 3 of the Speaking paper, you are first asked to discuss a question with your partner(s) by referring to a set of written prompts. The focus is on exchanging ideas, expressing and justifying opinions, agreeing and disagreeing, suggesting, speculating and evaluating.

The examiner will then ask a second question and you will be required to make a decision. The focus here is on reaching a decision through negotiation.

Part 3 tests your ability to sustain interaction with your partner by

- asking your partner questions which are relevant.
- allowing your partner time to respond and make contributions.
- responding to your partner by commenting on their contribution and/or extending it.

Using the phrases below, practise Part 3 on page 78 with your partner.

Conversation fillers

- Well, let me think/Let me see ...
- That's a good/interesting/difficult question ...
- Well, I haven't really thought about this before but ...

Expressing, justifying and asking for opinion, suggesting and evaluating

- Personally ... /In my opinion ... /If you ask me, ...
- The way I see it ... /I think/feel/reckon/guess/believe/would say that ... / ... and that's because ... / ... and the reason for that is ... / ...
- In your opinion, what would you say is ... ?
- What do you think/reckon/feel about ... ?
- I'd say () is more/less important than () because ...

Responding to your partner

- Yes, I think a good example of that would be ...
- Yes, what you said reminds me of ...
- Yes. There was something (in the news/online/in a book I read) about that.

Negotiating and reaching a decision

- On the whole, I agree with you but ...
- I see what you mean but ...
- Good point/True and what about ... ?
- So, what have we decided? Do you agree that this is the most important/significant thing/factor/problem ... ?

What's tested?

Part 4: Discussion

In Part 4, the interlocutor will ask the candidates a series of questions which relate to the topic in Part 3. These questions tend to become more general and more abstract as the discussion develops. You will only hear and not see these questions. If necessary, you can ask the examiner to repeat the question.

This part is testing your ability to further express your opinion by using a range of structures and vocabulary. Don't worry about having different ideas to the examiners – they are only interested in listening to your English. For this reason, try to develop the conversation as much as possible. If you only give short answers, you are not demonstrating your ability.

Test 3

Reading and Use of English 1 hour 30 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).

Example:

0 A getting B sending C putting D setting

0	A	B	C	D
---	---	---	---	---

Burglars Beware! Don't touch the food

It seems that a burglar's inability to say no to his stomach could go a long way towards (0) him behind bars. According to the British Dental Journal, 'Criminals appear to be unable to (1) food, chocolate or fruit that they find on (2) into which they enter illegally. There's also a (3) to leave, at the site, the unconsumed portions.' For years, forensic experts have examined these food traces in the (4) of finding bite-mark evidence, but with DNA identification now commonplace, investigators try to uncover molecular fingerprints as well.

Californian researchers recently wanted to test the (5) of recovering DNA from foods. They organized a dinner party in which guests were asked to (6) themselves to a few bites of whatever they fancied and leave the (7) behind. Cheese, carrots, apples and pizza returned the most complete DNA profiles while chocolate was (8) useless. The researchers think the chocolate failure was more to do with the fact that the pieces were small, meaning that less saliva was left behind.

- | | | | |
|----------------|---------------|---------------|---------------|
| 1 A resist | B decline | C deny | D refuse |
| 2 A houses | B locations | C grounds | D premises |
| 3 A habit | B tendency | C behaviour | D likelihood |
| 4 A reason | B chance | C hope | D view |
| 5 A dependency | B reliability | C suitability | D methodology |
| 6 A control | B limit | C restrain | D ration |
| 7 A extra | B spare | C excess | D remains |
| 8 A hardly | B extremely | C virtually | D barely |

Part 2

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

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

Example:

0 WHOM

Language and Moral Choices

In a recent study, 725 participants, most of (0) were either native speakers of Spanish with English as a foreign language, or native speakers of English learning Spanish, (9) presented with a moral dilemma. They had to imagine that they were on a railway bridge, looking down at five workers in danger (10) of the high speed train speeding towards them. Would they push the heavy man standing beside them off the bridge (11) that his impact would stop the train, and the workers be saved? (12) was found that when participants heard the dilemma in their native tongue, they were far less likely to opt for pushing the heavy man than those hearing it in their second language. Breaking a moral code (13) killing the bystander seems easier to do when considering the problem in a language learnt later (14) life. The authors of the study attribute (15) to the fact that foreign language appears to trigger a less emotional response, leaving people (16) able to make a pragmatic decision.

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 READILY

Up until the mid 1800s, sport had mainly relied on (0) available READY
materials such as wood or leather. Rubber was not commonly used for
balls since it became a rigid and (17) substance in winter and BREAK
was (18) sticky in the high temperatures of summer. Then, thanks NATURE
to a process known as vulcanization (the (19) of sulphur and heat APPLY
in the right quantities) manufacturers were able to (20) rubber for STABLE
the first time. The mass production of rubber balls began, and one of the first
sports to take advantage of this (21) advance was tennis. TECHNOLOGY
Players used to a low-bouncing ball suddenly had to adapt to a far more
(22) game driven by the new 'India-rubber' ball. Later on, rugby ENERGY
and football also saw how rubber could be (23) to the game; artificial BENEFIT
rubber bladders were reliable and durable (24) for the pigs' bladders REPLACE
traditionally used inside the leather.

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 As he continued to listen to the speech, Richard became increasingly sleepy.

SLEEPIER

The more Richard listened to the speech, became.

The gap can be filled with the words 'the sleepier he', so you write:

Example:

- 0 **THE SLEEPIER HE**

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

-
- 25 Although we booked a table, it wasn't necessary because the restaurant was empty.

NEED

There a reservation because the restaurant was empty.

- 26 John resigned because he wants to travel, not because he wants a new job.

DO

John's resignation is desire to travel than wanting a new job.

- 27 Albert's wife said he had to start being interested in their children's lives.

TIME

Albert's wife said it an interest in their children's lives.

- 28 I almost didn't recognize Takeshi because he had lost so much weight.

DUE

I hardly the amount of weight he'd lost.

- 29 It was wrong of you not to tell me that information.

KEPT

You should me.

- 30 The council officer promised to get someone to remove the rubbish.

HAVE

The council officer promised he away.

Part 5

You are going to read a magazine article about the sense of morality that animals might possess. 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.

Virtuous Nature

Can animals really have a sense of right and wrong? Marc Bekoff thinks they do.

If you think that we are the only creatures on Earth with a moral sense, then you're in good company. Most experts in behaviour believe that morality is a uniquely human trait, without which our complex social life would never have emerged – yet I'm convinced that many animals can distinguish right from wrong. Decades spent watching wild and captive animals have persuaded me that species living in groups often have a sense of fair play built on moral codes of conduct that help cement their social relationships. The notion of Nature being naturally ruthless and selfishly competitive doesn't hold true for those of us who have observed and analysed animal relationships.

That's not all. I suspect that herein lies the origin of our own virtue. Biologists have had real problems trying to explain why people are frequently inexplicably nice to each other. It just doesn't make sense in evolutionary terms, unless there are ulterior motives behind our seemingly altruistic actions. Perhaps we expect a payback somewhere down the line, or maybe our good deeds are directed only towards kin, with whom we share a biological heritage. Nobody has really considered the possibility that being considerate to your neighbours might sometimes be the best way to survive. But I'm starting to find evidence that a well-developed sense of fair play helps non-human animals live longer, more successful lives.

I'm particularly interested in social play amongst youngsters because it has its own special rules of engagement, allowing participants to reinterpret acts that might otherwise seem aggressive. My studies of infant dogs, wolves and coyotes reveal that they use a special signal to prevent misinterpretation of playful actions. They perform a 'bow' – which entails crouching on the forelimbs while keeping the rear upright – when initiating play, or in association with aggressive actions such as biting, to modify their meaning. And role

reversal is common, so that during play a dominant animal will often allow a subordinate to have the upper hand. Such behaviours reduce inequalities in size, strength and dominance between playmates, fostering the co-operation and reciprocity that are essential for play to occur. Indeed, on the rare occasions when an animal says 'Let's play' and then beats up an unsuspecting animal, the culprit usually finds itself ostracized by its former playmates.

My belief is that a sense of fairness is common to many animals, because there could be no social play without it, and without social play individual animals and indeed, entire groups would be at a disadvantage. If I'm right, morality evolved because it is adaptive. It helps many animals, including humans, to survive and flourish in their particular social environment. This may sound like a radical idea, particularly if you view morality as uniquely human and a sort of mystical quality that sets us apart from other animals. But if you accept my argument that play and fairness are inextricably linked, you're halfway there.

I am not putting the case forward for a specific gene for fair or moral behaviour. As with any behavioural trait, the underlying genetics is bound to be complex, and environmental influences may be large. No matter. Provided there is variation in levels of morality among individuals, and provided virtue is rewarded by a greater number of offspring, then any genes associated with good behaviour are bound to accumulate in subsequent generations. And the observation that play is rarely unfair or uncooperative is surely an indication that natural selection acts to weed out those who don't play by the rules.

What does this tell us about human morality? First, we didn't invent virtue – its origins are much more ancient than our own. Secondly, we should stop seeing ourselves as morally superior to other animals. True, our big brains endow us with a highly sophisticated sense of what's right and wrong, but they also give us much greater scope for manipulating others – to deceive and try to benefit from immoral behaviour. In that sense, animal morality might be 'purer' than our

own. We should accept our moral responsibility towards other animals, and that means developing and enforcing more restrictive regulations governing animal use. While animal minds may vary from one

species to another, they are not so different from our own, and only when we accept this can we truly be moral in our relations with nature as a whole.

- 31 In the first paragraph, what does the writer state about morality?
- A Humans are the only creatures that demonstrate true emotional behaviour.
 - B A well-developed moral code does not lead to civilization.
 - C Humans and animals share the same selfish instincts for survival.
 - D There is a common misconception that animals are not moral.
- 32 What point does the writer make in the second paragraph?
- A People who are generous to others are not always sure why they behave this way.
 - B People who do not possess good social skills achieve less in life.
 - C People who behave considerately to others have selfish reasons for doing so.
 - D People who treat acquaintances better than relatives are unusual.
- 33 What has the writer deduced about social play from his observation of animals?
- A It provides an opportunity for physically weaker animals to develop survival skills.
 - B It allows animals to prove who is dominant in the group without using real aggression.
 - C It requires animals to abide by the rules or they will be excluded from the group.
 - D It demonstrates that certain animals possess a large range of emotions.
- 34 Which of the following best summarizes the writer's argument in the fourth paragraph?
- A There are different degrees of morality between various cultures.
 - B Groups benefit from social play more than individuals do.
 - C Spirituality and morality are inseparable.
 - D Humans adopted moral behaviour as a means of survival.
- 35 What does the writer state about the evolution of morality?
- A There may be a particular gene responsible for morality.
 - B Moral development depends on physical hardships.
 - C There is little point seeking the origin of moral behaviour.
 - D Animals that behave fairly are more likely to breed.
- 36 In the final paragraph, the writer concludes that people
- A must treat animals on equal terms with humans.
 - B should be less arrogant in their view of themselves.
 - C are more advanced as they use immorality to their advantage.
 - D should discriminate between which animals display morality and those that don't.

Part 6

You are going to read four reviews of a book about economics. For questions 37–40, choose from the reviews (A–D). The reviews may be chosen more than once.

I Spend, Therefore I am

Four reviewers comment on Philip Roscoe's book called 'I Spend, Therefore I Am'

- A** Philip Roscoe's book appears to join a growing pantheon of popular literature on economics that attests to the creeping influence of this most imprecise science. But while other authors are happy to see all facets of life through an economic lens, Roscoe believes the intrusion of economics into our daily affairs is pernicious and that we should look for alternatives to an economics-based worldview. Roscoe makes a convincing case for the way economics has commodified aspects of our lives that should be governed by other considerations. Ranking tables and cost-benefit algorithms, for example, have become de facto in education and healthcare; online dating substitutes a calculated approach to finding the 'right' partner for the spontaneity of a serendipitous encounter. Economics is only this influential, economists would retort, because the 'market' it seeks to explain reflects a natural order based on the immutable truth of human self-interest. Yet Roscoe skilfully deconstructs this notion, exposing the flawed assumptions in the economic theories of some respected thinkers. He gives us an incisive, and truly engaging critique of a doctrine still shaping our society.
- B** We economists construct models not because they are a completely true reflection of reality but because they are useful pointers. Of course we think economics is at the centre of things and we could do better as a society if only we were listened to but that is a far cry from believing that economics explains everything that goes on in people's lives. But without it, the ability to understand what is going on, price options accordingly and be able to make informed decisions would be reduced. Philip Roscoe does not agree. He bemoans the power of economics and argues that since it only explains a small part of real life and promotes self-interested behaviour, it must be rethought. He uses intriguing examples to make his case, such as online dating. This, he believes, alters the true basis for making choices as one is forced to narrow down the desired qualities rather than be guided by the way attraction really works. But I fail to see exactly what is wrong here. Online dating could be seen as what economics can do well: it cuts down the cost of transactions and the sites

offer extra choice. I was hoping for deeper insights into the nature of economics, but by the end of what is otherwise a very readable and entertaining book, I wasn't any the wiser.

C In *I Spend, Therefore I Am* Philip Roscoe uses his knowledge of management and philosophy to challenge the principles of modern economics and champion the values of social responsibility. Unlike other books in the genre, its focus is on the complex moral and political philosophy that occurs at the checkout or, rather, *might* occur if consumers were provided with the full information about the origins of a product; who made it, and what were the conditions? Roscoe sets out a credible line of reasoning in terms that a lay person can readily digest, avoiding the extremes of economist-speak. Using dating sites as an example of the insidious influence of economics, he masterfully debunks the notion that we can use surveys and statistics to create perfect relationships and that partners should ever be commodities to be compared and consumed. He also refers to low paid construction workers and the frequency of accidents in their industry, blaming free-market economics for the exploitative practices they cannot escape. All in all, an edifying yet gloomy read.

D In *I Spend, Therefore I Am* – Philip Roscoe condemns the dispassionate science of modern economics and how it affects our decision-making. It is this, he believes, that now encourages us to pick a potential partner in the same way as we might look at options for car insurance. When we donate blood, it is no longer altruism that motivates us but cash incentives. Economists will not always be persuaded by Roscoe's accusations as his economic research is, at times, quoted rather too selectively. Indeed, having once worked in the field myself, I would say that it is not economics itself that is at fault but the particular use of certain types of economics as political and financial justification. On the whole, Roscoe reinforces his argument with logic and indisputable data that neither consumer nor economist can ignore. However, it's a pity that he takes so long to do so. The early sections on the history of economic theory are dryly academic; lacking the drive and power of the rest of the book.

Which reviewer

takes a similar view to reviewer B regarding the extent to which economists might share Roscoe's viewpoint?

37

has a different opinion from the others on the clarity and persuasiveness of Roscoe's argument?

38

shares reviewer A's opinion of Roscoe's choice of a particular example to reinforce his argument?

39

expresses an opposing opinion to reviewer A in regard to Roscoe's style of writing?

40

Part 7

Read the text and the test questions. Before you answer the test questions, go to the Further Practice and Guidance pages which follow.

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

Mark your answers on the separate answer sheet.

Mountain Challenge

When the Army asked him to go on a climbing mission, Alex Wade said 'Yes, sir!'

I was managing the mountain climb fairly well until we got to the crevasse – a two-metre wide crack in the ice. 'What do I do with my ice axe?' I yelled. 'Don't worry about it,' the leader of the expedition, Mark Smyth, shouted back at me. 'Just jump.' I obeyed but with the knowledge that a tumble on the other, lower, side would result in an express ride to the perilous glacier below. I just about made it. For an average climber like myself, this seemed more like a military operation!

41

I had met Mark a year previously on a climb in Russia. He had dropped me a line: 'I'm climbing Mont Blanc in June. Interested?' I'd had a rough time there on a previous attempt, failing to reach the summit because of altitude sickness. Here was a chance to try again with a serious mountaineer. But still, this was a full military expedition, so, technically, I wouldn't be his responsibility. If I climbed with them, would I be OK? 'Put it this way, I'm not going to let you fall off,' he said.

42

As Mark put it, 'Climbing Mont Blanc from this approach is not technically difficult but is never to be underestimated. The weather can change in minutes, and freezing temperatures and 120kph winds are common. At over 5,000 metres, these extreme conditions test the endurance limit of all but the hardiest of mountaineers.'

43

Looks can be deceptive. After a few days' walking to acclimatize to the altitude I was exhausted. Come the climb itself, we camped on the Col du Midi (3,542 metres), having hiked down the

exposed ridge from the cable car station. Everyone was coping fine with the altitude, and the warm sunlight made Mont Blanc seem harmless. Around 3am the next morning we began the long slog up Tacul. From the shoulder of Tacul we had a perfect view of the route across the Col du Mont Maudit. It was on the Col that I had turned back two years ago.

44

Even digging snow pits for the tents was a real struggle. Teams of two or three dug holes, got their tents up and got warm. On my own, I was the first to start digging and the last to finish. No one said much, too exhausted to waste energy on speech.

45

I couldn't have been more wrong. The descent made everything that had gone before seem easy. After eventually negotiating the crevasses, we staggered down to just above the glacier – all that lay between us and safety. The ice on the glacier would be unstable, but there was a chance we would make it. Then a lump of ice the size of a house crashed to pieces right on our prospective path.

46

Sure enough, as I forced my legs to go down the agonizingly steep slope, I slipped. Though I managed to slam my axe into the ice, I committed the worst crime of failing to secure my feet before I stood up. I slid further down, ice axe stuck in the snow above me, into the next man on the rope. Fortunately neither of us slid any further. It was several more hours before we made it back down but as Mark said 'The aim of the expedition was achieved. Now you know what it's like to be on a mountain.'

- A This time it seemed I was having better luck and the climb went well save for the near-vertical ice wall which stood before our next brief stop on the Col de la Brenva. We laboured up the wall and I could scarcely stand by the time we came to camp. By this stage, though, everyone was suffering.
- B It looked like the decision had been made for us. There was no choice but to trudge back up the mountain and spend the night at the Grands Mulets refuge. Next morning we headed off to re-attempt our glacier crossing. But it only takes a moment to make a mistake, and they usually happen when you're tired.
- C I wasn't the only one! Our destination seemed no nearer although we'd been on the move for hours, and so far, we'd all managed to maintain a reasonable pace. But at this point, we could hardly turn around and I didn't want to let Mark down.
- D Despite that reassurance, I wondered whether I could keep up with the others. I didn't feel too optimistic when I learned of the route - 'The Grand Traverse' - which takes in two other mountains, Mont Blanc du Tacul and Mont Maudit, starting from the Aiguille de Midi cable car station. We would be carrying full rucksacks for three days.
- E After another early start in temperatures of around -20, we finally made it to the summit. The wind was roaring and I could barely see the peaks around us. It was a long way to come for such a poor view but at least the worst was over.
- F To add to my apprehension, it was this same route that had beaten me the last time around. But after two months of frantic training since Mark's invitation, there I was, with the army in Chamonix. They seemed a decent bunch, and didn't appear too fit.
- G But that, however, was exactly what it was. I was the 13th man on an expedition to climb Mont Blanc. As Mark said, 'The aim is to put the men into a challenging environment to develop the qualities of team spirit.' A good aim, yes, but the difference between them and me is that I was the sole civilian.

Before you check your answers, go to page 90.

A detailed study

Below you can see extracts from the paragraphs A–G. Read the extracts and answer the questions.

A

- 1 *'This time it seemed I was having better luck and the climb went well...'*
This part of the sentence suggests the writer has already mentioned
 - a bad experience.
 - a reasonable experience.
 - a good experience.
- 2 *'We laboured up the wall ... I could scarcely stand by the time we came to camp.'*
This part of the sentence suggests the writer
 - improved his climbing technique.
 - needed to stop and have a rest.
 - wanted to continue the climb.
- 3 *'By this stage, though, everyone was suffering.'*
What would you expect to follow this sentence?
 - An example of how well some of the soldiers were doing.
 - An example of what the soldiers managed to do with difficulty.
 - An example of how the writer was coping better than the soldiers.

B

- 4 *'It looked like the decision had been made for us. There was no choice but to trudge back ...'*
This means that
 - everyone decided to return.
 - Mark (the leader) wanted everyone to return.
 - something else forced everyone to return.
- 5 *'... we headed off to re-attempt our glacier crossing.'*
This suggests that
 - they had already tried to cross the glacier.
 - it was the first time they tried to cross the glacier.
 - they had tried to cross a different glacier before.
- 6 *'But it only takes a moment to make a mistake.'*
What is the purpose of this sentence?
 - To warn the reader about the dangers of mountain climbing.
 - To introduce an example of a mistake.
 - To suggest that everyone on the team did very well.

C

- 7 *'Our destination seemed no nearer although we'd been on the move for hours.'*
What does this sentence mean?
 - We were close to our destination and we had only been travelling a short time.
 - We were far away from our destination because we had only been travelling for a short time.
 - We were far away from our destination and we had been travelling for a long time.

8 *'... we'd all managed to maintain a reasonable pace.'*

This means that

- a the team had made a lot of progress on the climb.
- b the team had done fairly well on the climb.
- c the team had moved quite slowly on the climb.

9 *'we could hardly turn round and head back.'*

What is the writer suggesting?

- a He thinks they should return to the starting point.
- b He thinks it will be a challenge to find the same route home.
- c He thinks that they must continue in the same direction.

D

10 *'Despite that reassurance ...'*

This suggests that someone has said something to the writer to make him feel more

- a nervous.
- b confident.
- c enthusiastic.

E

11 *'... we finally made it to the summit.'*

What does this tell you about the team's progress?

- a They reached the lower slopes.
- b They reached a flat area.
- c They reached the highest point.

12 *'... but at least the worst was over.'*

The writer believes

- a the climb will get easier.
- b he is experiencing the most difficult part of the climb.
- c the worst part of the climb is coming next.

F

13 *'To add to my apprehension ...'*

This suggests that the writer has just heard something that

- a worries him.
- b makes him feel safe.
- c interests him.

14 *'They (the soldiers) didn't appear too fit.'*

The writer believes the physical condition of the soldiers is

- a excellent.
- b quite good.
- c not as good as it should be.

G

15 *'But that, however, was exactly what it was.'*

This sentence means that the writer has

- a correctly identified something.
- b incorrectly identified something.

Now check your answers to Part 7 of the test.

Part 8

You are going to read a newspaper article in which a scientist talks about the process of invention. 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?

- | | |
|-----------------------------------------------------------------------------------|----|
| the writer's justification for decisions made in regard to spending | 47 |
| a comparison between lone scientists and another superseded species | 48 |
| the incentive that lies behind all kinds of scientific innovation? | 49 |
| the writer's fear that people will increasingly seek to repress individual talent | 50 |
| a sense of nostalgia for various scientific methods no longer common | 51 |
| a new system that hinders individual scientists from disseminating their research | 52 |
| an argument in favour of science being carried out in a collaborative manner | 53 |
| the writer's personal motivation for pursuing science as an activity | 54 |
| forms of bureaucracy that impede certain scientific developments | 55 |
| an erroneous belief regarding the lifestyle of an independent scientist | 56 |

Why we need lone scientists

Inventor James Lovelock mourns the passing of the golden age of solitary scientific genius

- A** In 2011 journalist-philosopher Jonah Lehrer argued that the days of the lone scientist were over and that, if the equals of the great individual scientists of the past – Galileo, Newton and Einstein – appeared today, they would find no place in the modern world of science. Science, he wrote, was now so complex and expensive that only governments and corporations could afford to support the teams required. My first instinctive thought was that this was nonsense. But then I realized that he was at least partly right. When I started my practice as a lone scientist-inventor in 1961, the restrictions of officialdom were mild, but now, in most nations of the developed world, they rule out the greater parts of hands-on science. A Faraday or a Darwin would be buried in paperwork and obliged to spend their time solving problems concerning health and safety. More than that, the internet has made the human world a monstrous village with an ever-growing population of uninformed critics and officious fools; soon, I worry, we face a life in which society sees an outstanding brain as like a nail that stands out and which must always be hammered in.
- B** For the past 40 years, I have worked alone in my laboratory but as part of a rich life within a family and a village community. It is a mistake to regard a lone scientist as an unnatural or pathologically disabled person; I do not think that I was disabled or even lonely. What I mean by a lone scientist is one who is self-sufficient and does not need immersion in a think-tank to excite ideas. In today's world, more and more, the exciting and slightly dangerous experiments once done with chemicals, high voltages and radioactive substances are now generally done by computer simulations. From my viewpoint, science lost its glamour about 30 years back. No doubt the few surviving dinosaurs 60 million years ago felt the same about the safer mammalian world that was thrust upon them. Those in the arts know well the delights of hand and eye creativity and the true freedom it brings, but it is now so rarely found in science.

- C** I have always, from childhood on, regarded science as a calling, a vocation, never as a career. For this reason, I chose employment as a laboratory assistant in the late 1930s to learn the craftsmanship of science; the next 23 years I spent doing postgraduate medical research, before being employed as a research professor. But during all that time I fully developed my vocation as a lone practitioner. There is nothing quirky about this way of life, but it does differ from that of most professionals because the bulk of my income went towards the science I did rather than to improve the standard of living enjoyed by me and my wife. I saw no point in acquiring the latest equipment, because I knew that such apparatus was probably 10 years out of date already and that I could invent it myself.
- D** When I look back, I am surprised by how often inventions stole into my brain when someone entered my room and asked: 'Can you think of a way to do ... ?' An example easy to recall is the sudden appearance at the entrance of my lab in wartime London in 1943 of my boss. He said: 'Lovelock, can you make for me an instrument that will measure heat radiation accurately? I need it by 10 tomorrow morning.' It was then about 4pm. From the expression of the need to the creation of the product there was about four hours of thought and experimental test. The crux of invention is always necessity. But it is difficult for lone scientists to succeed because science is now biased against approval or support of them. In particular, the recently devised process of peer review is prejudiced against outsiders and loners. The few lone scientists now in existence find it almost impossible to publish their work and ideas in scientific journals. And without peer-reviewed papers to judge an applicant, funding agencies cannot offer financial support. In no way do I mean to denigrate teamwork. The truth is that we need both teams and individuals, and we need them now.

Writing 1 hour 30 minutes

Part 1

You must answer this question. Write your answer in 220–260 words in an appropriate style.

- 1 Your class has recently attended a panel discussion on what methods governments should use to increase the amount of affordable housing in cities. You have made the notes below.

Which methods should governments use to increase the amount of affordable housing in crisis?

- more high-rise buildings
- more subsidized housing
- more small homes

Some opinions expressed in the discussion:

'Tall buildings have an impact on the environment.'
'Cheaper homes would be great for young people.'
'How many rooms do you really need in a house?'

Write an essay discussing two of the methods in your notes. You should explain which method it is more important for the government to consider, giving reasons in support of your answer.

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

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.

- 2** An English-speaking friend of yours will soon attend their first job interview. Your friend is feeling nervous about the interview and has written to you asking for your advice.

Write to your friend, describing a job interview that you attended and suggesting what your friend should do at their interview.

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

Before you write your letter, go to page 96.

- 3** You are a member of a club that now needs to raise an amount of money. In preparation for a club meeting, you have been asked to write a proposal to the other members.

Your proposal should explain what the money is needed for and suggest ways in which the money could be raised.

Write your **proposal**.

- 4** You see the following announcement on a website, *Consumer Voice*.

Product reviews wanted

With so much choice nowadays, it can be hard for consumers to make the right decisions.

Send us a review of two similar products that you have bought,

- explaining what the products were
- saying why you decided to buy each product
- comparing the performance of these products

Write your **review**.

A detailed study: Informal letter

Communicative achievement

Read question 2 on page 95 again. How do you want the reader (your friend going to the interview) to feel after they have read your letter? How can you achieve this?

Content

What two things do you need to include in your answer?

Read the sample letter below. In which paragraphs are these two things contained?

Hi Martin,

..... I'm surprised, though, that you've got time for extra work **on top of** your studies. But if you can get some practical work experience in a law firm before you graduate, I'm sure **it'll stand you in good stead** for the future.

I've only had one serious interview myself when I applied to the South Post newspaper. It wasn't as awful as I expected. I was interviewed by a panel of three editors but they were all really friendly and one of them actually **started off** the interview by talking about the history of the paper and the direction they wanted to go in. Of course they wanted to see the material I'd written for the college magazine, but they also wanted to find out what kind of a person I was. I think a lot of the questions they asked me were designed to **figure out** whether I'd be able to meet deadlines and fit into their team.

In your case, I'd definitely do some background reading on the firm you're applying to. It'll help you prepare something useful to say when they ask 'Why do you want to work for us?' I'm sure **this goes without saying** – but look the interviewer in the eye when you're answering questions, and rather than just **come out with** things like 'I'm a quick learner' – you need to **back it up** with an example. Finally – remember your potential employers will partly be making their decision based on whether they like you or not ... so smile!

..... , Tom

Starting and finishing your informal letter

Choose the best phrase below to start and finish your letter:

- (a) You will soon attend an interview and you are nervous.
- (b) I am writing in response to your recent request for help.
- (c) It was good to hear from you.
- (d) Hope it all goes well!
- (e) See you soon!
- (f) Thanks for all your help!

Language

What do the phrases and phrasal verbs in bold mean? Try to work them out by using the surrounding context. Then check your dictionary.

Listening approximately 40 minutes

Part 1 2.1–2.6

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

Extract One

You hear part of an interview with an author called Marian Bly.

- 1 Marian mentions the woman in Brighton in order to show how people
 - A seem to find tragedy in fiction very appealing.
 - B tend to forget that they are reading fiction, not fact.
 - C want something in common with the writer they read.
- 2 What does Marian say about the increasing public interest in stories about suffering?
 - A It is probably a temporary trend.
 - B It shows that people are generally unhappy.
 - C Publishing companies are responsible for it.

Extract Two

You hear two people on a radio programme talking about consumerism.

- 3 What does the man imply when he describes his shopping trip?
 - A Children expect to receive more material things nowadays.
 - B Parents are buying gifts instead of spending time with children.
 - C Packaging has become far more sophisticated than it used to be.
- 4 The woman says that people do not return goods to stores because they
 - A forget to keep their receipts.
 - B doubt they will get their money back.
 - C did not pay much for them.

Extract Three

You hear part of an interview with Kesaia Tavola, the organizer of an exhibition of tapa, a kind of decorated cloth.

- 5 According to Kesaia, what led to the decline of tapa-making in Hawaii?
 - A the availability of other material
 - B the migration of Hawaiian communities
 - C the preference amongst native Hawaiians for European fashion
- 6 What does Kesaia say is behind the resumed interest in tapa-making?
 - A a sense of cultural pride
 - B the need for financial security
 - C increased demand from tourists

Part 2  2.7–2.8

You will hear a student called Mia Jeffries talking about a trip to a marine reserve as part of her university course in marine science. For questions 7–14, complete the sentences with a word or short phrase.

Trip to White Island Marine Reserve

The weather at the marine reserve was more (7) than Mia's group expected.

Mia says that the overall purpose of the trip was to check the (8) of fish.

Mia was particularly hoping to improve her (9) during the trip.

Mia recommends that other students work on their (10) before going on similar trips.

According to Mia, some of her group were distracted by some (11) in the marine reserve.

Mia's group went on an extra dive to see how the amount of (12) might affect fish.

Mia describes one kind of creature attached to a rock as a large (13) to convey its appearance.

Mia admits that writing a compulsory daily (14) was a challenge for her during her White Island trip.

Part 3  2.9–2.10

You will hear part of a radio interview in which television presenter and volcanologist Callum Gray is talking about his work with volcanoes. For questions 15–20, choose the answer (A, B, C or D) which fits best according to what you hear.

-
- 15 How do many people react after hearing Callum is a volcanologist?
- A They expect him to be boring in some way.
 - B They are keen to learn more about his work.
 - C They want to hear about dangerous incidents.
 - D They are unwilling to show how little they know about volcanoes.
- 16 What does Callum say about his decision to become a volcanologist?
- A It occurred spontaneously.
 - B It was prompted by his father.
 - C It had originated in his childhood.
 - D It has caused him some slight regret.
- 17 How did Callum feel during the flight over the erupting Hawaiian volcano?
- A fascinated by the force of the eruption
 - B frightened that he was not going to survive
 - C guilty because he had put the pilot in danger
 - D annoyed there was no warning of bad weather
- 18 Which aspect of his job does Callum find most difficult?
- A having to handle the media during an eruption
 - B being constantly aware of danger while on an active volcano
 - C assessing the risk to life that an eruption might cause
 - D dealing with people who could be affected by an eruption
- 19 According to Callum, what surprises students about being a volcanologist?
- A the time that is allocated to different aspects of the job
 - B the need to have good communication skills
 - C the difficulty in finding regular employment
 - D the possibility of seeing an entire eruption take place
- 20 Why does Callum prefer working at volcanoes to being a TV presenter?
- A It gives him a sense of freedom.
 - B It is possible to see unusual places.
 - C He finds the work more challenging.
 - D He enjoys the unpredictability of events.

Part 4  2.11–2.12

Before you listen to the recording, read the test questions and go to the Further Practice and Guidance pages which follow.

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

TASK ONE

For questions 21–25, choose from the list (A–H) why the speaker has the technology.

A speeding up a process

B gaining an advantage over others

C providing a sense of personal security

D preparing material for a presentation

E keeping track of work developments

F comparing price options

G being easily contactable

H maintaining personal health

21

22

23

24

25

TASK TWO

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

While you listen you must complete both tasks.

A happy with its durability

B relieved that it's seldom applied

26

C unsure about its full potential

27

D unconcerned that it is not the latest model

28

E pleased with the improvement it has led to

29

F concerned about its misuse

30

G appreciative of the sense of control it offers

H unimpressed with its performance

In the exam you will have 5 minutes at the end of the test to copy your answers on to a separate answer sheet.

A detailed study

Listen to Part 4 of the test on page 100 and answer the following questions by either writing Y (Yes, the speaker says this) or N (No, the speaker doesn't mention this) in the box provided.

Speaker 1 says:

- 1 he suffers from medical issues.
- 2 he uses his smartphone to contact customers.
- 3 he makes notes on his smartphone to refer to during meetings.
- 4 he uses his smartphone to look at information on the company database.
- 5 he is grateful that his phone lets him keep an eye on things at work.
- 6 his smartphone is older than some of his colleagues' phones.

Speaker 2 says:

- 7 she would like to get home faster than she usually does.
- 8 she sometimes feels worried about getting home when it's dark.
- 9 she uses her application to see what is happening inside her house.
- 10 she is worried that someone else might change the application.
- 11 use of the application has been really successful so far.

Speaker 3 says:

- 12 his wife uses the technology to send messages to him.
- 13 the technology has led to a change in his lifestyle.
- 14 he uses the technology for work purposes.
- 15 he uses the technology to record his physical activity.
- 16 he uses the technology to compare prices of different facilities.
- 17 he has had the same piece of technology for a long time.

Speaker 4 says:

- 18 she has to prepare presentations for her further education course.
- 19 she would like to prove that she is better than the other students.
- 20 she wasn't fast enough to succeed at a particular activity.
- 21 the kind of technology isn't something which is used much in lectures.
- 22 she hasn't learned to use the technology properly.
- 23 the technology she bought doesn't work very well.

Speaker 5 says:

- 24 dealing with finance is an aspect of his job.
- 25 he is concerned about his own health.
- 26 he may need to be contacted outside of normal working hours.
- 27 the technology allows him to access the hospital database and see what's happening.
- 28 the technology is not something that often has to be activated.
- 29 he is happy with how long the technology has lasted.

Now answer the questions to Part 4 on page 100.

Speaking about 15 minutes

Part 2 4 minutes

1 Risk at work

For both candidates:

Look at the three pictures on page 138. They show people who take risks as part of their job.

CANDIDATE A: Compare two of these pictures and say in what ways these people benefit society and what risks they might face in their work. (*1 minute*)

CANDIDATE B: Which of these people do you think should be paid most for the risks they take? (*approximately 30 seconds*)

2 Emotions

For both candidates:

Look at the three pictures on page 139. They show people experiencing different emotions.

CANDIDATE B: Compare two of these pictures, and say how the people might be feeling towards one another, and what might have happened to make them feel this way. (*1 minute*)

CANDIDATE A: Which of these people are most likely to have a lasting memory of their feelings at this moment? (*approximately 30 seconds*)

Part 3 4 minutes

Character development

For both candidates: Look at the task on page 140.

The task shows some external influences that might help to develop a young person's character and a question for you to discuss.

Talk to each other about the extent to which these external influences might help to develop a young person's character. (*2 minutes*)

Now you have about a minute to decide which of these influences may be the most long-lasting. (*1 minute*)

Part 4 5 minutes

For both candidates:

- What do you regard as an attractive personality in other people?
- Why do you think that some people have more extrovert personalities than others?
- How far do you agree that personality is a key factor in achieving a successful career?
- Some people believe that certain personality traits can be developed through training? What do you think?
- In what ways do people try to express their individuality? How about you?
- What might be the effect of social media on the way that some people now behave?

Test 4

Reading and Use of English 1 hour 30 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).

Example:

- 0 A searching B seeking C requesting D enquiring

0 A B C D

What does every top corporate boss need? LEGO®

The success of many leading companies depends on the members of a management team working together effectively and executives are always (0) ways to encourage this. In previous years, those ways have (1) from weekends where managers went camping together to white-water rafting. Now the latest corporate team-building technique is sitting for hours around a table making shapes out of LEGO®. But don't be (2) by those familiar green and yellow plastic blocks – this is LEGO® for adults, and among senior executives it is the hottest management (3) available.

Companies are now (4) to send senior staff along to learn what LEGO® can do for their corporate ethos, and management consultants are even (5) themselves to running LEGO® sessions to (6) the demand. They claim that the multicoloured bricks can (7) free managers from a limited imagination. For example, by (8) their firms as three-dimensional structures, managers can build models which are metaphors for the issues that often occur at work.

1 A covered	B included	C ranged	D consisted
2 A attracted	B concerned	C directed	D fooled
3 A tool	B equipment	C instrument	D gadget
4 A enthusiastic	B agreeable	C eager	D excited
5 A specializing	B focusing	C concentrating	D dedicating
6 A fill	B recognize	C meet	D supply
7 A assist	B help	C aid	D support
8 A symbolizing	B demonstrating	C illustrating	D representing

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 BY

The world's rubbish dump

In 1997 American oceanographer Charles Moore discovered (0) chance a vast floating mass of plastic garbage in the Pacific Ocean. Since then, the 'plastic soup' has been growing at (9) scientists believe to be an alarming rate. Held (10) place by swirling underwater currents, the garbage 'soup' actually consists of two linked areas, on (11) side of the islands of Hawaii. About one-fifth of the garbage gets thrown off ships or oil platforms with the rest of (12) coming from land. Historically, ocean rubbish has biodegraded but modern plastics are (13) durable that objects half-a-century old (14) sometimes found here.

Plastic garbage causes the deaths of more than 100,000 marine mammals every year, (15) to mention over a million seabirds. There is a risk to human health, too, (16) hundreds of millions of tiny industrial plastic pellets, spilled or lost, work their way into the sea, and eventually into the food chain and onto dinner plates.

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 WIDELY

The inability to sleep well is now (0) recognized as a modern day epidemic. Excess sugar and caffeine, high levels of (17) and artificial lighting are but some of the causes falling under (18) And the many (19) of sleep deprivation are well-documented, from severe fatigue and falling (20) in the workplace, to reduced quality of life and the development of medical problems. Recently, however, researchers have identified a new cause; simple procrastination. Their (21) are based on a survey of 172 people's bed-time habits. Many respondents reported that they could not refrain from pursuing (22) activities, in particular, the time-wasting kind (23) made available by handy electrical devices. According to the researchers, the (24) need to watch one more episode or complete another quest shows that, for many people, it is not so much a matter of not wanting to sleep, but rather of not wanting to quit other activities.

WIDE
ANXIOUS
SUSPECT
COME
PRODUCE
FIND
NECESSITY
INCREASE
OBSESS

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 As he continued to listen to the speech, Richard became increasingly sleepy.

SLEEPIER

The more Richard listened to the speech,
became.

The gap can be filled with the words ‘the sleepier he’, so you write:

Example: 0 THE SLEEPIER HE

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

-
- 25 The damage to the painting is so minor that it won’t be very noticeable to most people.

HARDLY

I’m sure that most people minor damage to
the painting.

- 26 I hate it when people lie to me, which is why I split up with Simon.

STAND

I to, which is why I split up with Simon.

- 27 Joe demanded that Paul let him be the driver instead.

TAKING

Joe insisted Paul as the driver.

- 28 Remember that there’s a chance it will rain when you pack for the camping trip.

POSSIBILITY

Please bear mind when you pack for the
camping trip.

- 29 John needs to arrive soon or we’ll have to go without him.

BEHIND

We’ll have to up soon.

- 30 We managed to escape just before the whole building caught on fire.

HAD

No the whole building caught on fire.

Part 5

You are going to read a magazine article about a novelist's experience. 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.

Writing and Wishing

Felicity Price loves to write, but even with her fifth novel just out, she has yet to make a living from literature.

By the time I finished the 180,000-word draft of my first novel, I imagined myself travelling the globe to meet adoring fans, being the toast of international book festivals, and juggling offers for the film rights. But then I tried to find a publisher and the bubble burst. One after another, publishers rejected it. When it was eventually accepted, that wasn't the end of the battle. I had to cut 85,000 dearly beloved, hard-earned words, followed by endless revisions by my editor. And just as I was preparing to chill the champagne for the launch party, another wave of anxiety arose over the title, the cover, the promotion and a publicity blurb that would somehow describe it in 20 words or fewer. Finally, with the book in front of me to touch and hold, the bubble burst all over again. I'd anticipated an ecstatic feeling but as soon as I opened the cover, what leapt out at me was a typing error and I was ready to give it all up for good. Then the reviews came out and almost all of them were upbeat, and I decided against indulging in self-pity. But one sarcastic reviewer picked it to pieces and I was back to throwing down my pen forever.

A bookseller asked me to do a book signing and I was on a high again. The store manager showed me to a little table where people would queue to meet me, the author of the book they were clutching. I sat down and waited. I thumbed through the book and smiled at passersby – because yes, they did pass me by. At last, someone came up to the table. My heart skipped a beat. 'Where is the new Jamie Oliver cookbook, please?' 'Sorry, I don't work here. But would you like to buy my book?' I held it up hopefully. They feigned polite interest, then headed purposefully in the direction of the cooking section. Final tally: five books sold and autographed, including one to a

friend. At least the bookshops where you go for signings have your books prominently displayed. I admit that I went around other bookstores looking for any sign of my novel and pushed it towards the front of the display but I stood no chance against celebrity memoirs.

Getting published is an emotional rollercoaster. So why do it? Hardly for the fame and certainly not the fortune. The best part of writing a novel is being tucked away in a room with a good tune on the stereo and a laptop recording every word you write – and rewrite. It's much more fun than journalism because you don't have to worry about facts getting in the way of a good story. You can improve on real people, or merge several into one malevolent anti-hero; you can embellish a true story and the characters you create can take over and almost tell the story themselves. Sure, sometimes you have to force yourself to do it. I've been known to go to the dentist just to put off the hour when I have to start a new chapter. But once I get going, I don't want to stop.

There is one other compelling reason to sit in front of the computer for endless hours until your back aches and your brain hurts – and that's your readers. There is nothing more gratifying than being stopped in the street by someone wanting to tell you how much they enjoyed your book and asking you about one of the characters in such detail they seem to think it was real. But you rarely get to experience such joy for very long. 'I loved it so much I lent it to my friend,' they go on to say. 'And she lent it to ...'. You grind your teeth, counting lost sales as it gets passed from one reader to the next because that's the next thing to worry about – will it sell?

Even if booksellers agree to stock your novel, writing fiction may not pay well unless you hit the big time, but writing on commission certainly

helps makes ends meet. I've written several books on commission, including a pictorial history of Lake Tekapo and a company history. Providing you choose a subject which is captivating, writing on commission can be both professionally and financially rewarding, paying you a more realistic rate for your labours, not hard when your fiction earns you less than a dollar an hour. But you need to write more than one commissioned book a year to make the equivalent of a full time wage, and then you won't have any time left to write a novel.

In the end, it's not about the money or public recognition. Let's face it, few authors are asked to sell their wedding photos to a women's magazine. Writing novels isn't a ticket to a celebrity circuit, which is hardly surprising when you have to spend all your productive time tucked away in your study, writing in anonymous isolation, but it does bring its own rewards. The joy of writing is in the creating of something that has a life of its own and that can give pleasure to others. But just the same, it would be nice to make the top spot on the best seller list just this once.

- 31 What does the writer suggest about the process of getting her first novel published?
- A She was bitter about having to abandon the book and begin another.
 - B She felt she had been misled about the book's potential success.
 - C She had last minute doubts about the marketing of the book.
 - D She was dismayed that her writing was not as good as she had believed.
- 32 What are we told about the writer's experience during the book signing event?
- A She felt reluctant to attend the promotional event in person.
 - B She was surprised by the amount of interest shown in her book.
 - C She was resentful that her book was not clearly on display.
 - D She tried to remain optimistic despite being ignored.
- 33 The writer compares fiction writing to journalism in order to emphasize
- A the greater amount of public admiration that fiction writers receive.
 - B the point that fiction allows writers more creative freedom.
 - C the limitations journalists face when they want to criticize people.
 - D the effort it requires to make certain news stories appealing to readers.
- 34 What point does the writer make about some of her readers in paragraph five?
- A They exasperate her when they allow their friends to borrow her books.
 - B They are harder to gratify because they are familiar with her previous work.
 - C They often bother her at moments which she considers inappropriate.
 - D They do not appreciate the degree of effort that is required in writing a novel.
- 35 What is the writer doing in the penultimate paragraph?
- A discouraging people from taking up novel writing
 - B explaining the pros and cons of writing commissioned books
 - C specifying which kinds of commissioned books are worth writing
 - D criticizing the publishing industry for the way it treats writers
- 36 In the final paragraph, the writer puts across the view that
- A certain forms of media give insufficient attention to novelists.
 - B an author's self-imposed detachment may impact on their work.
 - C there is an altruistic purpose in creating a piece of fiction.
 - D it is reasonable to assume that all writers seek credit for their work.

Part 6

You are going to read four reviews of a book about self-portraits. For questions 37–40, choose from the reviews (A–D). The reviews may be chosen more than once.

The Self-Portrait: A Cultural History

Four reviewers comment on art historian James Hall's book called 'The Self-Portrait: A Cultural History'

A We live in an age of addictive self-portraiture – except that the selfies who document the busy banality of their lives aren't really making portraits, and it's unclear whether there is a distinct individual self behind their lookalike grins. A digital camera's gaze is skin-deep, and can hardly compete with the almost surgical penetration of a painted self-portrait. The images James Hall discusses in his enthralling book are therefore exercises in self-appraisal, not self-celebrations. Unusually, Hall's history begins in the Middle Ages, because for him self-portraiture emerges as a reflex of religious conscience and the search for salvation. Scattering insights on all sides, Hall's narrative advances through the centuries with masterly vigour. He observes that behind the sedate married couple in *The Arnolfini Portrait*, the Flemish artist Van Eyck includes his miniaturized self reflected in a mirror – a kind of signature, but also, according to Hall, a reference to the claim that mirrors were invented as an aid to self-knowledge, not to encourage vanity. His narrative ends with modern day artists, which makes for a somewhat diminished conclusion. But the fault is not Hall's: for contemporary artists, self-exposure has taken the place of self-knowledge.

B What comes to mind when we think of self-portraiture? For generation Z, it may well be the spontaneous pose and the simultaneous click that allow the potential dispersal of one's own image around the globe. Considering its popularity, it seems odd that art critic and historian James Hall does not think to include this medium in his new work *The Self-Portrait: A Cultural History*. Instead he takes the conventional route by beginning his analytical journey in the medieval period, for it is at this time, so he claims, that the concept of the self-portrait truly takes form. While the paintings and engravings that feature in this book deserve their place, there are moments when the sheer amount of detail becomes a burden, thus diminishing the vitality of the work. Nevertheless, one cannot dispute Hall's argument concerning the motives for self-portraits; what was once an expression of harsh self-scrutiny in the Middle Ages eventually became an outlet for the narcissism of the early 20th century, and now serves as a means of self-publicity.

C Which famous artist has not painted him or herself? Van Gogh, Rembrandt, Dürer, Kahlo – none held back from exposing their own emotional and physical vulnerabilities. Now the selfie, the clichéd, facile form of self-portrait, has become the predominant visual genre of our self-absorbed culture, the latest manifestation of a form that has undergone many changes over the centuries. These changes are the subject of James Hall's *The Self-Portrait: A Cultural History*, and he puts them in their historical context with dynamic yet glorious detail. It may come as a surprise to many in the art world that Hall recognizes the Middle Ages as the era in which the self-portrait takes on its distinct identity. However, as he makes clear, it was during this time that philosophical self-reflection became a preoccupation, and when, coincidentally, the glass mirror became an object that artists could acquire. These developments meant that the artist's inner life and their outward appearance were now ruthlessly examined. Considering the cultural and historical significance of the self-portrait, it is extraordinary that no author has ever dedicated themselves to this genre to a similar extent.

D It's hard to understand why self-portraits, as a genre, have until now been so little discussed. They include some of the greatest works of all time. Perhaps the huge diversity within self-portraiture, and its leaning towards pretentiousness, have kept scholars at bay. Be that as it may, in *The Self-Portrait: A Cultural History*, James Hall has created a cultural map of this field, and he charts its development in terms that relate to the interests or intellectual climate of each period. Nothing about this book is predictable. Hall, while acknowledging that portraiture was pioneered by the Egyptians, Greeks and Romans, argues that a coherent starting point for self-portraiture is the Middle Ages, because it was an age preoccupied with personal salvation and self-scrutiny. No mention of the 'selfie' is made in Hall's discussion of the contemporary period, but he does note that self-portraits today flood the internet and that children at school are required to make them. There is never a dull passage in this book and Hall manages to retain the intellectual high ground while writing with verve and enthusiasm.

Which reviewer

takes a similar view to reviewer C on the literary attention given to traditional self-portraiture?

37

has an opposing opinion to reviewer D on James Hall's choice of introduction?

38

shares reviewer A's opinion of the significance of a form of modern self-portraiture?

39

expresses a different view from the others regarding the energy with which James Hall writes?

40

Part 7

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

Mark your answers on the separate answer sheet.

What happened to Earth's giant creatures?

They were some of the strangest animals to walk the Earth: huge wombats, sloths larger than bears, and an armadillo that would have dwarfed a typical car. They flourished for millions of years, then vanished from our planet entirely.

41

Yadvinder Malhi, professor of ecosystem science at Oxford, is one of these. 'Creatures like megatherium and the glyptodont disappeared in North and South America when there were major changes to climates – which some believe triggered their extinctions. However, it is also the case that tribes of humans were moving into these creatures' territories at these same times – and many of us believe it is too much of a coincidence that this happened just as these animals vanished.'

42

'We think of Africa and south-east Asia as the main home of large animals today, but until very recently in our planet's history, huge creatures thrived elsewhere as well,' said Professor Adrian Lister of the Natural History Museum in London. 'The question is: why did they disappear in the new world but survive in the old world? Some believe it is because large animals in Africa and south-east Asia learned to become wary of human beings and decided to avoid them. However, I also think climate change may have been involved in the Americas and Australia and that humans only finished off these big animals when they were already weakened by loss of habitats and climate-related problems.'

43

But if our distant ancestors did play a part in wiping out these species of huge animals, humanity's supposed innate harmony with the living world appears misplaced. More to the point, humanity is still paying the price for the disappearance of the megafauna of the

Americas and Australia. 'There is now a lot of evidence to suggest that large herbivores played a key role in spreading nutrition in areas like the Amazon. They would eat fruit in the forest, including avocados, and their waste would then fertilize other areas. That no longer happens and these places are today affected by low nutrition as a result,' Malhi said.

44

'It is now becoming clear that our understanding of contemporary ecology is incomplete because it does not take into account that ecosystems were adopted to having giant animals like the mammoth or the diprotodon,' adds Malhi. 'These are not natural systems today because they are missing key components to which most plants had adopted.'

45

One such experiment is being carried out by the ecologist Sergey Zimov at a nature reserve in Siberia. He has reintroduced musk ox, moose and similarly sized animals and is attempting to find out if their browsing will restore the landscape to its previous grassy state. Other researchers go further and have proposed reviving extinct megafauna. For example, some have suggested it could be possible to clone a mammoth from frozen remains using an Asian elephant as a surrogate mother.

46

In fact, the real lesson from the fate of the Earth's megafauna is to appreciate how important surviving species are. Oxford University ecologist Emily Read, said: 'More than 20,000 elephants were killed last year for ivory and rhino numbers are declining because their horns are traded illegally. It's not just the cultural value of these large animals that we need to think about, but the fact that removing them affects the whole ecosystem.'

- A Similarly, creatures such as the mammoth played a key role in trampling tundra and maintaining healthy grasslands in high latitudes such as Siberia. When the mammoth became extinct, the tundra took over to the detriment of the landscape.
- B It is one of palaeontology's most intriguing mysteries. Indeed, many scientists are still debating whether it was climate change or human hunters which killed off the planet's lost megafauna, as these extinct giants are known.
- C This recent awareness has led some scientists to propose an interesting initiative: moving populations of the planet's surviving large animals into regions where they could help restore the ecologies to their previous healthy conditions.
- D 'We first have to ask what the benefits would be of doing this,' he says. 'And how such a move would impact on the plant and animal species that exist today. What threat would the megafauna pose?'
- E This idea that humans were involved in any way in eradicating dozens of species of giant animal when we were still hunter-gatherers has important implications. It was thought, until relatively recently, that it was only when humans invented agriculture that our species' relationship with the natural world become unbalanced. Until then, humans had a close affinity with nature.
- F Lister is cautious about the prospects of such work, however. 'I think people greatly underestimate the incredible difficulties involved. The corpses we have found are thousands of years old and we have yet to find one that possesses an entire, intact cell with a nucleus. Without that, you are going to find it very difficult to bring an animal like that back to life.'
- G He points out that, after all, these creatures had already endured millions of years of climate change but had not previously encountered *Homo sapiens*. After our ancestors emerged from Africa around 70,000 years ago, they eventually reached other continents and locations at times which overlap with waves of extinctions that occurred there.

Part 8

You are going to read a magazine article in which four successful career women talk about emigrating to New Zealand. For questions 47–56, choose from the list of women (A–D). The women may be chosen more than once.

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

Which woman

- | | |
|--------------------------------------------------------------------------------------------|----|
| mentions the way in which she was disadvantaged in the country she left? | 47 |
| mentions a negative point about a job she has had? | 48 |
| explains an advantage of choosing to pursue her career in New Zealand? | 49 |
| mentions an aspect of living in New Zealand that she can find difficult? | 50 |
| appreciates the approach to achieving goals in New Zealand? | 51 |
| expresses a sense of regret about leaving her country? | 52 |
| mentions the way that a downside to her current job is compensated? | 53 |
| explains why a potential hazard in New Zealand requires special consideration in her work? | 54 |
| recognizes the fact that conflicting opinions can lead to improvements? | 55 |
| recommends that New Zealanders take more pride in their country? | 56 |

The Brain Gain

With New Zealand becoming renowned as a great place to live, it was the first-choice destination for a new generation of talented migrants looking for a better life. Sharon Stephenson talks to four of them.

A Nicky Meiring, Architect

Listen to Nicky Meiring talk about South Africa and it soon becomes evident that she's mourning for a place she once called home. 'The current economic situation has made South Africa quite a hard place to live in,' she says, 'but I do miss it.' Nicky first arrived in Auckland in 1994 and got a job in an architectural practice in Auckland where she soon settled in. She says 'New Zealand often feels like utopia. I just love the tranquillity.' She lives and works from a renovated factory where her mantelpiece is littered with awards for the design of her summer house on Great Barrier Island. 'Although the design of buildings is fairly universal, houses here are generally constructed of timber as opposed to brick and when it comes to the engineering of buildings, I have to take great heed of earthquakes which isn't an issue in South Africa,' she says. 'But the very fact that my training and experience are different means I have something to offer. And I'm so glad I have the opportunity to leave my stamp on my new country.'

B Jenny Orr, Art Director

Having worked in corporate design for ten years in the USA, Jenny Orr was after a change and thought of relocating to New Zealand. It didn't take long for her to land a job with an Auckland design firm, where she was able to gain experience in an unfamiliar but challenging area of design – packaging – and before long, she was headhunted to a direct marketing agency which recently transferred her to Wellington. While she admits she could have the same salary and level of responsibility at home, 'it would probably have been harder to break into this kind of field. I'm not saying I couldn't have done it, but it may have taken longer in the US because of the sheer number of people ahead of me.' Ask Jenny how she's contributing to this country's 'brain gain' and she laughs. 'I don't see myself as being more talented or intelligent but opposing views are what make strategies, concepts and designs better and I hope that's what I bring.'

C Sarah Hodgett, Creative Planner

What happens when all your dreams come true? Just ask Sarah Hodgett. Sarah says that she had always dreamed of a career in advertising. 'But I was from the wrong class and went to the wrong university. In the UK, if you're working class you grow up not expecting greatness in your life. You resign yourself to working at the local factory and knowing your place.' New Zealand, on the other hand, allowed her to break free of those shackles. 'It's a land of opportunity. I quickly learned that if you want to do something here, you just go for it, which is an attitude I admire beyond belief.' Within a month of arriving, she'd landed a job in customer servicing with an advertising agency. Then, when an opening in research came up, she jumped at the chance. 'My job is to conduct research with New Zealanders,' she explains. 'So I get to meet people from across the social spectrum which is incredibly rewarding.' She certainly sees New Zealand in a good light. 'I wish New Zealanders could see their country as I do. That's why it saddens me that they don't think they're good enough on the global stage.'

D Lucy Kramer, School Director

Born in Sydney, Australia, Lucy Kramer left for London when she was 23 to further her career as a stockbroker. 'London certainly lived up to my expectations and I had a very exciting, very hectic lifestyle,' Lucy explains. But after four years she felt burnt out and was becoming increasingly disillusioned with her job. 'People at work were far too competitive for my liking,' she says. It was at this time she made two life-changing decisions. 'I signed up for a teacher-training course and shortly after that met my partner, Graeme. He asked me to come back to New Zealand with him and I didn't hesitate.' It wasn't long before she found work in a large Auckland school and, since then, she has rapidly worked her way up to a management position. 'It's fair to say I'm not earning what I used to but my New Zealand colleagues are much more easy-going. A good atmosphere more than makes up for the drop in salary,' she says. 'Sometimes it bothers me that we're so remote – you can feel a bit cut off from what's going on in the rest of the world, but on the whole, I'd say it's one of the best moves I ever made. This is home now.'

Writing 1 hour 30 minutes

Part 1

You must answer this question. Write your answer in 220–260 words in an appropriate style.

- 1 You have listened to a radio discussion programme about school facilities which should receive money from local authorities. You have made the notes below.

Which school facilities should receive money from the local authorities?

- sports facilities and equipment
- classroom technology
- library

Some opinions expressed in the discussion:

'Not all children are interested in sport.'

'More technology means motivated learners!'

'A library isn't just a room full of books!'

Write an essay discussing two of the school facilities in your notes. You should explain which facility it is more important for local authorities to spend money on, giving reasons in support of your answer.

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

Part 2

Write an answer to one of the questions 2–4 in this part. Write your answer in 220–260 words.

- 2 You work as part of a team for a large company. In preparation for a management meeting, you have been asked to write a proposal to the senior manager.

Your proposal should explain why the team has not been working effectively recently, and suggest ways in which team performance could be improved.

Write your **proposal**.

- 3 You see the following announcement on a website, *International Culture Guide*.

Reviews wanted!

Send us a review of an exhibition being held in your city or town.

What can international visitors expect to see at the exhibition? Why might they learn from it?

In what way is the exhibition superior to similar ones you have seen?

Write your **review**.

Before you write your review, go to page 117.

- 4 You have been asked to write a report for your local tourism board about two tourist attractions in your area.

Your report should outline what the attractions offer, explain why one attraction is more popular than the other, and suggest how more tourists could be encouraged to visit them.

Write your **report**.

A detailed study: Review

- 1 Read the two sample reviews on page 118 carefully, and answer the questions with brief notes.

	Review of <i>The Dr Who Experience</i>	Review of <i>Wildlife Photographer of the Year</i>
Content:		
Has the writer answered question 3 in a relevant way?		
Why/why not?		
Communicative achievement:		
How has the writer made it clear that he is recommending the exhibition?		
Language:		
Which writer has used a greater variety of grammatical structures?		
Which writer has used a wider range of vocabulary, avoiding repetition?		

- 2 Overall, which review do you think would score more highly, according to the Cambridge criteria on page 125?

Check your answers on pages 163 and 164.

- 3 Use the underlined words in the reviews to complete the sentences below.

- 1 The last room in the gallery the paintings of the French Impressionists.
- 2 The detailed costumes are on the kind of clothes worn by people in this period.
- 3 Unfortunately, some of the oldest books in the exhibition are no longer on
- 4 Barcelona is to a number of fascinating exhibitions.
- 5 If you happen to be in New York city, a trip to the Metropolitan should be first on your
- 6 Many of the drawings perfectly the mood of the 1940s.
- 7 A visit to the London Dungeon takes the of a guided tour, with actors playing medieval characters.
- 8 The Natural Disasters room on the causes and effects of earthquakes and tsunamis in the Pacific.
- 9 Under each airplane are descriptions which of the lives of the crew and the missions they went on.

The Dr Who Experience!

Calling all international science fiction fans travelling to or around Wales. Did you know that the capital city, Cardiff, is host to a permanent exhibition celebrating the long-running television series Dr Who? First televised in 1963, and now broadcast in over 50 countries, the programme features the adventures of The Doctor, a humanoid alien, and his human companions, as they do battle across the universe.

The spectacular exhibition mainly takes the form of an interactive tour. The experience for each visiting group starts off with an urgent message from the Doctor, and then the screen disappears to reveal a giant crack in the wall. This then opens and visitors must make their way through corridors of flashing lights, the sounds of laser fire, and face the Doctor's deadly foes as they do so. This is not for people with a nervous disposition or very young children; some special effects are genuinely alarming!

After the interactive tour visitors can view a display of iconic costumes and props that have appeared in the programme; and take their photo next to some of the freaky monsters that have all attempted to do away with the Doctor at one time or another. Finally, the exhibition shop is also well worth a look; there's an excellent range of gifts and gadgets to suit all budgets! Even if you're not a Doctor Who aficionado, you'll certainly find this exhibition a highlight of your Welsh tour.

Wildlife Photographer of the Year

If you are passing through Auckland, New Zealand, you should include a visit to the *Wildlife Photographer of the Year* exhibition at the city museum on your itinerary. The exhibition features over 100 stunning images of animals, birds and marine life from across the planet, and concentrates on these creatures' behaviour in their natural environment.

The photographs are brilliant but visitors might think the background information next to each image is fascinating as well. Here you can read in the photographer's own words about the process of taking the image. Sometimes it was simply luck: the photographer was there at the right place and the right time and just a single frame was used. Other stories tell of how the photographer stayed in a mountain hut for weeks and waited for the animal to return. The exhibition is based on the work of finalists who were chosen from over 96,000 amateur and professional photographers. The young age of some competitors might surprise you. Furthermore, you can read about their personal background and their views on photography and conservation.

You might think 'But I've seen this kind of thing before' but the entries in *this* exhibition were selected for their incredible creativity, artistry and technical complexity. You wonder how the photographer managed to take such an unusual shot or what kind of risks they faced to capture on film a whale from below or a leopard from above. The exhibition is on display until the end of August.

Listening approximately 40 minutes

Part 1 2.13–2.18

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

Extract One

You hear part of an interview with James Finn, a young musician.

- 1 James no longer owns a television because he
 - A dislikes the immoral content of some of the programmes.
 - B is irritated by the frequency of the advertisements.
 - C feels that he becomes too easily absorbed in watching it.
- 2 What is James' opinion about the future of television?
 - A It will be replaced by the Internet.
 - B It will become increasingly commercial.
 - C It will show more and more poor quality programmes.

Extract Two

You hear part of an interview with Martin Greenwood, an education specialist.

- 3 What does Martin blame for the lack of male teachers in secondary education?
 - A the low salary
 - B the lack of status
 - C the perception that it is a female job
- 4 Martin mentions the argument in the playground to illustrate
 - A the lack of control some female teachers have over male students.
 - B the different ways men and women handle conflict.
 - C the fact that boys need to be taught how to manage aggression.

Extract Three

You hear part of an interview with a woman called Shelley Sumner, who appeared on a TV reality show.

- 5 Shelley says she decided to take part in the reality show because she
 - A needed the prize money that was offered.
 - B was attracted by the idea of fame.
 - C felt pressured into it by her friends.
- 6 Why does Shelley compare herself to a new member of royalty?
 - A To show how she has lost her privacy.
 - B To show how relationships with former friends have changed.
 - C To show the advantages she has gained from celebrity.

Part 2  2.19–2.20

You will hear a historian called Sarah Potts giving a lecture about Easter Island. For questions 7–14, complete the sentences with a word or short phrase.

Easter Island

Sarah says the stone heads on Easter Island probably show their makers' (7)

She disagrees with researchers who say (8) led to Easter Island's deforestation.

Palm trees on the island provided wood and (9) for transporting the stone heads.

The shells of palm seeds provide evidence that (10) destroyed forests.

Sarah explains that (11) were ruined by strong winds.

Many of Easter Island's (12) became extinct.

Sarah thinks it is particularly sad that European sailors brought (13) to Easter Island.

Sarah sees the decline of Easter Island as a (14) of the environmental situation in the world today.

Part 3  2.21–2.22

You will hear part of a radio interview in which a young man called Toby Burrow is talking about a year he spent doing voluntary work in Madagascar. For questions 15–20, choose the answer (A, B, C or D) which fits best according to what you hear.

- 15 Why did Toby choose to work in Madagascar?
- A He thought it would offer interesting travel experiences.
 - B He knew other students who had been there before him.
 - C He believed it would offer challenging opportunities.
 - D He had been influenced by a television programme.
- 16 How did Toby's mother respond when he announced he was going to Madagascar?
- A She tried to dissuade him from taking the job.
 - B She told him about her experience of working abroad.
 - C She insisted he take measures to protect his health.
 - D She did some research on the country.
- 17 What aspect of life in the village did Toby originally find hard?
- A the constant noise
 - B the lack of privacy
 - C the basic facilities
 - D the sense of isolation
- 18 How did Toby feel after the incident with his wallet?
- A He wanted to quit his job and go home.
 - B He thought it was a shame that not all people were honest.
 - C He no longer trusted the people he worked with.
 - D He believed he was partly responsible for the situation.
- 19 What does Toby say about his return to the UK?
- A He was eager to discuss his adventures with friends.
 - B He felt relieved to be back in familiar surroundings.
 - C He was keen to return to Madagascar.
 - D He felt critical of his own country.
- 20 What advice does Toby offer students who are about to graduate?
- A Have the right attitude towards people you are helping.
 - B Give up your voluntary work if you are unhappy.
 - C Avoid just going abroad for your own pleasure.
 - D Travel with someone you already know well.

Part 4  2.23–2.24

You will hear five short extracts in which various people are talking about problems of living in a city.

TASK ONE

For questions 21–25, choose from the list (A–H) the problem being described.

A the sense of being alone

B being faced with reduced working hours

C having to deal with heavy traffic

D coping with higher prices

E managing inconsiderate neighbours

F the increase in certain kinds of crime

G the effects of pollution

H the lack of open spaces

21

22

23

24

25

TASK TWO

For questions 26–30, choose from the list (A–H) the reaction the speaker has had to the problem.

A I'm thinking of changing my job.

B I made a formal complaint.

26

C I have become less healthy.

27

D I decided to move.

28

E I often get angry.

29

F I feel depressed all the time.

30

G I spend a lot of time complaining about it.

H It doesn't bother me anymore.

In the exam you will have 5 minutes at the end of the test to copy your answers onto a separate answer sheet.

Speaking about 15 minutes

Part 2 4 minutes

1 Spending money

For both candidates:

Look at the three pictures on page 141. They show people who might be interested in buying something.

CANDIDATE A: Compare two of the pictures, and say what the people might be interested in buying and what may affect their decision. (*1 minute*)

CANDIDATE B: Which of these people might get most enjoyment out of what they buy? (*approximately 30 seconds*)

2 Animal roles

For both candidates:

Look at the three pictures on page 142. They show people and the animals they rely on.

CANDIDATE B: Compare two of the pictures, and say in what ways the people might rely on the animals, and how the people and animals might feel towards each other. (*1 minute*)

CANDIDATE A: In which situation do the animals benefit most from being with the people? (*approximately 30 seconds*)

Part 3 4 minutes

Science careers

For both candidates: Look at the task on page 143.

The task shows some ideas for encouraging young people to pursue careers in science, and a question for you to discuss.

Talk to each other about how these ideas could be used to encourage young people to pursue careers in science. (*2 minutes*)

Now you have about a minute to decide which idea might be implemented most easily. (*1 minute*)

Part 4 5 minutes

For both candidates:

- What do you think attracts people to studying or working within science?
- What future scientific achievement do you think would be most beneficial to mankind? Why?
- In your opinion, what is more likely to lead to scientific achievement – competition or teamwork?
- Some people believe that there should be more laws restricting some scientific experiments. What do you think?
- Some people believe it is the general public that should decide where scientific investment should be made. What is your opinion?

CD 1

TEST 1

- 01 Part 1 Extract One Instructions
 - 02 Part 1 Extract One (play twice)
 - 03 Part 1 Extract Two Instructions
 - 04 Part 1 Extract Two (play twice)
 - 05 Part 1 Extract Three Instructions
 - 06 Part 1 Extract Three (play twice)
 - 07 Part 2 Instructions
 - 08 Part 2 (play twice)
 - 09 Part 3 Instructions
 - 10 Part 3 (play twice)
 - 11 Part 4 Instructions
 - 12 Part 4 (play twice)
-

TEST 2

- 13 Part 1 Extract One Instructions
 - 14 Part 1 Extract One (play twice)
 - 15 Part 1 Extract Two Instructions
 - 16 Part 1 Extract Two (play twice)
 - 17 Part 1 Extract Three Instructions
 - 18 Part 1 Extract Three (play twice)
 - 19 Part 2 Instructions
 - 20 Part 2 (play twice)
 - 21 Part 3 Instructions
 - 22 Part 3 (play twice)
 - 23 Part 4 Instructions
 - 24 Part 4 (play twice)
-

CD 2

TEST 3

- 01 Part 1 Extract One Instructions
 - 02 Part 1 Extract One (play twice)
 - 03 Part 1 Extract Two Instructions
 - 04 Part 1 Extract Two (play twice)
 - 05 Part 1 Extract Three Instructions
 - 06 Part 1 Extract Three (play twice)
 - 07 Part 2 Instructions
 - 08 Part 2 (play twice)
 - 09 Part 3 Instructions
 - 10 Part 3 (play twice)
 - 11 Part 4 Instructions
 - 12 Part 4 (play twice)
-

TEST 4

- 13 Part 1 Extract One Instructions
- 14 Part 1 Extract One (play twice)
- 15 Part 1 Extract Two Instructions
- 16 Part 1 Extract Two (play twice)
- 17 Part 1 Extract Three Instructions
- 18 Part 1 Extract Three (play twice)
- 19 Part 2 Instructions
- 20 Part 2 (play twice)
- 21 Part 3 Instructions
- 22 Part 3 (play twice)
- 23 Part 4 Instructions
- 24 Part 4 (play twice)
- 45 Title

Assessment of Writing

Examiners mark tasks using assessment scales that were developed with explicit reference to the Common European Framework of Reference for Languages (CEFR). The scales, which are used across the spectrum of General English, Academic and Professional English and Business English Writing tests, consist of four subscales: Content, Communicative Achievement, Organization, and Language:

- **Content** focuses on how well the candidate has fulfilled the task, in other words if they have done what they were asked to do.
- **Communicative Achievement** focuses on how appropriate the writing is for the task and whether the candidate has used the appropriate register.
- **Organization** focuses on the way the candidate puts together the piece of writing, in other words if it is logical and ordered.
- **Language** focuses on vocabulary and grammar. This includes the range of language as well as how accurate it is.

Responses are marked on each subscale from 0 to 5.

C1	Content	Communicative Achievement	Organization	Language
5	All content is relevant to the task. Target reader is fully informed.	Uses the conventions of the communicative task with sufficient flexibility to communicate complex ideas in an effective way, holding the target reader's attention with ease, fulfilling all communicative purposes.	Text is a well-organized, coherent whole, using a variety of cohesive devices and organizational patterns with flexibility.	Uses a range of vocabulary, including less common lexis, effectively and precisely. Uses a wide range of simple and complex grammatical forms with full control, flexibility and sophistication. Errors, if present, are related to less common words and structures, or occur as slips.
4	<i>Performance shares features of Bands 3 and 5</i>			
3	Minor irrelevances and/or omissions may be present. Target reader on the whole is informed.	Uses the conventions of the communicative task effectively to hold the target reader's attention and communicate straightforward and complex ideas, as appropriate.	Text is well organized and coherent, using a variety of cohesive devices and organizational patterns to generally good effect.	Uses a range of vocabulary, including less common lexis, appropriately. Uses a range of simple and complex grammatical forms with control and flexibility. Occasional errors may be present but do not impede communication.
2	<i>Performance shares features of Bands 1 and 3</i>			
1	Irrelevances and misinterpretation of task may be present. Target reader is minimally informed.	Uses the conventions of the communicative task to hold the target reader's attention and communicate straightforward ideas.	Text is generally well organized and coherent, using a variety of linking words and cohesive devices.	Uses a range of everyday vocabulary appropriately, with occasional inappropriate use of less common lexis. Uses a range of simple and some complex grammatical forms with a good degree of control. Errors do not impede communication.
0	Content is totally irrelevant. Target reader is not informed.	<i>Performance below Band 1</i>		

Assessment of Speaking

Throughout the test, candidates are assessed on their own individual performance and not in relation to each other. They are awarded marks by two examiners: the assessor and the interlocutor. The assessor awards marks by applying performance descriptors from the Analytical Assessment scales for the following criteria:

- Grammatical Resource
- Lexical Resource
- Discourse Management
- Pronunciation
- Interactive Communication.

The interlocutor awards a mark for Global Achievement using the Global Achievement scale.

C1	Grammatical Resource	Lexical Resource	Discourse Management
5	• Maintains control of a wide range of grammatical forms.	• Uses a wide range of appropriate vocabulary to give and exchange views on familiar and unfamiliar topics.	<ul style="list-style-type: none"> • Produces extended stretches of language with ease and with very little hesitation. • Contributions are relevant, coherent and varied. • Uses a wide range of cohesive devices and discourse markers.
4	<i>Performance shares features of Bands 3 and 5</i>		
3	• Shows a good degree of control of a range of simple and some complex grammatical forms.	• Uses a range of appropriate vocabulary to give and exchange views on familiar and unfamiliar topics.	<ul style="list-style-type: none"> • Produces extended stretches of language with very little hesitation. • Contributions are relevant and there is a clear organization of ideas. • Uses a range of cohesive devices and discourse markers*.
2	<i>Performance shares features of Bands 1 and 3</i>		
1	• Shows a good degree of control of simple grammatical forms, and attempts some complex grammatical forms.	• Uses appropriate vocabulary to give and exchange views, but only when talking about familiar topics.	<ul style="list-style-type: none"> • Produces extended stretches of language despite some hesitation. • Contributions are relevant and there is very little repetition. • Uses a range of cohesive devices.
0	<i>Performance below Band 1</i>		

*discourse markers are phrases which add meaning to the interaction, e.g. *actually, anyway, the thing is, as I was saying*, etc.

C1	Pronunciation	Interactive Communication
5	<ul style="list-style-type: none"> Is intelligible. Phonological features are used effectively to convey and enhance meaning. 	<ul style="list-style-type: none"> Interacts with ease, linking contributions to those of other speakers. Widens the scope of the interaction and negotiates towards an outcome.
4	<i>Performance shares features of Bands 3 and 5</i>	
3	<ul style="list-style-type: none"> Is intelligible. Intonation is appropriate. Sentence and word stress is accurately placed. Individual sounds are articulated clearly. 	<ul style="list-style-type: none"> Initiates and responds appropriately, linking contributions to those of other speakers. Maintains and develops the interaction and negotiates towards an outcome.
2	<i>Performance shares features of Bands 1 and 3</i>	
1	<ul style="list-style-type: none"> Is intelligible. Intonation is generally appropriate. Sentence and word stress is generally accurately placed. Individual sounds are generally articulated clearly. 	<ul style="list-style-type: none"> Initiates and responds appropriately. Maintains and develops the interaction and negotiates towards an outcome with very little support.
0	<i>Performance below Band 1</i>	

C1	Global Achievement	
5	<ul style="list-style-type: none"> Handles communication on a wide range of topics, including unfamiliar and abstract ones, with very little hesitation. Uses accurate and appropriate linguistic resources to express complex ideas and concepts and produce extended discourse that is coherent and easy to follow. 	
4	<i>Performance shares features of Bands 3 and 5</i>	
3	<ul style="list-style-type: none"> Handles communication on a range of familiar and unfamiliar topics, with very little hesitation. Uses accurate and appropriate linguistic resources to express ideas and produce extended discourse that is generally coherent. 	
2	<i>Performance shares features of Bands 1 and 3</i>	
1	<ul style="list-style-type: none"> Handles communication on familiar topics, despite some hesitation. Organizes extended discourse but occasionally produces utterances that lack coherence, and some inaccuracies and inappropriate usage occur. 	
0	<i>Performance below Band 1</i>	



Do not write in this box

Candidate Name

If not already printed, write name in CAPITALS and complete the Candidate No. grid (in pencil).

Candidate Signature

Examination Title

Centre

SAMPLE

Supervisor:

If the candidate is ABSENT or has WITHDRAWN shade here —

Centre No.

Candidate No.

Examination Details

0	0	0	0
1	1	1	1
2	2	2	2
3	3	3	3
4	4	4	4
5	5	5	5
6	6	6	6
7	7	7	7
8	8	8	8
9	9	9	9

Candidate Answer Sheet 1

Instructions

Use a PENCIL (B or HB). Rub out any answer you wish to change using an eraser.

Part 1: Mark ONE letter for each question.

For example, if you think B is the right answer to the question, mark your answer sheet like this:

0	A	B	C	D
---	---	---	---	---

Parts 2, 3 and 4: Write your answer clearly in CAPITAL LETTERS.

For Parts 2 and 3 write one letter in each box. For example:

0	E	X	A	M	P	L	E
---	---	---	---	---	---	---	---

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

Part 2

9													9 1 0 u
10													10 1 0 u
11													11 1 0 u
12													12 1 0 u
13													13 1 0 u
14													14 1 0 u
15													15 1 0 u
16													16 1 0 u

Continues over →

Part 3

**Do not write
below here**



Part 4

**Do not write
below here**

25		25 2 1 0 u □ □ □
26		26 2 1 0 u □ □ □
27		27 2 1 0 u □ □ □
28		28 2 1 0 u □ □ □
29		29 2 1 0 u □ □ □
30		30 2 1 0 u □ □ □





Do not write in this box

Candidate Name

If not already printed, write name
in CAPITALS and complete the
Candidate No. grid (in pencil).

Candidate Signature

Examination Title

Centre

SAMPLE

Supervisor:

If the candidate is **ABSENT** or has **WITHDRAWN** shade here

Centre No.

Candidate No.

Examination Details

0	0	0	0
1	1	1	1
2	2	2	2
3	3	3	3
4	4	4	4
5	5	5	5
6	6	6	6
7	7	7	7
8	8	8	8
9	9	9	9

Candidate Answer Sheet 2

Instructions

Use a PENCIL (B or HB).

Rub out any answer you wish to change
using an eraser.

Parts 5, 6, 7 and 8: Mark ONE letter for
each question.

For example, if you think **B** is the
right answer to the question, mark
your answer sheet like this:



Part 5

31	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

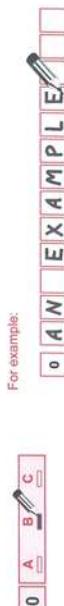
41	A	B	C	D	E	F	G
42	A	B	C	D	E	F	G
43	A	B	C	D	E	F	G
44	A	B	C	D	E	F	G
45	A	B	C	D	E	F	G
46	A	B	C	D	E	F	G

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

SAMPLE								
Part 1								
1	A	B	C					
2	A	B	C					
3	A	B	C					
4	A	B	C					
5	A	B	C					
6	A	B	C					
Part 2 (Remember to write in CAPITAL LETTERS or numbers)								
Do not write below here								
7								
8								
9								
10								
11								
12								
13								
14								
Part 3								
15	A	B	C	D				
16	A	B	C	D				
17	A	B	C	D				
18	A	B	C	D				
19	A	B	C	D				
20	A	B	C	D				
Part 4								
21	A	B	C	D	E	F	G	H
22	A	B	C	D	E	F	G	H
23	A	B	C	D	E	F	G	H
24	A	B	C	D	E	F	G	H
25	A	B	C	D	E	F	G	H
26	A	B	C	D	E	F	G	H
27	A	B	C	D	E	F	G	H
28	A	B	C	D	E	F	G	H
29	A	B	C	D	E	F	G	H
30	A	B	C	D	E	F	G	H

denote 0121 520 6100

SAMPLE					
Part 1					
Candidate Name If you already printed, write name in capital letters. If you did not print, Candidate No. will be given. Candidate Signature					
Centre No.	Examination Details				
Supervisor:	If the candidate is ABSENT or has WITHDRAWN shade here				
Candidate Answer Sheet					
Instructions					
Use a PENCIL (B or HB). Rub out any answer you wish to change using an eraser.					
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.					

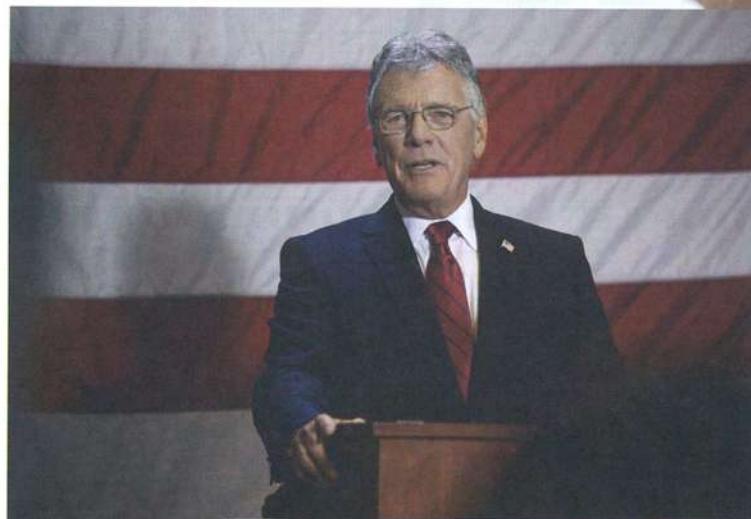
DP803

C A E L

Test 1 Part 2

Achieving goals

- What goals might each person have?
- What might they need to do to achieve their goals?



Test 1 Part 2

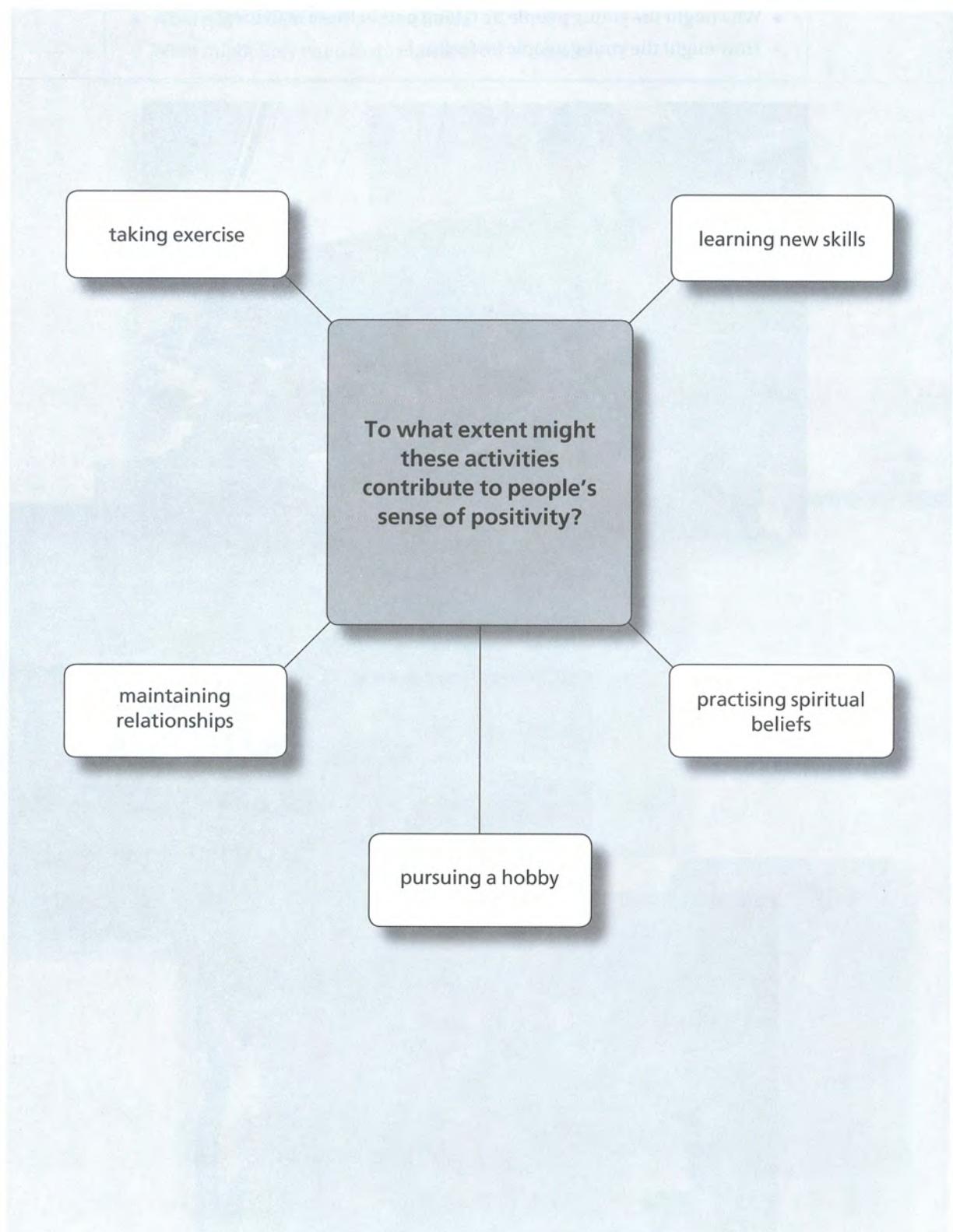
Group activities

- Why might the young people be taking part in these activities?
- How might the young people be feeling?



Test 1 Part 3

Positivity



Test 2 Part 2

Different professions

- What skills might these people require in their work?
- Why might they have chosen their professions?



Test 2 Part 2

In the forest

- Why might the people be in the forest?
- What might the people learn from the experience?



Test 2 Part 3

Studying abroad

cultural tradition

distance

How significant might
these factors be when
choosing a place of
study abroad?

fees and costs

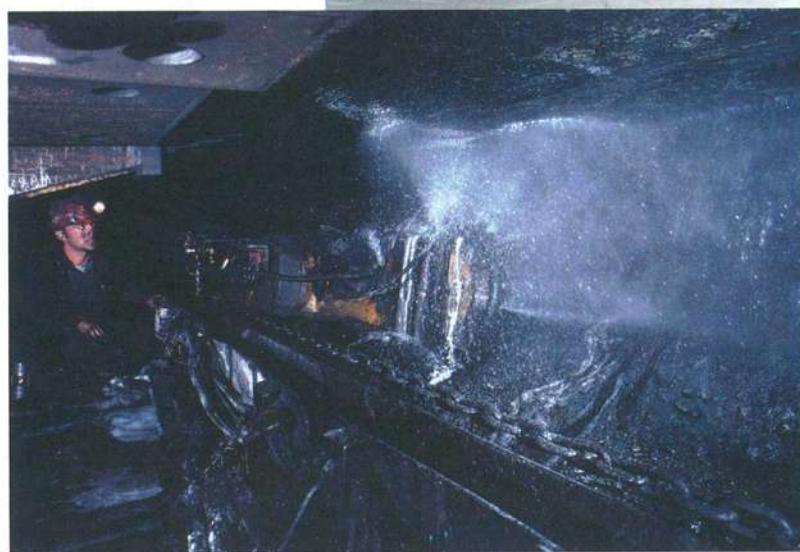
work opportunities

international
reputation

Test 3 Part 2

Risk at work

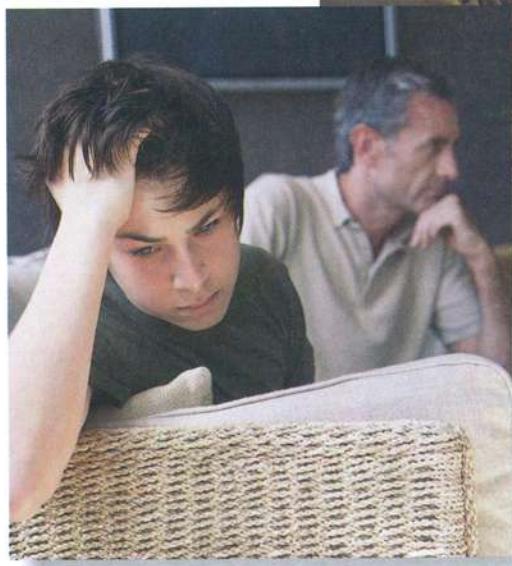
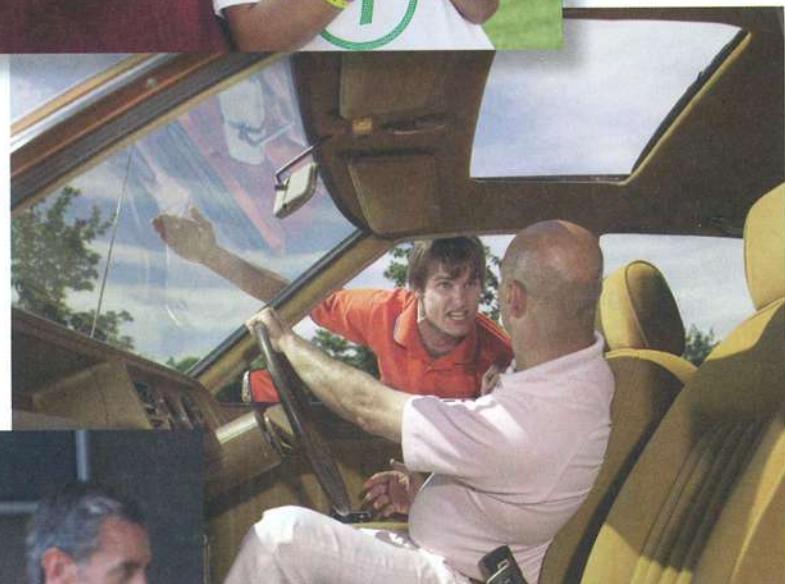
- In what ways do these people benefit society?
- What risks might they face in their work?



Test 3 Part 2

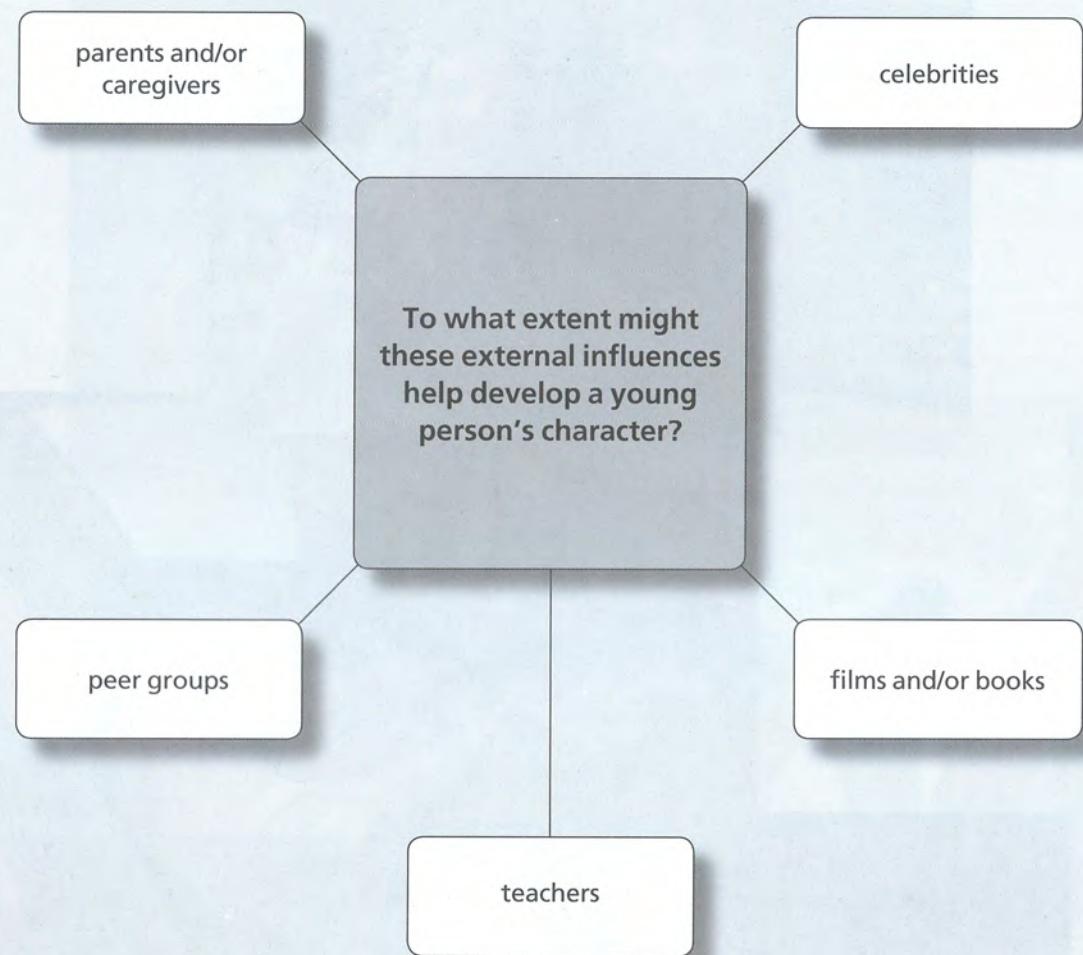
Emotions

- How might the people be feeling towards one another?
- What might have happened to make them feel this way?



Test 3 Part 3

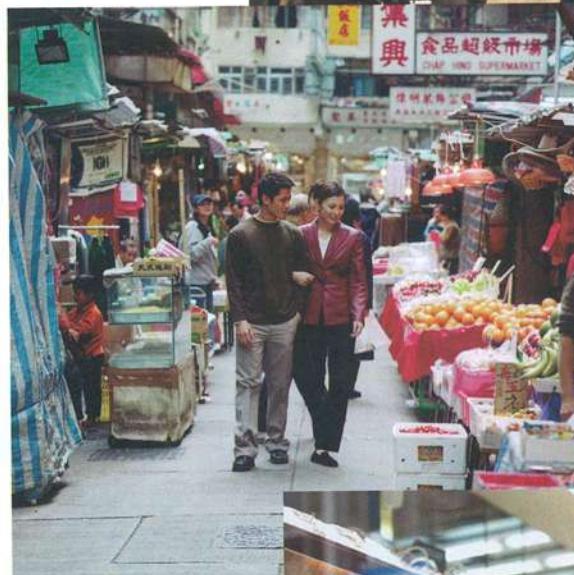
Character development



Test 4 Part 2

Spending money

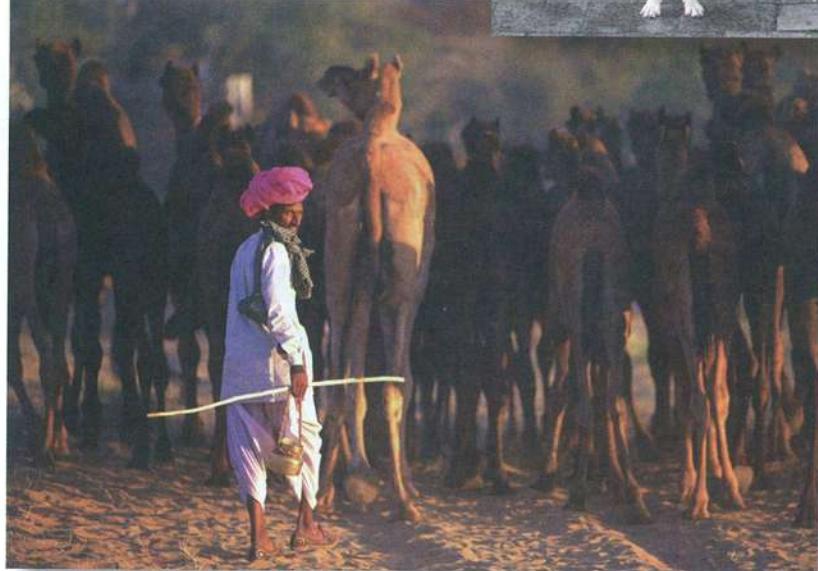
- What might the people be interested in buying?
- What may affect their decision?



Test 4 Part 2

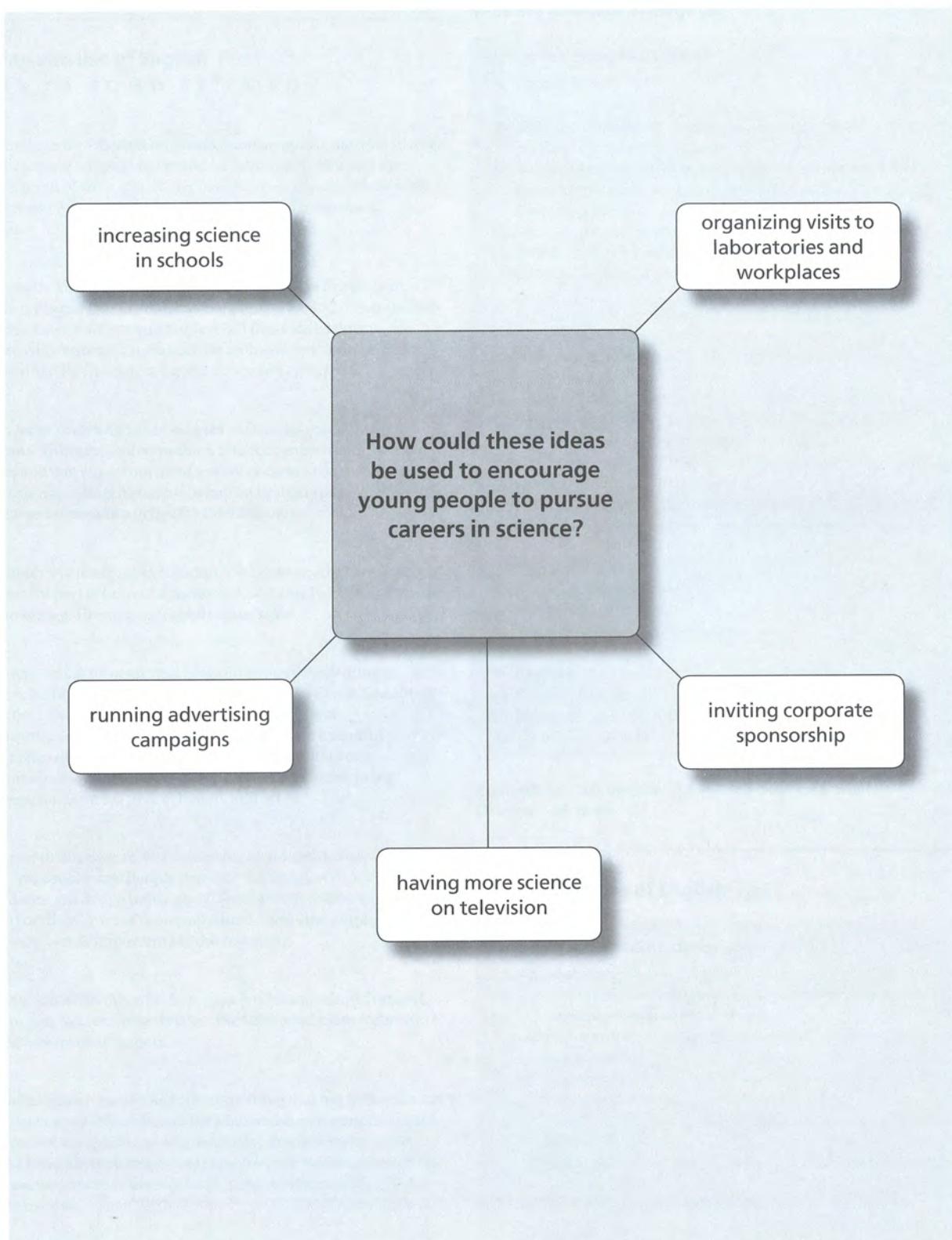
Animal roles

- In what ways might the people rely on the animals?
- How might the people and animals feel towards each other?



Test 4 Part 3

Science careers



Key and explanation

Test 1

PAGE 7

Reading and Use of English Part 1

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

1 D

questioned can be followed by *whether* and an open question; in this sentence *argued* and *decided* would be followed by *that* and the subject's point of view, *disputed* is used to show disagreement with someone else's point of view and is not followed by an open question.

2 B

agreed can be followed by the preposition *on* and in this context could be rephrased as 'no-one has ever agreed what the criteria are'. You can *write and debate* on a subject but these verbs do not collocate with 'criteria'. *Concur* can be followed by the preposition *with* and often has no object e.g. *All the leaders concurred*.

3 A

You can *judge* someone based on a set of criteria/guidelines/conditions. To *appreciate* something is to recognize its importance or value, and you would not need a set of criteria to do this. We use *view* in this way: She is *viewed as* beautiful by many people. You would *award* someone a *prize* (for their beauty).

4 C

to the human eye is a fixed expression. We could say that symmetry is an important part of human *appearance*. *Sight* and *vision* refer to the ability to see e.g. He has poor/good *sight/vision*.

5 D

We can use *similarity* to say that two things share something in common; in this context, the two sides of a person's face. *Equality* is used in the context of having the same status, rights or opportunities. You could say '... so a face may seem beautiful because one side is a reflection of the other'. *Opposition* can sometimes be used in this way: There is great *opposition* (a big difference) between his idea of beauty and mine.

6 B

We use *rate* in this way: to *rate something as* attractive/ugly/good/bad etc. We usually say: People *voted for* the younger candidate or The students *voted to* go home early. You can say Andrea was *selected* (chosen) as the winner of the competition. -and-The employees all felt *valued* (seen as important) by the company.

7 A

constitutes is used in this way: four papers *constitute* the Advanced exam - or you can rearrange this as: The Advanced exam *comprises/contains/involves* four papers.

8 D

an important *factor* means an important thing that has influence - in this context - on our decision about what makes someone beautiful. We use *reason* to explain our motivation for doing something i.e. Getting a good job is an important *reason* for me to learn English. We cannot use *one* because there is no singular subject or object that it can refer back to.

PAGES 8–10

Reading and Use of English Part 2

Further Practice and Guidance (pages 9–10)

A detailed study**A**

0 which: non-defining relative pronoun that connects the previous clause to the second.

9 of: this forms part of the phrase 'to be symptomatic of'. The whole phrase could be replaced with 'indicative of' or 'a typical symptom of'.

10 so: so far means 'until now'.

11 Despite: Despite means the same as although but it is followed by a noun phrase. Although is followed by a whole clause.

12 by: mean ('intend' or 'have in mind') collocates with by in this context.

13 who: who is used to connect the verb write back to those ('people').

14 what: (not how) This word can be used when referring forward, e.g. *What you need is a good holiday. He didn't realize what was going to happen next*.

15 even: even so means 'despite this', e.g. *He worked really hard; even so, he didn't get the promotion*.

16 does: as does means the same as 'so does'. Compare *I live in Madrid as does my sister* to *I live in Madrid. So does my sister*.

B

i Despite/In spite of

ii Although/Even though

iii However

iv Although, Even though, Whereas

v whereas

vi however

vii Despite/In spite of

viii However, Nevertheless

ix Despite/In spite of

9 of 10 so 11 despite 12 by 13 who 14 what

15 even 16 does

PAGES 11–13

Reading and Use of English Part 3

Further Practice and Guidance (pages 12–13)

A detailed study

a i argumentative (*adj*) (negatively) describing a person who likes to argue

ii argument(*n*) an angry disagreement between two or more people

iii arguably (*adv*) used to say you are not completely certain if something is true or right

b i visually (*adv*) in a way that is related to the appearance of something

ii visualize (*v*) to form a picture of someone or something in your mind

iii visible (*adj*) clearly seen/obvious

c i informed (*in this case it is an adjective but it can also be the past form of the verb*) describing a choice or decision made on good information

- ii misinform (*v*) to give someone the wrong/false information about something
- iii informative (*adj*) describing a person or thing that provides a lot of useful information
- d i perfectly (*adv*) in a way that could not be better
- ii perfectionist (*n*) someone who always wants things to be done perfectly
- iii perfection (*n*) a state in which someone or something is perfect or as good as they can be
- e i residential (*adj*) describing an area in which most of the buildings are houses
- ii resident (*n*) someone who lives in a particular place
- iii residence (*n*) (formal) a house or a place where someone lives
- f i titled (*adj*) Lord/Lady etc
- ii entitled (*v, passive*) to give a title to a book/song etc
- g i admittedly (*adv*) used to say that you admit something is true, although it makes your argument weaker
- ii admission (*n*) the amount of money required to enter a place such as a gallery/museum etc
- iii admittance(*n*) (formal) permission to enter a place or join something
- h i diversified (*in this case it is the past form of the verb but it can also be an adjective*) to develop into something different or to add to what you already do
- ii diversely (*adv*) describing how something is treated or dealt with in different ways
- iii diversity (*n*) the existence of a variety of people or things within a group or place

17 arguably 18 visually 19 informative 20 perfectionist
 21 residents 22 entitled 23 admission 24 diversified

PAGE 14

Reading and Use of English Part 4

- 25 was under/had (got) the impression [] that Sue
- 26 (his/him) having a/his reputation for [] being
- 27 as if you [] did not/didn't get/have
- 28 can't/couldn't possibly [] have run
- 29 him to pay no/him not to pay/him against paying [] attention to
- 30 there is little/not much [] chance of

PAGES 15–18

Reading and Use of English Part 5

Further Practice and Guidance (pages 17–18)

A detailed study

- 31 A Posternity means 'future or succeeding generations of people'. In the text, this could be the writer Rebecca Hunt, or people visiting the Imperial War Museum.
- B No. The writer only says that she was a conscientious diary-keeper, which means that she never failed to write regular entries. There is no information about whether or not her aunt wrote a diary out of a sense of duty.
- C The writer behaved in a melodramatic way by throwing her diary in the bin, and her aunt set fire to hers. However, the great-grandfather appears to have been a more restrained, thoughtful person.

- D A synonym for 'cautious' is the adjective 'considered'. However, we have no information about the content of the aunt's letters, and therefore no comparison is made.
- 32 A The reference to fiction is the writer's new novel *Everland*. However, she does not say that it is about Scott, only that she had depended on it in some way.
- B Yes. *Scott, I suspect, never had it in mind for his (diary) to be made public.*
- C It might be an invasion of privacy to remove a diary from Scott's pocket after he died. However, the writer only says that she found his diary 'absorbing', meaning 'very interesting'.
- D Both are polar explorers who undertook an 800 mile journey. However, there is no information about the way that Shackleton felt about this similarity or other people's view on it.
- 33 A No. The writer *does seem impressed by the journey. (Incredibly, they made it.)* She doesn't suggest that Shackleton has made the journey seem worse than it really was.
- B *smaller, spikier aspects.* Previously in the same sentence the writer says that it was natural [a good idea] that Shackleton focused on the *larger triumph of the rescue* rather than less important details.
- C Perhaps *South!* does include a lot of factual information, but the writer focuses largely on the emotion it contains: *a spirit of cheerfulness/conflict and anguish/lonely nights/determination.* Does the writer say that these two things are given equal attention in the book *South!*?
- D *Spirit of cheerfulness* means that the book has an optimistic and bright tone. This *permeates* [fills] the book.
- 34 A His men are referred to in the line *the distance that Scott and his men have left to travel becomes impossible ... and people irritate him ...* He might have encouraged them by making a speech etc, but the writer does not mention this. She only refers to the *unflinching determination* expressed in his diary.
- B Scott and men ran out of supplies [food, water, medicine] and their health was very bad. Although Scott was the leader, the writer does not mention whether he took responsibility or not.
- C 'Unambiguous' in this context means 'clear'. The writer says that the diary shows that Scott was both determined [to survive, to complete the journey home] but also full of despair. Scott therefore doesn't *clearly say* 'I know we aren't going to survive'.
- D Yes. The writer says that Scott wasn't satisfied with his men's performance and thought they could sometimes be incompetent. However, he was also impatient with himself, especially in regard to his own laziness.
- 35 A *a misrepresentation of events.* In the whole sentence, the writer says that 'editing' or 'revising' can actually be a good idea. This rules out option A as it says that altering the truth cannot be justified.
- B Yes. She says that *such edits can reflect the diplomacy of retrospection*, meaning that people can give events more careful consideration after a period of time has passed. She gives the example of Captain Oates' letter to his mother to support this idea.
- C The writer says that soldiers saw Scott as an iconic, inspirational figure. However, Scott did not edit his diary, and nor did the publishers, so he was never 'misrepresented'.
- D *a newer ... form of biography.* In this context, 'discreet' means 'being careful not to reveal private information' whereas 'sensational' means 'revealing and scandalous'.

- 36 A 'to disappear'? No. The writer does not say whether Scott became more or less famous.
 B 'classify'. The writer only says that it *would* be wrong to regard the expeditions as failures. She does not say that the public now has the wrong idea about the value of these expeditions.
 C *he experienced it.* Both Scott and the readers of his diary are *blind to what the next 24 hours will bring.* Therefore, the expedition feels more like a shared experience to the reader.
 D No. The writer only makes the factual observation that it took a long time for Shackleton to become famous. She doesn't make a general point that this is something that often happens regarding fame.

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

PAGES 19–22

Reading and Use of English Part 6

Further Practice and Guidance (pages 21–22)

A detailed study

- Question 37 1 vi 2 ii 3 iv 4 v 5 iii 6 i 7 viii 8 vii
 Question 38 1 vi 2 iii 3 i 4 ii 5 iv 6 v
 Question 39 1 iii 2 iv 3 vi 4 v 5 ii 6 i
 Question 40 1 v 2 vi 3 ii 4 i 5 iv 6 iii

37 D 38 D 39 B 40 A

PAGES 23–24

Reading and Use of English Part 7

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

41 C

The last sentence in C states *the kakapo also has a unique breeding system.* This is further explained in the next two sentences of the following text: *Males gather at an arena to compete for females. After mating, the females raise their young alone.* C also describes the unique features of the kakapo: its appearance, the noises it makes and the important fact that it can't fly. In the following paragraph, Don Merton says that these unique features/peculiarities have made the kakapo *vulnerable*, in other words, easy to attack.

42 G

In the paragraph above 42, we read that before man arrived, the kakapo's only enemies were birds who found it difficult to find them as their green colour meant they could hide in the forest. G says that when men arrived *it was a different story.* In other words, the situation changed. They brought dogs and rats which killed kakapo. At the end of G, it says that people believed the kakapo was extinct. The text under 42 then shows that this belief was wrong: Merton found one bird that was still alive.

43 A

The text above 43 says that the team thought the kakapo were safe and then discovered they were still being killed in large numbers. The first two sentences in A say that the team then began to carry out

a rescue operation by moving the kakapo to islands where there were no cats, stoats or possums. Unfortunately, there were rats on the new islands – but in the text under 43, it mentions that the team were trying to catch the rats with traps.

44 D

The last sentence of the text above 44 mentions that the team successfully moved the birds to Maud and Codfish Island where they were safe. D starts with *persuading the birds to breed was the next harder step.* This contrasts with the easy success of moving the birds. D also mentions the fact that the birds only breed when the rimu trees produce many seeds so that they have plenty to eat. The text under 44 mentions that the team try to find a diet/food that the birds like. The birds become healthier with the extra food, but still don't breed. The text mentions the rimu tree again, saying that the birds seem to be waiting for it to produce a lot of seed.

45 F

The text above 45 indicates that the birds will not breed until the rimu tree produces a lot of seed, so they have to let nature *take its course.* This means that they have to wait for the rimu trees to mast. The last sentence of F states that the team *recognized the fact that it was only the rimu tree that would turn things around* [change the situation]. The text under 45 begins with *Armed with this... knowledge. The fact and the knowledge both refer to the understanding that kakapo breed according to good seed production.*

46 B

The text above 46 mentions that the team are using electronic monitoring equipment. The last sentence of B says that the birds don't realize they are being watched by *electronic eyes.* B also says that the females look for a *mate* [a breeding partner] – and the text under 46 mentions the result – a large group of kakapo chicks.

PAGES 25–26

Reading and Use of English Part 8

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

47 D

The answer can be found in these lines ... *a story later generated by the rivalry* [the competitive approach] *of the press. The assembled journalists waiting outside the tomb were seething with rage* [angry] *because Carnarvon had signed an exclusive deal with the Times. Rival titles* [newspapers] *sent journalists over with the explicit aim of spoiling it all* [Carnarvon's success]. *It was Arthur Weigall, writing for the Daily Express, who told the story that he had given Carnarvon six weeks to live...*

48 C

The answer comes from *The mummy's curse was actually a fevered invention of* [it was first conceived by] *those who came later ... tomb-raiders and excavators, greedy for riches.*

49 E

The practical purposes are - *powdered mummy... rubbed on wounds as a salve* [medicine], the addition of mummy to *tubes of oil paint,* and *bitumen-soaked mummies burned for a long time.*

50 B

The writer says that *English writer Sir Arthur Conan Doyle who was admired at the time as a man of great intelligence... declared to the waiting press that an evil spirit may have caused Lord Carnarvon's fatal illness. A gullible* [easily-convinced, overly-trusting] *public were duly impressed and the stories have continued up to the present day.* In other words, the writer is saying that because Conan Doyle was famous and respected, the general public had no doubts about what he said.

51 E

The writer refers to the case of Ötzi, *the mummified iceman of the Alps ... discovered in 1991*. The writer then reports that *the team that lifted him from the ice have steadily met with accidents* but then says *so it is said and each incident thrillingly reported by the tabloids* implying that this may not be true.

52 C

The writer says that *An obscure, [anonymous] transitional pharaoh [ruler] in the Middle Kingdom, dead at 18 and shoved in a cramped and unfinished tomb, was raised to eternal fame* [brought to public attention] *by his unearthing. This would be a blessing* [a good thing], *not a curse*.

53 E

The particular person is *19th century American writer Mark Twain who joked that steam trains were fuelled by them* [mummies]. *His sense of transgression* [giving offence] and *what might be culturally-appropriate seems to have escaped him*

54 A

The writer tells us that the discovery of the tomb was so celebrated because it occurred when *a gloomy post-war world was still mourning the dead of that terrible conflict and the influenza pandemic that had followed shortly afterwards*. In other words, because of recent suffering, people welcomed a 'good news' story about a remarkable achievement.

55 B

The writer refers to coincidences in the following lines: *It was said that the lights had flickered off across Cairo at the precise moment of the Earl's death and that when the mummy of the king was unwrapped, a wound on the cheek exactly matched the place where Carnarvon had been bitten.*

56 D

The writer says that people are likely to become sick if they come into contact with the dead in a confined space like a tomb because of bacteria: *It seems wise to avoid being too close to dead bodies, and there are many explanations of the curse that explain it as infection [sickness] resulting from bacterial build-up* [growth/increase] *in confined tombs*

PAGES 27–31**Writing** Part 1**Further Practice and Guidance** (pages 30–31)**A detailed study: Essay****Content**

- 1 recycling and energy conservation
- 2 (recycling) children already know about sustainability/ schools can put recycling containers in classrooms/ children can be taught how to reduce the amount of packaging they bring to school (energy conservation) children are concerned about the environment – therefore they will be willing to help out with energy conservation projects and simple tasks.
- 3 Perhaps the opinion given about energy conservation. Remember that referring to the opinions is not compulsory.
- 4 Yes. The candidate writes 'The priority for schools ... energy conservation ...'
- 5 Yes. The candidate says that energy conservation can help reduce the school's carbon footprint and their budget. He repeats the same idea in the final paragraph.

Organization

- 1 A
- 2 i introduce main ideas - As for
ii add new ideas - In addition
iii show contrast or concession - however
iv show consequence - therefore

Language

- 1 shows/indicate
- 2 schools/educational institutions
- 3 used/consumed
- 4 idea/concept
- 5 reducing/minimize
- 6 responsible for/in charge of
- 7 beneficial to/advantageous
- 8 money/budget

PAGES 32–33**Writing** Part 2**Further Practice and Guidance** (page 33)**A detailed study: Report****Communicative achievement**

- 1 Your manager.
- 2 Register: impersonal language and an objective tone.
Format: A clear heading, sub-headings, and clearly separate paragraphs.
- 3 An aim of the report is to (b) improve the way that risks are described and dealt with. One challenge was that staff (a) felt it was taking too long to read health and safety material. A second challenge was that (b) warehouse employees couldn't read or write well.
- 4 Introducing a regular Friday-morning session so employees didn't have to spend time on health and safety material at home. Hiring a literacy tutor to help employees with reading and writing skills.

Language

- 1 has been made
- 2 were asked
- 3 were received
- 4 are ... scheduled/have ... been scheduled
- 5 has been contracted
- 6 have been put
- 7 will be held/is going to be held

Model answer for Question 2 (Letter)

To the editor

As a member of the local community, I am deeply frustrated by the council's short-sighted decision to close down the skate park. I would like to add my voice to your campaign.

First of all, I should explain that I am a father with two teenage boys, and that we live directly opposite the skate park. My boys have been going to the park for the last five years, and apart from developing their skills in a safe environment, they have also made a good number of new friends and expanded their social network. Further, I feel that this facility is giving them the opportunity to maintain their physical fitness and develop their self-confidence.

Considering there are few other facilities for young people in this area, it surprises me that the council cannot see the benefit of

keeping the skate park open. When teenagers have nothing to do, this is when some of them turn to anti-social activities such as graffiti and vandalism. Keeping them occupied in a positive way actually benefits the whole community. Furthermore, for families in lower socio-economic groups, the skate park provides an enjoyable and free way of spending time.

I would suggest that your newspaper sets up an online petition that local residents can sign. In this way, perhaps the council will finally understand how many people are opposed to their proposal.

Simon Moore, Brunswick.

PAGES 34–36

Listening Part 1

Further Practice and Guidance (pages 35–36)

- 1 should be
- 2 if they need ideas
- 3 sort out this awful situation
- 4 I can't see
- 5 doesn't put most people off
- 6 available to buy
- 7 open-minded
- 8 physical symptoms
- 9 put off going
- 10 trustworthy
- 11 always aware of
- 12 going to do
- 13 for years
- 14 warn
- 15 aware of how close
- 16 a warning

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

1

- A The answer comes from *Kwabena had decided he wasn't going to wait around [he wasn't waiting for government help]. He says he wanted to come up with [think of] an idea that would sort out [solve] this awful situation in his lifetime.*
- B There is no mention of Kwabena going overseas – only that other similar projects exist there.
- C The speaker Richard says that it would be a good idea if governments sponsored/funded these projects, and not that they have given money to Kwabena.

2

- C Richard says *you can get bags made of bamboo or other fabrics but only a minority of people are using them, so I'd say [in my opinion] it's up to the supermarkets [the supermarkets have a responsibility to] start promoting them a bit more actively – so that customers know they're available to buy instead.*
 - A Richard doesn't think that making people pay 5 or 10 pence per bag will deter them from using them.
 - B He doesn't believe the government will choose to ban plastic bags.
- 3
- B The answer comes from *I've always been fairly open-minded when it comes to hypnotherapy ... at least when it comes to dealing with psychological issues.* In other words the woman is saying that she has always been willing to believe that hypnotherapy might be useful for treating psychological problems. This contradicts option A.
 - C She doesn't say anything about the effect of hypnotherapy on its believers – only that she believed it might work.

4

- A The man thinks that many people do not trust hypnotists – *not trustworthy* – and the woman agrees with him *I think you're right.*
- B The woman insists that people are in control of themselves during hypnotherapy.
- C The man comments that people are *put off* [discouraged] by TV hypnotists – but not that they are disappointed with their own experience.

5

- C Fiona says *the hardest thing for me is being constantly alert to the risks because even though you do warn people about them, they just don't realize what could happen.*
- A This is not possible because Fiona says the people on her tours have been going to the zoo for years.
- B She also says that people aren't sure what is going to happen on the tour – she doesn't say that the visitors insist on seeing certain animals

6

- B Fiona says *from that moment on I've always been doubly [twice as] aware of how close I am to an animal and what tools it has to get to me [attack me with] as well.*
- A She does not say that she doesn't want to work with chimpanzees again – only that she will be more careful in the future. She also says *he could have been a lot nastier ... it was just a warning.* In other words, she admits the chimp did not treat her too badly.
- C Fiona knows why the incident occurred: she had been standing too close to the chimp's food.

PAGE 37

Listening Part 2

7 scared 8 interactive displays 9 imagination 10 skeleton
11 marine 12 (volcanic)eruption 13 insulation 14 donations

PAGE 38

Listening Part 3

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

15 A

Peter is in the army when he meets a man from the navy: he asks: '*Where have you been?*' He [the navy man] said '*All over the world and yeah, I liked the sound of that* [I thought that seemed interesting]. *The navy was for me* [I decided I would be suited to the navy]. *In the army the only option I had ahead of me was a few months in Singapore.* From this we can see that he wants to travel around the world, not just Singapore.

16 C

Peter starts by saying that the discipline and training is much harder in the army compared to the navy. He then says *However, I did have a hard mother and discipline was what she was all about* [discipline was what she believed in]. He says that she taught them to obey orders but also to be leaders, and to show others how to behave by giving a good example. He says *that's how you do it in the navy* – which means that the navy expect their officers to set a good example, too. He finally says *my mother set us on the right track in that respect* [my mother prepared us for this kind of behaviour] and *so the transition to the navy was easy.*

17 C

Peter explains that it is difficult for some young people to adjust to rules and regulations ... *And taking care of themselves ... Mum used to do your washing and your ironing ... so a lot of these kids ... don't even have these skills.* In other words, he is saying that they have never had to be responsible for their own actions, lives and routines. He suggests they [school leavers] need to be aware that *life in the navy is about self-discipline* [taking responsibility for yourself] and that they're going to have to adjust to that. If you can achieve that, you'll do well.

18 B

Peter says that older people from his hometown are curious about him, and that people his own age are jealous. He explains that he was the only person from his town to join the military and suggests that most people who stayed there have no sense of purpose and not much hope of a good future. He concludes by saying *So when I go home, it, er, reminds me of how far I've come, everything I've accomplished - and I get a lot of self-satisfaction out of that, to be honest.*

19 A

Peter says that the public often question why it is necessary to have a navy when their country is not at war. He thinks it would be useful to make the public aware of the other things that the navy do - for example, stopping illegal fishing vessels and drug smugglers.

20 D

Peter gives an example of how a fellow officer called Brendan left the navy after ten years' service. He applied for a job as a border control detective with the customs service, and was chosen over people with many more academic qualifications. Peter explains that *the skills that he [Brendan] attained [got] from the naval police were exactly in line with what they wanted* [were the same as what the customs department wanted]. *The guys from university had limited ability in communication and leadership but the customs people were confident [sure] he had everything they required, and that's why the application was successful.* In other words, the skills that Brendan got from the navy could be transferred [also used] in his new job.

PAGES 39–41**Listening** Part 4**Further Practice and Guidance** (pages 40–41)**Speaker 1**

- 1 foreign clients, remember names
- 2 professional, junior members of staff
- 3 Have you met
- 4 assistant

Speaker 2

- 5 equipment
- 6 lens
- 7 offended, paying money, portrait
- 8 business, recommendations

Speaker 3

- 9 self-confidence
- 10 just started
- 11 looking down on
- 12 small

Speaker 4

- 13 terms
- 14 much to say, contrived
- 15 gap of 20
- 16 physics teacher

Speaker 5

- 17 showing my CV (curriculum vitae)
- 18 catering, eight years in the job
- 19 take me on

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

Speaker 1

21 E 26 C

The first speaker says *when I'm supposed to be showing foreign clients around* - this suggests he is in business. He also says *it [this inability to remember names] ... doesn't exactly come across as professional, does it?* and *I'm supposed to be setting an example to the junior members of staff.* He also mentions that he has an assistant. This suggests he has an important position in his company - in this case a manager. He says that he finds himself saying *Have you met?* which is the way to begin an introduction.

Speaker 2

22 G 27 B

The second speaker is a photographer who takes pictures of children. She is saying that she is not always able to recognize whether a small baby is male or female so sometimes she says *Have you got a name yet for ... ?* and doesn't say 'him' or 'her'. She worries that this will offend the parents who will not recommend her to others. She mentions *equipment, the lens and portrait* which tell us that she is a photographer. She also says *They [the parents] feel offended and they're paying money to have their kid's portrait [formal photograph] taken. It's not exactly good for business or personal recommendations.*

Speaker 3

23 F 28 G

The third speaker is talking about her inability to order from a foreign menu - she is embarrassed about making a mistake with pronunciation when ordering - or not exactly understanding what the dishes are. We can understand that she is a new employee from *we go out to eat after work, and I've just started in our department.* We know that the other people in her department make her feel inferior from *I don't have much self-confidence in general ... I really feel exposed and I'm fed up with them all looking down on me. It makes me feel really small [inferior].*

Speaker 4

24 H 29 F

The fourth speaker starts by talking about his time at school. He then talks about his old classmate, Peter, who has organized a reunion of all the people in his class 20 years later. He finds the reunion very embarrassing because nobody knows what to say to each other. We can understand that the speaker is talking about school from *a couple of terms ... I was in the same dormitory ... everybody remembered hating the physics teacher.* The idea of an unnatural social situation comes from *nobody had much to say to anybody and the few conversations we had were utterly contrived* [unnaturally created/not genuine].

Speaker 5

25 D 30 H

The fifth speaker is talking about a trip to Greece. He practised some Greek phrases on a restaurant owner but the owner laughed at him. He says that he wants to improve his Greek so that when he returns to Greece, other restaurant owners will be more impressed and more likely to give him a job. We know he is an experienced chef from *my catering skills are alright. They should be after eight years in the job!* We know he is trying to impress potential employers from *I thought it might make more of an impact if I could show I knew a bit of the language ... showing my CV around ... I want to be taken seriously [I want people to recognize my ability]. There won't be many people prepared to take me on [hire me] unless I have some idea of the language.*

Test 2

PAGES 47–49

Reading and Use of English Part 1

Further Practice and Guidance (pages 48–49)

A detailed study

- | | | | | |
|---|----------------|--------------|----------------|---------------|
| 1 | a infer | b convey | c conduct | d express |
| 2 | a withdrawn | b split | c detached | d separated |
| 3 | a appear | b draw | c move | d Approach |
| 4 | a presented | b tempted | c demonstrated | d shown |
| 5 | a view | b sight | c notice | d perception |
| 6 | a expectations | b suspicions | c calculations | d estimates |
| 7 | a assists | b informs | c enables | d facilitates |
| 8 | a related | b connected | c descended | d evolved |

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

PAGE 50

Reading and Use of English Part 2

- 9 **like:** In this context, *like* is a preposition, and means 'similar to'.
- 10 **being:** Although the verb 'hate' is often followed by an 'ing' form, in this case the auxiliary 'being' is helping to form a passive structure 'being left alone'. (by its handlers).
- 11 **having:** we can use the participle clause 'having' instead of 'who have'.
- 12 **even:** The phrase 'even though' means 'despite the fact that'.
- 13 **such:** is followed by 'a' + (adj) noun. In this context, it means 'In a situation like this one'.
- 14 **because/as/since:** In this context, all these conjunctions are followed by an explanation of the previous clause, sentence, idea.
- 15 **no:** this forms part of the phrase 'no longer'. In this context, it means 'the handler cannot hear him anymore'.
- 16 **whether:** *whether* is often preceded or followed by the verb 'depends' e.g. 'Are you going out?' 'It depends whether I've finished my work.' 'Whether this is an example of real lying depends on your interpretation of the chimpanzee's behavior ...'

PAGE 51

Reading and Use of English Part 3

- | | | |
|----------------|------------------|----------------|
| 17 mistakenly | 18 irreplaceable | 19 accompanied |
| 20 likelihood | 21 overcome | 22 accessible |
| 23 precautions | 24 deterrent | |

PAGES 52–54

Reading and Use of English Part 4

Further Practice and Guidance (pages 53–54)

A detailed study

- 25 a why b it c was stolen/could be stolen d so
- 26 a has b past simple i.e. had c no d of e give up f prepositions are often followed by the 'ing' form, so *give* becomes *giving*
- 27 a made b a c to learn d something
- 28 a regret+ing i.e. trying b not i.e. not trying to c get along/on
- 29 a no matter how b tough it c may
- 30 a be b out i.e. sorted out c in
- 25 why it][was/could be stolen so
- 26 has no/hasn't any intention of][giving
- 27 made a change][to learn something
- 28 not trying/having tried to][get along/on
- 29 no matter how][tough it may
- 30 be sorted out][in

PAGES 55–56

Reading and Use of English Part 5

- 31 D 32 B 33 A 34 A 35 C 36 D
- 31
 - D The answer comes from *At one time the notion of a career on stage may have been frowned upon. 'To frown upon something' means 'to disapprove of it'.*
 - A It was usual for comedians only to receive free drinks and sandwiches.
 - B There is no mention of awards or trophies that were offered in the past.
 - C The text only says that *stand-up comedian(s) would have to endure years on the circuit of small-time venues.* This means that comedians were forced to give many performances in places that only attracted a small audience. They did this as they hoped it would lead to a successful career, but this was not always the case.
- 32
 - B The answer comes from *five comedy awards that are regarded in the industry as one long audition for lucrative TV work.* So, comedians take part in the festival in order to show their level of ability to TV producers or *a top agent*.
 - A There is no mention of comedians wanting to 'revolutionize' comedy. The *revolution* which is mentioned refers to the growing interest in watching comedians.
 - C Although the number of people watching comedy is growing, a *diverse audience* suggests 'people from different social or cultural backgrounds'. There is no mention of comedians hoping to be seen by a diverse audience.
 - D There is no mention of a cash prize, only the possibility of future work in Melbourne or Montreal, where the comedians may receive a salary, not a prize.

33

- A The answer comes from *it's not all milk and honey for those seeking fame and fortune*. Milk and honey are a metaphor for the good things in life. The answer can also be found in *There are many, many comedians who have been around for years without a breakthrough*. This means they have tried for a long time to become successful, but have failed.
- B Although Burdett-Coutts refers to three cities where opportunities are limited, he does not say that comedians should not try to work there or in other cities. Perhaps some comedians will succeed.
- C Burdett-Coutts only says there are many comedians looking for success. He doesn't refer to how talented they may or may not be.
- D Burdett-Coutts maintains that *there's room for another comedy festival in a seemingly overcrowded market*. This means that he believes that the market is not really overcrowded and that another festival is possible.

34

- A *What you have these days is a concern with the comic's creative potential. They may think someone ... has a talent that could be put to better use coming up with ideas for sketches in established TV shows or even for editing scripts*. This means that TV producers are looking for comedians who can write jokes for other people.
- B The text says *Not so long ago, TV producers would want to see someone up there performing live ...* This is not the key because it refers to a past situation.
- C *and audience reaction was the bottom line*. This means that how the audiences responded to a comedian was the most important thing, but again, it is referring to a past situation.
- D The text says *Despite the risk of obscurity*. This means that there is a chance that the comedian will never become well known or successful. However, there is no reference to the comedian's attitude towards this.

35

- C Lisa says *It certainly helps in terms of knowing whether a joke is 'sayable' or if the timing's right when they go into writing or production*. This means that new comedians can test their material and their act on live audiences before later going on to work as writers.
- A The text states that if a new comedian wins an award, afterwards this will lead to work opportunities where he or she can practise their act.
- B Lisa believes they are hardly an automatic guarantee of well-paid comedy life. This means she thinks the awards do not necessarily lead to success.
- D There is no mention of this in the text. There is a reference to *the industry shop window* which means that TV producers and agents are able to see a lot of different comedians perform, but it does not refer to a choice that comedians make.

36

- D The answer comes from *I couldn't face starting over, doing try-out sessions ... my heart sank at the thought*. Whelans had already had a successful career with a comedy partner. When this partnership finished, he did not want to start from the beginning again, trying to create a solo act. *I couldn't face and my heart sank* both refer to his lack of enthusiasm.
- A This is untrue. Whelans says that *there are hundreds of competent, blandish, slightly uninteresting stand-ups who I would be up against*. This suggests that he regards many other comedians as 'average' or having little talent. He did not want to waste time taking part in events in order to prove his ability.

B Whelans says that people in the industry can earn a lot, but this is not the same as what his expectations were regarding his own salary when he became a writer.

C The text says that his comedy act with a partner finished, but there is no reference as to why this happened. It does not say that Whelans found team work difficult.

PAGES 57–58

Reading and Use of English Part 6

37 A 38 B 39 D 40 C

37

Writer C comments on the *reliability of Pearson's research* in the following: sentences *Pearson spent many hours in overseas institutions where these robots are in use, observing and collecting information, so no one can doubt his credibility*.

Writer A shows he has a similar opinion to C in the sentences *Pearson had clearly put in the groundwork* [done a lot of research]; *he had compiled impressive statistics relating to the successful use of robots in ...*

38

Writer A feels positive about Pearson's delivery: *He employed his usual winning manner to good effect in 'The Future of Public Health', holding the audience entirely spellbound with a clever balance of hard fact and anecdote*.

However, writer B is not impressed with Pearson's manner of delivery. He says ... *Pearson missed the opportunity to engage with the assembled crowd; as mentioned before – he has the graphs and the static images of robots in action – but struggles [finds it difficult] to put a good argument together*.

Like writer A, writer C states: *there was indisputable proof that Greg Pearson deserves his reputation as an inspirational figure. Articulate and passionate, he set out [described] his vision ...*

Writer D says: *Pearson explains it all in a compelling [very interesting] and charming way ...*

39

Writer A feels that Pearson's current project – his own robot – will be very useful: *The work he is ... carrying out in this field; the development of a robot to assist with physical rehabilitation, is remarkable; no doubt this machine will have immense application [can be used a great deal] in both private and public facilities*.

Writer D also states that: *Pearson has been working on a robot that will aid in the rehabilitation process, meaning that patients will be able to walk independently once more; this is medical revolution in the making!* In other words, he is saying that Pearson's work will have a huge impact in the medical field.

40

It is only writer C that says other doctors (medical professionals) like the idea of using robots in the future: *Judging by the response from fellow academics and doctors, he is not alone in dreaming of a future in which robots are the good guys*.

Writer A suggests many medical professionals are sceptical about the use of robots: *Sceptics in the medical field, and there appear to be more than one would imagine, should sit up and take note*.

Writer B says: *but I feel he has a way to go in convincing [he hasn't yet convinced] doctors and health practitioners that this is achievable or desirable*.

Writer D says: *even if there are other physicians who disapprove of the move towards robot use*. In this context, he is implying that there are physicians [medical professionals] who don't want robots to be used in health care.

PAGES 59–61

Reading and Use of English Part 7

Further Practice and Guidance (page 61)

A detailed study

41 E

There's less excuse for ... explorers and scholars who were ... more naïve. Other people should have been able to recognize whether they were looking at real wool or not.

42 D

too suggests that the option must contain a similar description: *when the fruits ripened ... to reveal tiny lambs.* The words referring to *tales and stories* are *in some versions*.

43 B

he had heard this from reliable sources. Reliable sources means in this context 'people you can trust'.

44 G

Still it eluded them refers to *lamb* (singular) and *travellers* (plural). The word in the first line of that option which means 'to avoid being found' is *elude*. In the phrase *And so it went on*, the word *it* refers to the idea in option G that people who doubted the lamb-plant's existence were then persuaded it did exist. The idea continues in the text: *As soon as anyone voiced doubts ... (there was) new evidence*'.

45 C

This option contains a 'singular' reference: *a curious object ... a sort of toy animal*.

46 A

This option contains a reference to *the case: And so it was ... for 180 years*. In other words, the case was closed for 180 years. The text under 46 also mentions 'Henry Lee' by introducing him as *a little known naturalist*.

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

PAGES 62–65

Reading and Use of English Part 8

Further Practice and Guidance (pages 64–65)

A detailed study

- 1 It would be the brain making an effort, rather than the body. Associated words might be: consider/consideration/reflect/reflection, cognitive, mental, intellectual, cerebral, etc
- 2 Some examples might be slips, errors, fault, inaccuracy, oversight.
- 3 The reviewer is saying that the author has previously written other books, but recommends that readers start with the one being reviewed.
- 4 b approves of the use of doubt
- 5 The first is a style used in storytelling: to keep the reader's attention it might use language to create a feeling of pace and suspense. The second is used in books written about factual subjects; the language is objective and impersonal.
- 6 similar ways
- 7 a This person can think in a clear and logical way
- 8 a doesn't usually receive much attention

9 c uncritical

10 'I didn't know much about it ...' or 'I had the wrong idea about it'

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

55 C 56 A

47 D

The answer comes from *Zirker's explanations are clear and sharp, although don't expect him to lead you by the hand.* This means 'don't expect him to make the explanations easy'. The reviewer reinforces this warning by saying *You do need the mental stamina [effort and strength] for some serious pages of physics and daunting diagrams*.

48 C

The answer comes from *The text has been translated from the French and in places, not so successfully.* The reviewer also says that the book contains *appalling zoological errors* [factual mistakes about animals]. However, the reviewer also says that these few problems with style and content are *forgivable*.

49 A

The answer comes from '*Small Wonder*' is ... a great place to set out from before you tackle her backlist. The reviewer is saying that people should read *Small Wonder* before reading the books that the author has previously written.

50 B

The reviewer states that *The focus on what remains a matter of speculation has the paradoxical effect of highlighting the areas in which seismologists are confident, making it easier to deal with the ambiguities*.

51 D

The answer comes from *He employs a storytelling-meets-college textbook approach to great effect, meaning he mainly avoids confusing scientific equations.* The reviewer is saying that the author has chosen to combine a story-telling approach with an academic style which does not become too complicated.

52 B

The reviewer compares earthquake predictions with car engines and repairs, suggesting that both provoke a feeling of uncertainty which leads to stress and anxiety: *Anyone who has ever driven an elderly ... car knows the feeling: it's going to break down, but who knows when, where and what part of the system will fail? Predicting earthquakes produces much the same kind of unease*.

53 A

The reviewer says of Barbara Kingsolver: *Possessed of an analytical mind, she's capable of putting it all down with real passion [enthusiasm]: a rare find*.

54 D

The answer comes from *Up, down, in or out. If that's about as much attention as you pay the Sun, that's a shame as you're ignoring something incredible.* In other words, if you only think of the sun as coming up in the morning/going down at night, etc. you are not thinking about all the other amazing facts about it.

55 C

The reviewer says that the book steadily remains objective, neither apologizing for nor criticizing the modern zoo.

56 A

The reviewer says that *I had her [the author] filed in a 'sentimental nature-lover ...' category ... a few years ago, I read my first Kingsolver [book] and abandoned my ill-founded prejudice.* In other words, the

reviewer is saying that she had previously believed Barbara Kingsolver's books were too sentimental but recently she has discovered that this is not true.

PAGES 67–69

Writing Part 2**Further Practice and Guidance** (pages 68–69)**A detailed study: Proposal****Content**

- 1 reasons: the facilities are better in other gyms, the opening hours aren't long enough.
- 2 recommendations: upgrade rowing and running machines, replace missing equipment, install security cameras, open and close earlier, advertise the changes.

Communicative achievement

- 1 the college director
- 2 the candidate has used tentative and hypothetical structures such as '*I would suggest*', '*Another recommendation would be ...*' '*If these changes ...*'

Language

residents – residence

acess – access

mentionned – mentioned

eqipment – equipment

dissapeared –disappeared

preferrably – preferably

feasable – feasible

useing – using

1

- a ii The structure *I wonder if* is a polite and tentative way of making a suggestion. The passive *might be held* is also less direct/more tentative than an active form.
- b i The past continuous of *to hope*, *to think*, and *to wonder* can be used to make diplomatic or tentative suggestions in English.
- c ii *Would it be possible ... ?* is used for polite requests or suggestions.
- d ii is more polite
- e i *Perhaps* is a more formal way to say *Maybe*
- f ii Using the passive makes the action more important, i.e. *It should be done ...*. In an active sentence, i.e. *You should do it*, this can sound rather aggressive or accusatory.
- g i *feel* can replace *think* when the speaker wants to make a tactful suggestion and avoid sounding too direct.
- h ii The second conditional, i.e. *If we did this, there would be ...* makes the suggestion sound more tentative. The first conditional, i.e. *If we do this, there will be ...* can sound too direct.

2

- a considerable number; were uncertain
- b It's possible; are reluctant
- c with greater flexibility
- d in bad condition
- e implement

PAGE 70**Listening** Part 1

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

1 B

The woman says *I actually felt cheated* [I thought I had been deceived and had not got what I deserved] *my husband had been enjoying a really expensive weekend, and I hadn't* [she regrets that she did not know the true price of the hotel room].

2 A

The man says *people should buy expensive wine if it really gives them additional pleasure* and the woman agrees by saying *And if paying \$45 for wine makes you happy, why not?*

3 C

Petra says *I'm basically lazy and ... the idea of running five or six times a week doesn't actually appeal*, [do not think this is enjoyable] so *I was more than pleased when I found out I didn't have to*. In other words, she does not want to train very hard by running regularly.

4 C

Petra explains that Sean *encourages people to work on improving their overall strength before they go anywhere near* [start to think about] *an actual long run – so I was doing tons of sit-ups and press-ups and weight-lifting* [examples of strength training] – *that kind of thing – before I did any kind of practice running at all*.

5 B

Laura says that she enjoyed school but admits that *there are children who shouldn't be there – it just doesn't suit their learning style*.

6 A

Bryan says that '*unschooling*' is a relatively recent trend [it's a new development] as far as educational theory goes and there's not been a proper study into how successful it actually is. In other words, Bryan is saying that there is no proof yet about the success or failure of '*unschooling*'.

PAGES 71–72**Listening** Part 2**Further Practice and Guidance** (page 72)**A detailed study**

- 7 An aspect that's important; A significant issue
- 8 a I hadn't guessed; I didn't know/expect/realize.
 - b change/turn into/renovate
 - c Westport.
- 9 a the colour scheme, new windows, lighting, redesigning the use of space etc
 - b not finished. The question states '... still working on ...'
- 10 a roof
 - b it reminds me of
- 11 finance, plans, materials, consent forms, a workforce
- 12 a junior architect
 - b easy to carry/moveable/convenient/handy
- 13 a other countries
 - b awesome/incredible etc
- 14 a technical design
 - b talented at/skilled in/perform well with etc
 - c drawing/using software/negotiating etc

7 environment 8 fire station 9 lighting 10 ocean
 11 materials 12 shelter 13 volunteers 14 communication

PAGES 73–76
Listening Part 3

Further Practice and Guidance (pages 74–76)

15			
1 B; ii	2 A; iii	3 D; iv	4 C; i
16			
1 C; iii	2 A; i	3 B; iv	4 D; ii
17			
1 D; i	2 C; ii	3 A; iv	4 B; iii
18			
1 D; ii	2 B; iii	3 A; iv	4 C; i
19			
1 B; iv	2 A; iii	3 C; ii	4 D; i
20			
1 B; iii	2 D; iv	3 A; ii	4 C; i

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

PAGE 77
Listening Part 4

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

Speaker 1

21 B 26 C

The first speaker is talking about her favourite pop group when she was a teenager. She mentions her friend Simon, but does not say that Simon influenced her. We can understand that she is talking about a pop group/pop star from *they weren't that well known ... [then] ... they got pretty big* [became successful], *the [music] albums ... The lead* [the main singer or guitar player] *was my absolute idol ...* She adds *when things were really bad at home ... my parents were rowing* [arguing and shouting] ... *I'd turn the sound up ... It was a way of escaping ... a way of dealing* [managing/coping] *with all the bad stuff going on* [the bad things happening in my life].

Speaker 2

22 G 27 A

The second speaker is talking about his interest in writing when he was a child. We know he is a writer from *I was quite a voracious reader* [I read a lot] *and I also had my own ideas for stories*. His talent for writing is first referred to when he says *I suspected I could write*. We can guess he is talking about his teacher from *It was Mrs Shelly that gave me the push I needed* [she encouraged me] ... *she read out one of my essays to the whole class*. By saying *Mrs Shelly*, we can tell that he had a formal relationship with the person who influenced him. An essay is a piece of writing you produce in school. When the speaker says *I reckon it was her who started me off* he is again referring to Mrs Shelly encouraging him to start writing and develop his talent.

Speaker 3

23 E 28 D

The third speaker is talking about how her father was a very honest and direct man. We can understand that she is talking about her father from *Mum never got used to it. She'd be after* [she wanted] *some compliment ... and he'd tell her straight out 'No love, it's wrong on you'*. We can understand that she wants to develop his father's qualities when she says *I'd like to think I take after him* [inherited his qualities/personality] and *I've certainly made an effort to apply his honesty and directness in my work*.

Speaker 4

24 H 29 F

The fourth speaker starts by talking about his life as a journalist now and how he often remembers his childhood friend, James. He says that James was a very interesting person and that it was James who originally intended to become a journalist. We can understand that he is describing a childhood friend from *I was a miserable teenager ... James moved in next door and I was allowed to go round there* [to visit him]. We can understand that the speaker became interested in experiencing new things when he says *stories and photos from all around the world ... were a real eye-opener* [they made me think about things I had never thought about before] ... *James gave me the desire to go off exploring and discovering*.

Speaker 5

25 D 30 B

The fifth speaker is talking about a TV star and the way he and his classmates used to copy the TV star's *moves* [the way he used to fight]. We can tell he is talking about a TV star from *It was on* [the programme appeared on the TV] *every Thursday night at 5 o'clock ... I'd ... grab the remote control*. We can understand that he got into trouble for behaving like the TV star from *I did this karate kick on a mate of mine and he ended up in hospital 'cos he'd fallen backwards and bashed [hit] his head on some stone steps. ... my parents were furious* [very angry]. *I had to stay in my room away from the television for a whole month* [I was forbidden to watch TV].

Test 3

PAGE 80

Reading and Use of English Part 1

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

1 A

if you are unable to *resist* something, you know that it is wrong but you do it anyway. In this context, the writer is saying that burglars cannot stop themselves from eating food they find in houses, even though this may slow them down. It is possible to *decline* or *refuse* food, but only when it is offered to you.

2 D

premises is preceded by the preposition *on*. *Premises* refers to both buildings and land that an organization, company or person owns. *Houses*, *locations* and *grounds* take the preposition *in* in this context. It is also unlikely that burglars would find food in *grounds* e.g. areas of land around a house.

3 B

tendency is the only abstract noun here which fits the structure *There is a _____ to do something*. It means that in general, whenever burglars eat food in someone's house, they tend to leave some of it behind.

4 C

hope is the only abstract noun that fits the structure *in the _____ of + ing*

5 B

We can use *reliability* to describe how well a test, process or method works, and if they work well all the time. The rest of the paragraph talks about how certain foods produce good DNA results, but other foods do not.

6 B

The expression *to limit yourself to something* means that you only allow yourself to use, take or do something in a small amount. You can *ration* food or supplies, and to *restrain* someone or something means that you do not allow them to act, move or behave in a certain way.

7 D

remains can refer to the part of a meal that is not eaten

8 C

In this context, *virtually* means 'almost'; in other words, the chocolate was not at all helpful in providing DNA evidence. '*hardly useless*' would be an unusual combination, but it would mean 'it is not useless at all'. The adverb *extremely* can only go with gradable adjectives.

PAGE 81

Reading and Use of English Part 2

- 0 **whom:** *whom* is a relative pronoun used to refer to a person/people, and which often follows a preposition, e.g. 'of'.
- 9 **were:** *were* is the auxiliary verb forming part of a passive structure - *In a recent study, 725 participants, ..., were presented with a moral dilemma.*
- 10 **because:** *because* is used here to introduce the reason why the workers are in danger.
- 11 **so:** *so* is followed by *that* to show the purpose of the previously stated action.

12 it: *It* forms part of a passive construction; instead of saying 'Scientists found that ...', the writer says *it was found* ... to introduce the results of the experiment.

13 by: the preposition *by* is often used to show how something is done or achieved.

14 in: the phrase *in life* is often preceded by 'early/earlier' or 'late/later'.

15 this: *this* refers back to the whole concept expressed in the previous sentence i.e. *Breaking a moral code by killing the bystander seems easier to do when considering the problem in a language learnt later in life.*

16 more/better: The writer is saying that when people think in a foreign language, they think in a less emotional way, and as a result of this, they are more/better able to think in a pragmatic way instead.

PAGE 82

Reading and Use of English Part 3

- 17 breakable
- 18 naturally
- 19 application
- 20 stabilise/stabilize
- 21 technological
- 22 energetic
- 23 beneficial
- 24 replacements

PAGE 83

Reading and Use of English Part 4

- 25 was no need]/[to have made
- 26 more]/[to do with his
- 27 was (about/high) time (that)]/[he took/started taking
- 28 recognized Takeshi]/[due to
- 29 not have kept]/[that information from
- 30 would have/get]/[the rubbish taken/someone take the rubbish

PAGES 84–85

Reading and Use of English Part 5

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

31 D

The writer says that *if you think [humans] are the only creatures with a moral sense ... you're in good company*. This simply means that many people believe this to be true. The writer is not saying he agrees. He also disagrees with *most experts* by saying *yet I'm convinced that many animals can distinguish right from wrong*. A misconception means 'a wrong belief which many people have'.

32 A

The writer says *Biologists have had real problems trying to explain why people are frequently inexplicably nice to each other ... Perhaps we expect a payback somewhere down the line, or maybe our good deeds are directed only towards kin*. The word *inexplicably* means 'impossible to explain'. The use of *perhaps* and *maybe* also suggest a lack of certainty.

33 C

The writer states ... *on the rare occasions when an animal says 'Let's play' and then beats up an unsuspecting animal, the culprit usually finds itself ostracized by its former playmates*. 'Let's play' suggests the animal wants to engage in non-aggressive social play. To *beat up* in this context means 'to attack aggressively' – so the animal is not following the rules of social play. To be *ostracized* means that an individual is ignored or excluded by others.

34 D

The writer says *If I'm right, morality evolved because it is adaptive. It helps many animals, including humans, to survive and flourish in*

their particular social environment. In the writer's opinion, therefore, moral behaviour [morality] developed [evolved] in such a way that it would help people to survive.

35 D

The writer says that ... *provided virtue is rewarded by a greater number of offspring, then any genes associated with good behaviour are bound to accumulate in subsequent generations.* A simpler way of saying this is if good behaviour results in a greater number of 'children', then any genes connected to good behaviour will probably increase in future generations.

36 B

The writer says *First, we didn't invent virtue – its origins are much more ancient than our own. Secondly, we should stop seeing ourselves as morally superior to other animals.* He is suggesting that people should not believe humans invented moral behaviour nor believe that we are morally better than animals.

PAGES 86–87

Reading and Use of English Part 6

37 D 38 B 39 C 40 D

37 Reviewer B refers to the extent to which economists might share Roscoe's viewpoint when she says *We economists construct models ... because they are useful pointers. Of course we think economics is at the centre of things ... but that is a far cry from (not the same as) believing that economics explains everything that goes on in people's lives. But without it, the ability to understand what is going on, price options accordingly and be able to make informed decisions would be reduced.* Philip Roscoe does not agree. In other words, the writer is saying that economists believe that economics can and does help people make good choices, whereas Roscoe does not.

Reviewer D shows he has a similar opinion to B when he says *Economists will not always be persuaded by Roscoe's accusations as his economic research is, at times, quoted rather too selectively [referred to in a way that suits Roscoe's purpose]. Indeed, having once worked in the field [of economics] myself, I would say that it is not economics itself that is at fault but the particular use of certain types of economics as political and financial justification.* Writer D is also saying that economists and Roscoe have different views on the influence of economics.

38 Reviewer B's opinion about the persuasiveness of Roscoe's argument is shown in the sentence *I was hoping for deeper insights into the nature of economics, but by the end of what is otherwise a very readable and entertaining book, I wasn't any the wiser.* [I hadn't learnt anything useful.] The other reviewers are much more positive:

Reviewer A says *Roscoe makes a convincing case for the way economics has commodified aspects of our lives.*

Reviewer C states *Roscoe sets out a credible [very believable and convincing] line of reasoning ... an edifying [informative] and yet gloomy read.'*

Reviewer D *On the whole, Roscoe reinforces his argument with logic and indisputable data that neither consumer nor economist can ignore.*

39 Reviewer A supports Roscoe's use of online dating as an example of how economics has had a negative influence on human behavior in the following sentence: *online dating substitutes a calculated approach [it's too scientific and artificial] to finding the 'right' partner for the spontaneity of a serendipitous [lucky] encounter [meeting].* The word 'right' is in inverted commas to show that the reviewer believes that this adjective is incorrect.

Reviewer C says *Using dating sites as an example of the insidious [dangerous] influence of economics, he masterfully debunks [discredits] the notion [the idea/belief] that we can use surveys and statistics to create perfect relationships and that partners should ever be commodities to be compared and consumed.*

40 Reviewer A praises Roscoe's style: *He gives us an incisive, [perceptive] and truly engaging [written in an appealing way] critique of a doctrine still shaping our society.*

Reviewer D has a negative view of Roscoe's style: *However, it's a pity that he takes so long to do so [to make his good points]. The early sections on the history of economic theory are dryly academic; lacking the drive and power of the rest of the book.*

PAGES 88–91

Reading and Use of English Part 7

Further Practice and Guidance (pages 90–91)

1 a	2 b	3 b	4 c	5 a	6 b	7 c
8 b	9 c	10 b	11 c	12 a	13 a	14 b
15 a						

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

41 G

The connection between the text above 41 and G is *this seemed more like a military operation* and *But that, however, was exactly what it was.* The writer is saying that in reality, this expedition *was* a real military operation. It also mentions in G that the writer was not a soldier and in the text below G, the writer says that Mark, the leader, would not be responsible for him – because he is a civilian, and not a soldier.

42 D

In the text above 42, Mark promises not to let the writer fall, in other words, he will keep him safe. D begins with *Despite that reassurance.* To 'reassure someone' means to promise a person something in order to remove anxiety or fear.

43 F

In the text above 43, Mark explains all the reasons why climbing Mont Blanc is a dangerous challenge. F begins with *To add to my apprehension, it was this same route that had beaten me the last time around.* The writer suggests that travelling on the same route is an additional fear to others that Mark has already mentioned. F also connects to the text under 9: the writer says that the soldiers did not appear *too fit.* Then he says that *looks* (appearances) *can be deceptive.* He is saying that he was wrong about the fitness of the soldiers.

44 A

In the text above 44, the writer says that he had *turned back* or given up on the route up the Col two years ago. Option A begins with *This time ... I was having better luck.* He is saying that he is having more success on the same route on this expedition. A also connects with the text under 10: the writer says that *everyone was suffering.* The next piece of text begins with *Even digging snow pits for the tents was a real struggle.* Digging the snow pits was extremely difficult because everyone was suffering from exhaustion.

45 E

This paragraph finishes with the writer believing *at least the worst was over.* The text under 45 says *I couldn't have been more wrong* and continues *the descent made everything that had gone before seem easy.* The writer is admitting that he made a mistake – that the ascent to the top of the mountain had been easier than the descent to the bottom.

46 B

This paragraph begins with *It looked like the decision had been made for us*. This refers back to the previous text that mentions that the soldiers were forced to change direction because a large piece of ice was blocking their route. B finishes with the writer mentioning how easy it is to make a mistake. The text under 46 then says that he slipped and was unable to stop himself from falling.

PAGES 92–93**Reading and Use of English Part 8**

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

47 C

The writer says *the bulk of my income went towards the science* [most of my income was spent on science] *I did rather than to improve the standard of living enjoyed by me and my wife. I saw no point in acquiring the latest equipment, because I knew that such apparatus was probably 10 years out of date already and that I could invent it myself.*

48 B

The writer comments *No doubt the few surviving dinosaurs* [another species] *60 million years ago felt the same about the safer mammalian world* [the world of animals] *that was thrust upon them*. The writer is making the general point that a degree of danger should be part of scientific discovery, and that now, because a lot of science is carried out by computer stimulation, it is not as thrilling as it once was.

49 D

The writer explains that *The crux* [root of/reason for] *of invention is always necessity. In other words, people invent things because there is a great need for them.*

50 A

The answer comes from *soon, I worry, we face a life in which society sees an outstanding brain as like a nail that stands out and which must always be hammered in.*

51 B

The writer says that *In today's world, more and more, the exciting and slightly dangerous experiments once done with chemicals, high voltages and radioactive substances are now generally done by computer simulations. From my viewpoint, science lost its glamour* [its exciting and magical quality] *about 30 years back ago.*

52 D

The writer complains that *the recently devised process* [new system] *of peer review* [reviews and support from other scientists] *is prejudiced against outsiders and loners. The few lone scientists now in existence find it almost impossible to publish their work and ideas* [disseminate their research] *in scientific journals.* In other words, unless a scientist has worked in a collaborative way with other scientists, scientific journals will not publish their work.

53 A

The answer comes from *Science, he [Lehrer] wrote, was now so complex and expensive that only governments and corporations could afford to support the teams required.*

54 C

The writer states that *I have always, from childhood on, regarded science as a calling, a vocation, never as a career.*

55 A

The writer makes the point that *a Faraday or a Darwin* [a scientist like these kinds of men] *would be buried in paperwork and obliged to spend their time solving problems concerning health and safety.* The writer is implying that there are too many regulations regarding health and safety – and that these stop scientific progress.

56 B

The writer says that *It is a mistake to regard a lone scientist as an unnatural or pathologically disabled person* [someone who is unable to relate to other people]; *I do not think that I was disabled or even lonely.*

PAGE 94**Writing Part 1****Model answer for Question 1 (Essay)**

The lack of affordable housing in many urban centres around the world is a growing problem. It will only get worse as populations grow and there is increased migration from rural areas. This is not an issue any government can ignore.

One solution to this crisis might be the development of high-rise buildings. Tower blocks and skyscrapers are already a common feature of the landscape in many cities, and obviously take up less land than other kinds of housing. However, there should be clear rules in place that architects and developers have to follow. It is too often the case that the quality of such buildings is poor; the insulation is insufficient, there is little natural sunlight and there are no outdoor spaces for recreation. Tall buildings can only be considered a solution if they offer a decent quality of life.

The other possibility is the planning and construction of smaller homes. At the moment, most new homes are designed in a standard way – that is – with two or three bedrooms to accommodate a family. However, many people are now choosing to live alone, or to have smaller families or to retire to smaller properties. By building smaller houses, these people would have greater choice and would be able to rent or buy something within their budget.

Overall, I would say that the second approach is the preferable one as people generally prefer to live in their own defined space. Tall-buildings may sometimes be necessary, but they cannot really provide tenants with a real sense of ownership.

PAGES 95–96**Writing Part 2****Further Practice and Guidance (page 96)****A detailed study: Informal letter****Communicative achievement**

You would probably want to make your friend feel less nervous and more confident. You could achieve this by giving helpful advice and by reassuring your friend that interviews are not as frightening as some people imagine they are.

Content

- a description of an interview that you experienced (second para.)
- advice about what to do and say in an interview (third para.).

Starting

- (c) is the best answer. It can be used to start most letters which are responding to a friend's letter (unless your friend has told you about some very bad news).
- (a) This is simply copying the question – which you should never do in Paper 2. It is also a strange way to start a letter.
- (b) This is more suitable for a very formal letter.

Finishing

- (d) is the best answer. It is used to wish somebody luck.
- (e) This is a common way to end many informal letters, but in the sample letter, there is no mention of a future arrangement.
- (f) The writer of the sample letter is giving help, not receiving it.

Language (phrases and phrasal verbs)*on top of* = in addition to*it'll stand you in good stead* = it'll help you prepare for the future and give you an advantage*started off* = began*to figure out* = to understand*in your case* = in your situation*this goes without saying* = I don't need to say this because it is obvious*come out with* = suddenly say*back it up* = support**Model answer for Question 4 (Review)****Which tent? The Explorer 5X vs The Trail Blazer**

At first glance, the Explorer 5X tent was exactly what I was after. Four of us had planned to go camping in the Lakes, we had limited space in our car, and none of us were experts at putting up a new tent. In the shop, the tent was already erected and it seemed spacious, bright, and solid. The shop assistant assured me it was a state-of-the-art piece of camping equipment, and that it was relatively straightforward to put up. The price at \$499 seemed reasonable, so that helped make my mind up. A week later, in the Lakes, we found ourselves struggling to understand the written instructions. There were no pictures to help us. Even when we had finally assembled the tent, some of the cords were not long enough to reach the poles. We also discovered to our horror that the tent leaked at the connection points.

To give the shop its due, when we returned the tent, they did not hesitate to offer a refund when we explained the problems. However, we'd already scheduled another camping trip for the summer break, and so we needed a replacement. In the end, we settled on the Trail Blazer. Although it only came in a dull green, we were told that the fabric was definitely waterproof and we were happy to see the illustrated instructions. The tent also came with spare cords and tent hooks. I'm happy to say that the Trail Blazer *was* far easier to erect, and did a much better job of keeping off the rain. Great for amateurs!

PAGE 97**Listening** Part 1

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

1 C

Marian says that ... people ... look for anything that can connect you to them. She then gives an example of how a stranger told her about a child she had given up for adoption because she thought that Marian had, too, because of a story she had written. Marian adds that the woman thought I was someone who could relate to her [understand her because they had similar experiences].

2 B

Marian implies that people are generally unhappy when she says I think the world's become a rather depressing place for many people, and it's comforting for them to read about the misfortunes [unhappy events/bad luck] of others.

3 A

The man says that when he was a child he never expected to receive gifts except on his birthday. He implies that by screaming, his son will usually persuade him to buy whatever he wants, whenever he wants it. He adds He's not the only one I've seen using that trick - which suggests that it is common behaviour for young children.

4 C

The woman says that we can't be bothered [we do not want to make the effort - because]. We can now buy a lot for little money. We've got used to buying inexpensive, easily replaceable things.

5 A

Kesia says that the Europeans brought cotton with them, and this was welcomed with a great deal of enthusiasm. It was much easier to work with ...

6 B

Kesia explains that some of the people who make tapa cloth rely on it for survival - I mean the income it brings in, it can support a whole family.

PAGE 98**Listening** Part 2

7 windy 8 size 9 identification skills 10 fitness training/fitness 11 dolphins 12 light/darkness 13 blue bell
14 report

PAGE 99**Listening** Part 3

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

15 B

Callum says that When people find out what you do, their response is always positive ... they're always curious to learn more [they want to know more]. Most people are fairly ignorant [they don't know much] about geology, but when it comes to volcanoes, they don't hold back with the questions [they don't limit the number of questions they ask].

16 A

Callum says that it was on a field trip [a research trip to a place of interest - in this context, a volcano] that I saw my first eruption way down a crater. I was simultaneously quite terrified and quite amazed by the power of it all. I knew at that moment I would have to switch fields [I instantly knew that I would have to change my area of study/change my career] ... that volcanoes would be a lifelong fascination [that I would always be interested in volcanoes].

17 C

Callum talks about a time when he was flying over a volcano and it was suddenly too dark to see where they were going. He admits that the situation is All my fault, I'm afraid. I should have known better ... I had this awful sense of responsibility for putting Jack [the pilot] into that position [that dangerous situation].

18 A

Callum says that I can't say I've got used to the reporters, though [he still feels uncomfortable dealing with reporters]. It can take a great effort on my part to remain patient [I have to try very hard to be patient] with them when a volcano's going off and I'd rather be monitoring the equipment.

19 B

Callum says something that students don't anticipate [expect] - that they'll need to be able to produce papers concerning their research findings, and that therefore a good command of written English is vital [it is really important that they are able to write clearly and effectively].

20 D

Callum says that *The thing about volcanoes is that ... you still never really know what's coming next. I like the element of surprise in my work, more so than having to work to a schedule which is what making a TV series seems to be all about.* In other words, he is saying that he is never sure what a volcano will do, which he likes, whereas you always know what you are doing when you follow the schedule of making a TV programme.

PAGES 100–101**Listening** Part 4**Further Practice and Guidance** (page 101)**A detailed study**

1 N	2 N	3 N	4 Y	5 Y	6 N
7 N	8 Y	9 N	10 Y	11 N	12 N
13 Y	14 N	15 Y	16 N	17 N	18 N
19 N	20 Y	21 N	22 N	23 Y	24 N
25 N	26 Y	27 N	28 Y	29 N	

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

Speaker 1

21 E 26 G

The first speaker says *But without my smartphone, it'd be near impossible to know what was going on.* [what was happening] *It's the only way I can get to view the status* [find out about the progress and development] *of different orders and contracts on our database, and if needs be, it means I can chase up* [urgently remind] *anyone who looks like a weak link in the chain of operations* [someone who isn't doing their job properly]. The speaker also says *Having the phone means that I'm always in the loop* [I know what's happening at work] *and can keep an eye on things* [I can stay in control] – *and I'm grateful for that.*

Speaker 2

22 C 27 F

Speaker 2 says *it* [the area where I live] *can be a bit creepy* [scary]. *What it* [the app] *does is allow you to turn on the lights and TV, or your sound system or whatever, from wherever you are.* So I reckon that'd scare off any would-be intruders and it means I can come home to a less intimidating [threatening] situation. The speaker also says *The thing is, I set it all up and then – unbeknownst to me – my young son messed around* [interfered] *with it and he altered it so that only the inside lights were functioning.* In other words, she is worried that her son is going to misuse her phone, even if it's unintentional.

Speaker 3

23 H 28 E

This speaker says that *it* [a pedometer] *has actually made a big difference* [to his health]. He explains that *my lifestyle can be pretty sedentary – spending all day on the computer, I mean.* He then further explains how the pedometer has made a difference: *But with this little gadget, you just clip it on and it measures how many steps you've taken a day and then converts that into the number of calories you've burnt off.*

Speaker 4

24 A 29 H

The speaker is explaining that she is a mature student taking a college course. She tells us that *there I was, pencil in hand, ready to take notes, ... but it was a real strain trying to keep pace with the lecturer and I kept missing bits.* In other words, the process of taking handwritten notes was too demanding for her. She then buys herself a recording device but she says *I can hardly understand that either. You play it back and the sound quality is hopeless.*

Speaker 5

25 G 30 B

The speaker explains that when *we* [cardiologists] *are on call*, [when we have to be available to go to hospital if an emergency occurs] *we wear a pager, so that the hospital can get through to you ... without difficulty.* He also says that *I suppose it's true that if* [the pager] *doesn't go off* [call/activate] *that often, thank goodness.*

Test 4

PAGE 103

Reading and Use of English Part 1

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

1 C

ranged is followed by *from*; *consisted* is followed by *in or of*; *covered* is followed by *with*.

2 D

fooled by means *tricked* and is the only option which makes sense here.

3 A

management tool is a fixed expression.

4 C

eager is the only option followed by the infinitive form and which makes sense here; *enthusiastic* and *excited* are followed by *about* and the *-ing* form.

5 D

dedicating is the only option which collocates with *themselves*.

6 C

meet the demand is a fixed expression.

7 B

help can be followed by a bare infinitive, in this case, the verb *free*. We would have to say *the bricks can assist managers in becoming free*.

8 D

The verb *represent* can be followed by *as* e.g. *The sun is often represented (shown, drawn) as a circle*. But we would say *Circles are often used to symbolize the sun*.

PAGE 104

Reading and Use of English Part 2

9 what: This refers forward to *an alarming rate*.

10 in: *in place* means *in position* – i.e. to be put in place, to be held in place.

11 either: this is followed by a noun in the singular form. It means 'on both sides'.

12 it: this pronoun refers to the uncountable noun 'garbage'.

13 so: is followed by an adjective (e.g. durable) + that + a consequence.

14 are: this is needed to form part of the present passive – *objects ... are found ...*

15 not: the expression *not to mention* is used to add a comment that emphasizes the main idea of the previous sentence, or clauses.

16 as/since/because: In this context, all the options have the same function i.e. they are followed by the reason for the preceding situation/state, etc.

PAGE 105

Reading and Use of English Part 3

17 anxiety 18 suspicion 19 outcomes 20 productivity
21 findings 22 unnecessary 23 increasingly 24 obsessive

PAGE 106

Reading and Use of English Part 4

25 will/would hardly][notice such/ the

26 cannot/can't stand][being lied

27 on (his/him)][taking over from

28 the possibility of][rain in

29 leave John behind][unless he turns

30 sooner had we escaped][than

PAGES 107–108

Reading and Use of English Part 5

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

31 C

The answer comes from *another wave of anxiety [worry] arose over the title, the cover, the promotion [how it was being marketed] and a publicity blurb [the description on the back of the book] that would somehow describe it in 20 words or fewer* [she implies that 20 words is not enough]. She did not have to abandon the whole book but only 85,000 words. Nobody has misled her [given her the wrong information] about the book's likely success; she was only imagining what it would be like to be a successful author. She does not say that her writing ability is poorer than she believed, only that she was asked to make changes.

32 D

The answer comes from *I... smiled at passers by – because yes, they did pass me by [walk past me]. At last, someone came up. My heart skipped a beat.* [I was hopeful they would buy the book.] The writer holds her book up hopefully even though the shopper is looking for cookery books and walks away.

She is not reluctant to attend the book signing event because she says she is 'on a high' – in other words, feeling very positive. There is very little interest shown in her book, whereas 'amount of interest' suggests there was a good public reaction to it. The book was clearly displayed here, unlike other bookstores she had been to.

33 B

The answer comes from *you don't have to worry about facts getting in the way of [preventing] a good story. You can improve on real people, or merge several into one anti-hero; you can embellish [improve and add to] a true story.* In other words, the writer is saying that there are no limits as to what you can say in fiction, unlike in newspapers where you should report factual information only. She does not suggest that fiction writers receive public admiration: *getting published* is not done *for the fame*. She says she sometimes finds it hard to begin writing fiction [*a new chapter*] – but does not refer to finding motivation to write news stories.

34 A

The writer explains that people lend her books to other people. This means that those people do not have to buy the book and so the writer loses financially. *You grind your teeth* suggests that the writer does not complain when people tell her this, but inwardly she feels annoyed.

35 B

The answer comes from *writing on commission can be both professionally and financially rewarding and ... you need to write more than one ... a year to make ... a full time wage but ... you won't have any time left to write a novel.* She is not discouraging people from writing novels, just explaining the reality that you are unlikely to make a lot of money from it. She does not say what particular kind of commissioned book people should write, only that it is a good idea

to choose subjects that interest them. She is very objective about the financial side of a writing career; there is no language in the text that suggests criticism of the publishing industry.

36 C

The answer comes from *The joy of writing is in the crafting of something that has a life of its own and that can give pleasure to others*. In other words, she is saying that writers produce books in order to make others feel happy. She knows that the level of fame achieved by other kinds of artist e.g. singers, actors, will never be achieved by writers: *Let's face it, [Let's admit the truth] few authors are asked to sell their wedding photos to a women's magazine. Writing novels isn't a ticket to a celebrity circuit* [writing novels won't give you the opportunity to join real celebrities]. She mentions the idea of self-imposed attachment – *anonymous isolation* – but does not say that this would affect the quality of the writer's work.

PAGES 109–110

Reading and Use of English Part 6

37 D 38 B 39 C 40 B

37 Reviewer C makes the comment that *Considering the cultural and historical significance of the self-portrait, it is extraordinary that no author has ever dedicated themselves to this genre to a similar extent*. In other words, he is saying that he is surprised no-one else has written very much about self-portraits. We can see that reviewer D has a similar view when she says *It's hard to understand why self-portraits, as a genre, have until now been so little discussed. They include some of the greatest works of all time. Perhaps the huge diversity within self-portraiture, and its leaning towards pretentiousness, have kept scholars at bay* [have discouraged academic writers from writing about them].

38 Reviewer D says: *Nothing about this book is predictable. Hall argues that a coherent [logical] starting point for self-portraiture is the middle ages, because it was an age preoccupied with personal salvation and self-scrutiny*.

However, reviewer B does not show approval of James Hall's decision to begin with a focus on the self-portraits of the Middle Ages. He feels that this is a predictable approach : *he takes the conventional [usual, normal] route by beginning his analytical journey in the medieval period, for it is at this time, so he claims, that the concept of the self portrait truly takes form*.

Like reviewer D, reviewer A feels that Hall's reference to the Middle Ages is unpredictable: *Unusually, Hall's history begins in the Middle Ages, because for him self-portraiture emerges as a reflex of religious conscience and the search for salvation*.

Reviewer C also feels that Hall's cultural starting point is unpredictable: *It may come as a surprise to many in the art world that Hall recognizes the Middle Ages as the era in which the self-portrait takes on its distinct identity*.

39 Reviewer A is very critical of 'selfies'; the photos that people take of themselves and post to social media sites: *the selfies who document the busy banality of their lives aren't really making portraits, and it's unclear whether there is a distinct individual self* [whether there is a real personality] *behind their lookalike grins. A digital camera's gaze is skin-deep*, [superficial, meaningless] *and can hardly compete with the almost surgical penetration of a painted self-portrait*. We can see that reviewer C feels the same when he says *Now the selfie, the clichéd, facile* [superficial, childish] *form of self-portrait, has become the predominant visual genre of our self-absorbed culture*.

40 Unlike the other reviewers, reviewer B does not think that James Hall's book conveys a sense of energy: *the sheer amount of detail becomes a burden* [something that weighs you down], thus *diminishing the vitality* [reducing the energy] of the work.

Reviewer A says '*Scattering insights* [always providing detail and interesting information] on all sides, Hall's narrative advances through the centuries with masterly vigour [energy].

Reviewer C says *These changes are the subject of James Hall's The Self-Portrait: A Cultural History, and he puts them in their historical context with dynamic [energetic] yet glorious detail*.

PAGES 111–112

Reading and Use of English Part 7

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

41 B

The first paragraph introduces the idea of prehistoric giant creatures, and then states that they *vanished from our planet entirely*. B develops this idea by explaining that this vanishing is *one of palaeontology's most intriguing mysteries*, and then mentions for the first time the debate about climate change versus human hunters. The first line of the second paragraph says *Yadvinder Malhi ... is one of these*, which refers back to *many scientists* in B. B also introduces the term *megafauna*: ... *which killed off the planet's lost megafauna, as these extinct giants are known*.

42 G

In the second paragraph Malhi says that while some scientists believe that climate change killed off megafauna, he and other scientists think that human hunters were responsible. In G, the writer reports on how Malhi justifies this theory: *He [Malhi] points out that, after all, these creatures had already endured [managed to survive] millions of years of climate change but had not previously encountered Homo sapiens [humans]*.

43 E

In the third paragraph we are introduced to Professor Adrian Lister. His opinion is that climate change and the loss of habitat weakened species of megafauna in the Americas and Australia, and that this allowed humans to easily hunt and kill them all. E states *This idea* [the idea already mentioned] *that humans were involved in any way in eradicating [killing] dozens of species of giant animal when we were still hunter-gatherers has important implications*. E then continues: *It was thought, until relatively recently, that it was only when humans invented agriculture that our species' relationship with the natural world became unbalanced. Until then, humans had a close affinity [empathy, understanding] with nature*. The first sentence of the fourth paragraph paraphrases this concept: *humanity's supposed innate harmony* [natural balance] *with the living world*.

44 A

In the fourth paragraph, the idea is developed that certain species of megafauna helped the ecology of their habitat. In particular, Mahli mentions the herbivores of the Amazon and how they helped fertilize the soil. In A, a further example is given of how a species of megafauna (the mammoth) helped to maintain the health of its habitat – in this case, the grasslands of Siberia.

45 C

The first sentence of the sixth paragraph begins with *One such experiment ...*. This refers back to the idea in C of scientists proposing an *interesting initiative* [a new scheme]. C explains that this new scheme is to put large animals that still exist into areas where the ecology might benefit from their presence. The sixth paragraph gives a specific example – reintroducing musk ox and moose to the Siberian landscape.

46 F

In F, we can read that Lister is *cautious about the prospects of such work*. This refers back to the idea in the sixth paragraph of bringing extinct megafauna back to life. Lister makes the point that no intact cell with a nucleus (belonging to a mammoth) has been found – and that therefore, there is no current possibility of cloning *a mammoth from frozen remains*.

PAGES 113–114**Reading and Use of English** Part 8

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

47 C

I was from the wrong class and went to the wrong university ... You resign yourself to working at the local factory. Sarah is saying that her social background and education would not help her career in the UK.

48 D

People at work were far too competitive for my liking. Lucy is saying that she didn't like the competitive behaviour of her colleagues.

49 B

it would ... have been harder to break into this kind of field ... it may have taken longer in the US. Jenny is stating that she has achieved success in New Zealand more quickly than would have been possible in the USA.

50 D

Sometimes it bothers me that we're so remote – you can feel a bit cut off from ... the rest of the world Lucy is saying that at times she is bothered/frustrated by the fact that New Zealand is a long distance from anywhere else and that she doesn't always know what is happening in other countries.

51 C

if you want to do something here, you just go for it, which is an attitude I admire beyond belief. Sarah is saying that New Zealanders are ambitious, and are not afraid of taking risks.

52 A

she's mourning for a country she once called home ... but I do miss it. We usually use the verb *mourn* when someone has died: *Everybody mourned [felt and showed sadness] when our great-grandfather died.* The writer suggests that Nicky thinks she has 'lost' her country.

53 D

... I'm not earning what I used to but my ... colleagues are ... easy-going (relaxed). A good atmosphere more than makes up for [more than compensates for] the drop in salary. Lucy is saying that she earns less money than she did in London but it doesn't matter because she now enjoys working in a friendly, co-operative environment.

54 A

I have to take great heed of earthquakes, which isn't an issue in South Africa. To take great heed of means 'to consider carefully'.

55 B

opposing views are what make strategies, concepts and designs better. Jenny feels that differences of opinion and discussion will finally lead to better results.

56 C

I wish New Zealanders could see their country as I do ... it saddens me that they don't think they're good enough on the global stage. Sarah is suggesting that she sees many positive things about New Zealand that New Zealanders don't see for themselves.

PAGES 116–118**Writing** Part 2**Further Practice and Guidance** (pages 117–118)**A detailed study: Review****1**

	Review of the <i>Dr Who Experience</i>	Review of <i>Wildlife Photographer of the Year</i>
Content: Has the writer answered question 3 in a relevant way? Why/why not?	No. Although the writer has written a lively review, it does not respond to the second and third point in question 3. He does not make it clear what visitors would learn from the exhibition, or why it might be considered superior to similar exhibitions.	Yes. All three points in question 3 have been dealt with; the target reader would have a clear idea of what the exhibition is about (paragraph 1), what can be learnt from it (paragraph 2) and why it might be considered superior to other photography exhibitions (paragraph 3).
Communicative achievement: How has the writer made it clear that he is recommending the exhibition?	He begins by trying to grab the attention of readers: 'Calling all international science fiction fans ...' He uses some positive adjectives e.g. Spectacular exhibition, iconic costumes, excellent range His final sentence clearly shows that he thinks the exhibition is worth a visit: 'Even if you're not a Doctor Who aficionado, you'll certainly find this exhibition a highlight of your Welsh tour.'	He starts by saying that visitors to Auckland should include the exhibition on their itinerary. He uses some positive adjectives e.g. stunning images, brilliant, fascinating, incredible. He finishes by praising the artistic and technical achievements of the photographers.

Language: Which writer has used a greater variety of grammatical structures?	This writer has used a greater variety of structures, and also ones which are more complex: for example, his first sentence begins with a gerund, the second sentence is a rhetorical question, and the third sentence begins with a passive form.	There is some evidence of range in this review: the writer begins with a complex conditional structure, (if + present continuous, should + base form). The writer also uses the passive form of the past simple quite frequently. However, other sentences are more simple.
Which writer has used a wider range of vocabulary, avoiding repetition?	This writer has used a greater range of vocabulary, and also made use of collocations (do battle, make their way, suit all budgets) and phrasal verbs (starts off with, do away with).	The writer has effectively used some photography and exhibition-related vocabulary. However, the use of more idiomatic language could have made this review more appealing to readers.
2 Although the first writer has a better command of grammar and vocabulary, he has not answered the question in the way required. The second writer <i>does</i> answer the question in a relevant way, however, and so would probably score more highly.		
3		
1 features 2 based 3 display 4 host 5 itinerary 6 capture 7 form 8 concentrates 9 tell		

Model answer for Question 4 (Report)Report on Bird Park and The Open-air MarketIntroduction

The aim of this report is to assess the popularity of Bird Park and the Open-air Market amongst visitors to the region. It will also consider how greater tourist numbers might be achieved in the long-term.

Bird Park

This attraction was established in 1985 with the aim of providing a sanctuary for native birdlife species. It was opened to the public in 1990 and drew a high number of visitors for the next ten years. They were able to see birds in their natural habitat and also visit the Breeding Centre where they could watch young birds hatching. However, since 2000 the popularity of Bird Park has been declining and its facilities appear to be deteriorating. In other words, it looks old and tired.

The Open-air Market

Since 2011, the market has been drawing an increasing number of tourists. Although the stallholders sell a wide range of handcrafted items, it is the traditional food that the tourists are mainly coming for. The key reason why this attraction is more popular than Bird Park is that it is far easier for tourists to access the market from the city, thanks to the introduction of new bus routes.

Recommendations

To increase the level of tourist numbers at the Open-air Market, I would suggest that the tourist board puts on additional evening buses to and from the city centre. As for the Bird Park, I feel that it requires substantial investment from the local government for renovation and improvement of facilities. If these proposals can be achieved, I would then recommend that the tourist board improves the websites for both attractions.

PAGE 119**Listening** Part 1

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

1 C

James says *not having one [a TV] lets me appreciate how addictive I did find it. Like if I went to a house and the TV was on, I'd find myself drawn [really attracted] to that, and drawn out of [taken away from] the conversation.*

2 A

James says that *I'd be willing to bet [I am very sure] that TV is coming to the end of its lifespan as the major form of entertainment. Eventually all digital media will go on to the Internet, so what'll be the point of having a TV?* In other words, James is saying 'Why do we need TV when, in the future, everything we watch or listen to will be available on the Internet?'

3 B

Martin says that *I think the image of the teaching profession in our society is pretty poor – no one wants to go to work and be disrespected. In the past and still in some cultures, people look up to [respect] teachers, but not here in the UK, not anymore.* In other words, Martin is saying that teachers do not have much status in society – their profession is not well respected by other people.

4 B

Martin mentions the argument to show that female staff respond to playground fights by reprimanding boys, but male staff leave them to find their own solution and a way to co-operate after they have finished fighting.

5 C

Shelley explains that *It [applying to appear on the show] was actually for a dare [her friends had persuaded her to do something to prove she was brave] ... someone from the show rang me up and I'd got an interview, and when the others found out [when my friends heard this news] they wouldn't let me quit [they wouldn't let me change my mind and not enter].*

6 A

Shelley says that the tabloids get on her nerves [the low quality newspapers annoy her] because *I could be out doing the shopping and suddenly there's someone [a reporter] across the road taking your photo. Basically, it's quite intrusive, [it invades my privacy] but I guess that's what happens.*

PAGE 120**Listening** Part 27 ancestors 8 climate change 9 rope 10 rats 11 crops
12 seabirds 13 disease(s) 14 symbol

PAGE 121**Listening Part 3**

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

15 C

Toby explains that *I sort of chose it* [Madagascar] ... mainly because the kind of work on the volunteer programme there looked like it was really going to stretch me [challenge me] and take me out of my comfort zone [I would be in a situation I was not familiar with] ... like a test of character.

16 D

Toby explains that *mum was all for it* [mum thought it was a good idea]. Actually, she really got into it [she became very enthusiastic about it] by getting out books from the library and going online and I'd come home and she'd be telling me about the history and the culture, and that was quite handy [useful] really.

17 C

Toby says that in the village *There was no running water and no sanitation, and that took quite a bit of getting used to* [that was difficult for me to adapt to].

18 B

Toby's wallet was stolen by a man he did not know well. Toby says that *I'd got used to the honesty of the people in Madagascar. It was sad to be reminded that not everyone is like that*. In other words, he is saying that it is a shame that not everyone is as honest as the people he had met in Madagascar.

19 D

Toby says that *The odd [strange] thing was my attitude towards England. After Madagascar, I could see the enormous gap in consumption between the UK and African countries and knew that if everyone in the world lived like a UK citizen then there'd be no resources left to use*. In other words, Toby is criticizing people in the UK for consuming and wasting too many resources.

20 A

Toby says *don't for a moment think you're superior* [to the people you are helping] *in some way. You need to recognize what you're gaining in return* [getting back] *from the people you're living with*.

PAGE 122**Listening Part 4**21 H 22 E 23 C 24 G 25 A 26 D 27 E 28 A
29 C 30 H**Speaker 1****21 H 26 D**

We can tell that the speaker is talking about 'lack of open spaces' from the way she recalls her childhood in Cornwall: *the beach, the long walks in the countryside. You could walk and walk and not meet another living soul*. She compares this to: *where our kids are growing up, there's nowhere for them to really play or run about ... It's all concrete and not a bit of grass in sight*. In Task 2, option D is correct because she says *last week we made the decision to pack up* [pack our things and leave] *and head back* [return] *to Cornwall*.

Speaker 2**22 E 27 E**

We can tell the speaker is talking about inconsiderate neighbours when he says *You can hear it through the walls, really loud. And it's not just the sound - the walls, the floor, the bed, they actually vibrate because of how loud it is. We've asked them to turn it down and they do*

for a day or two and then it's back to square one [it returns to the way it was originally]. In other words, he is saying that the neighbours' music is so loud that his wall and furniture shake. He asks them to make it quieter, but they only keep it quiet for a few days. In Task 2, option E is correct because he says *I find I'm losing my temper* [becoming angry] *a lot - at work, with my wife, and it's not fair on them*.

Speaker 3**23 C 28 A**

We can tell that the speaker [a taxi driver] is talking about heavy traffic when he says *You could get from A to B* [you could travel from one place to your destination] *in 20 minutes ... Now it takes twice as long. And you can see the passengers in the mirror, fuming because they're stuck in a jam* [traffic jam/heavy traffic] *and the fare's going up*. He also says *The government is talking about restricting access to the city centre - not letting private vehicles in - but I don't think that's practical* which means that he disagrees with the government's proposal to ban cars from the city centre. In Task 2, option A is correct because he says *I had a word with [I talked to] a mate of mine - I heard he was looking for some help* [he is looking for people to work] *on a construction site - and he said I could start* [start the job] *whenever I liked. I'm considering it* [thinking about it], *to tell you the truth*.

Speaker 4**24 G 29 C**

We can tell that the speaker is talking about pollution when she says *You hear a lot of complaints about air quality, - people can't breathe ... but I still have to wear a mask on the bike because of the lethal fumes* [smoke/gases]. In Task 2, option C is correct because she says *I've stopped cycling ... and it's having an effect on my weight and my general fitness, and I resent that* [dislike this/think it is unfair].

Speaker 5**25 A 30 H**

We can tell that the speaker [a police officer] is talking about being alone when she says *It's a massive city with a huge population but you can still feel isolated* [alone/by yourself]. *I like my colleagues but it's not like we really socialize* [we don't often socialize] *after work*. In Task 2, option H is correct because she says *The odd thing is, I've actually got used to it* [I don't mind it anymore]. *I'm quite fond of my own company* [I like being by myself] *these days, so I'll probably stick at* [continue doing] *the job for a while longer*.

Listening scripts

Test 1 Part 1

Extract One

Interviewer Richard, can you give us an example of what people in other countries are doing in terms of recycling?

Richard Absolutely. Erm, well, 60 tonnes of plastic packaging are dumped on the streets of Accra, the capital city of Ghana, every day. But recently a businessman called Kwabena Osei Bonsu set up a company called Trashy Bags to do something about it. He pays people to collect plastic bags and these are stitched together to make new ones. This kind of venture should be sponsored by governments, and there are plenty of similar projects occurring in other countries if they need ideas. But Kwabena had decided he wasn't going to wait around. He says he wanted to come up with an idea that would sort out this awful situation in his lifetime.

Interviewer That's fantastic. What about here, though? I suppose you'd like to stop the use of plastic bags in supermarkets completely?

Richard Well, yes – they are an absolute environmental disaster but I can't see our government going as far as banning them. I know that some supermarkets are charging customers 5 or 10 pence per bag, but such a small charge doesn't put most people off. Actually, you can get bags made of bamboo or other fabrics but only a minority of people are using them, so I'd say it's up to the supermarkets to start promoting them a bit more actively – so that customers know they're available to buy instead.

Extract Two

Man You've just had a few sessions of hypnotherapy, haven't you? I have to say, I didn't think you were into that kind of thing.

Woman You thought I was the sceptical type? Well I've never been a believer in most alternative therapies but I've always been fairly open-minded when it comes to hypnotherapy ... at least when it came to dealing with psychological problems. I mean, before I experienced hypnotism for myself, I didn't think it would work for actual physical symptoms. I went along because I wanted to quit smoking, but Dr Grey helped me overcome my back pain, too.

Man Ah, I guess a lot of people see celebrity hypnotists on TV embarrassing people they've hypnotized – making them do ridiculous things. And I think the result of that is that people are put off going to see genuine hypnotherapists – because they think anyone who practises hypnotism is not trustworthy.

Woman I think you're right, but people should know that hypnotherapy is a serious profession. And if the idea of being under someone else's control makes you nervous, I can tell you it's not like that. You're always aware of what's going on.

Extract Three

Interviewer Erm, Fiona, how is it working with visitors to the zoo?

Fiona The public? Generally they're fantastic. Maybe they're a little bit quiet to start with because they're not sure what they're going to do but soon after we've met the rhinos or we've started doing the monkeys they normally open up and they're all 'Oh, this is fantastic!' They start asking questions and they know a lot about the animals anyway because they've been going to the zoo for years. But the hardest thing for me is being constantly alert to the risks because even though you do warn people about them, they just don't realize what could happen. I mean even the cheetahs look so docile and so cuddly.

Interviewer Have you ever had an incident yourself?

Fiona No, not exactly, but I did get a bit too close to the bars of the chimpanzee enclosure once, and the chimps had branches with them to try and get food from beyond the bars, and one of the male chimps basically just reached through the bars with his branch and poked me in the ribs and it was basically a 'Get back! That's my food!' and from that moment on I've always been doubly aware of how close I am to an animal and what tools it has to get to me as well. He could have been a lot nastier, though, than he was. It was just a warning.

Test 1 Part 2

I've been working in the museum for, er, well it's almost twenty years now, and I can tell you that people come along for many different reasons. For some visitors, it's the desire for knowledge, for others, they just want to be amused on a rainy day. But with the dinosaurs, it's less about being entertained, and more to do with plain old fear – they like to feel scared, and there's nothing like a 30-foot monster towering over your head to do that, regardless of your age. Obviously we get a lot of children coming – with their families or school groups. There's a life-size model of a T-rex that the museum got a few years ago – that certainly holds their attention when it starts moving, but the priority for the kids when they arrive at the exhibition are the interactive displays – they seek those out first, which is maybe not surprising because that's the sort of way they learn nowadays.

Anyway, I do think that the exhibition can help with certain aspects of a child's development, even if dinosaurs aren't really their favourite subject at school. It's my opinion that you require imagination to appreciate an exhibition like this – you have to be able to fill in the missing pieces for yourself – and that's what this exhibition encourages. It's something that often gets neglected in mainstream education – there's just a focus on reading skills and understanding what's in print in front of you – which isn't much of a challenge, is it?

The challenge for scientists – and this is something I often have to explain to visitors – is that they simply don't have all the information they need yet. In general, if a research team is lucky enough to find some fossilized bones of a dinosaur – they won't find a whole skeleton – just part of it. So sometimes there's not much to go on. There's a lot of speculation involved when they're figuring out what it looked like ... how it moved.

You see, the fossilization process requires particular conditions – the creature needs to be buried quickly – then

gradual sedimentation needs to occur – and the body has to lie undisturbed. That's why the environments in which fossils are generally discovered tend to be marine ones, rather than geographical areas that have remained comparatively dry, like deserts.

One of the challenges of showing a dinosaur exhibition is that you need to keep up with new theories and decide which ones are credible. Some interesting findings have come out of China in the last decade – which I'll explain in a moment. It's still generally accepted in the scientific community that dinosaurs disappeared following the event of a giant meteor crashing into Earth – which led to significant climate change. But not all dinosaurs succumbed to the cold. It was an enormous volcanic eruption that wiped out many of these creatures in China. They were instantly buried alive – and thus preserved – because there was no oxygen to help in the process of decay. And what interests scientists the most about the Chinese dinosaurs is that they appear to have been covered in feathers. It is possible that these were used for display or defence, but the general opinion is – and I'd have to go along with it – is that they were used for insulation. Bird feathers have all these functions, too, of course, but whether birds have directly descended from dinosaurs is still a matter of great debate.

I have to admit that I am rather proud of the exhibition, and the feedback we receive is always positive. But – there's even more we could do to make it a better experience for visitors – and for this reason, their donations are always welcome. In fact, the recent discoveries in China mean that some of our displays will need adapting so that the appearance ...

Test 1 Part 3

Interviewer As you may have observed from its recent television campaign, the navy is keen to recruit young men and women. With us today we have Chief Petty Officer Peter Martin, who has kindly agreed to share some of his experiences with us. Peter, what was behind your decision to join the navy?

Peter Well it goes back to where I came from – I knew there were better opportunities out there compared to what was in my hometown. There was nothing there for me except a lifetime of unemployment and messing about. I joined the army and whilst in the army I bumped into a navy guy and I asked him, you know, 'How long have you been in the navy?' He said 'Just two years,' and I said 'Where have you been?' He said 'All over the world' and yeah, I liked the sound of that. The navy was for me. In the army the only option I had ahead of me was a few months in Singapore – so it was an easy decision to transfer – and I've never regretted it.

Interviewer Was the transition easy – I mean from the army to the navy?

Peter Oh yeah. Once I was in, well the difference between the army and the navy is the discipline – it's er, how shall I say – it's that the training in the army's intensive. I did the basic training in the navy – I found it a breeze, I could do that with my eyes closed. However, I did have a hard mother and discipline was what she was all about. If you're raising six boys, and they're all competing for your attention, that's how it has to be. But it wasn't just about obeying orders – it was about leadership. What I mean by

that is that my mother led from the front, always showed us by example how to behave. And that's how you do it in the navy. So, yeah, my mother set us on the right track in that respect, and so the transition to the navy was easy. You know, at one stage I was managing 110 people, when I was, er, a petty officer, and I managed that amazingly well. I thought I'd get myself into trouble but no, it went well.

Interviewer So you adapted, but what about the new recruits, how do they find it?

Peter Well, some of these new recruits plan on coming for a good time not a long time. When I joined I walked in and said 'this is me for twenty years.' These guys, they can't handle leaving home, that security, er ... adjusting to a structured military organization where rules and regulations are put on them. And taking care of themselves – a big thing when you're coming from school. Mum used to do your washing and your ironing ... all that stuff so a lot of these kids come and don't even have these skills. So – I think it's important for, um, kids leaving school and thinking seriously about the military – they need to be aware that life in the navy is about self-discipline and that they're going to have to adjust to that. If you can achieve that, you'll do well. The other big factor they should remember is that you get friends for life, whether you like it or not, basically ... it's the camaraderie that keeps you going at times.

Interviewer And when you go back to your hometown? What kind of a reaction do you get from people when you go back home?

Peter Yeah, well, I think it's more jealousy. A lot of them can't see past the front gate, I mean, they've got no desire to find out what's going on in the world beyond the edge of town, and that's all my generation I'm talking about. However, the older people down there welcome you in for a cup of tea to talk about where you've been, what you've done, what you've achieved and just er ... because they've never been anywhere else either, but they're curious. I was the unusual one – I was the only one from my year ... I think I was the first one from my actual town to join the military. If I'd stayed there, it would just have been a matter of time before I ended up the same way as my old mates – pretty aimless really. So when I go home, it, er, reminds me of how far I've come, everything I've accomplished – and I get a lot of self-satisfaction out of that, to be honest.

Interviewer How do you think the public perceive the navy?

Peter It's generally naivety ... all they hear is how much money we're pumping into this and that, when things have gone wrong, guys having accidents – they only see what the media feeds them. And a lot of people see that it's not war time, so why do we need a navy? I think more publicity's going to help. We've just done a documentary on the officer training school – more stuff like that would be beneficial to the navy, such as boardings – it would be good to document a boarding – when the navy goes aboard illegal fishing vessels in our own waters or deals with smugglers in international waters – stopping drugs getting into the country. That kind of stuff should be in the public eye ... so they know we're doing a good job.

Interviewer And what about life after the navy? Can the navy prepare you for returning to civilian life?

Peter Yeah, definitely, I'll give you an example. My mate Brendan, we joined together. He was in the navy for ten years with the naval police, and then he left and went into a position with the customs service - a border control detective. The requirements for that position were that you had a Master's degree, but he went in there with just his basic skills from the navy and he got selected against 500 people that applied, and they all had university qualifications. You name it, they had it. But the skills that he attained from the naval police were exactly in line with what they wanted. The guys from university had limited ability in communication and leadership but the customs people were confident he had everything they required, and that's why the application was successful. I think this kind of thing is something else that makes the navy a good prospect for young people who ...

Test 1 Part 4

Speaker 1

The thing I hate ... and I always used to get myself into this situation - fortunately I've got a strategy now - but when I'm supposed to be showing foreign clients round, I can never remember names. My mind just goes blank. It's pretty poor, really. I mean, it doesn't exactly come across as professional, does it? I'm supposed to be setting an example to the junior members of staff but I'd find myself saying things like 'Have you met ...?' and hoped people would get on with it themselves. Then my assistant actually suggested I rehearse the whole thing with her beforehand so that's what I do now. We actually role-play the whole thing. I'd be lost without her.

Speaker 2

Well, I'm not exactly the maternal type. Maybe that's got something to do with it. They come along and I'm setting up the equipment and they're beaming with pride and of course you're expected to make all the right noises and comments, but it's not really me. I often can't tell which are boys and which are girls. And recently I've found myself in this situation a couple of times. I've managed to come out with 'What's his name, then?' or 'Have you got a name yet for ...?' and then my voice just trails off and I just hide behind the lens. And they've noticed, of course. They feel offended and they're paying money to have their kid's portrait taken. It's not exactly good for business or personal recommendations.

Speaker 3

I don't have much self-confidence in general but I really feel exposed when we go out to eat after work. It's usually the others who decide because, you know, I've just started in our department and I haven't been in the area long either, and it's always somewhere posh and foreign. I usually get one of them to order or I just say 'the same' so I don't have to repeat it. I wish I'd studied foreign languages at school. They all seem to know exactly what they're ordering, or they pretend they do. I think I'm going to get a phrase book - one that shows you the meaning and the pronunciation nice and clearly. I'm fed up with them all looking down on me. It makes me feel really small at times.

Speaker 4

I didn't spend a lot of time there, a couple of terms I think. My father was working as a foreign correspondent so we

were always relocating. But I was in the same dormitory as Peter Hayward and we got on from the absolute start. Really nice guy, Peter, and we've always kept in contact. It was his idea ... in fact, I think he organized the whole thing. I really didn't want to go - I knew exactly what it'd be like - but he went on and on and eventually I gave in. And when I turned up, it was worse than I could possibly have imagined. Nobody had much to say to anybody and the few conversations we had were utterly contrived. What do you expect after a gap of 20-odd years? Nothing in common except most of us had ended up in banking and everybody remembered hating the physics teacher.

Speaker 5

My brother was working on the island as a diving instructor. It's a good lifestyle. My grandmother was Greek and used to make us repeat certain phrases but I can hardly remember a thing, so I flicked through this pocket dictionary on the way over just to have a few ideas. Anyway, my brother took me to meet some people and I was speaking to one restaurant owner in English but I thought it might make more of an impact if I could show I knew a bit of the language. I came out with a couple of phrases I'd memorized ... or thought I had. Obviously not well enough judging by his face. He just collapsed laughing. I'm going out there again in a month's time and showing my CV around. At least my catering skills are alright. They should be after eight years in the job. But first I'm going to get myself some private tuition ... I mean, I want to be taken seriously. There won't be many people prepared to take me on unless I have some idea of the language.

Test 2 Part 1

Extract One

Man How did your anniversary weekend go, Jennifer?

Woman Well, you know, Tom and I went to a hotel I found on the Internet - and we had a perfectly nice time there. But when it was over and I went to pay, I realized I hadn't looked closely enough at the price. It wasn't for the two of us - it was per person. I went back to our suddenly twice-as-expensive room and I had to confess to my husband. But actually he'd known the price all along and said not to worry and that we could afford it. But that wasn't the point. I actually felt cheated out of a better experience. My husband had been enjoying a really expensive weekend, and I hadn't.

Man Well, researchers at Stanford University wouldn't be surprised at that. They asked people to try a wine marked with a \$5 price tag and then one with a \$45 price tag. And of course they preferred the more expensive one - even though the wine came from the same \$5 bottle. In a sense, I suppose people should buy expensive wine if it really gives them additional pleasure. And they did the same experiment with painkillers - with the same results.

Woman Yes, I'd say people will pay more for anything, whether it's a fast car or a packet of potato chips, if they think it's better quality. And if paying \$45 for wine makes you happy, why not? But don't you think some of these experiments are misleading, though? I mean, the way they're set up?

Extract Two

Interviewer Erm, Petra, you've been in training for the marathon for twelve weeks now. What advice would you give would-be runners?

Petra Well, for a start, if you've never done a race before, like me, you have to go and get yourself a good fitness trainer. It helps keep up the motivation, and if you want to avoid painful blisters and swollen ankles and that kind of thing, you're best off finding someone who knows what they're doing and can work out the right training plan for you. Look, I'm the first to admit that I'm basically lazy and that the idea of running five or six times a week doesn't actually appeal, so I was more than pleased when I found out I didn't have to. I suppose I wanted a short cut to being a marathon runner!

Interviewer Can you explain what you mean by that?

Petra Yes. My fitness trainer, Sean Deacon, he's very much against people wearing themselves out before they even get to the day of the marathon. He encourages people to work on improving their overall strength before they go anywhere near an actual long run – so I was doing tons of sit-ups and press-ups and weight-lifting, that kind of thing, before I did any kind of practice running at all. I've heard other runners say you've got to train the way you feel best, by instinct almost, but that wouldn't have worked for me.

Extract Three

Bryan What do you think of the idea of being educated at home, or 'unschooling', as it's been called?

Laura Yes, I think 'unschooling' was first used by the American educator, John Holt. He rather saw schools as prisons – where children were bored and weren't in charge of their own development. Personally, I loved school. It was a traditional education but we had the chance to be creative through drama and story-writing and for me, it was beneficial. I mean, of course there are children who shouldn't be there – it just doesn't suit their learning style. And I think employers are often just as impressed with personal skills as with actual qualifications nowadays, so you don't need a formal education as much as you used to but ...

Bryan I can see the benefits. You get lots of individual attention and you get to interact with your family members or others in the community. I believe things like museum trips and studying things in your environment play a big part. But it's a relatively recent trend as far as educational theory goes and there's not been a proper study into how successful it actually is. Also, I can't imagine it'll really catch on with many parents.

Laura No, a lot of us like some time away from the kids!

Test 2 Part 2

Hi everyone. My name's Lizzie Middleton and last week I visited an architects' firm to get a better idea of what goes on there, and also to help me decide what to specialize in next year. Obviously there were quite a few different firms that I could have chosen for my visit – some of them certainly have a huge number of clients – here in Australia, for sure – and some get a lot of international projects too, but something that Roberts and Reed Architects really focus on is the

environment and that's an important aspect of design that really interests me as well. Their designs are all about sustainability. That has to be the way forward, right? Well, it took me a while to actually find their new offices in Westport. If you've been there, you'll know the whole area has changed – even the old shipping yard has been turned into a small park. And what was amazing about the architects' office – and in fact I didn't realize it at first – is that it'd previously been a fire station, which then moved to a larger premises. So, Roberts and Reed bought the building and did all the renovations themselves.

So – the plan was to meet the lead architect – her name's Evie Roberts – and she showed me round and introduced me to some of the other architects. I asked Evie what *she* was working on, and she said that her current project was the museum, the national museum in the city centre. They'd already finished the decoration, she said – the new colour schemes, I mean, but the lighting is something that's still in progress. From the drawings she showed me, I think it'll make a real difference to the way the public can view the museum collections.

She also showed me some photos of the new museum roof. It's already been finished and I recommend you go and see it for yourselves. It's not like the kind of grey tile roof you see on a lot of old buildings in the city. All I can say is that its appearance reminded me of the ocean – have a look at the colours and the shape and you'll see why.

I had a chat to Evie about the kind of clients she deals with – and she works on probably an equal number of commercial and residential properties. I thought that perhaps one of the things that might cause a dispute would be the fees – when clients don't anticipate how expensive a design can work out to be. What Evie said, though, was that it was more to do with materials. A lot of people just assume they can use, say, timber or stone, when it's just not going to be practical. And Evie has to point that out.

In the afternoon I got to spend some time with a junior architect – Daniel. He graduated a couple of years ago, I think, and he'd specialized in urban planning in his third year. I asked him what kind of project he was involved with at Roberts and Reed and it was quite cool – it was a kind of shelter – something that was light and easy to move and you can put up in emergency situations. Anyway – he's still at the concept stage, and I said I'd really like to see how it develops, and hopefully we'll keep in touch.

To be honest, before I went along, I think I had a few preconceptions about what professional architects might be like – but they were all really friendly – and what I found really amazing, quite inspiring really, was that some of the architects had done work in other countries, too, not as paid professionals like you'd expect, but actually as volunteers – you know working on designing and building homes for people who'd lost theirs in some kind of disaster. And the only other thing I want to say is that – I think for us right now – well, we're focusing on technical design and it's true that professional architects need those skills, but having watched some of the architects in Roberts and Reed in action – talking to their clients I mean, it's very much about communication. If you can't persuade them that your design's the best, you aren't going to win the contract. So that's it from me. Thanks for listening.

Test 2 Part 3

Interviewer Sandra, I have to tell you that my kids have been reading your books for years. They're the kind of pictures that completely capture a child's imagination. Do you get as much delight out of producing them?

Sandra Thank you Mark. Well, yes, certainly I do. But don't think I'm illustrating all the time. I work freelance and freelance work tends to be really great from the point of view of, erm, if you like a variety in your life about what you do and when, particularly with children's illustration, because you have intensive bursts and then you have periods of time when you haven't got any work coming in. But when it does, meeting the deadline is the hardest part. When a book's being produced, the illustrator is the last person to do their bit and by that stage often the restriction of time means that you resort to a similar style - one you know you can do fast, but you have to accept that. But yes, it's ideal for a mother at home with small children which was my situation when I started. You can work any time of the night or day.

Interviewer How did you get into illustrating children's books? Did you do a particular course that trains you for it?

Sandra Not really. I did a three-year graphic design degree when I left secondary school and learned all sorts of things, and while I was at college, I also worked for an advertising agency. I've always believed that you try and work in the situation you're heading for while you're training because that's a really good way of networking with people and making contacts, and finding out what the real world's like, so from that perspective it was great. I did lots of ads for the Vogel's bread company and at any one time in my flat I would have all these varieties of bread in my kitchen, and I would be using black charcoal pencil on quite rough paper and it would give a beautiful texture when you did realistic drawings of the bread, but I had to hurry up and draw it before it went mouldy. It was quite time-consuming, what with all the tiny seeds and crusty edges, but the company wanted very realistic pictures. I lost count of how many buns and loaves I had to draw, but, erm, realistic illustration gives me immense satisfaction, so I didn't mind. And then, um, I didn't start doing children's books until I had children and needed to work from home.

Interviewer How does the actual process work? Do you and the writer ever meet up?

Sandra No. The editor and the writer have worked on the script of the story together. Then I get a phone call and the editor says 'It's due in this amount of time. Are you interested?' and I always say 'Yes.' Then you receive what we call the 'layout' in the post - that's basically big sheets of white paper with an outline of the book on it, and the actual story positioned on the page where the editor wants to see it. And then they will give you a brief, which is a page-by-page idea of what they want to see from the artist. And I'm lucky in that I've developed a relationship with a few editors in different companies now, so that that brief can be quite flexible when I receive it, because they understand that I've been doing this long enough to know the relationship that's got to happen between the picture and the word, particularly in emergent readers, that's little

children who are learning to read. They need a very strong picture-word relationship, and consistent pictures. You can't have a drawing of someone on one page wearing a certain sort of clothing and then change it on the next - that just wouldn't work.

Interviewer Yes, I know from my own children that repetition and familiarity are important in books. But, erm, when you know you've got work, what's the next step?

Sandra Well, it usually starts with me reading through the story and I immediately see it in my mind - I have an immediate idea about the central character and often if it's not an animal or cartoon idea, if it's actually a child or an adult, I try to think of someone I know and I base the character on that person. Especially if it needs to be realistic, I might then go out and take a lot of photos of that person, if they agree, to sort of help me get some idea about facial expression and that sort of thing. I used my neighbour in my last book and she thought it was hilarious. My eldest son James has appeared through his life in many of my books. The poor child has had to pose doing all sorts of things because children are quite tricky to draw and it's really helpful if you actually have their little bodies and hands to see how they work - they tend to hold themselves and stand differently to adults.

Interviewer Have you ever used your own children to get some erm, feedback on your work?

Sandra No, not like that. When they were younger they used to look at the pictures a lot - they've always been part of their lives. Me illustrating at home has always been part of what they know. I think the best spin-off has been that they've both been exposed to books constantly, and I have a deep belief in reading to children right from the word go. And, um, James and Andrew were barely six, and they were thoroughly enjoying all sorts of books by that stage, I mean, they had a reading ability way beyond some of their friends at the same age. It's all about the contact you have with your child and I think that children are missing out on that more and more, perhaps with everybody being busy, but books are a wonderful way to curl up and get together.

Interviewer And for any young person who would like a career in illustration. How should they go about it?

Sandra Well, you need to build up a portfolio, lots of examples of your work, to show to publishers. It's really good to show a range of ethnic backgrounds, the fact that you can draw people and animals, perhaps that you can cartoon; versatility is the key to getting work. And when I started out, I just went round lots of different children's publishers and met the editor. I suppose you could send in your CV first, but I tended to ring and make an appointment and go and see them because I believe that it's always best to go and speak to somebody. They get a better idea about the person they're dealing with. And if you really want to get on, you have to market yourself really well. You need to generate your own work and put your face in front of people at overseas conferences, that sort of thing. The great majority of our most successful contemporary artists are trained teachers, and they've worked in that profession while they've consolidated their art career - so it's always handy to have something else up your sleeve.

Test 2 Part 4**Speaker 1**

When I was a kid, well, a teenager I suppose, they weren't that well known, not at the start, although, you know, they got pretty big afterwards. But me and my mate Simon, we were really into them and I used to go round to his house when we knew they'd be on and we'd be glued to the TV set for the whole performance. I had a Saturday job just so I could buy the albums ... the T-shirts, posters, magazines, you name it. The lead was my absolute idol. And when things were really bad at home - when my parents were rowing over money or whatever - I'd turn the sound up and switch off to the world. It was a way of escaping ... a way of dealing with all the bad stuff going on.

Speaker 2

It was about the only thing I was interested in. I wasn't much good at anything else. I still can't add up and I've got no brain for anything scientific. But at that age I was quite a voracious reader and I also had my own ideas for stories. I suspected I could write but I was too shy to show anyone. Certainly not my mum. She's never read a book in her life unless you count cookery books. It was Mrs Shelly that gave me the push I needed. She read out one of my essays to the whole class. It was one of the proudest moments I ever had the whole time I was there. I reckon it was her who started me off. In fact, when I first got published, it was Mrs Shelly I dedicated it to.

Speaker 3

There's one thing I can say for him, he was honest. He said what he thought with no hesitation - just 'this is how I see it'. He was the same with everyone. Friends, strangers, the men he worked with, his bosses. Not everyone liked that but at least they knew where they stood. Mum never got used to it. She'd be after some compliment about her new dress or her new hair-do, and he'd tell her straight out. 'No love, it's wrong on you.' It was a bit much at times, but I'd like to think I take after him in that way. I've certainly made an effort to apply his honesty and directness in my work. When you're in government, the public need to trust you. If you even slip up once, you'll never get that trust back.

Speaker 4

Sometimes, when the paper has sent me overseas on an assignment, and it could be in the middle of gunfire or I'm just sitting next to my broken-down jeep, I have this sudden flashback to the first time we met. I was a miserable teenager with no interests to speak of, really. And I was probably going to be following my dad into the factory. Then James moved in next door and I was allowed to go round there. He was interested in just about everything - his room was full of unfinished science projects and weird pets, but what I really liked were his books - full of stories and photos from all round the world. They were a real eye-opener. My parents, I don't think, had ever seen the value of learning for its own sake, but suddenly James gave me the desire to go off exploring and discovering. Now I think about it, he was the one who wanted to be a reporter but it turned out to be me instead.

Speaker 5

He was brilliant. It didn't matter how many bad guys there were, they were no match for him. It was on every Thursday night at 5 o'clock. My dad would collect me from school and

as soon as I got out of the car I'd run in and grab the remote control off my sister. All the kids in my class loved him, too! As soon as the bell went, all of us - well, not the girls of course - we'd all rush into the playground and do all the moves on each other. One day I did this karate kick on a mate of mine and he ended up in hospital 'cos he'd fallen backwards and bashed his head on some stone steps. I think my mate thought it was quite cool, actually, but my parents were furious. I had to stay in my room away from the television for a whole month. I suppose it didn't do my homework any harm, though.

Test 3 Part 1**Extract One**

Interviewer Marian, is there ever an autobiographical element to your work?

Marian Definitely not. But people seem desperate to believe it and look for anything that can connect you to them. A woman came up to me recently while I was in Brighton and asked if I'd ever tried to make contact with the child I've given away for adoption. I had to tell her I'd never had a child, and she looked - at first - astounded - and then rather angry with me, as if I'd lied to her. And I realized she'd wanted to exchange stories - that she'd given away a child, and thought I was someone who could relate to her.

Interviewer There seems to be a growing interest in autobiographies of people who've had absolutely terrible lives ...

Marian True, and many of them are bestsellers. I think the world's become a rather depressing place for many people, and it's comforting for them to read about the misfortunes of others ... not that that's a good thing, mind you, but it's probably not a trend that's likely to go away. For once I don't blame the publishers - they're only responding to a demand.

Extract Two

Man I think you'll laugh at this. I was shopping with my five year old - we were in a rush as always but - of course - he insisted on looking at the toys. Now I looked at toys when I was a kid but I never thought my mum would actually buy anything. It was 'look, don't touch' and 'wait for your birthday'. Anyway, I can see my son pointing at this plastic truck in its big bright box, and he's going to scream if he doesn't get it. He's not the only one I've seen using that trick. Anyway, you know what, we get home and it's broken after ten minutes.

Woman Yes, that sounds familiar. And I'm pretty sure - like most consumers - you didn't bother going back to the store.

Man You're right. Why do people put up with substandard products nowadays?

Woman Well, Paul, people are usually entitled to a refund if they want one, as long as they've got proof of payment. But the simple fact of the matter is that we can't be bothered. We can now buy a lot for little money. We've got used to buying inexpensive, easily replaceable things. But that's an expensive way to do things in the long run.

Extract Three

Interviewer Kesaia, where do these beautiful cloths come from?

Kesaia These here, from Hawaii, these from Fiji, and here ... these ones, from Tonga and Samoa. The pieces are quite old but nicely preserved. One of the reasons why we don't see so many examples from the more recent past is that the craft of tapa-making nearly died out in some of these places, especially in Hawaii, what with the arrival of the Europeans and their effect on society. You see, they brought cotton with them, and this was welcomed with a great deal of enthusiasm. It was much easier to work with, see. And of course, the European missionaries did not like the way tapa cloth was worn in religious ceremonies. Not at all.

Interviewer But I believe there's a bit of a revival of this craft going on?

Kesaia That's true - to an extent. In Fiji, for example, some women I know are making tapa again. They learnt the skill from their grandmothers and now they're teaching their daughters. They rely on it for survival - I mean the income it brings in, it can support a whole family. In the main, it's sold to local people, rather than holiday-makers. I'm glad that it's one cultural tradition that isn't going to die out.

Test 3 Part 2

Hi everyone. My name's Mia Jeffries. As you might know, I and a group of other Year Two students recently went to White Island marine reserve, and so I'm here to tell you all about it.

As you can imagine, we were pretty excited about going. We sailed over on a big steel catamaran, and we were checking the weather reports on the way. According to the radio forecasts, things were supposed to be getting calmer, which was obviously the best thing for our trip, but as we got closer to the reserve, it got really windy - which was not so good! Anyway - at least it didn't turn into a storm - which is what happened on my previous trip.

So, the area around White Island has officially been a marine reserve for the last five years, meaning that no form of life can be hunted or removed from the area. The fact that there's been an increase in the number of fish and a range of other species is obviously something that highlights the success of the reserve but actually, the reason we went this time was to measure the size of the fish. That obviously tells you whether the older ones are remaining within the reserve - if you can find big ones, it means they've spent longer in protected waters.

So that was the aim for the group, but I also had my own personal goal. I think that over the last few months I've become a lot more proficient in operating small boats, so I wasn't worried about being left in charge of the dinghies, and we had an intensive course in using the dive equipment a week before we went. That was brilliant ... awesome tutors! For me though, it was more about honing my identification skills - that was something I knew I needed practice in and going on a dive really gives you the experience and the opportunity to do this.

On average, we went on four dives a day - so it really was full-on! I have to say that before I went on the trip, I thought the diving itself would be pretty easy. For those of you who know me, you'll know that I'm pretty confident in the water. But four dives in one day is actually quite demanding, quite strenuous. So for anyone who's scheduled for the next visit to the reserve, I reckon that a bit of fitness training is a good idea. Then you can just concentrate on dealing with the tanks and managing the recording equipment while you're down there.

Like I said before, we were really there to look at the fish but we were extremely fortunate to see some other larger species too. As you might expect, we sighted a couple of sharks - they were there on each of the four days we were in the water - but they pretty much left us alone and we just got on with things. On the second day, though, a small pod of dolphins came by, and the juveniles in the pod wanted to play - and I'm afraid we couldn't help but oblige. They probably messed around with us for a good half hour - so yeah - we were really lucky. And on White Island itself, there was quite a large colony of fur seals, but we kept well away from those, and it wasn't like they prevented us from doing the surveying work.

On the last day, we begged our tutors to let us do a pre-dawn dive. It wasn't scheduled and I think they were surprised we wanted to get up that early, but they agreed to it, and we were in the water by 4am. We'd seen a lot of fish reacting to the predators and to tidal patterns ... that kind of thing ... but we were also wondering about light - how that might impact on their behaviour - so whether their habits were different in total darkness, semi-darkness, once the sun was up, and so on. In fact, we were really blown away by how much activity was going on down there. All you had to do was shine a torch and immediately it'd be surrounded by a school of fish - and they were feeding just like at any other time. The other thing we saw attached to the rocks around us were thousands of ascidians. If you're not sure what these are, some people know them better as sea squirts. Anyway, the ones we observed looked like ... they each looked like a massive blue bell. They were absolutely everywhere. Incredible.

By the end of the trip to White Island, we were all totally elated but also exhausted. In your first year, when you go on a field trip, all you have to do is make a workbook entry every day. Wait till you do a Year Two trip! Then you have to get your report done after dinner, and it often took me till midnight, but it's a course requirement. That was tough, and it didn't leave me much time for my blog and the photos I wanted to upload - but I guess it gives you a realistic idea of what life is going to be like once the course is over and you're in a full-time position.

Well, I just wanted to thank the tutors for ...

Test 3 Part 3

Interviewer Today I have with me Callum Gray, volcanologist and recently the presenter of Channel Two's excellent series *Living with Volcanoes*. Callum, the media and the public reaction to the series has been extremely positive, hasn't it?

Callum So far, yes, it's all good. But to be honest, the subject matter makes it easy. What person hasn't drawn a volcano

when they were little? And the presenting part was fun ... I mean I'm always happy to go on about my work. When people find out what you do, their response is always positive ... they're always curious to learn more. Most people are fairly ignorant about geology, but when it comes to volcanoes, they don't hold back with the questions. It's not one of those jobs you mention and people instantly stop listening. They assume your job is risky, that you must be some kind of heroic figure ... which is definitely not always the case! There's an awful lot of sitting in your chair, analysing endless streams of data – that kind of thing.

Interviewer So, if it wasn't the danger, what drew you to becoming a volcanologist in the first place?

Callum Well you know, I think, my father was a geologist, and you might think it was in the blood, but Dad's preoccupation was with fossils mainly. We were expected to go along on the expeditions and I wasn't entirely disinterested but I was more eager to see if there was anyone around to play with. I suppose I did take after Dad in that I took a geology degree. In fact, it was on a field trip that I saw my first eruption way down a crater. I was simultaneously quite terrified and quite amazed by the power of it all. I knew at that moment I would have to switch fields ... that volcanoes would be a lifelong fascination. It's a real shame that my father didn't live to see the series.

Interviewer There was one episode in the series when you were in Hawaii – in a helicopter flying over a huge volcanic crater. I heard you say something to the pilot about it going better than last time?

Callum In the episode you saw, the volcano was quiet, but Jack – he was the pilot – and I – we'd been there a few years earlier, and at that time, when we were flying over the crater, I suspected it might be the end. There was an eruption in progress and I wanted to check the lava flows one more time but it was just before dusk already. All my fault, I'm afraid. I should have known better. We were over the crater when the clouds suddenly came in and we were just flying blind. We could easily have flown into the side of the hill or into the fountain. Neither of us spoke while he was trying to get us out but I had this awful sense of responsibility for putting Jack into that position. We finally got back to camp and it was only then that I felt rather shaky and incredibly relieved, of course.

Interviewer I suppose it's the kind of job where mistakes can be fatal. It must be rather difficult to get things right all the time.

Callum Well we don't. That's the thing with volcanoes – you're always learning. But we do have an enormous responsibility to get things as near to right as possible – for example we have to evaluate the damage a lava flow could potentially cause ... which direction it's taking. You don't want to evacuate a town unless it's really necessary. I'd like to think that's something I have the experience and confidence to manage now; that, and being able to talk to the local communities whose houses and property might be destroyed. I can't say I've got used to the reporters, though. It can take a great effort on my part to remain patient with them when a volcano's going off and I'd

rather be monitoring the equipment. The other thing you gain with experience is knowing that you have to remain alert to the many hazards that an active volcano poses. It's not just an eruption that can get you – you need to be careful where you step – the ground can be extremely hot!

Interviewer For those listeners that don't know, Callum also manages to fit in a couple of terms of lecturing a year. Callum, do you think the TV series'll mean there'll be an upturn in the number of students taking volcanology?

Callum I don't know about that. I think any student seriously considering volcanology as a career will probably have done their research and will be aware of the competitive nature of the job – that there's not enough volcanoes to go around! Even if you get work, it could be months after an eruption occurred. I suppose the TV series may give some viewers the impression that we're always outdoors, but in fact a great deal of work is done at a computer analysing data, and we're often off at conferences, too. Actually, that's something that students don't anticipate – that they'll need to be able to produce papers concerning their research findings, and that therefore a good command of written English is vital.

Interviewer I see. Well Callum, we're almost out of time but I hear that you're about to set off for Iceland. Will you miss the TV work while you're back working in the field?

Callum Working on the programme has been a great learning curve and the series gave me the freedom to travel to some incredible countries I hadn't yet been to, but no, I'll be happy to be back doing what I do best – peering into craters, taking rock samples ... all that. The thing about volcanoes is that, despite all the research and the knowledge we've gained, you still never really know what's coming next. I like the element of surprise in my work, more so than having to work to a schedule which is what making a TV series seems to be all about.

Test 3 Part 4

Speaker 1

So my company supplies medical equipment and apparatus to hospitals, and that requires me to travel – it's, you know, a lot of waiting around in airports and checking in and out of hotel rooms – and that means I'm hardly ever in the office. Not much of a social life either. But without my smartphone, it'd be near impossible to know what was going on. It's the only way I can get to view the status of different orders and contracts on our database, and if needs be, it means I can chase up anyone who looks like a weak link in the chain of operations. The more sales I make, the greater the commission, you see. Having the phone means that I'm always in the loop and can keep an eye on things – and I'm grateful for that. You can't rely on anyone else in the office to update you on the latest developments.

Speaker 2

Where we live is quite a way out in the countryside. Once you've left work, and you've managed to get through all the city traffic, the roads are then fairly quiet for the rest of the

way home. That's great for the peace and quiet on weekends, but if I'm driving in the dark and I know no-one else will be there, well it can be a bit creepy. Anyway, when I heard about this app, I downloaded it straight away. What it does is allow you to turn on the lights and TV, or your sound system or whatever, from wherever you are. I reckoned that'd scare off any would-be intruders and it would mean I could come home to a less intimidating situation. The thing is, I set it all up and then – unbeknownst to me – my young son messed around with it and he altered it so that only the inside lights were functioning. So, I guess I'll have to hide it from him now. That's the thing with technology, there's so much potential for it to go wrong.

Speaker 3

It's something that my wife recently bought for me, and at first, I was actually a bit annoyed with her. I mean, what kind of message does that send to someone – buying them a piece of equipment like that? But to be honest, it has actually made a big difference to my energy levels. I work from home and my lifestyle can be pretty sedentary – spending all day on the computer, I mean. But with this little gadget, you just clip it on and it measures how many steps you've taken a day and then converts that into the number of calories you've burnt off. I talked a couple of friends into getting one, too, and now we text each other to find out what number the others have reached. It's competitive – but in a constructive way – and it's a cheaper approach than say, joining a gym. The only thing I'd say is buy yourself a good one – some of them aren't really well made and you don't want the thing to fall apart.

Speaker 4

I'd got to the point in life where I was thoroughly bored with my job, and so I took a bit of a risk and decided to go back into further education. I'd assumed that at least some of the other students would be around my age, but no, basically they all seemed to be straight out of school, and so I thought, well, we don't have much in common but my life experience will put me in a good position. I imagined I'd find the workload a lot easier. And then come the first lecture, there I was, pencil in hand, ready to take notes, and then I noticed that all the kids just got out their recording devices. If I'm honest, at the time I thought they were just being lazy, but it was a real strain trying to keep pace with the lecturer and I kept missing bits. So I went out and bought a recorder for myself, but you know what, I can hardly understand that either. You play it back and the sound quality is hopeless. I'm going to have to talk to the tutor and get some advice.

Speaker 5

I'm a cardiologist, and I absolutely love my work, and of course, we're certainly well paid, but the fact that you can be on call at any time over a 48 hour period really rather puts you on edge. So when we're on call, we wear a pager, so that the hospital can get through to you ... without difficulty. Someone asked me recently why they don't just text or call, but as you know, no matter how up-to-date a smartphone might be, no service provider is 100% reliable, and what if you'd accidentally turned it off? I suppose it's true that it doesn't go off that often, thank goodness. But I'm happier on the days I don't have to carry it about and worry about dropping it.

Test 4 Part 1

Extract One

Interviewer I recently heard you say that you never watch TV. Is that right?

James Yep. I threw it out a while back. I'm not saying there aren't any good things about it, but the negatives outweigh the positives in terms of what it does to society. It encourages us to be passive, so although I haven't taken a particularly moral step to not have a TV, I'm happy to do without it. TV's all about programming people to buy certain things – far more so than it used to be – and it makes us become more materialistic – not a great value, I think. And not having one lets me appreciate how addictive I did find it. Like if I went to a house and the TV was on, I'd find myself drawn to that, and drawn out of the conversation.

Interviewer Don't your friends find your lack of a television set a bit weird?

James Honestly – a lot of my mates don't have one either. I'd be willing to bet that TV is coming to the end of its lifespan as the major form of entertainment. Eventually all digital media will go on to the Internet, so what'll be the point of having a TV? That's not to say that everything on the Net is or will be of superior quality to what we get now on the TV – but at least you can ignore the advertising on the Net.

Extract Two

Interviewer Martin Greenwood – why do we need this campaign to get more male teachers into secondary schools?

Martin Look at the ratios. For every ten female teachers, there's one male and that's been the case for too long. The government has made progress in offering better financial incentives, but the number of young men currently enrolled on teacher training courses is still depressingly low. I think the image of the teaching profession in our society is pretty poor – no one wants to go to work and be disrespected. In the past and still in some cultures, people look up to teachers, but not here in the UK, not any more.

Interviewer But surely it's the quality of the teacher that counts, not the gender?

Martin Look, let me give you an example. I was observing a playground recently and a couple of young boys got into a bit of a fight – not too serious – just some pushing around. One of the female staff went running over and told them both off for being violent, but a male teacher would have known they had to sort things out for themselves. They know that boys fight and then get on with things.

Extract Three

Interviewer It's been – what – er, two months since you won the show, Shelley. Have you spent all the prize money yet?

Shelley Yeah, that soon went. It wasn't a lot in the first place. That's not why I did it. It was actually for a dare. I said I'd have a go at getting in if my friends Sandra and Jasmine did. You know, you have to send in a video – you talking about yourself, that kind of thing – but I never thought I'd hear back. And then someone from the show rang me up and I'd got an interview, and when the others found out, even though they hadn't got on to the show, they wouldn't let me quit. They liked the idea of having a famous mate.

Interviewer And are you still seeing those same people, or have you moved up in the world?

Shelley No, nothing's changed there. We still hang out together. But I do feel like a new member of the royal family sometimes. Well, it's not like I'm getting into exclusive restaurants for free, but it's the tabloids that get on my nerves. I could be out doing the shopping and suddenly there's someone across the road taking your photo. Basically, it's quite intrusive, but I guess that's what happens.

Test 4 Part 2

Hello, my name's Dr Sarah Potts, and in today's lecture, we're going to focus on the history of Easter Island. Most people have heard of this island. We know it for its huge stone statues – or, to be exact, its stone heads, that were built and erected along the coastline. Anyone looking at them cannot fail to be impressed by the incredible carving ... these images of power and mystery. Who or what do they represent? Going by the art in other Polynesian cultures, most archaeologists conclude that what we're seeing are the ancestors of the people who made them.

But once you've got past admiring the statues, you have to ask yourself, how did they get there? You see, Easter Island has no trees – and in pre-industrial societies – you can't move heavy objects without them. We know that there were trees – that there were once millions of palms across the island. There are researchers who claim that climate change was responsible for their disappearance, but I'm not convinced we have the evidence for that yet. There's no dispute that many trees were used in the construction and transportation of the stone heads. Not only did they provide wood, but also the bark of the palm trees could be used to make rope. You need both things for creating the kind of machine that could move several tons of stone, and of course the people needed wood for housing and fuel, too.

But was man responsible for the loss of all the trees? Another theory has been put forward and the evidence comes from the shells of palm seeds. There's not one shell that hasn't been found without toothmarks ... all from the teeth of rats. They probably arrived on the island by boat – hiding in the canoes of the Polynesian settlers. So – it's seriously been suggested that they simply ate all the seeds and that's why the trees disappeared. Once all the trees were gone ... for whatever reason ... there was nothing to stop harsh winds from sweeping across the island and destroying the crops that the people had planted.

What else could they eat? Well, we know from the thousands of bones that have been found that great colonies of sea birds used to inhabit the island – but they soon became the main part of the islanders' diet and eventually all died out. Worse was to come.

When the Europeans arrived, they introduced diseases that had previously been unknown on the island and the native population naturally had no immunity. This is one of the absolutely tragic situations where local people were absolutely defenceless and could do little to save themselves. We really can't say yet with certainty what got rid of all the trees, but they did go, and this deforestation largely contributed to the downfall of Easter Island. It does

seem to me to be a symbol of our current situation – aren't we experiencing the same kind of destruction on a global scale?

Test 4 Part 3

Interviewer It's that time of year again when thousands of students are about to take their final exams ... but then what? Will they begin their search for a well-paid job or will they choose to take a year off before entering the labour market? I'd like to welcome Toby Burrow to the studio, who is here to talk about the year he spent doing voluntary work in Madagascar.

Toby Hi Andrea. First of all, before I say anything that might come across as a bit negative, I completely recommend Madagascar. In fact, I just saw in the paper today that there's a documentary on it tonight so any interested students should have a look. I sort of chose it partly because it was so far away from England and exotic, but mainly because the kind of work on the volunteer programme there looked like it was really going to stretch me and take me out of my comfort zone ... like a test of character. And it wasn't like anyone could give me any advice. The students I knew from the year before us had gone off travelling, but only on a backpacker's tour.

Interviewer I'm sure that many parents are anxious when their children announce that they're going off to distant lands. How did yours react?

Toby Honestly, they were fine about it. I suppose Dad tried to talk me out of it at first. He thought I should be getting on with finding a secure job ... that kind of thing, but Mum was all for it. I think she would have loved to have travelled herself but she missed out on that by having me and my sisters. Actually, she really got into it by getting out books from the library and going online and I'd come home and she'd be telling me about the history and the culture, and that was quite handy, really. The only thing I had to prepare for was getting all my vaccinations done and taking a course of malaria tablets.

Interviewer And when you arrived in Madagascar, was it what you expected?

Toby Sort of. The organization which was running the volunteer programme had been quite clear about the teaching work I'd be doing. But I admit I'd led a sheltered life up to then and living in the village was quite an eye opener. There was no running water and no sanitation, and that took quite a bit of getting used to. I didn't mind so much the fact that I was sleeping in a room with the other volunteers. Coming from a large family, I'm used to sharing my living space. And in fact, I actually need background noise to get off to sleep, otherwise I can't help but feel rather lonely.

Interviewer Was there any time that you wanted to come running home?

Toby No, I can't say there was. I remember I once went off sailing for a day. There were six of us – all from Europe – some mates from the programme and some guy I didn't know who worked for a hotel in the city. When we got back to shore I found that my wallet had disappeared ... someone had obviously taken it. I felt that I couldn't directly accuse anyone so I ended up saying nothing. A few days later, I heard that

the hotel guy had been arrested for stealing other stuff ... and eventually I got my ... um ... empty ... wallet back. I realized that - whereas in England I was always careful about not leaving my stuff around - I'd got used to the honesty of the people in Madagascar. It was sad to be reminded that everyone is like that.

Interviewer And after all that, when you finally ~~came back~~ did it take long to readjust to - if you like - normal ~~life~~

Toby In a sense. There were many things I missed about Madagascar, although I knew that part of my life was definitely over. The odd thing was my attitude towards England. After Madagascar, I could see the enormous gap in consumption between the UK and African countries and knew that if everyone in the world lived like a UK citizen then there'd be no resources left to use. It was good seeing my family. It's a selfish thing, but even though you've changed, you don't want anyone else to, and I liked the familiarity of home, but I didn't immediately get in touch with my friends from university. Being in Madagascar was a life-changing experience and when I got back I felt rather disconnected ~~from~~ just previously - at least initially.

Interviewer And now you can speak from experience, what should prospective gap-year travellers know?

Toby That's a hard one to answer because your experience is what you make it, and very much to do with the kind of person you are. Some graduates just go off and have fun for a year and if that's what you're into, fine. There's hardly a moral obligation to do charity work. But if you do volunteer, for example, to do something for a local community, don't for a moment think you're superior in some way. You need to recognize what you're gaining in return from the people you're living with. I'd also avoid signing up for a project with a friend because that way you won't make the effort to get to know new people, and make sure you choose a reputable company to go with, otherwise you'll just end up miserable and probably out of pocket.

Test 4 Part 4

Speaker 1

We came up here from Cornwall when I was a kid, when I was about 10 years old. So I was old enough to remember what it was like - the beach, the long walks in the countryside. You could walk and walk and not meet another living soul. But, you see, where our kids are growing up, there's nowhere for them to really play or run about. When they built the flats, I don't think they had kids in mind. It's all concrete bit of grass in sight. Anyway, just last week we made decision to pack up and head back to Cornwall. The move won't be as good but at least we won't be squashed rats in a cage.

Speaker 2

It drives me absolutely crazy. And the worse thing is, I find I'm losing temper a lot - at work, with my wife, and it's not fair on ~~her~~. It's not their fault. You see, I work nights, so I ~~need~~ need my sleep during the day. I get home ~~and~~ and I see my wife for about 30 minutes before she goes off to work, and then I'll get to sleep about 11am. I'm just about in a really deep sleep when it starts. You can hear it through the walls, really loud. And it's not just the sound - the walls, the floor, the bed, they actually vibrate because of how loud it is. We've asked them to turn it down and they do for a day or two and then it's back to square one. I'd be happy to move, only we just bought the place 18 months ago.

Speaker 3

It wasn't as bad as this when I started out. You could get from A to B in 20 minutes, no problem. Now it takes twice as long. ~~you can see the passengers in the mirror - they're sitting~~ ~~in the back, fuming because they're stuck in a jam and~~ ~~it's going up. I'm not saying I know what the solution~~ ~~be willing~~ ~~overnment are talking about restricting access to the~~ ~~as the maj...ue - not letting private vehicles in - but I don't think~~ ~~media wi; practical. The public transport's already overcrowded.~~ ~~having another day I had a word with a mate of mine - I heard he~~ ~~wl's looking for some help on a construction site - and he~~ ~~said I could start whenever I liked. I'm considering it, to tell~~ ~~you the truth.~~

Speaker 4

There's no need for it. People are just lazy. Our society has just become completely reliant on the private car, and it's not necessary. You hear a lot of complaints about air quality - people can't breathe - but they're not prepared to do anything about it. I live in a village and the traffic isn't that bad, to be honest, but I still have to wear a mask on the bike because of the lethal fumes some vehicles chuck out; it's just unbearable. It's got to the point where I've kind of given up. ~~on, I've stopped cycling during the week and it's having an~~ ~~my weight and my general fitness, and I resent that.~~

~~I~~ ~~tioned in the village, all I had to deal with was a few bicycle thefts and lost dogs. So when they told me I was being transferred to the city, I was certainly pleased about it, but ... to be honest ... I found that life here isn't all it's cracked up to be. It's a massive city with a huge population but you can still feel isolated. I like my colleagues but it's not like we really socialize after work. Maybe it's my fault - I'm often really exhausted and just go home. The odd thing is, I've actually got used to it. I'm quite fond of my own company these days, so I'll probably stick at the job for a ~~longer~~.~~

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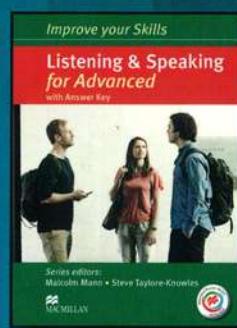
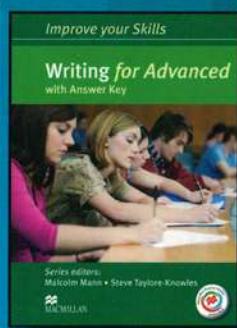
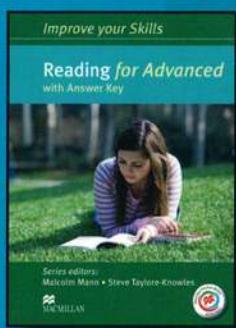
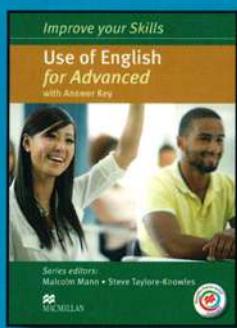
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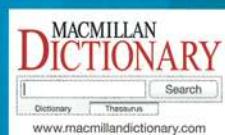


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