

**Test 1 Exam practice****Reading and Use of English Part 1****Action plan**

- 1 Read the title and, if there is one, look at the picture – these tell you the topic of the text.
- 2 Read the whole text before you start answering the questions.
- 3 When you answer each question, look at both what comes before and what comes after the gap.
- 4 Think of a word you might expect to fill the gap before looking at the options.

- 5 Consider each of the options, eliminating those you know are incorrect.
- 6 Check that the word you choose for each gap makes sense.
- 7 Check that the answer you choose fits the sentence grammatically.
- 8 When you have finished, read through the whole text to make sure it makes sense.

**Follow the exam instructions, using the advice to help you.**

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 chief      B vital      C principal      D focal

0	A	B	C	D
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**Three theories about sleep**

People spend about one-third of their lives asleep. It seems certain, therefore, that sleep has a (0) ..... function. However, what that function might be is still in (1) ..... . Scientists are far from being in agreement about (2) ..... why so much of our precious time is given over to sleep.

There seem to be three main theories. The most popular states that the functions and (3) ..... of sleep are primarily physiological. It claims that we sleep in order to (4) ..... the health of our body. In other words, biological processes work hard as we sleep to repair any damage done during the day and to restore ourselves to (5) ..... efficiency. However, a second theory places more emphasis on the learning benefits of sleep. This theory holds that sleep allows us to process the information that we (6) ..... during the day, and asserts that, without sleep, learning would not take place. A third popular theory is (7) ..... on ideas about energy, saying that we need (8) ..... of sleep in order to, in a sense, recharge our batteries and so have an adequate supply of energy for the coming day.

- |                |              |              |             |
|----------------|--------------|--------------|-------------|
| 1 A discussion | B dispute    | C argument   | D debate    |
| 2 A correctly  | B absolutely | C actually   | D precisely |
| 3 A purposes   | B targets    | C intentions | D points    |
| 4 A take       | B maintain   | C stay       | D keep      |
| 5 A strong     | B utter      | C full       | D entire    |
| 6 A achieve    | B complete   | C reach      | D acquire   |
| 7 A rooted     | B supported  | C based      | D developed |
| 8 A periods    | B eras       | C moments    | D episodes  |

### Advice

- 1 Only one of these collocates with 'is still in ...' and fits in terms of meaning.
- 2 One of these adverbs collocates strongly with 'why'.
- 3 Only one of these words is appropriate when discussing a physical function of the body rather than conscious behaviour.
- 4 You need to think about both meaning and collocation here to get the correct answer.
- 5 Only one of the options collocates with 'efficiency' to give the idea of 'total'.
- 6 Only one of these verbs collocates with 'information'.
- 7 Only one of these words fits with the preposition 'on'.
- 8 All these words fit the grammar of the sentence and collocate reasonably well, so think about the meaning here.

### Follow-up

What procedure did you follow when you did this task?

## Useful language: using connectors

- 1 Choose a word from the box to complete each sentence in a logical way.

although because provided unless  
until whatever whenever whereas

**Tip!** Thinking about the meaning of the surrounding text will help you to choose the right connector.

- 1 Nina is good at maths, ..... her twin brother is better at languages.
- 2 Dan will go to university next year ..... he passes all his exams.
- 3 I'll do ..... you want me to do.
- 4 You'll never be able to afford a car like that – ..... you win the lottery.
- 5 Sally enjoys her work, ..... she doesn't get very much free time.
- 6 It was not ..... I got on the train that I realised I'd left my laptop at home.
- 7 I'm really lucky – I can take a coffee break ..... I want one.
- 8 I like my desk ..... I have a very good view of the sea while I'm working.

- 2 Some connectors are made up of more than one word. Choose the correct phrase from the box to complete each sentence.

as if as long as as soon as despite the fact that even though  
in accordance with in case in order to no sooner so as not to

- 1 You must fill in the form ..... the instructions on the opposite page.
- 2 Ursula has taken on extra work ..... earn enough money for a holiday.
- 3 My father said I could go to the party ..... I'm home by midnight.
- 4 I managed to complete the essay on time ..... I was suffering from a heavy cold.
- 5 We closed the door very quietly ..... wake the baby.
- 6 You'd better take a notebook with you ..... you want to write something down.
- 7 Simon looks ..... he didn't sleep a wink last night.
- 8 Please call me ..... you get this message.
- 9 I feel I know him quite well ..... we've only met a few times.
- 10 ..... had we left the house than the rain started.

## Useful language: using pronouns

- (C) Fill each gap with the necessary pronoun.

- 1 I met a footballer from our national team, ..... I found very exciting as I'd never met anyone famous before.
- 2 Final-year students told the freshers about everything ..... would help them settle into life at the college.
- 3 ..... the psychologist focuses on in his book is the way people from different countries behave in trains.
- 4 Do you know ..... mobile phone this is?
- 5 ..... being an unexpectedly pleasant day, the students decided to read their books outdoors.
- 6 The professor was satisfied with the way in ..... the students had decided to deal with their project.
- 7 That's the car ..... owner I was just telling you about.
- 8 ..... was suggested that the problem could be tackled in a number of different ways.

**Tip!** Make a note of any grammar errors that your teacher corrects in your homework and do some extra practice using this language correctly.

**Action plan**

- 1 Read the title and, if there is one, look at the picture – these tell you the topic of the text.
- 2 Read the whole text through before filling any of the gaps.
- 3 For each gap, think about what part of speech is needed – a noun, verb, adjective or adverb.
- 4 When you have completed the task, read through the text to make sure it makes sense.
- 5 Check you have spelt the words you write correctly. Remember that US and UK spellings are both accepted.
- 6 At the end of the test, carefully transfer your answers (using CAPITAL LETTERS) to the answer sheet.

**Follow the exam instructions, using the advice to help you.**

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

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

Example: **0** **E X P L O R A T I O N**            

**Exploring the world by sea**

People have been carrying out (0) ..... by sea for thousands of years. Our distant ancestors set out on (17) ..... voyages on primitive rafts and ships with no guarantee of ever seeing land again. (18) ..... though it may seem, there is evidence to suggest that sailors from Polynesia began to undertake long and (19) ..... journeys, as far back as 1200 BC. They may even have travelled as far as South America. (20) ..... of fossilised chicken bones found in Chile suggests that Polynesian sailors had made their way to South America long before the (21) ..... of the Spanish. While Polynesians were exploring the Pacific, Vikings were sailing the Atlantic. Viking explorers reached North America but did not establish a permanent (22) ..... there. They returned home with tales of a land where grapes grew in profusion and fish were (23) ..... too. It is impossible not to feel great respect for the (24) ..... of these intrepid early explorers.

**EXPLORE****Advice**

17 What part of speech do you need here?

**PERIL**

18 Is a positive or a negative word likely to be needed here?

**BELIEVE**

19 Which suffix is required to form the adjective here?

**RISK**

20 Is a singular or a plural word needed here?

**ANALYSE**

21 Which suffix is needed to make the part of speech you need here?

**ARRIVE**

22 Do you need a singular or a plural word here?

**SETTLE**

23 Do you need an adjective or an adverb here?

**PLENTY**

24 Here you need a relatively unusual suffix for forming abstract nouns.

**BRAVE**

### Task information

- Part 4 consists of six questions (plus one example).
- Each question consists of an example sentence, a key word and a second sentence with a gap in the middle of it.
- You have to complete the second sentence using the key word, so that it has the same meaning as the example sentence.
- You must not change the form of the key word.

- You will need to write between three and six words to complete each gap.
- Part 4 tests the ability to express an idea in different ways, as well as knowledge of vocabulary and grammar. The mark scheme divides the answer into two parts and you get a mark for each part that you write correctly.
- You need to spell the words correctly to get the marks. US and UK spellings are both accepted.

### Useful language: correcting some common mistakes

#### 1 Choose the correct alternative in these examples where exam candidates made mistakes.

- I'm sure you won't have any difficulties *finding / to find* the solution to the problem.
- Did you have the chance of *getting / to get* to know any Native Americans when you were living in the States?
- Everybody who *work / works* here *get / gets* a good salary.
- I suggest you *buy / to buy* a telephone card as soon as you arrive in the country.
- You *either can / can either* finish reading this book or choose another one.
- Not only *was the food / the food was* bad, but the sports facilities were not as you stated in the brochure.
- The hotel offers *French traditional / traditional French* cuisine.
- Some of the lessons that we attended in the last course *could be / could have been* better prepared.

#### 2 Complete the second sentence so that it has a similar meaning to the first sentence. You must use between three and six words, including the word in capitals, without changing it.

1 I like all the people working as managers in this company.

**WHO**

I like everyone ..... position in this company.

2 The service was first-class and the rooms were excellent too.

**ONLY**

Not ..... the service was first-class too.

3 You have two possibilities – driving there or going by train.

**EITHER**

You ..... there by train.

4 At the concert I didn't play as well as I expected.

**SHOULD**

I ..... at the concert.

5 You'll easily manage to finish the work by Friday.

**DIFFICULTY**

You ..... the work by Friday.

6 The food at this restaurant is delicious, and the prices are very reasonable.

**MEALS**

This restaurant ..... very reasonable prices.

## Follow the exam instructions, using the advice to help you.

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 Mark told Patti he thought her dress was beautiful.

**ON**

Mark ..... dress.

The gap can be filled with the words 'complimented Patti on her beautiful', so you write:

**Example:**

**0**

**COMPLIMENTED PATTI ON HER BEAUTIFUL**

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

- 25 Could you watch my suitcases while I go and buy my ticket?

**EYE**

Would you mind ..... my suitcases while I go and buy my ticket?

- 26 The rainfall in the west of the country usually exceeds that in the east.

**HIGHER**

The rainfall in the west of the country tends ..... is in the east.

- 27 It's hard to be sure, but I think unemployment rates are beginning to fall.

**TELL**

As ..... , unemployment rates are beginning to fall.

- 28 It would be wonderful to sit down and relax for a few minutes.

**FEET**

I wish that I ..... for a few minutes.

- 29 We were very grateful that Kate thought of suggesting we ask Max for help.

**CAME**

We were very grateful that Kate ..... asking Max for help.

- 30 Don't forget to take gloves, as it may well be cold in the mountains.

**CASE**

You should ..... cold in the mountains.

## Follow-up

How could you help yourself to improve your performance in this part of the test?

**Tip!**

If you are not sure of the answer, write what you can – you may get one mark.

**Tip!**

Check that (a) you have not used too many or too few words, (b) your spelling is correct, and (c) what you have written fits grammatically.

## Advice

25 Which expression with 'eye' means 'watch' in the sense of 'look after'?

26 What form of a verb follows 'tends'?

27 Here you need an expression with 'tell' meaning 'from what I have noticed or understood'.

28 Which idiom based on 'feet' means 'relax'?

29 Which phrasal verb is often used with words like 'suggestion' or 'idea' to mean 'think of'?

30 Which tense is used after 'in case' when you're thinking about the future?

**Action plan**

- 1 Read the title. This will give you some idea of the topic of the text.
- 2 Read the text first, then read each question very carefully in turn. Underline key words in the question.
- 3 Remember that questions follow the order of the text. Find the part of the text the question refers to. Check the text carefully before answering.
- 4 Are you confident about the answer? If so, note it down and move on.

- 5 If the answer is not obvious, eliminate the options you are sure are wrong.
- 6 If you find one question difficult, move on to the next one.
- 7 When you have finished, go back to any questions that you left out and look at them again. They may seem easier now. If they do not, just choose one of the options you have not eliminated. Do not leave any questions blank.

**Follow the exam instructions, using the advice to help you.**

You are going to read an article about Esperanto. 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.

**Tip!** You may find it useful to read the questions, but not the options, before you read the text – this may help you focus on the most appropriate bits of the text.

**Tip!** Do not expect to understand every word or phrase in the text. The general context may help you to understand roughly what unfamiliar words or expressions mean.

**Tip!** The answer must say the same as what is in the text – do not choose an option just because it states something true, if that truth is not in the text. And do not choose an option just because it uses some words from the text.

**Breaking down the language barrier?***A look at Esperanto*

We are supposed to live in a ‘globalised’ world, or so we are increasingly taught in school. Many of us share elements of a globalised culture, at least, perhaps watching Japanese movies, listening to K-pop, or eating Indian food. Why is it, then, that so many of us struggle with the basics of global communication in this age of instant messaging, email and video conferencing? English may certainly be the (self-appointed) lingua franca of the globalised world, with millions of students struggling daily to learn its phrasal verbs and idioms. But English is the mother tongue of only a relatively small percentage of the global population, so wouldn’t it be easier if we all spoke a simpler language? Perhaps what is needed is an international language.

What is interesting is that, over a hundred years ago, a Dr Ludwig Zamenhof published a book about a new language that he had developed, with the intention of providing an appropriate international means of communication. He called this language ‘Esperanto’, and it is said that hundreds of thousands of people have learned to speak it, with about one thousand today even using it as their first language. It is claimed to be easy to master and, more significantly, as an artificial language, it is appreciated as being devoid of any of the ideological or political connotations that accompany languages of former colonial

powers, such as English. It is said to be learnt much faster than English, with a one-symbol-one-sound writing system (making spelling easier) and a grammar with a limited number of rules. Vocabulary even borrows a number of words that are already shared internationally, such as *telefono* (telephone) and *matematiko* (mathematics). In short, Esperanto may well be the answer that second-language learners have been seeking.

The problem is that it is likely that, before reading this article, you might never have heard of Esperanto, and you would almost certainly not be alone on that point. The main criticism of Esperanto is that, despite its lofty ideals, the language never really caught on among the global population in the way its creator intended. Whether there was a vested interest in preventing the language from spreading is hard to say. The key factor is that the language does, in fact, look rather similar to Romance languages such as French, Spanish or Italian, at the expense of other popular languages such as Arabic or Mandarin. As such, the 'international' language is perhaps not international enough, and may even be considered as maintaining a primarily Western point of view, something the creator of Esperanto initially set out to mitigate.

As mentioned, Esperanto is what is known as an 'artificial language'. Those involved with the development of its vocabulary and structures were well aware that the language they were creating had few ties with languages of the past, and so one of the basic features of any other language – that of a cultural heritage – can be considered missing for speakers of Esperanto. However, advocates of Esperanto would counter this criticism by claiming that all languages can be considered as artificial, in the sense that the creators of any language were human. What Esperanto lacks in culture, it makes up for in efficiency, and as language learners in the busy modern world are constantly under pressure of time, it is possible that, for some, it is worth developing communicative efficiency at the expense of a certain prestige. In addition, as Esperanto itself is now over a century old, one might argue that this language, too, has built up a history of its own, one shared by the thousands who speak it and use it as an international means of communication.

Whether we consider the Esperanto experiment a success or failure, one thing is for certain: an international language should reflect all aspects of global society, while at the same time be easy to learn, free from ambiguity, and neutral in terms of ideology. Critics of Esperanto claim its failure in each of these aspects, while proponents of the language assert that it has succeeded in areas where English might have failed. While there may not be enough global uptake of Esperanto to eventually topple English from its perch, there is no doubt that it has provoked increased interest in the debate on language in the shadow of globalisation, and this debate is far from over.

line 56

31 What is the main point the writer is making in the first paragraph?

- A English has difficult features, but can still be an effective global language.
- B Schools tend to exaggerate the extent of globalisation in the world today.
- C Global communication is less straightforward than it should be.
- D World culture continues to become increasingly globalised.

32 What does the writer suggest is the main reason why Esperanto appeals to learners?

- A Its spelling accurately reflects its pronunciation.
- B Its grammar and vocabulary are relatively simple.
- C It is becoming increasingly widely spoken.
- D It lacks associations with a specific culture.

33 How does the writer explain the fact that Esperanto has been less successful than initially hoped?

- A Esperanto is too closely associated with European languages.
- B Many learners find English more interesting than Esperanto.
- C Speakers of Arabic and Chinese find Esperanto difficult.
- D Esperanto has not been promoted widely enough.

34 How does the writer suggest that Esperanto is now changing?

- A It can no longer be considered artificial.
- B It is developing its own culture.
- C Its vocabulary is rapidly expanding.
- D Its prestige is beginning to increase.

35 The writer concludes that

- A Esperanto is in some ways superior to English.
- B Esperanto meets all the criteria for an international language.
- C it is hard to predict what the future fate of Esperanto will be.
- D Esperanto has prompted useful discussions about language.

36 What does 'it' in line 56 refer to?

- A Esperanto
- B uptake
- C perch
- D English

## Follow-up

Did you follow all the steps in the Action plan?

## Advice

**Title** What does the title tell you about the text?

31 Read the whole of the first paragraph before answering this question.

32 Look for a phrase that suggests something is the main reason, rather than being just one of several reasons.

33 The final sentence of the third paragraph should help you find the answer.

34 Read the whole of the fourth paragraph before choosing your answer to this question.

35 Remember that the question is asking about the writer's conclusion, rather than just a point made by the writer.

36 Try replacing 'it' with each of the options to see which one makes the sentence make sense.

**Action plan**

- 1 Read the introduction to the texts, noticing the topic.
- 2 Read the questions to get an idea of what you are looking out for.
- 3 Read each of the texts, thinking about the writer's opinions as you do so.
- 4 Read each question carefully and underline any key words or phrases in it.
- 5 Write the letters of the texts that might provide the answer next to the question.
- 6 Go back to each of the relevant texts and think about whether it is the answer or not. If not, put a line through that letter next to the question. If you are not sure, put a question mark next to that letter.
- 7 Before finally choosing your answer, check that you have been focusing on the correct attitude, for example a shared opinion rather than a differing opinion.

**Follow the exam instructions, using the advice to help you.**

You are going to read four reviews of a work of art on show at the Museum of Modern Art PS1 (MoMA PS1) in New York. For questions 37–40, choose from the reviews A–D. The reviews may be chosen more than once.

Mark your answers on the separate answer sheet.

**Review of a work of art****A**

Olafur Eliasson's installation at the Museum of Modern Art PS1 in New York, *Your Waste of Time*, consists of broken chunks of Iceland's Vatnajökull, Europe's largest glacier. The museum had to turn one of their main galleries into a walk-in freezer to be able to display them, a costly exercise but one that is justifiable in terms of its powerful impact. According to the museum, the pieces of ice chosen for the project are about 800 years old. That sounds about right to Ted Scambos, lead scientist at the National Snow and Ice Data Center. Scambos speculates that the ice came from the 'Little Ice Age', the period between the 16th and 19th centuries during which glaciers grew larger than they ever have since – and advanced quickly. 'These glaciers bear testimony to our history – being suspended and frozen for thousands of years – and now they are melting away, as if our whole history is fading,' said Eliasson. Stunning to look at, sad message.

**B**

Deep in the basement of MoMA PS1, there's a freezing cold room. This contains a number of large chunks of bluish-white ice brought together by the controversial artist Olafur Eliasson. The installation is called *Your Waste of Time* and its lesson would appear to be that global warming is having a devastating impact on our world. But that's hardly news. Ironically, the piece is itself contributing not inconsiderably to the problem, as an extraordinary amount of electricity is required to stop the installation from melting over the floor of the basement gallery. It's a curious piece with a carbon footprint that seems hard to justify on artistic grounds. It lacks beauty, and the skills involved in the installation's creation would seem to be less those of the artist whose name is on the gallery wall than of the technical staff who transported the ice blocks from the Arctic to New York. Are they in fact the people who have been wasting their time?

**See next page ➤**

**C**

More and more artists are beginning to tackle the causes and consequences of global warming, particularly the rapidly retreating polar ice caps. Thus, when the artist Olafur Eliasson produced his latest installation, *Your Waste of Time*, his Icelandic background (notable, of course, for having numerous glaciers) may have contributed to the sense of irony conveyed by this thought-provoking, infuriating, but at the same time elegantly crafted exposé on the dangers of glacial extinction. He even brought some of that background with him for the installation itself, constructed using Icelandic glacial ice which must be kept below freezing for the duration of the exhibition, at a cost of, arguably, a little of that Icelandic background in years to come in terms of the power needed to maintain such an icy temperature for four weeks. Despite Eliasson's positive environmental message, the irony of the manner of this installation's construction is not lost on the observer.

**D**

The very notion of a glacier is one of an unmoving edifice against the sands of time, a frozen state standing firm against the fluidity and pace of the modern world. Yet, through our best (or worst) efforts, the reality of the impact of global warming on these last remnants of the ancient world is now regularly beginning to feature in the art of those who live in the shadow of such edifices, a shadow that Eliasson is surely aware is getting smaller by the day. While his portfolio contains a variety of photographs and other works focused on this appealing icy subject, when regarding his new installation, *Your Waste of Time*, it then begs the question that if preserving the ice used in this installation at temperatures below freezing for four weeks is not of the utmost irony, then how does he reconcile the power needed to preserve his installation at the cost of preserving his own cultural and environmental heritage? Whose time has been wasted here?

**Which reviewer**

shares reviewer A's view that *Your Waste of Time* is visually attractive?

37

shares reviewer D's interest in reflecting on the title of the installation?

38

has the same opinion as reviewer D about the attraction that glaciers possess for artists?

39

has a different opinion from the other reviewers on the environmental contradictions of the installation?

40

**Advice**

37 Which words could be synonyms for 'visually attractive'?

38 What is the installation called?

39 First check exactly what reviewer D says about the appeal of glaciers as subject matter for the artist.

40 What exactly is the environmental contradiction of the installation?

**Follow-up**

Is there anything you would now like to add to or modify in the Action plan?

### Task information

- Part 7 consists of one long text with six gaps numbered 41–46.
- Six paragraphs have been removed from the text and placed after it in random order. There is also a seventh paragraph that does not fit in the text at all. These paragraphs are labelled A–G.
- You have to decide which of the paragraphs A–G fits in each of the six gaps in the text.

- The text has a title, and there is often also some general information about the content of the text under the title.
- The task checks your understanding of the overall structure of the text and the way in which it develops its ideas.



### Useful language: working with reference clues

- Look at this text, which has some missing paragraphs. Underline any words both before and after the gap that might help you find what is missing.

#### Trees and the urban environment

Who doesn't like trees? Nobody. Everybody likes trees. But some people really, really like trees. The staff of an organisation in the UK called The Woodland Trust, for example.

1

How can this possibly be? Well, unexpected heatwaves can cause serious health problems, the argument goes, and cities get hotter than rural areas, because buildings retain warmth. But trees have the opposite effect: while shade from their branches cools people under them, evaporation from their leaves cools the air around them. Researchers at the UK's Manchester University estimate that increasing the city's green spaces by ten per cent could bring the city's temperature down by several degrees. Which might not have the residents of Manchester cheering now, but once global warming kicks in, they might be a bit more grateful.

2

For example, The Woodland Trust goes on to argue, albeit in a tone more hopeful than forceful, 'there is strong evidence' that green spaces 'promote inward investment by creating a more attractive environment for businesses and their staff'. True or not, greenery is certainly good for city birds and animals.

3

Given such striking benefits, the trust's report concludes that 'it is vital that the government sets targets for new woodland'. Really, though? It seems unlikely to become a government priority in these straitened times, whatever the long-term financial benefits.

4

All the same, just reading about sitting in the cool shade under a leafy tree seems to be having a positive effect on my mental health. Stature and beauty alone can be enough to do it.

- 2 Think about each of the gaps in Exercise 1. What is likely to be the topic of the text that fills the gap?
- 3 Now look at options A-D which fill the gaps in Exercise 1. Underline the phrases in each of these options which connect it to other parts of the text. Then decide which option fits where and why. How accurate were your predictions in Exercise 2?

- A Before that happens, however, they might be pleased to know that the city's rainfall is being quietly managed by its plant life, which reduces water run-off: research indicates that tree cover in cities reduces the cost of drainage and other water management issues. And there are other economic advantages, too.
- B Besides, some of the report's claims are a bit shaky. All but 284 of those who died in the most recent heatwave were over 75; trees would not have saved most of them for long. And, with press accounts of aggressive foxes venturing into cities, maybe being kind to urban wildlife isn't as valued as it might be.
- C Business covered, the report turns back to health issues. Poor air quality shortens 24,000 lives a year; trees absorb the filth. Without green spaces to walk in, city people get fat, lazy and stressed; trees help with that, too. There are reports that link greenery with reducing blood pressure, raising self-esteem and even controlling behavioural problems in children.
- D 'We need more native trees and woods in urban areas,' insists the Trust's report *Greening the Concrete Jungle*. ~~Stature and beauty aside,~~ <sup>> stress</sup> trees have a positive effect on physical and mental health, they bring financial benefits to the cities where they grow and they are good for urban wildlife. They can even save lives, possibly.

**Tip!** Connecting words or phrases like *moreover* and *in contrast* will help you work out how the paragraphs fit together.

**Tip!** Words like *they*, *so*, *there*, *those*, etc. that refer to other parts of the text will also provide useful clues.

## Follow the exam instructions, using the advice to help you.

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.

### Beautiful music makes better materials

*The hidden structures of music are universal patterns of nature – and they can help us create new materials like artificial silk.*

Our world consists of only about 100 different chemical elements. It is the arrangement of these elements, or building blocks, into molecules that gives rise to the rich set of materials around us – from the sugar molecules in the food we eat to the oxides in the Earth's crust.

41

The properties of a piece of matter, however, are defined not by these basic building blocks themselves but by the way they are arranged. For instance, spider silk is one of the most remarkable examples of nature's materials, created from a simple protein but spun into fibres stronger than steel.

42

A composer uses a limited set of tones as the starting point for melodies, which in turn are arranged into complex structures to create symphonies. Think of an orchestra, where each instrument plays a relatively simple series of tones. Only when combined do these tones become the complex sound we call classical music.

43

Composers have made use of the idea of interconnecting patterns for thousands of years, but only recently have these systems been understood mathematically. This maths shows that the principles of musical composition are shared by many seemingly quite different systems in the natural world.

44

The problem lies in our ignorance of the ways in which these are arranged. But in fact it is not the building block itself that is limiting our ability to create better materials, but rather our ignorance of the way in which these building blocks are arranged. To try to understand this better, scientists are copying the structure of silk fibres and turning it into musical compositions. This will help them create artificial materials for medical and engineering applications.

45

Listening to the music that was produced in this way improved their understanding of the mechanism by which the patterns of amino acids work together during the silk-spinning process. The patterns of amino acids that formed silk fibres of poor quality, for example, translated into music that was aggressive and harsh, while the ones that formed better fibres sounded softer and more fluid. In future work it is hoped that the design of the silk can be improved by enhancing those musical qualities that reflect better properties.

46

Using music as a tool to create better materials and to improve urban living may seem like an unusual proposal, but when we appreciate that the underlying mathematics of the structure of music are shared across many fields of study, it begins to make sense. Nature does not distinguish between what is art and what is material, as all are merely patterns of structure in space and time.

### Advice

41 The phrase 'these basic building blocks themselves' gives a clue as to what fits in gap 41.

42 Given the sentence after the gap, what topic must be introduced in the missing paragraph?

43 Looking at the paragraphs before and after the text should suggest what the basic topic of the missing paragraph must be.

44 What does the use of 'But' immediately following the gap tell you about what must go in 44?

45 Look at the sentence before and the one after this gap. What do these sentences tell you about the content of the intervening paragraph?

46 What does the use of 'to improve urban living' after the gap suggest about what might go in 46, given that this is not a topic that has been focused on elsewhere in the text?

**Tip!** Look at the connecting words in options A–G for clues about what must go before or after them.

- A In essence, a musician's piece is just one example of a system where smaller patterns are found inside larger ones – similar to the way characters form words, which form sentences, then chapters and eventually a novel.
- B Using this theory, we can discover universal patterns that form the blueprints of our world. We may be able to make everything we know – molecules, living tissues, music, the universe – by applying universal patterns in different physical contexts. For example, a pattern of building blocks might be represented as music, to create a certain melody, or might be represented as DNA to create a certain protein.
- C This approach has implications far beyond the design of new materials. In future, it might be possible to translate melodies to design better sequences of DNA, or even to reinvent transportation systems for cities.
- D Similarly, in the living world, a limited set of building blocks of DNA and amino acids creates some of the most remarkable materials we know of, the stuff that builds our bones and skin, and complex organs such as the brain.
- E In this translation from silk to music, they replaced the protein's building blocks with corresponding musical building blocks (tones and melody). As the music was played, they could 'hear' the different series of organic compounds they had used, and could then work out how certain qualities of the material, such as its mechanical strength, appear in musical terms.
- F As we begin to appreciate the importance of such patterns, engineers are applying this knowledge to the design of synthetic materials. Doing so, they can gain inspiration from a surprising source: music.
- G Even though nature uses this approach, people have failed to exploit the concept themselves when it comes to developing new materials. We have created thousands of different materials, originating from very different sources, such as plastics, metals or ceramics. But it seems we could benefit considerably from learning more about how nature uses its building blocks.

### Follow-up

Did you find the clues before or those after the gap more useful in each case?

**Action plan**

- 1 Read the introduction to the text(s) to get a general idea of what you are going to read about.
- 2 Remember that the questions come before the text(s), as you are supposed to focus on these first.
- 3 In this task, the questions do not match the order in which the answers appear in the text(s).
- 4 Skim the text(s) to get a quick impression of the content. Do not read it/them in detail.

- 5 Read each question and scan the text(s) to find the information or opinion that you need.
- 6 Remember to check your answers. Check the questions against the text(s).
- 7 The questions usually use different words to communicate the ideas in the text(s), so if you find identical words in the question and the text(s), it does not mean you have found the right answer.

**Follow the exam instructions, using the advice to help you.**

You are going to read four short articles by people who have climbed Mount Everest. For questions 47–56, choose from the articles (A–D). The articles may be chosen more than once.

Mark your answers on the separate answer sheet.

**In which article is the following mentioned?**

a remarkable coincidence

47	
----	--

a suggestion that other climbers sometimes take risks

48	
----	--

a determination to continue climbing despite a problem

49	
----	--

an awareness of the dangers of the descent

50	
----	--

an obsession the climber briefly experienced

51	
----	--

the temporary nature of the sense of achievement

52	
----	--

the fact that the writer made the climb without some support that could have been used

53	
----	--

the appeal of climbing to one of the senses other than sight

54	
----	--

something that failed to live up to expectations

55	
----	--

a claim that the writer rejects

56	
----	--

**Advice**

**47** This answer should stand out, as it is based on a surprising anecdote.

**48** It should be straightforward to pick up the references to other people, as most of the texts are focusing on the writer's own intense feelings.

**49** Several of the texts refer to a problem, but only one does so in a way that matches the whole phrase.

**50** The reference to going back down the mountain may be indirect as long as it is unarguably in the text.

**51** You will see the word 'obsessed' in one of the texts but, in fact, this makes it the least likely text to contain the answer to this question.

**52** What verb is often used to describe the gradual disappearance of a feeling (or a colour)? If you see this word in a text, it will take you to the answer.

**53** The support that most climbers use might refer to sherpas, oxygen or types of equipment – which text refers to managing without one of these?

**54** The other four senses are hearing, smell, touch and taste – which of these is commented on specifically in one of the texts?

**55** How do you feel if something 'failed to live up to expectations'? You are likely to find that word, or something very similar, in the text.

**56** What is another word for 'rejecting' another person's claim or belief? Bearing in mind other possible ways of expressing this idea may help you to locate the answer.

## How I felt on conquering Everest

Four climbers who succeeded in climbing the world's highest mountain write about how they *felt* when they reached the summit.

### A Roddy Mackenzie

It has occasionally been claimed that people climb for the smell of it. Air at very high altitude smells completely different. When I reached the South Summit, I was suffering from a lack of Spanish olives. I was preoccupied with thoughts of a tin of them sitting in my tent at base camp. This was the result of a very intense dream about olives that was interrupted by the alarm summoning me to our summit attempt. At the South Summit, the view of the main summit fascinated me from a mountaineering point of view and all dreaming of olives evaporated. On the summit, I felt a mixture of apprehension and curiosity. It seemed to me that the curvature of the Earth was apparent, and I spent some time trying to think of a means to test if this was a real observation or an illusion. Many people on the Indian subcontinent believe that the ascent of Everest confers on the climber a greater wisdom in manifold subjects. That is something I do not agree with but never dispute.

### B Anna Czerwinska

When I reached the South Summit, I looked back at the mists rising from the valleys and I could feel their damp touch on my face. They prevented me from looking down on the long painful way up, but it was not only that. The curtain of mist had closed over my past. My oxygen was running out, and common sense demanded that I return, but before long I was climbing on an exposed ridge to the foot of the Hillary Step. A crampon had come undone and I painfully put it on again. Everest was doing everything to discourage me. I registered that dreamily and, as if dreaming, conquered the final metres of the snowy slope. Suddenly the clouds above me lifted in one blue moment and, very low down, I saw a rugged precipitous ridge. The wind was growing stronger and it was snowing lightly. I did not get the beautiful view as a reward and I felt fleetingly disappointed. However, those few minutes on the highest spot on Earth were worth every effort and have given me joy ever since.

### C Andy Politz

On the summit, I set out to get some sponsor photos, which at 8,850 metres without oxygen gives a unique insight into hypoxia. At one point, I looked down at Nepal and the South East Ridge only to be surprised by another climber coming up through the clouds. He was startled to see someone looking down at him. He was also climbing without oxygen and was tiring. The other thought I had, remembering six years of attempting to climb Everest, was 'He could take my picture'. Through scudding cloud, I saw that the colour and design of his clothing were unmistakably French. I do not speak French. As this Frenchman was taking his last steps to the summit, I made the international hand sign for 'Stop and I'll take your picture'. While I was struggling to focus the camera, he looked hard at me and exclaimed 'Andy!' To my amazement, it was my close friend Ed Viesturs on his second ascent of the mountain.

### D Frits Vrijlandt

I approached Everest with respect and was well aware of being just a small human being. An excellent preparation is very important but far from a guarantee that you'll reach the summit. You have to be mentally ready to go for it, sufficiently experienced and a brave and careful climber. Before our summit bid, our team agreed that returning without injuries was our main objective. Some people can be blindly obsessed by Everest. I reached the top after eight hours of climbing. After I contacted base camp and they had congratulated me, I replied, 'Thank you, but first I have to get back down safely.' After my return to Kathmandu, I felt like a super-being because I had stood on the top of the world. I still had this feeling when I came back home but it soon faded away. The world or your life doesn't change because you climbed a mountain, even if it is the highest. But climbing Everest was a spiritual experience for me. It puts your feet back on the surface of mother Earth.

## Follow-up

How could you improve your performance in this kind of task in future?

### Action plan

- 1 Use the listening preparation time to read the questions and think about possible answers.
- 2 Underline key words in the question or statement.
- 3 Choose all the correct answers you can the first time you listen to the recording.
- 4 Do not worry about missing a question; leave it and listen for the answer to the next question.

- 5 Check your answers when you listen to the recording for the second time and answer any questions you have missed.
- 6 Do not leave any answers blank. Make a guess if you are not sure.
- 7 At the end of the test, carefully transfer your answers to the answer sheet.

### 103 Follow the exam instructions, using the advice to help you.

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 students discussing a lecture.

- 1 What surprised the woman about the lecture?
  - A the topic of the lecture
  - B the lecturer's approach to his subject
  - C the other students' reactions
- 2 What do the speakers agree?
  - A They would like to do some follow-up work.
  - B They should have prepared better for the lecture.
  - C The handouts they received will be very useful.



#### Advice

- 1 Listen to the whole recording before you answer either of the questions relating to it.
- 2 The word 'agree' is important in Question 2 – both speakers must share this opinion.

#### Extract Two

You hear two business people discussing a meeting they attended.

- 3 Why did they go to the meeting?
  - A to gain some information
  - B to influence a decision
  - C to offer some advice
- 4 How does the man feel about the meeting?
  - A satisfied with his contribution
  - B pleased with its outcome
  - C doubtful about its value



#### Advice

- 3 You get information from both speakers that will help you to answer Question 3.
- 4 Question 4 focuses on detail here. What do each of the other five Part 1 questions focus on – *gist, relationship, opinion, function, etc.*? Before you listen, think carefully about what each of the adjectives in the options means in this question.

**Action plan**

- 1 Read the introduction and the title to help you understand the context and topic.
- 2 Use the preparation time to read the questions carefully before you listen.
- 3 Try to predict what sort of word is needed in each gap. For example, is it a noun? If so, is it singular or plural?
- 4 Remember that the answers will come in the order of the questions.
- 5 You will hear a word or phrase in the recording that matches something on the question paper. This will give you a clue that the answer is coming soon.
- 6 Remember that the answers are short – usually one to three words – and are often nouns.
- 7 You do not need to make any grammatical changes to what you hear.
- 8 Never leave a blank. Make a logical guess – you may be lucky.
- 9 At the end of the test, carefully transfer your answers to the answer sheet. As you transfer your answers, check your spelling and grammar and that what you have written makes sense.

**Follow the exam instructions, using the advice to help you.**

You will hear a musician called Anita Kumar talking to a group of students about her life. For questions 7–14, complete the sentences with a word or short phrase.

**ANITA KUMAR**

Anita plays the (7) ..... in an orchestra.

Anita studied (8) ..... at university.

Anita had a job as a (9) ..... when she joined her first orchestra.

Anita's orchestra has just returned from a tour in (10) .....

Anita is particularly proud of the person who is the (11) ..... in her orchestra.

What Anita enjoys most about playing in an orchestra is (12) .....

Her orchestra has recently appeared in a film called (13) .....

Anita says that the word (14) ..... sums up her work best.

**Advice**

7 Anita names two instruments. Which is the correct one?

8 Two possible subjects are mentioned, but which is the one that Anita studied?

9 Do you need to write a word for a job or a place here?

10 Several countries are named. Make sure you listen carefully for the correct one.

11 The question makes it clear that you are listening for a person who has a specific role in an orchestra.

12 Two possible aspects of working for the orchestra are mentioned – remember that the question is asking about what Anita enjoys most.

13 Two films are named, but which is the one that has already been made?

14 Anita uses a number of adjectives, but which one fits the question?

**Follow-up**

Did you remember to check that the word(s) you wrote fitted grammatically and was/were spelt correctly?

**Action plan**

- 1 Use the preparation time to read the questions carefully and think about possible answers.
- 2 Underline key words in the question or statement introducing the options to help you focus on what you have to listen for.
- 3 Choose all the correct answers you can the first time you listen to the recording.
- 4 Do not worry about missing a question: leave it and listen for the answer to the next question.
- 5 Check your answers when you listen to the recording the second time. Answer any questions you have missed.
- 6 Do not leave any answers blank. Make a guess if you are not sure.
- 7 At the end of the test, carefully transfer your answers to the answer sheet.

107

**Follow the exam instructions, using the advice to help you.**

You will hear part of a radio interview with a travel writer called Marina Vardy. For questions 15–20, choose the answer (A, B, C or D) which fits best according to what you hear.

15 What made Marina start travelling?

- A a sudden desire to overcome her fear of the sea
- B a difficult problem in the life she had at the time
- C an unexpected opportunity to escape a boring routine
- D a friend's wish for a travelling companion

16 What is Marina's main reason for being happy about her decision to go on that first journey?

- A It led to a successful career as an author.
- B It gave her a more positive outlook on life.
- C It offered her some exciting adventures.
- D It taught her to cope with difficulties.

17 How did Marina first get into writing?

- A She wanted to describe the different exotic places she visited.
- B She found it satisfying to write her private feelings in a teenage diary.
- C She enjoyed the reaction of others to something she wrote as a young girl.
- D She was keen to be like her father, who was an enthusiastic writer.

18 What does Marina say is her greatest challenge?

- A feeling uncertain about the quality of her work
- B coping with some lack of support from her family
- C having to face danger for the sake of a story
- D finding things to write about that will interest her readers

reconcile - pomirizi

**Advice**

15 Listen to everything Marina says about why she started travelling and pick the option which exactly matches what she says.

16 All these ideas are suggested in the recording, but which does Marina actually say is the main reason why she feels no regrets?

17 Try reading the question and then listening to the recording before reading options A to D. Does this help you to find the right answer without being distracted?

18 Listen to everything Marina says about the challenges she faces and do not jump too quickly to conclusions.

**Tip!** Remember that the questions follow the order of the recording.

**See next page ➤**

- 19 Marina says that aspiring travel writers must ensure that they
- A work hard to make their writing style as good as they can.
  - B try to make their readers experience strong emotions.
  - C offer much more than an account of their own adventures.
  - D keep their own grandmother in mind as they write.
- 20 What does Marina say she finds particularly rewarding about being a travel writer?
- A It has developed her powers of observation.
  - B It offers her the chance to take revenge on unkind people.
  - C It provides her with an adventurous lifestyle.
  - D It gives her a satisfying psychological detachment.

### Advice

19 You may feel that Marina is implying several of the options, but you must go for the one that she actually says.

20 Think about the gist of what Marina is saying – which of these options conveys that idea?

### Follow-up

Did you find any of the distracting options particularly tempting?



**Follow the exam instructions, using the advice to help you.**

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 allows      B lets      C makes      D gives

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

**A wearable book**

Researchers at Massachusetts Institute of Technology have created a 'wearable' book which (0) ..... the reader to experience the main character's emotions.

Using a combination of sensors, the book senses which page the reader is on and (1) ..... vibration patterns through a special vest. The vest (2) ..... a personal heating device to change skin temperature and a compression system to (3) ..... tightness or loosening through airbags. The book itself has 150 LEDs to create ambient light which changes depending on the (4) ..... and mood of different sections of the book.

The researchers used a science-fiction novella, *The Girl Who Was Plugged In* by James Tiptree Jr, as their prototype story for (5) ..... the wearable book. They (6) ..... it because it 'showcases' an incredible (7) ..... of locations and emotions. The main protagonist experiences both deep love and ultimate despair, the freedom of Barcelona sunshine and the captivity of a dark, damp cellar. Volunteers who have tried the vest have (8) ..... the experience as 'remarkable'.

- |               |              |               |             |
|---------------|--------------|---------------|-------------|
| 1 A provokes  | B impels     | C originates  | D triggers  |
| 2 A contains  | B involves   | C consists    | D occupies  |
| 3 A realise   | B convey     | C pass        | D construct |
| 4 A setting   | B position   | C environment | D part      |
| 5 A enabling  | B developing | C affecting   | D imagining |
| 6 A took      | B kept       | C picked      | D got       |
| 7 A scale     | B size       | C amount      | D range     |
| 8 A commented | B described  | C called      | D explained |

**Advice**

1 The word you need is generally used either about the reaction of a mechanism or about the starting of something bad, e.g. violent behaviour.

2 Imagine what the vest looks like and it may become easier to choose the right word here.

3 Think about what the relationship is between the compression system, the airbags and the reader and it may become clearer which word you should choose.

4 One of these words has a much stronger association with books and films than the others.

5 Only one of these words can be associated with clothing – which one?

6 The word you need can be used as a synonym for 'chose'.

7 The sentence which follows helps to give the sense of the word you need here.

8 Only one of these words fits the grammar of the sentence.

## Review

## Answer the questions about Reading and Use of English Part 2.

- 1 Is it a waste of time to read the whole text through before you start answering the questions?
- 2 Is it important to fill all the gaps in order?
- 3 What is the maximum number of words you may write in any one gap?
- 4 What kinds of word will you need to fill the gaps?
- 5 If you can think of two different ways of filling one gap, should you write both possibilities down?

## Considering meaning and grammar

- 1** Which of the words suggested fits the gap? Why is the other word not appropriate?

- 1 When I got to the lecture theatre, it was already ..... full. *much* or *very*?
- 2 The ..... refurbished building is very attractive. *new* or *newly*?
- 3 It is important for students to eat ..... . *healthy* or *healthily*?
- 4 The weather was ..... hot we could eat outside every evening. *so* or *too*?
- 5 The lecture programme was ..... disappointing. *very* or *absolutely*?
- 6 I would like to suggest some changes ..... the schedule. *in* or *to*?
- 7 Our room was on the fifth floor, but there was ..... lift available. *no* or *not*?
- 8 We had to wait for three hours without ..... for the children to do. *anything* or *nothing*?

**Tip!** Consider both meaning and grammar when deciding which word to choose to fill a gap.

- 2** Think about meaning and grammar to decide what word should fill each gap.

- 1 When I was a teenager, I ..... always write my diary before I went to bed.
- 2 You may have to queue for tickets for ..... couple of hours.
- 3 We got up early because we were afraid of ..... our flight.
- 4 All the articles in the magazine were written ..... talented young journalists.
- 5 I've only seen a photo of Joanna, ..... may mean I don't recognise her when I go to meet her.
- 6 The noise from the wedding reception did not cause any problems ..... the other hotel guests.
- 7 I can't understand ..... Grace changed her mind so suddenly.
- 8 I hope that everyone who ..... to go to the gig will be able to get a ticket.

## Useful language: focusing on phrasal verbs

- 1** Choose the correct form of *do*, *make*, *go*, *get*, *put*, *take* or *bring* to fill the gaps in these sentences.

- 1 Chris didn't ..... up golf until he retired.
- 2 My favourite group are ..... out a new album next month.
- 3 Hannah has always ..... on well with her colleagues.
- 4 We can easily ..... you up if you'd rather not stay in a hotel.
- 5 Alan brought me some lovely flowers to ..... up for missing my birthday.
- 6 I like both these dresses – I just can't decide which one to ..... for.
- 7 I could ..... with a new bike – this one's getting very old and rusty.
- 8 The robbers ..... off with money and jewellery.
- 9 I'm so tired. Do you think I could ..... out of going to Diana's this evening?
- 10 Are there any issues you would like to ..... up at tomorrow's meeting?

**Tip!** When you listen to or read anything in English, try to notice phrasal verbs and how they are used. Being able to use them naturally will make your English sound much better.

Page 16

Action plan

**Follow the exam instructions, using the advice to help you.**

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	O	R	D	E	R														
---	---	---	---	---	---	--	--	--	--	--	--	--	--	--	--	--	--	--	--

### Employing an intern

Interns are typically graduates who come to work in a business for a short time in (0) ..... to gain experience. (9) ..... done right, the arrangement can work well for both the intern and the business. So here's (10) ..... to do it right.

Above all, you need to think carefully about what you want to gain from employing an intern. Your priority might be to create stronger ties (11) ..... your local community, for example, or to provide a way of getting young ideas into the business – (12) ..... it is, you need to have a clear vision from the outset.

Then you need to give careful thought (13) ..... the recruitment process. (14) ..... the fact that an intern may only be with you for a short time, they will still be privy to the innermost workings (15) ..... your business, so you should take the time to choose carefully. You need to find someone (16) ..... qualities match those you would look for in a permanent employee.

**Advice**

9 You need a conjunction here. There are two possibilities, but you must only write one of these.

10 You need a connector that conveys the idea of 'the way in which'.

11 The preposition you need here is often used with synonyms of 'ties' like 'connections', 'links' and 'associations'.

12 This is one word that means 'no matter what'.

13 Read the whole phrase, not just the previous word, before deciding which preposition you need here.

14 The word you need is part of a connecting phrase that has the same meaning as 'although'.

15 You are looking for the right preposition here.

16 Which relative pronoun would make this sentence hang together?

## Test 2 Training Reading and Use of English Part 3

◀ Page 17 Task information

### Review

#### Answer the questions about Reading and Use of English Part 3.

- 1 Why is it better to read the whole text before you start trying to fill the gaps?
- 2 Is spelling important in this part of the exam?
- 3 What sorts of change do you usually have to make?
- 4 If you know that a noun is needed, what other things do you need to think about?

#### Useful language: spelling correctly

- 1 Find a word that matches the definition. You are given the first letter(s). The words are all ones that students frequently misspell.

- 1 a place where you live ac.....
- 2 a group of people who take decisions c.....
- 3 try to reach a business or political agreement n.....
- 4 start (noun) b.....
- 5 relating to work that needs special education or training p.....

**Tip!** You need to spell the words you write correctly to gain the marks, so it is worth spending time learning the spellings of words that students typically find difficult.

- 6 suitable a.....
- 7 the opposite of boring i.....
- 8 the way words are said p.....
- 9 essential n.....
- 10 get r.....

- 2 Use the word in capitals to make a word which fits the gap. The words are all frequently misspelt.

- 1 This kind of food is ..... of the region.
- 2 Students ..... write a dissertation in their final year.
- 3 Helen was ..... that she didn't get the job.
- 4 The weather can be very ..... at this time of year.
- 5 I think Erica's sculptures are ..... original.
- 6 Sarah has done a course in ..... administration.
- 7 It's ..... that Patsy should behave so rudely.
- 8 The students' antics caused their college some .....

- CHARACTER  
NORM  
APPOINT  
CHANGE  
MARVEL  
BUSY  
SHAME  
ÉMBARRASS

#### Useful language: noting words from the same root

Fill the gap in each sentence with a word based on the word in capitals for that set.

##### DEVELOP

- 1 There have been some interesting ..... at work recently.
- 2 Paul has decided he would like to become a property .....
- 3 Although the north of the country is industrial, the south is relatively .....

**Tip!** Write down words formed from the same root in one place to help you remember them.

##### INTERPRET

- 4 The argument was simply because Matilda totally ..... something I said.
- 5 The rules are vague and open to ..... in different ways.
- 6 Simultaneous ..... earn a good salary, but their work can be stressful.

##### APPLY

- 7 The regulations are ..... to anyone entering the country by sea.
- 8 Dave didn't get a university place in 2013, but he ..... in 2014 and was accepted then.
- 9 How many job ..... did you fill out before you eventually found work?

**Follow the exam instructions, using the advice to help you.**

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).

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

Example: 0    I N C I D E N C E

### Exercise and happiness

There is evidence to show that regular exercise and sport are associated not only with physical fitness but also with a lower (0) ..... of depression. Scientists have been conducting research to discover why people who exercise on a regular (17) ..... frequently report that physical activity improves their mood, making them feel calmer and less (18) ..... . Explanations as to precisely why it is mood-enhancing differ, with some researchers arguing that exercise may be acting as a (19) ..... from negative thoughts, while others claim that it is developing a (20) ..... of a new skill that is the most (21) ..... factor.

In addition, it is (22) ..... true that the social contact which participation in sporting activities often involves also plays its part in mood enhancement.

Whatever the reasons may be why (23) ..... activity should have such a powerful effect on how people feel, it has been shown that exercise is as potent as any medication against (24) .....

INCIDENT

BASE

APPREHEND

DIVERT

MASTER

SIGNIFY

DENY

VIGOUR

DEPRESS

### Advice

17 What part of speech is required here?

18 If you are not sure what the adjective form of 'apprehend' is, perhaps you know the adjective form of 'comprehend' and this may help you.

19 Remember that the final consonant of a word sometimes changes when the word becomes another part of speech.

20 There are two possible abstract nouns with this root – 'masterfulness' and 'mastery' – but which fits the meaning here?

21 Do you need a positive or a negative word here?

22 Do you need a prefix here or not?

23 Remember also the spelling change that occurs in the middle of this word when you add the adjective suffix.

24 Thinking about the noun forms of other words ending in '-press' (e.g. 'impress', 'suppress', 'compress') may help you to find the right form here.

**Page 22 Action plan****Follow the exam instructions, using the advice to help you.**

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 Milly burst out laughing when she saw herself in the mirror.

**SIGHT**

Milly burst into ..... herself in the mirror.

The gap can be filled with the words 'laughter when she caught sight of', so you write:

**Example:**

0

LAUGHTER WHEN SHE CAUGHT SIGHT OF

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

- 25 They all assume that James will be willing to work late.

**GRANTED**

Everyone ..... that James will be willing to work late.

- 26 As far as I'm concerned, this is the best college to study at.

**RATHER**

There ..... study at than this one.

- 27 You need to make up your mind about the topic for your dissertation soon.

**COME**

You must ..... about the topic for your dissertation soon.

- 28 Given that Sarah hasn't contacted us, I think she probably caught her flight.

**MISS**

If Sarah ..... have been in touch with us.

- 29 My boss said I should do some work on my French so I could take part in meetings.

**BRUSH**

My boss encouraged ..... so I could take part in meetings.

- 30 Tina said she was pleased I had let her know what was going on.

**PICTURE**

Tina thanked me ..... about what was going on.

**Advice**

25 Does 'everyone' need a singular or a plural verb?

26 Which auxiliary or modal verb is used with 'rather' to mean 'prefer'?

27 Which verb + preposition collocates with 'a decision' and means 'decide'?

28 Think about the meaning of both sentences – do you need to talk about Sarah catching or missing the plane in the second sentence?

29 'Encourage' takes the same structure as several other verbs relating to how people affect what others do, e.g. 'want', 'tell', 'ask', 'persuade'.

30 Which idiom with 'picture' has the meaning of 'keep someone informed'?

**◀ Page 24** Task information**◀ Page 26** Action plan

## Review

**Tick (✓) the pieces of advice which you think are good tips for Reading and Use of English Part 5.**

- 1 Read the text carefully before looking at the questions.
- 2 Read the questions carefully and make sure you choose the answer that matches the question.
- 3 When answering a question, find the relevant bit of text and read it again very carefully.
- 4 Do not expect to understand every word in the text.
- 5 You can often work out the meaning of unfamiliar words and expressions from the context.
- 6 Do all the questions you can first, then go back and look again at the harder ones.
- 7 Do not leave any questions out – if you are not sure of the answer, pick the one that seems most likely.

## Follow the exam instructions, using the advice to help you.

You are going to read an article from a magazine written by a man who teaches survival skills. 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.

**Tip!** Help yourself prepare for the Reading and Use of English paper by reading a variety of types of text in English.

**Tip!** Remember that many words in English have a number of different meanings. If something does not seem to make sense in its context, consider whether it might have a different meaning.

## The importance of fire

We share our lives on this incredible planet with many other creatures, each of which has its own special trait or survival skill, a characteristic attribute by which it can be defined. Our special trick gives us the impression that we are in some way elevated above other animals, but of course we are not; it is important to remember that we are mammals, upright walking creatures, descended from an ancient line of apes believed to have originated in Africa. With a free thumb, we have the ability to fashion tools easily. It is believed that we have been making tools for more than 2.5 million years. Yet that does not define us. Other animals can make tools, too: sea otters use stones to break open oyster shells, and other primates even fashion weaponry for hunting.

What I believe defines us as human is our mastery of fire. Before we assume that we are the only users of fire in nature, we should think again. Just last year I watched hawks in Australia pick up burning sticks from a bushfire and drop them to spread the fire, flushing out or scorching potential prey. But no other creature has been found who can make fire at will.

**See next page ▶**

In the world of archaeology, the earliest sign of human control of fire is a hotly debated topic, with few definite remains surviving from such antiquity. However, evidence appears to show fire hearths dating from one million years ago. It is reasonable to assume that fire was originally obtained from natural sources such as bushfires, which could then be kept burning.

Fire altered humankind's potential for ever. Now, we wielded a tool powerful enough to keep even the most ferocious early Palaeolithic predators at bay; the fear of nocturnal dangers was dispelled; and the fire became a focus for life, around which our forebears could gather in good cheer. (That sight is still played out nightly in the villages of the San Bushmen of the Kalahari.) In the flames and coals of their fires, our ancestors learned to alter their food, to improve its flavour, to neutralise plant toxins and destroy harmful bacteria. Consequently, our dietary range grew and diversified. It has been argued that our 'fire-improved' diet may well have been a catalyst for the development of our large brain.

Until fire was harnessed, the length of the day was determined by sunlight; firelight extended the working day, made time available to communicate, to share ideas and be creative. In the sign language of Native Americans, the concept of meeting for a talk is defined by coming to a fire and sharing ideas, and even today the footlights of our theatres mimic the flickering light of a fire on the face of an ancestral storyteller. We don't have to have been there to realise that the question of how to make fire from scratch would have occupied the minds gathered at the campfire. If I could travel back in time, I would hope to witness the first of our ancestors achieving this remarkable skill. The consequences of that first ember were astonishing. No modern invention comes close in importance to the creation of the first fire. For more than 30 years, I have been teaching students how to make fire, by every primitive means known. Although we will never know which was the first method of fire-lighting, some things never change. Each time a student succeeds in friction fire-lighting, their face lights up with a huge sense of achievement. Like an ancient ritual, the drama of the first fire is relived.

Being able to make fire at will brings confidence. Our ancestors were able to spread out, exploring their landscape in smaller foraging parties with fire for safety and with smoke to locate each other again. (I have witnessed Aboriginals in Australia's Arnhem Land watching for smoke across flooded swamps to track the movements of family members.) Now, even colder landscapes posed little obstacle as our ancestors migrated across the planet, perhaps clinging to the unexplored coastline or following seasonal migrations of game inland. The fireside became our most important laboratory. Here, as we stared into the flames, we observed the way fire could transform materials. We learnt to harden the points of wooden spears, to soften thermoplastic tree resins and use them as adhesives. Here, too, we would discover that clay could be hardened into pottery. The process of scientific investigation was reinforced along the way through observation, hypothesis and experimentation. Inevitably, we discovered metal and the rest is history. Everything flows from here, from the clothes we wear to the incredible devices contained in our pockets and the means by which my words reach you now. All this derives from our mastery of fire.

31 What is the main point the writer is making about the human ability to make tools?

- A It is only possible because of the way the human hand is structured.
- B It is important but not the unique talent that it is sometimes considered to be.
- C It is one of the characteristics that sets people apart from most other creatures.
- D It has allowed human beings to develop the way of life that they have.

32 What impressed the writer about the hawks he observed in Australia?

- A They were not afraid of fire.
- B They seemed to be cooking their prey.
- C They were able to start a fire.
- D They took advantage of a bushfire.

33 The writer says that archaeologists investigating people's relationship with fire

- A have proved that humans have sat round fires for at least a million years.
- B disagree about exactly when and how people began to master fire.
- C have found evidence to show people first took fire from fires occurring in nature.
- D are still searching for remains to support their theories about the control of fire.

34 According to the text, the San Bushmen of the Kalahari

- A continue to gather around a fire every evening.
- B still cook their food on an open fire in their villages.
- C live in the same way as many generations of their ancestors.
- D use fire to destroy harmful elements in their food.

35 What does the writer say he would like to have experienced?

- A the very first stories that were told around a fire
- B the discussions that led to people being able to make fire
- C the original creation of fire by human hand
- D the way the discovery of fire transformed life for ancient peoples

36 The writer says that being able to light a fire whenever you wished brought confidence because

- A it stopped people fearing the cold.
- B it led to the discovery of metal.
- C it started a scientific revolution.
- D it enabled safer travel.

### Advice

31 If a question asks about the main point or the main reason, then the text is likely to mention several points or reasons, but one will be identifiably more significant than the others.

32 Think carefully about not only what the writer saw but also about what impressed him.

33 Notice the extent of the evidence and proof that archaeologists have uncovered.

34 The information in parenthesis about the Bushmen is referring back in the paragraph rather than forward.

35 The expression 'from scratch' in the relevant section of text means 'from the very beginning', i.e. without making use of naturally starting bushfires.

36 The sentence that follows the one about confidence expands on the idea, explaining why increased confidence was a result of the discovery of how to start a fire whenever one was needed.

**Page 29** Task information**Page 31** Action plan

## Review

**Answer the questions about Reading and Use of English Part 6.**

- 1 What is the connection between the four texts?
- 2 There are four questions. Does that mean that there will always be one A, one B, one C and one D answer?
- 3 Will you find the answer to each question by looking at just one of the texts?
- 4 Is it better to read the questions or the texts first?

**Follow the exam instructions, using the advice to help you.**

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

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

**Tip!** Remember to look quickly at the questions before you read the texts.

**Tip!** Remember to write down the letters for each of the possible answers after each question and then to score them out as you eliminate them.

**The relationship between the study of literature and job prospects****A**

Most of the lecturers from university literature departments interviewed in our survey said their aim is to provide an education for its own sake rather than to focus on any skill likely to be required in the workplace. However, they also believed that what they were teaching would stand students in good stead in their future employment. Their main argument was that appreciation of writing style makes students more effective employees when they join the workforce. Yet, curiously, none of the lecturers reported actually stressing that point in their classes. As a result, few students ever considered mentioning this skill when it came to applying for work. Had they done so, provided that their claims were reinforced by a well-written application, they might have found it more straightforward to acquire a position.

**B**

Literature students are often concerned about the utilitarian value of what they are doing. This is understandable, but it is misguided. It is undoubtedly true that few jobs will require an employee to discuss a poem's rhyme scheme or to consider the influence of one 19th-century novelist on another. But life is about more than simply one's employment prospects. Literature teaches us about ourselves and other people and why we behave as we do. It encourages us not just to read, but to reflect on what we have read, and this makes us much more rounded people. It achieves this by helping us to examine our assumptions and the ways in which we relate to the world. The lessons of literature have a profound impact on our minds and souls, and surely this is as significant as any of the practical skills whose importance no one questions.

**C**

When students are worried about the job market, when they perceive an urgent need for job skills and training, how do I argue for the value of the study of literature and the humanities more broadly? Well, I do what any judicious participant in the neoliberal university does: I tell them that the study of literature will make them entrepreneurial. It will make them attractive to employers because they will be adaptable and flexible. They will have good critical-thinking skills and be better writers than most of the people competing for those same positions. They will be able to manipulate and manage a wide range of information. They will become comfortable with ambiguity. They will learn empathy, which will help them deal with people from a wide range of backgrounds. They will become creative problem-solvers, which is so crucial in the 21st-century knowledge economy.

**D**

The pragmatic English literature student will consider doing a combined degree course. Studying English with another subject, such as psychology or Spanish, will bring enormous benefits in terms of employability. Such graduates will develop a wider range of skills, and far more employers will be prepared to consider their applications. It is also the case that an unusual proportion of joint honours graduates end up in managerial positions. This may be because such students have shown themselves capable of multi-tasking and of coping with an exceptionally heavy workload. The choice of which subject to combine with English is, of course, not unimportant. One with a more transparently practical element is advisable; thus, a foreign language or psychology may prove more sensible choice than, say, history.

**Which expert**

shares expert B's opinion on the relationship between studying literature and understanding human psychology?

37	
----	--

has a different opinion from the other experts on whether a literature degree will help with employment prospects?

38	
----	--

shares expert A's view on the need for students to be aware of the skills they are gaining?

39	
----	--

shares expert C's view on the way in which literature develops thinking skills?

40	
----	--

**Follow-up**

Which of the tips did you follow when you did this task?

**Tip!** If you find one question difficult, leave it and do the other ones – as you do those, you may notice clues that help you with the harder question.

**Advice**

37 Underline what expert B says on this topic and then look for a parallel idea in one of the other texts.

38 The first sentence of A may make you want to jump to the conclusion that this expert does not see the value of literature studies from an employer's point of view, but read to the end of the text to check that this is really the case.

39 Mark the part of the text in which expert A comments on student awareness and what the general point that he is making is.

40 All the other texts refer to 'skill' or 'skills', but which does so in relation to the development of thinking skills?

**◀ Page 33** Task information**◀ Page 35** Action plan**Review****1 Put these stages for dealing with Reading and Use of English Part 7 in order (1–6).**

- A Look before and after the gaps for clues as to what must fill the gap.
- B Work through the remaining gaps in turn, checking which of the remaining options fits each one.
- C Look at the title to see what the text is going to be about.
- D Read through the whole text with the paragraphs you have chosen in place – does it all make sense?
- E Read through the text (but not the options) to get an idea of the structure of the text.
- F Read through the options. Are there any paragraphs that you can immediately place?

**2 What goes before and after?**

Go through the exam practice text below and on the following page and underline any words or phrases in both the text and the options (A–G) that seem to refer to something outside that paragraph.

**Follow the exam instructions, using the advice to help you.**

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**.

**Tip!** Looking immediately before and after the gap will help you to work out what you need to find in the missing text.

### **Yukon: Canada's Wild West**

*A modern-day minerals rush threatens one of North America's last great wildernesses*

Shawn Ryan recalls the hungry years, before his first big strike. The prospector and his family were living in the Yukon, in a metal shack on the outskirts of Dawson, the Klondike boomtown that had declined to a ghostly remnant of its glory days. They had less than \$300 and no running water or electricity. One night, as wind sneaked through gaps in the walls, Ryan's wife, Cathy Wood, worried aloud that they and their two children might even freeze to death.

**41**

The minerals rush has reanimated Dawson's bars and hostels, whose facades glow in pastel hues during midsummer's late-night sunset. The scene could be from more than a century ago, with bearded men bustling along wooden sidewalks and muddy

**42**

streets, stopping to chat and trade rumors of the latest strikes and price spikes.  
It's well worth that investment in technology and people. The claim-staking boom may have cooled since the price of gold has stabilized, but an ongoing high demand for minerals and the Yukon's industry-friendly regulations continue to attract mining companies from as far away as China. Shawn Ryan's business is as successful as any of them.

**43**

In his small office, radios and bear-spray canisters surround a trio of computer screens atop a plywood table. A self-taught geologist, Ryan uses the left-hand screen to

**Advice**

**41** What is the situation in the first paragraph of the text? Which paragraph takes that situation a little further?

**42** What does the sentence that follows this gap suggest about what has just preceded it?

**43** Look at the sentence just before and the sentence just after this gap – what do they tell you about what might be in the missing paragraph here?

display the colored maps he generates from his ever-growing database of soil samples, looking for anomalies that might betray a hidden body of precious ore. On the center screen, a blue grid overlays a map of the Yukon, showing the claims he currently owns; since 1996, he and his crews have staked more than 55,000 claims, enough to cover a landmass larger than Jamaica. Ryan uses the right-side screen to track his gold-related holdings, which notch up in value whenever an economic jolt sends investors fleeing to precious metals.

44

Trish Hume, for example, has expressed concern. Though she is involved in mapping work that's mining related, she worries that the Yukon is reaching a tipping point where the environmental and cultural costs of mining outweigh the benefits. "The people coming up and taking out minerals aren't asking what happens to the animals we

hunt, the fish we eat, the topsoil that holds it all together. And when the boom is over, how does our tiny population afford to clean up the toxic mess?" The population is small, but the area of the Yukon is enormous.

45

Walled off by some of the country's highest peaks and largest glaciers, the territory is almost completely unsettled, its sparse population scattered over a few small communities and the capital, Whitehorse. It is also rich in wildlife, an Arctic safari park whose extreme seasonal shifts beckon vast herds of caribou and other animals into motion.

46

It is crucial that such a remarkable environment, as this clearly is, is not lost for ever, destroyed by the businesses anxious to exploit its mineral wealth for their own ends.

- A It is even larger than the state of California, but with only 37,000 inhabitants, it drives an immense wedge between Alaska and the bulk of Canada. From its north coast, the Yukon stretches to the south and south-east, taking in tremendous expanses of lake-dotted tundra, forests, mountains, wetlands, and river systems.
- B At his expanding compound at the edge of town, helicopters thump overhead, fetching GPS-equipped prospectors to and from remote mountain ridges. Ryan is 50 years old, but he radiates the eagerness and intensity of a much younger man. "This is the biggest geochemical exploration project on the planet right now," he says, his grin revealing a couple of missing upper teeth, "and maybe in history."
- C Today, the couple could buy—and heat—just about any house on Earth. Ryan's discovery of what would eventually amount to billions of dollars' worth of buried treasure has helped reinfect the Yukon with gold fever, and fortune seekers have stormed the Canadian territory in numbers not seen since the 1890s.
- D In contrast, the Yukon's early inhabitants hunted bison, elk, caribou, woolly mammoths, waterfowl, and fish, and they competed for resources with carnivores such as wolves and Beringian lions. Due to climate warming and other factors, some of these animals died off. But others, such as the barren-ground caribou, thrived in such numbers that native peoples adapted their own movements and lifestyles to the animals' migrations.
- E Such creatures are especially to be found in the Peel watershed, an immense wilderness which drains an area larger than Scotland. "The Peel watershed is one of the few places left where you still have large, intact predator-prey ecosystems," says a representative of the Yukon Conservation Society. "From wolves and grizzlies and eagles on down, it's a wildlife habitat of global importance."
- F As the material needs of the world's seven billion people continue to grow, the rush to exploit the Yukon's exceptionally rich resources—gold, zinc, copper, and more—has brought prosperity to a once forsaken corner of the continent. But the boom has brought to the fore a growing tension between those who would keep one of North America's last great wildernesses unbroken and those whose success depends on digging it up.
- G But in other ways, things are different now. During the first Klondike stampede, prospectors plied nearby creeks with picks and pans and shovels, and a bartender could sweep up a small fortune in spilled gold dust at the end of a big night. Nowadays, mining's heavy lifting is done by a mechanized army of bulldozers, drilling rigs, and flown-in workers.

## Advice

44 What does 'for example' suggest about what the writer has just mentioned?

45 Can you find anything in any of paragraphs A–G which connects with the tiny population and the enormous area referred to at the end of the paragraph preceding gap 45?

46 What does the phrase 'as this clearly is' tell you about what must have been in the previous paragraph?

**Page 38** Task information**Page 40** Action plan**Review****Which of these pieces of advice are good ones for Reading and Use of English Part 8?**

- 1 Read the questions before you read the texts.
- 2 Read the texts before you read the questions.
- 3 Read one text and find all the questions associated with that text before moving on to the next text.
- 4 As you read the questions, think about other words that might be used to express the same idea.
- 5 Skim the texts first when trying to find an answer, then check you have found the right answer by reading the text in more detail.

**Follow the exam instructions, using the advice to help you.**

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

Mark your answers on the separate answer sheet.

**In which section does the writer**

explain why a friend's idea not to do something alone turned out to be a good one?

**47**

comment on how she helped herself to overcome a psychological barrier?

**48**

describe what she did to prepare herself physically immediately prior to an event?

**49**

explain why running is an appropriate activity for her?

**50**

mention how she solved a physical problem?

**51**

suggest that something was less daunting than she had anticipated?

**52**

mention receiving some useful pieces of advice?

**53**

say why running is good for your physical wellbeing?

**54**

comment on how an unexpected situation had a negative effect on her?

**55**

reflect on when she realised her initial attitude to running had changed?

**56**

**Tip!** Read the questions first so you know what to look out for as you read the texts.

**Advice**

47 What was the friend's idea and where do we learn about how it turned out in practice?

48 What is often a psychological barrier that prevents people from keeping up a sport?

49 What is another way of saying 'immediately prior to'?

50 In which part of the text does the writer refer to her own circumstances, and in which part does she also talk about the benefits of running?

51 What part of the body are runners particularly likely to have a problem with?

52 If you find something 'daunting', how do you feel?

53 What other words might be used instead of 'useful pieces of advice'?

54 Which part of the body is running said to be particularly good for?

55 If something has a negative effect on you, how might it make you feel?

56 What does the writer say about her attitude towards running at the beginning of the text – and which later part of the article refers back to this?

## I want to become a runner

A

Last year, it began to hit me that I needed to start taking my fitness more seriously. I'd been doing yoga, but it wasn't giving me a cardiovascular workout, and as a sports journalist, I know how important aerobic activity is for heart health.

I'm self-employed with unpredictable working hours, so running seemed a good option. It's free and easy to fit into your life, as you can do it any time, and pretty much anywhere. Unfortunately, I've always found it very dull. A friend suggested I get past this by running with a club, so I signed up for a beginners' course with a club near my home. I strapped on some old trainers and turned up for my first session feeling apprehensive that I wouldn't be able to keep up. But we took it slowly, jogging or walking until we were able to build up to running for 15 minutes. In between the weekly classes, I tried to do one or two runs on my own.

B

I knew I'd begun to overcome my boredom barrier when I spent 20 minutes jogging in the park on a beautiful summer evening without thinking about when I could stop. The club definitely helped. It's more fun and it isn't as easy to give up. I also picked up some useful tips. The group leader stressed the importance of pacing to maintain energy for the end of a run, and I learnt to focus on pushing out my breath when I felt tired, to help me run more efficiently and in a more relaxed way.

After the first few weeks, I noticed my knees were aching a little, so I went to a specialist running shop and got fitted for shoes to suit my gait – I over-pronate, meaning my foot rolls inwards. The other must-have for me was a running jacket to keep out the wind and chill – essential, as I feel the cold and could easily be deterred by bad weather.

C

The final session of the running course was a 5km race, and suddenly I turned competitive. To my surprise, I had become one of the faster runners in the group, so I was nurturing an ambition to win. I made sure I ate well that day, avoiding anything too heavy and drinking plenty of water, with a flapjack two hours beforehand to keep me going. Sadly, two other women streaked ahead of me, but I came in third with a pretty respectable time of 30 minutes 53 seconds. The end of the course coincided with a change in my working circumstances, which meant I could no longer go to the club. I tried to continue on my own, but found it hard to motivate myself.

D

My solution to this problem was to set myself a goal. I signed up for a 10km event and told friends and family about it, which put pressure on me, in a good way, to train. I began to fit running into my life, for example, running part of the way home from work, about 6km, every week. On race day, I began to feel nervous as, to my alarm, it turned out to be a proper event, with lots of people from running clubs coming with the intention of getting good times. However, I hadn't really allowed enough time to train, so I was worried about getting round the course. The first part was uphill, so I struggled at around the 4km mark and had to slow down to a walk for a few minutes. But other than that, I kept going and even enjoyed some of it. I finished in one hour and 13 minutes, not too embarrassing, but my next goal is to run 10km in around an hour.

## Test 2 Exam practice

## Listening Part 1

◀ **Page 52** Action plan

### 13 Follow the exam instructions, using the advice to help you.

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.

**Tip!** Often the questions in Part 1 check understanding of chunks of recording rather than of specific details, so listen carefully to get a general understanding of what is said.

#### Extract One

You hear two business people discussing a workshop they have just attended.

- 1 What do they agree about?
  - A The presenter had some original ideas.
  - B The topic of the workshop was very useful.
  - C The participants made some sensible suggestions.
  
- 2 What is the woman planning to do next?
  - A make a change to her habits
  - B read about a related issue
  - C ask someone for advice

#### Advice

1 In a question that asks about agreement, it often happens that the opinions in the distracting options are stated by one of the speakers only. Listen carefully for the statement that they both agree is true.

2 People often talk about plans using 'going to'. If you hear this form, it may signal that you are about to hear the answer.

#### Extract Two

You hear two students talking about a project they are working on.

- 3 How does the woman feel about the comments they have received from their tutor?
  - A She is disappointed that he did not notice an improvement in their work.
  - B She is frustrated that he failed to offer some guidance at an earlier stage.
  - C She is annoyed that he is questioning the accuracy of their work.
  
- 4 What does the man promise to do?
  - A provide some visual material
  - B carry out a small experiment
  - C check some information

#### Advice

3 Focus on the gist of what the woman says. She will probably not use the specific words 'disappointed', 'frustrated' or 'annoyed'.

4 The dialogue is likely to mention all three of the actions in the options, but perhaps the distracting actions have already been done or will be done by someone else.

#### Extract Three

You hear two colleagues discussing an issue at work.

- 5 The man would like the woman to
  - A take part in a meeting with him.
  - B redo a recently completed task.
  - C change another colleague's point of view.
  
- 6 What has surprised the woman?
  - A some fluctuations in the company's sales
  - B the interest in the company from other countries
  - C a decrease in the company's production costs

#### Advice

5 With a question like 5, the answer might come from a number of different clues throughout the recording, so keep both questions in mind as you listen, rather than waiting to hear the answer for 5 and then listening out for 6.

6 Each of these options has two elements – you must make sure you find an answer where both of these elements match.

## Test 2 Exam practice

## Listening Part 2

◀ **Page 55** Action plan

### 16 Follow the exam instructions, using the advice to help you.

You will hear a woman called Sally Batting talking about her experiences in the Antarctic. For questions 7–14, complete the sentences with a word or short phrase.

Tip!

As you read the questions before listening, think about what words might be used to indicate that you are about to hear the answer. Remember that the recording will usually use synonyms rather than the exact words in the questions.

### SALLY BATTING: CYCLING IN THE ANTARCTIC

Sally's favourite (7) ..... inspired her to go to the Antarctic.

#### Advice

7 How might the recording express 'favourite' differently?

Sally travelled mainly on (8) .....  
on her first visit to the Antarctic.

8 What kind of word would you expect to fill gap 8?

It was the (9) ..... that first struck Sally about the Antarctic.

9 What are you going to be listening for here?

After two years working as a (10) .....  
Sally decided to return to the Antarctic.

10 What kind of word is going to fit here?

Sally's favourite part of her cycle ride across Antarctica was the  
(11) ..... stage.

11 'Stage' does not mean part of a theatre here – what is it likely to be referring to?

Sally found the (12) .....  
the hardest thing to deal with in the Antarctic.

12 How might the speaker express the idea of 'hardest thing to deal with'?

While cycling across the Antarctic, Sally kept in touch with her family through a

13 What answer would you predict here? You may not predict the right word, but predicting may help you to catch the correct answer.

A (14) ..... was what Sally missed most on her long cycle trip.

14 What might you predict as the answer here? Try to think of three or four possibilities.

◀ **Page 57** Action plan**17 Follow the exam instructions, using the advice to help you.**

You will hear an interview with an IT consultant called Paul about how he started his own business. For questions 15–20, choose the answer (A, B, C or D) which fits best according to what you hear.

15 What does Paul say about the first years of his working life?

- A He got a teaching post in the university where he had studied.
- B His first job began to feel rather monotonous as time went by.
- C The kind of tasks he was instructed to do gradually changed.
- D The work became less enjoyable when some colleagues moved away.

16 What does Paul say made him decide to start his own consultancy business?

- A He was persuaded to do so by some friends.
- B He read a book which inspired him to take action.
- C He thought he could take advantage of a growing trend.
- D He realised he had the skills to make a success of his own company.

17 What does Paul suggest is his favourite type of client?

- A people he knew when he was a student
- B people recommended by agents
- C people he has met at conferences
- D people he has worked with previously

18 What does Paul find the most difficult aspect of running his business?

- A gaining a quick understanding of an unfamiliar situation
- B setting fees that match the effort involved
- C making a good impression on a new team of people
- D getting reliable advice from financial experts

19 What does Paul say about the way he uses a business mentor?

- A He uses his mentor differently from the way others use theirs.
- B He finds his mentor often comes up with fresh ideas for his business.
- C He gets information about the latest business theories from his mentor.
- D He likes to get his mentor's reactions to plans that he is considering.

20 Paul explains that in the coming year he is going to

- A employ some new consultants.
- B have more variety in his work.
- C move to a more convenient office.
- D learn some additional skills.

**Advice**

15 Can you think of a synonym for 'working life'?

16 What phrasal verb is often used meaning 'start (a business)'?

17 Paul is likely to mention all these types of clients. How might he convey the idea of one of these types being his favourite?

18 How might Paul express the idea of something as the 'most difficult aspect'?

19 How could each of the four options here be expressed differently?

20 What is another way of saying 'in the coming year'?

## Test 2 Exam practice

## Listening Part 4

Page 60

Action plan

### 18 Follow the exam instructions, using the advice to help you.

You will hear five short extracts in which people are talking about where they live.

#### TASK ONE

For questions 21–25, choose from the list (A–H) where each speaker currently lives.

- A in a cottage in a village
- B above a shop in a town
- C in a converted railway station
- D in a top-floor city flat
- E in a room in a relative's house
- F in a house in the suburbs
- G on a farm
- H in a houseboat

Speaker 1 21

Speaker 2 22

Speaker 3 23

Speaker 4 24

Speaker 5 25

#### TASK TWO

For questions 26–30, choose from the list (A–H) what each speaker finds difficult about the place where they live.

While you listen you must complete both tasks.

- A It can be noisy.

- B Parking is difficult.

- C The rent is expensive.

- D It's a long journey to work.

- E It lacks storage space.

- F The area has a reputation for being boring.

- G It doesn't have interesting views from the windows.

- H The building is in poor repair.

Speaker 1 26

Speaker 2 27

Speaker 3 28

Speaker 4 29

Speaker 5 30

**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).

Mark your answers on the separate answer sheet.

**Example:**

- 0 A occurrence      B presence      C life      D existence

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

### The lightest materials in the world

Aerogels are the lightest solid materials in (0) ..... . Invented in 1931, they are gels (like hair gel) in which gas has been (1) ..... for the liquid. They have unique (2) ..... that have still to be exploited to the (3) .....

Aerogels can be rigid – making them suitable for windows – or flexible; the latter type could be used for blankets and outdoor clothes. As well as being extremely lightweight – air can (4) ..... as much as 99.8% of the material – aerogels are remarkably effective as insulators: a flower placed on a piece of aerogel held over the flame of a Bunsen burner will be (5) ..... by the heat.

This means that aerogels have considerable (6) ..... for use in the building and construction (7) ....., instead of conventional insulation. However, production costs are very high, so even though it is the best insulator we have, its use is currently limited, mostly to drilling operations and other (8) ..... environments.

- |   |               |               |                |               |
|---|---------------|---------------|----------------|---------------|
| 1 | A substituted | B replaced    | C changed      | D relieved    |
| 2 | A possessions | B belongings  | C contents     | D properties  |
| 3 | A total       | B full        | C extent       | D entirety    |
| 4 | A put in      | B make up     | C fill in      | D build up    |
| 5 | A unaffected  | B unconcerned | C uninfluenced | D unimpressed |
| 6 | A possibility | B ability     | C potential    | D capacity    |
| 7 | A category    | B division    | C sector       | D region      |
| 8 | A extreme     | B intense     | C excessive    | D immoderate  |

### Test 3

### Reading and Use of English 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 T O O

#### Applying for your first job?

Getting a job is (0) ..... important to leave to chance; (9) ..... all, work is likely to play a significant role in your life for many years. So before sending in any applications, think hard about (10) ..... would really suit you. Concentrate on jobs for (11) ..... you have an aptitude – (12) ..... can be very demoralising to have your application turned down. Ideally, your job should be not only one you can do well, (13) ..... also one that makes you look forward to going to work every morning.

It's important to consider the culture of the organisations you're applying (14) ..... . Some companies are (15) ..... obsessed with results and profits that employees are under stress all the time. You need to be clear in your own mind (16) ..... or not you could work in an environment like that.

Making an effort in the early stages of applying for a job will almost certainly pay off in the long run.

**Test 3****Reading and Use of English Part 3**

For questions 17–24, read the text below. Use the word given in capitals at the end of some of the lines to form a word that fits in the 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 

F	A	S	C	I	N	A	T	I	N	G										
---	---	---	---	---	---	---	---	---	---	---	--	--	--	--	--	--	--	--	--	--

### Introduction to Mexico's long history

Mexico has a long and (0) ..... history. For some people, Mexico is synonymous with the Aztecs, who dominated the country from the fourteenth century until they declined in the sixteenth, as a result of (17) ..... by the Spanish, and disease. But before the arrival of Europeans, a number of (18) ..... existed in different parts of Mexico, going back at least to the Olmecs. The Olmecs are virtually (19) ..... now, but they flourished for over a millennium, from around 1500 BC.

*Mexico from the Olmecs to the Aztecs*, by Michael D. Coe and Rex Koontz, is an excellent introduction to the period, and a very (20) ..... guide to these early (21) ..... . The authors draw on numerous recent (22) ..... , and discuss topics ranging from the beginnings of agriculture and writing to (23) ..... against the ruling elite.

Of particular interest is the authors' discussion of recent developments in radiocarbon dating. The (24) ..... of these are likely to transform our understanding of the timescale of the region.

FASCINATE

CONQUER

CIVILISE

KNOW

INSTRUCT

INHABIT

DISCOVER

RISE

IMPLY

### Test 3

### Reading and Use of English Part 4

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

**Example:**

- 0 People think the first email was sent in 1971.

**THOUGHT**

The first email ..... in 1971.

The gap can be filled with the words 'is thought to have been sent', so you write:

**Example:** 0 IS THOUGHT TO HAVE BEEN SENT

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

- 25 I'm sure Ben wasn't pleased when Myra arrived, because he's never liked her.

**CAN'T**

Ben has never liked Myra, so he ..... see her arrive.

- 26 Jenny very rarely follows other people's advice.

**EVER**

Jenny ..... other people advise her to do.

- 27 I eventually realised that the woman waving at me was an old friend.

**TURNED**

I couldn't at first see who was waving at me, but she ..... an old friend.

- 28 It was the most dangerous situation I had ever been in.

**A**

Never before ..... dangerous situation.

- 29 When the managing director resigned unexpectedly, the company struggled to replace him.

**FILL**

The company struggled ..... by the unexpected resignation of the managing director.

- 30 The millionaire had made it clear how he wished his donation to be allocated, and that was how it was done.

**ACCORDANCE**

The millionaire's donation was allocated ..... wishes.

You are going to read a review of a book about birds. 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.

### *Birdlife*, by Glenda Hurst, reviewed by Carl Truman

Birds are present in our lives in so many ways – as pets, as part of many people's diet, even as a source of inspiration – that Glenda Hurst's *Birdlife* is, in some respects, a welcome miscellany of fact and fiction. Her previous book, *Gold*, was a best-seller, and Hurst has, understandably, chosen to repeat a winning formula. In that book, each chapter focused on a different aspect of the metal, from its financial use to edible gold leaf, but the apparently random order of chapters meant *Gold* lacked continuity: there was no sense of the author presenting a case and leading us through the steps of her argument. While each chapter was interesting enough in itself, overall the book seemed lightweight, a series of magazine articles. Nevertheless, *Gold* sold in large numbers, and I see no reason why *Birdlife* should not repeat that success.

Birds have played a role in myths for millennia, from ancient China to Egypt to Central America, and birds are often used as symbols: the dove to represent peace, the eagle for power and so on. In her chapter on mythology, Hurst takes the reader on a world tour at breakneck speed, but the lack of comparison and cross-referencing means that readers are often left to their own devices if they wish to interpret the information or identify similarities between cultures. Furthermore, this approach means that a fair amount of potentially tedious repetition is unavoidable. There is a great deal of detail and not enough synthesis, leaving the reader wondering what point, if any, is being made.

I enjoyed the chapter on birds working with human beings. It gives the familiar example of taking canaries into mines so that if methane or carbon dioxide is present, its effect on the bird gives the miners early warning of danger. However, I suspect I am not alone in being unfamiliar with the East African honeyguide, a wild bird which leads people to bee colonies. The men searching for honeycomb make specific noises, and when the honeyguide hears them, it replies, with a particular call that it restricts to that one situation. The people smoke out the bees and take the honeycomb, leaving a little as a reward for the bird – which in this way avoids having to tackle the bees itself. This is thought to be the only instance of birds in the wild deliberately communicating with human beings to the advantage of both parties.

An area that has seen a great deal of research in recent years is bird migration, a phenomenon that used to be totally misunderstood: a couple of centuries ago, it was thought that birds that disappeared for the winter were hiding in mud. We now know a great deal about migration. The Arctic tern, for instance, breeds in the Arctic, flies south to the Antarctic in August or September, arriving back in May or June – a round trip of over 70,000 kilometres. And the bird appears to be determined to reach its destination: even if fish are being caught below it, and birds that are not migrating dive down to steal some, the Arctic tern cannot be deflected from its journey. Although the Arctic tern holds the record, feats on this scale are far from rare.

*Birdlife* ends with a short epilogue in which Hurst lays out her vision of an ideal future: restoring habitats that have been transformed by drainage or by grubbing up hedges, in both cases to improve agriculture; from the birds' point of view, their habitat is damaged or even destroyed. It is here that Hurst reveals her true colours, as food production comes a poor second to protecting an environment in which birds can thrive. Reverting to the farming methods of the past is a forlorn hope, however: she can hardly expect us to sacrifice the enormous increase in agricultural output that we have achieved, when even that is not enough to feed the world's population.

While *Birdlife* has little to say to serious ornithologists, professional or amateur, if picked up in an airport bookshop or given as a present, it might well broaden the horizons of others.

- 31 The reviewer mentions *Gold* in order to
- A emphasise the wide range of topics that Hurst covers in each book.
  - B explain what he sees as a weakness in Hurst's approach.
  - C support his opinion that *Birdlife* deserves to be very popular.
  - D express his disappointment with *Birdlife* in comparison with *Gold*.
- 32 The reviewer suggests that in the chapter on birds in mythology, Hurst
- A misses opportunities to draw conclusions from the information she presents.
  - B misunderstands the significance of some of the myths that she mentions.
  - C uses repetition rather than discussion to support her interpretations.
  - D tries to cover too wide a range of cultures.
- 33 The reviewer refers to the honeyguide to suggest that birds
- A and human beings can co-operate to their mutual benefit.
  - B can be trained to assist human beings.
  - C could be exploited by human beings to a greater extent.
  - D are not as useful to human beings as is sometimes claimed.
- 34 The phrase 'feats on this scale' (line 27) refers to the ability of some birds to
- A avoid getting distracted.
  - B survive without eating.
  - C live in cold climates.
  - D fly long distances.
- 35 What does the reviewer say about the epilogue?
- A It overestimates the damage done to birds by changes in agriculture.
  - B It reveals Hurst's lack of understanding of certain subjects.
  - C It is unlikely to have the effect that Hurst would like.
  - D It convinced him that Hurst's concern for birds is justified.
- 36 In the text as a whole, the reviewer gives the impression of thinking that *Birdlife*
- A reveals how much more there is to discover about its subject.
  - B is readable without providing new insights into the subject.
  - C provides a clear overview of a subject with many facets.
  - D is unusual in bringing together diverse aspects of the subject.

You are going to read extracts from an article in which four artists give their views on the creative process. For questions 37–40, choose from the artists A–D. The artists may be chosen more than once.

Mark your answers on the separate answer sheet.

### The artist at work

*Four artists give their views on how they create their work.*

A

When you convert something from the real world into a painting, it has to function within the painting. And when it comes down to it, everything is a form of geometry on a flat surface, so when I look at something and consider using it in a painting, I spend ages trying to make sure that the geometry will work. With one object, I might see pretty quickly how to compose the painting, but I might reject another one because it just doesn't seem right. Then I work out how to get from that starting point to the finished painting. At the back of my mind, there's always the nagging thought that really, I want people to look at the finished painting and make some sense of it, regardless of what that is. All in all, I'm under so much self-imposed pressure while I'm working that it's a great relief when a painting is finished.

B

What my drawings depict doesn't concern me as much as drawing them. I'm just not interested in knowing about, say, what images tell us. That cat, those stairs, this or that tree is really just a support for the drawing itself. They're all chosen pretty arbitrarily, as a means to a drawing's own end. People have the habit of reading an image, but my activity is different from that of a reader. This really works for me when the drawing itself is allowed to appear slowly on behalf of the things it depicts. I really let the painting evolve in its own way, until I realise that it's complete. I'm always surprised how tense I feel while I'm painting, though – it's a bit like giving birth. And when I finish, it generally takes me days to recover.

C

People often describe my paintings as abstract. I don't consider them abstract because I'm working from a somewhat indistinct and hazy place towards a very specific and concrete image. I'm constructing an image from an object or shape that has to mean something to me, though it may be nothing to other people, and I try to define it very clearly, so it becomes legible. But if in the end people can't see it as I do, so be it. After making that initial choice, I let the painting itself take over – it's a very spontaneous process. I usually feel as though I'm in the hands of the painting, almost its slave, having to do whatever it requires, however unreasonable it seems at the time. When the painting's complete, I have a strong emotional reaction, a kind of euphoria at having survived.

D

I'm usually surprised by how my paintings turn out, because I don't feel I exert control over what happens. The subject slips away if you try to grab it. When I paint a real place, it's less a celebration of the ordinary than a demonstration of the idea that by painting something that is apparently nothing, it has the opportunity to become everything in the eyes of anyone who sees it. I suppose that's one of my motives for painting – to make people observe. Why I happened to paint this place rather than that has no significance – it could simply be finding somewhere to sketch without being run over (I usually sketch in the street). It's what I do with it then that matters. I know artistic creation is often seen as a struggle with something inside; well, for me it's almost the reverse, almost a relaxation – painting is an escape from the demands of everyday life.

### Which artist

shares artist C's opinion on whether other people should share the artist's interpretation of their paintings?

37

expresses the same opinion as artist D regarding the choice of subject matter?

38

has a different opinion from artist C on how they experience the act of painting?

39

expresses a different view from the others on whether the painting process should be consciously planned?

40

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.

### Is work changing?

Cromford Mill, in the north of England, is now a museum, but when it was constructed in 1771, it was the site of one of the most influential workplace experiments ever seen. This was where textile entrepreneur Richard Arkwright set up shop. Cotton-spinning had been a cottage industry, but at Cromford Mill, spinners from all around came together to use machines provided by Arkwright. It was the world's first factory, and it was soon followed by many more.

41

There are good reasons why the model has flourished. Centralising production allowed for dramatically greater efficiency. And bosses – then as now suspicious that workers were not always working hard – could keep an eye on them.

42

Two of the biggest forces changing work and the nature of the company are technology and demographic shifts. Unskilled work still exists, as does highly skilled work, but the jobs in the middle have to a large extent been automated or outsourced away. Furthermore, technology has made the move to an economy based on knowledge, not skills, possible.

43

As a result of such changes, many of the old certainties are breaking down. You often hear it said that people used to work for money – very much a hangover from the Industrial Revolution, when work was viewed as a straight trade of time for money – but now it's claimed that we are more interested in having rewarding work.

44

In other words, what we mean by the workplace is changing – it's no longer always a grand (or otherwise) building with the company's name on top. Increasingly, we can work anywhere – in a coffee shop or at the kitchen table. The demand that employees work in more flexible ways is encouraging this trend, with workers (especially younger generations) no longer expecting to be chained to a desk from nine to five every day.

45

In a world of decentralised, non-hierarchical organisations, permanent full-time employment could become the exception. So will the firm of the future be made up of loose groupings of self-employed people, forming and re-forming on a project-by-project basis? Will workers effectively be their own chief executives, using technology to sell their skills to the highest bidder and with little attachment to a place of work, each other or the firms that employ them? It's tempting to think so, but reality is starting to interfere with this picture.

46

There is one particular reason why tomorrow might turn out to be not so different from today: human nature. We are social creatures and tend to be at our best in groups rather than operating alone. Work is where we bond, gossip, fight, love and hate – in short, it's where we live.

So the prospects for at least some of the familiar aspects of the old Arkwrightian corporate model may not be quite so bleak as painted. Yes, things are changing, but the advocates of the brave new, networked world should remember that work is not the only – or, arguably, even the most important – thing we do when we are at work.

- A In addition, we are all living longer and working for longer. In fact, in some countries there are now reckoned to be four or even five distinct generations making up the workforce.
- B For firms, this can seem a no-brainer – they save money on expensive office space while giving their employees a valuable and appreciated perk. It can be tough to implement, though video conferencing and private networks have improved things greatly.
- C But times are changing, and the pace and uncertainty of the modern world demand more flexibility and responsiveness than hierarchies like this can provide. Organisational structures need to be based on serving the customer rather than preserving the rank and status of managers.
- D This is true up to a point, but perhaps more significant is the erosion of the boundary between work and other parts of life – education, leisure, play; between me-in-work and me-in-my-own-time.
- E Above all, this format is popular because it works. Or rather, it worked, as, after over 200 years, some observers reckon that the end of employment as we have known it may be near. Are they right?
- F Of course, we are living in a time of disruption, change and novelty, but the fact is that there are also strong continuities with the past. As a result, that unstructured form of work may remain a dream.
- G This groundbreaking idea has become the norm for millions of us to this day, whether we are architects or economists, agronomists or oculists, because modern offices are based on exactly the same principles. They are places where you go in order to work for specific hours, using facilities and equipment provided by your employer to do a job, for a wage.

You are going to read a magazine article in which five careers advisers write about going to university. For questions 47–56, choose from the extracts (A–E). The extracts may be chosen more than once.

Mark your answers on the separate answer sheet.

**Which careers adviser**

recommends being prepared for any job applications young people might make?

47

claims that the public perception of students applies only to a minority?

48

suggests doing what is necessary for students to feel at ease in their room?

49

mentions some potential drawbacks of working during term time?

50

warns of the danger of borrowing money?

51

recommends formulating a financial plan to cover a period of time?

52

suggests being adventurous with regard to non-academic interests?

53

contrasts university studies with studying at school?

54

recommends caution concerning socialising?

55

points out that students are not the only ones affected by being away from their loved ones?

56

## Going away to a UK university

### A

Going away to university is likely to be a major turning point in your life. After all, it's probably your first time away from your home and family, perhaps living in a room that is far less comfortable than you are accustomed to, and having to take responsibility for yourself, for everything from getting up in the morning to making sure you can afford whatever textbooks you need. Your experience until now has probably been that homework was pretty much regulated, with repercussions if you didn't do it; a degree course requires far more independent work. A few people go to university determined to prioritise their social life. Although that tends to be the stereotype that everyone knows, most students are level-headed, and don't merit the bad reputation that they suffer from as a group.

### B

Unless you have an income of your own, or your parents provide you with one, being a student can make you wonder where your next meal is coming from. It's useful to draw up a budget, listing your likely outgoings during the term – not forgetting the rent for your room, if you pay in instalments – and how much you'll have available. If the figures don't balance, the only way to survive may be to find part-time work, such as serving in a restaurant two or three evenings a week. At least you'll meet members of the general public, which is preferable to spending your entire time with other students. However, there's the danger of falling behind with your studies, or not having enough time to sleep. And let's face it, if your friends are planning a fun evening and you have to go to work instead of joining in, it could be very frustrating!

### C

As soon as you arrive, you'll start meeting new people. It may be that nobody you know from school has gone to the same university, so you're surrounded by strangers. Certainly get to know as many people as possible, but remember that initial enthusiasms can soon fade, so if a friendship doesn't endure more than a week or two, it's no

reflection on you. On the same subject, don't let yourself get caught up in a group that is more affluent than you are: unless you can withstand pressure easily, you might try to keep up with them, and find yourself heavily in debt. Many students look for part-time jobs to supplement their income, but this may not always be advisable.

### D

Many universities hold a 'freshers' week' for new students, which is a chance to meet people, make new friends and join university clubs. It's all too easy to just carry on with what you did while you were at home – tennis, singing, or whatever. Instead, you should see this as a good chance to try something new, or something you'd never imagined doing before. Universities often cater for minority interests, for instance providing facilities for sports that are uncommon elsewhere. If you need to earn some money, this may also be a good time to find out from the university about internal work opportunities, perhaps in the library or the registrar's department. Ensure your CV is up-to-date and accessible on your computer, because you'll need to produce it every time you go after a position.

### E

Whether you're living in a university hall of residence or sharing a flat, you should make your space truly yours; paradoxically, this is particularly important if getting a job means you spend very little time there. Ideally, it will have an area for studying: as you probably found when you were at school, a comfortable chair is a good aid to reading and writing. You shouldn't need to spend any money – some photos or favourite posters brought from home are enough to make a big difference. Even if you're only going to be there for a matter of months, living and studying will be much less challenging if you have a comfortable base. Remember, too, that your going to university may be a big change for your family, so don't live so much in the present, exciting though it is, that you forget to keep in touch with them.

**Test 3****Listening** (approximately 40 minutes)**Part 1**

01 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 friends discussing the woman's new job.

- 1 What is the woman doing during the conversation?
  - A admitting that she has made a mistake
  - B justifying a decision she has made
  - C complaining about too much work
- 2 With regard to her working hours, the woman is pleased that
  - A she now starts work later than she used to.
  - B she doesn't need to work on Friday afternoons.
  - C she can sometimes work when nobody else is present.

**Extract Two**

You hear two friends discussing a play they have both seen.

- 3 What did the woman think of the play they saw?
  - A She was disappointed with the production.
  - B She found it an entertaining production.
  - C She had her eyes opened by the production.
- 4 What do they agree was an effective aspect of the production?
  - A the lighting
  - B the sound
  - C the scenery

### Extract Three

You hear a man telling a friend about a phone call he has just had.

- 5 How does the man feel about Isabel not helping him?
  - A He is surprised that she has changed her mind about it.
  - B He is annoyed that she won't do what she had agreed to do.
  - C He is disappointed that she is unexpectedly prevented from doing it.
- 6 How will the man solve his problem?
  - A He'll ask somebody else for a lift to the conference.
  - B He'll cancel his booking for the conference.
  - C He'll arrive late at the conference.

### Test 3

### Listening Part 2

02 You will hear a woman called Susan Foster talking about holidays organised by the company that she works for. For questions 7–14, complete the sentences with a word or short phrase.

#### BENNETT'S HOLIDAYS

The company originally organised inclusive one-day trips by (7) .....

from Manchester to the English Lake District.

The company now specialises in holidays in (8) ..... and South America.

Susan uses the word (9) ' .....' to sum up her opinion of Buenos Aires.

One option in Buenos Aires is to go up in a (10) ..... at sunset for an aerial view of the city.

Susan is particularly impressed by the (11) ..... of Montevideo.

One tour includes a three-day visit to see mountains and (12) .....

Susan mentions the penguins and two species of (13) .....

that can be seen off the Valdes Peninsula at certain times of the year.

A holiday in Argentina can include a one-day round trip by train to a (14) .....

## Test 3

## Listening Part 3

03 You will hear a conversation on a local radio station between a presenter and Angela Staveley, the director of an arts festival in the town of Marston. For questions 15–20, choose the answer (A, B, C or D) which fits best according to what you hear.

15 What was the town council's main reason for holding a festival?

- A to celebrate an important landmark in the town's history
- B to encourage different groups of people to mix
- C to collect money for local charities
- D to raise the town's profile

16 Angela was appointed as festival director because of her

- A experience of running festivals.
- B skill at managing large-scale events.
- C useful contacts with artists and performers.
- D familiarity with a wide range of arts.

17 What difficulty has Angela had organising the festival?

- A making sure everything is done in time for the festival
- B raising enough funding to cover the full cost of the festival
- C making use of all the offers of help she has received
- D finding people with the areas of expertise she needs

18 How does Angela feel that organising the festival is affecting her?

- A It is teaching her a great deal about working with people.
- B It is making her aware that her reactions are sometimes inappropriate.
- C It is proving to her than she can cope with stress better than she thought.
- D It is making her realise that she should change the way she works.

19 Angela and the interviewer agree it is a good idea for the programme

- A to present the widest possible variety of art forms.
- B to form connections that make one event lead into the next.
- C to make links between the events and aspects of the town.
- D to give local clubs and organisations an active role in the festival.

20 How does Angela feel about organising another festival in the future?

- A She would want to take part in the early decision making.
- B She would be interested in organising one that is not for the arts.
- C She would like to have a different role in a festival.
- D She would need to have more assistants.

**TASK ONE**

 04 You will hear five short extracts in which people are talking about speaking to the store manager in a shop.

**Test 3****Listening Part 4****TASK TWO**

For questions 21–25, choose from the list (A–H) the reason each speaker gives for speaking to the store manager.

**While you listen you must complete both tasks.**

A to exchange a faulty purchase

B to cancel a delivery

C to get the price of a purchase reduced

D to place a special order

E to get information about some products

F to complain about poor service

G to return an unwanted item

H to praise a shop assistant

Speaker 1 21

Speaker 2 22

Speaker 3 23

Speaker 4 24

Speaker 5 25

For questions 26–30, choose from the list (A–H) how each speaker felt after speaking to the store manager.

A shocked that the manager didn't believe them

B disappointed that their loyalty to the store was undervalued

C relieved that the manager seemed sympathetic

D confused by the manager's attitude

E embarrassed at having made a mistake

F determined never to go to the store again

G reluctant to accept the manager's offer

H irritated by the manager's behaviour

Speaker 1 26

Speaker 2 27

Speaker 3 28

Speaker 4 29

Speaker 5 30

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 turned      B made      C allowed      D enabled

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

### Research into television technology

Why do old television programmes look so strange and formal? And how has technology (0) ..... modern shows possible? Researchers will (1) ..... these questions in a study into the history of television technology since 1960, the first of its (2) ..... in the country. From the over-rehearsed (3) ..... of early black-and-white news interviews to the filming of reality television, a team (4) ..... by Professor John Ellis, of Royal Holloway, University of London, will research the technological (5) ..... and developments that have given programmes their unique appearance. 'With a huge amount of archive programming now being shown by satellite and cable channels, there has never been a more important time to tell the story of how it was filmed,' Professor Ellis said.

Researchers will work with (6) ..... television technicians to discover how the technology available over the years, and what it could and couldn't do, (7) ..... changes within the industry. They will film (8) ..... of old programmes and interview technicians about the difficulties they had adapting to technological changes.

- |                 |                   |              |              |
|-----------------|-------------------|--------------|--------------|
| 1 A search      | B explore         | C seek       | D enquire    |
| 2 A brand       | B class           | C category   | D kind       |
| 3 A feel        | B touch           | C sight      | D taste      |
| 4 A ruled       | B governed        | C headed     | D controlled |
| 5 A limitations | B bans            | C handicaps  | D borders    |
| 6 A archaic     | B bygone          | C former     | D outgoing   |
| 7 A hurried     | B drove           | C exerted    | D pressed    |
| 8 A duplicates  | B reconstructions | C likenesses | D replicas   |

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

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

Example:

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

---

### The early human race

Scientists traditionally believed that a species which ranged over parts of Africa, Europe and Asia, eventually developed (0) ..... both Homo sapiens (the species modern human beings belong to) and Neanderthals. (9) ..... Neanderthals, who evolved in Europe and Asia, Homo sapiens emerged in Africa, later spreading into Europe and replacing Neanderthals.

Not (10) ..... ago, some remains of what appeared to be a distinct species of early human beings were found in Siberia, but it was far (11) ..... clear where this group – given the name ‘Denisovans’ – fitted into the picture. They were assumed to have hardly (12) ..... connection with Homo sapiens.

However, tests on fossils in Spain have uncovered DNA that includes Denisovan material. This suggests that they, or at (13) ..... their DNA, might have spread much further than was previously thought, interbreeding (14) ..... Homo sapiens, and possibly also Neanderthals. (15) ..... the precise connection may have been, the population dynamics are potentially very complex.

We would know nothing about the relationship were (16) ..... not for recent advances in DNA retrieval and sequencing.

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

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

Example: 0 

C	O	M	M	I	T	M	E	N	T										
---	---	---	---	---	---	---	---	---	---	--	--	--	--	--	--	--	--	--	--

---

### The ICT4D (Information and Communication Technologies for Development) Collective

The ICT4D Collective was initiated in 2004 and is a group of people with a

(0) ..... to undertaking the highest possible quality of research in the field

**COMMIT**

of ICT4D, and making the results of this available freely to the (17) .....

**GLOBE**

community. We do this (18) ..... in the interests of poor people and

**PRIME**

(19) ..... communities, wherever they may be found. Membership of the

**MARGIN**

Collective implies strict (20) ..... with its basic principles of membership

**COMPLY**

and partnership.

Based at Royal Holloway, University of London, the Collective carries out research

**CONSULT**

and undertakes teaching at undergraduate and postgraduate levels. The Collective

also operates as a (21) .....

**EXPERT**

The Collective draws on the (22) ..... of staff, postgraduates

**COLLABORATE**

and undergraduates in a range of academic departments. We welcome

(23) ..... work with colleagues across the world who share our core

**POWER**

objectives, and wish to establish partnerships with us to deliver practical ICT4D

activities that will (24) ..... poor people.

## Test 4

## Reading and Use of English Part 4

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

**Example:**

- 0 'Marilyn didn't crash the car, John did,' Keith said.

**IT**

According to ..... who crashed the car, not Marilyn.

The gap can be filled with the words 'Keith it was John', so you write:

**Example:**

**0**

**KEITH IT WAS JOHN**

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

---

- 25 The film was so confusing, I couldn't follow what was happening.

**SUCH**

It was ..... no idea what was happening.

- 26 The finance director disagreed with the company's change of policy, so she resigned.

**RESULTED**

The finance ..... her disagreement with the company's change of policy.

- 27 I have yet to meet anyone as considerate as my cousin.

**EVER**

My cousin is the ..... met.

- 28 It can take time to get used to a major change in your life.

**TERMS**

It can take time to ..... a major change in your life.

- 29 Without Miranda, I would never have managed to find a house that suited me.

**STILL**

If it hadn't ..... be looking for a suitable house.

- 30 It was difficult to work out what had happened, because of the conflicting witness statements.

**PIECE**

The conflicting witness statements ..... what had happened.

You are going to read part of a book about the study of languages. 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**.

### Language change

The phenomenon of language change probably attracts more public notice and criticism than any other linguistic issue. There is a widely held belief that change must mean deterioration and decay. Older people observe the casual speech of the young, and conclude that standards have fallen markedly. They place the blame in various quarters – most often in the schools, where patterns of language education have changed a great deal in recent decades, but also in state public broadcasting institutions, where any deviations from traditional norms provide an immediate focus of attack by conservative, linguistically sensitive listeners.

It is understandable that many people dislike change, but most of the criticism of linguistic change is misconceived. It is widely felt that the contemporary language illustrates the problem at its worst, but this belief is shared by every generation. Moreover, many of the usage issues recur across generations: several of the English controversies which are the focus of current attention can be found in the books and magazines of the 18th and 19th centuries – the debate over *it's me* and *very unique*, for example. In 1863, Henry Alford listed a large number of usage issues which worried his contemporaries and gave them cause to think that the language was rapidly decaying. Most are still with us, with the language not obviously affected.

There are indeed cases where linguistic change can lead to problems of unintelligibility, ambiguity, and social division. If change is too rapid, there can be major communication problems, as in contemporary Papua New Guinea, where by some counts over 800 languages have evolved, most spoken by fewer than 3,000 people. But as a rule, the parts of language which are changing at any given time are tiny in comparison to the vast, unchanging areas of language. Indeed, it is because change is so infrequent that it is so distinctive and noticeable. Some degree of caution and concern is therefore always desirable, in the interests of maintaining precise and efficient communication; but there are no grounds for the extreme pessimism and conservatism which is so often encountered.

For the most part, language changes because society changes. To stop or control the one requires that we stop or control the other – a task which can succeed to only a very limited extent. Language change is inevitable and rarely predictable, and those who try to plan a language's future waste their time if they think otherwise – time which would be better spent in devising fresh ways of enabling society to cope with the new linguistic forms that accompany each generation. These days, there is in fact a growing recognition of the need to develop a greater linguistic awareness and tolerance of change, especially in a multi-ethnic society. This requires, among other things, that schools have the knowledge and resources to teach a common standard, while recognizing the existence and value of linguistic diversity. Such policies provide a constructive alternative to the emotional attacks which are so commonly made against the development of new words, meanings, pronunciations, and grammatical constructions. But before these policies can be implemented, it is necessary to develop a proper understanding of the inevitability and consequences of linguistic change.

Some people go a stage further, and see change in language as a progression from a simple to a complex state – a view which was common as a consequence of 19th-century evolutionary thinking. But there is no evidence for this view. Languages do not develop, progress, decay, evolve, or act according to any of the metaphors which imply a specific endpoint and level of excellence. They simply change, as society changes. If a language dies out, it does so because its status alters in society, as other cultures and languages take over its role: it does not die because it has 'got too old', or 'become too complicated', as is sometimes maintained. Nor, when languages change, do they move in a predetermined direction. Some are losing inflections (endings, like 's' to indicate plurality); some are gaining them. Some are moving to an order where the verb precedes the object; others to an order where the object precedes the verb. Some languages are losing vowels and gaining consonants; others are doing the opposite. If metaphors must be used to talk about language change, one of the best is that of the tide, which always and inevitably changes, but never progresses, while it ebbs and flows.

- 31 In the first paragraph, what point does the writer make about languages?
- A Young people tend to be unaware of the differences between their language and that of older people.
  - B The way that schools teach language is raising awareness of language change.
  - C Many people believe that any change in a language is undesirable.
  - D Public understanding of how languages develop is increasing.
- 32 The writer mentions *it's me* and *very unique* in the second paragraph to show that
- A recent controversies may be nothing new.
  - B the speed of linguistic change is greater than in the past.
  - C every generation has its own list of unacceptable changes.
  - D a linguistic change may take place over a long period.
- 33 What is the writer's intention in referring to Papua New Guinea?
- A to challenge a prevailing view concerning linguistic change
  - B to give an example of linguistic change that is unusual
  - C to show the danger of making generalisations about linguistic change
  - D to illustrate conflicting views about the potential effects of linguistic change
- 34 In the third paragraph, the writer claims that
- A the public are inconsistent in the value they place on accurate communication.
  - B changes that take place in a language can be difficult to reverse.
  - C caution is necessary when attempting to measure language change.
  - D public attention to linguistic change reflects the essential stability of languages.
- 35 What point does the writer make in the fourth paragraph?
- A Trying to prevent change should have a lower priority than dealing with its effects.
  - B Multi-ethnic societies need a shared language to make communication possible.
  - C Language change tends to be tolerated in multi-ethnic societies.
  - D The emergence of new linguistic forms often leads to communication difficulties.
- 36 In the fifth paragraph, the writer argues against the notion that languages
- A change in apparently random ways.
  - B improve by becoming increasingly complex.
  - C should in some circumstances be allowed to die out.
  - D can be categorised according to stages in their evolution.

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

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

---

### **Documentaries – do they have a future?**

*Four reviewers comment on journalist Sharon Miller's book*

**A**

The documentary has recently become a field of serious study, the latest entrant to which being Sharon Miller's new book. As a journalist, her credentials might be regarded as somewhat suspect, but in fact not being a filmmaker herself enables her to take a more objective approach than is often the case. For example, she criticises the TV companies for not satisfying the public's appetite for quality documentaries, but without the anger that a documentary maker might feel. It is hard to fault her analysis of this situation. The same applies to Miller's final chapter, in which she explains why documentaries shown on the big screen will eventually evolve into full-length films commanding as much attention as the standard cinema material. She may prove wrong on detail, but her conclusions are convincing. Miller rarely makes claims she cannot substantiate, and her thorough reading of much of the existing literature clearly informs her argument.

**B**

It is a relief to read that Miller believes the documentary has a glorious future, even if I would reach the same destination by a different route. However, that is one of few assertions that I can concur with; for instance, she blames television companies for their caution with regard to documentaries, without taking into account the numerous constraints that they suffer. Miller is, no doubt, a skilled journalist, and can put together a plausible article whenever one is required. But while that may suit a newspaper which is read and then forgotten, a book stakes a claim to be long-lasting; and Miller is clearly unaware of many aspects of the world in which documentary makers operate. To her credit, though, she has included an extensive bibliography, but to be brutally frank, the book is no more than a just-about-adequate summary of earlier studies.

**C**

Sharon Miller, while primarily a journalist, has also written an excellent introduction to the sociology of social media, and her new book, *Documentaries*, is further evidence that she is a writer to be reckoned with. Her reading on the subject is extensive, and forms a firm foundation for her argument, that the documentary film is far from being the endangered species it seemed not long ago. With a few minor reservations, I was carried along by her optimism about its future. It is only when Miller turns her attention to documentaries on television that I feel the need to take issue with her. Although many of the television companies are certainly as guilty of ignoring the documentary as she claims, there are also many, admittedly smaller, companies that have done sterling service in stretching the boundaries of the genre.

**D**

As a former television programme controller myself, I can back up Sharon Miller's opinion of the TV companies' attitude towards documentaries. The little that some companies have done to advance the genre is easily outweighed by the harm done by the majority. I was also taken by her overview of earlier studies of the documentary. It is thorough, and she is careful to ensure that both her facts and her opinions are consistent with what her predecessors have established. The only time she comes to grief, in my view, is in the rosy future she promises for the documentary: the evidence underpinning her assertion simply doesn't stand up to close scrutiny. What it comes down to is that Miller's work is rather too hit-and-miss: she picks a topic – the documentary – apparently at random, and does a fair amount of research into it, but it takes the inside knowledge she lacks to turn that into the definitive account she was aiming to write.

Which reviewer

has a different opinion from reviewer B regarding Miller's view of the future of documentaries?

37

shares an opinion with reviewer C on the subject of Miller's qualifications for writing the book?

38

takes a different view from the others on Miller's use of earlier studies?

39

holds the same opinion as reviewer A concerning Miller's position on television documentaries?

40

You are going to read an article about exploration of a glacier in the Alps. 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.

## Exploring the Gorner Glacier

Towering above the Alpine villages of Switzerland, Italy and France, the imposing peaks of the Matterhorn and its neighbours have long been a desirable destination for mountaineers and explorers alike. Today, while cable cars and a mountain railway transport hordes of tourists to the more accessible areas, pioneering exploration continues, not on the surface, but far out of sight in the icy depths of the second-largest glacier system in the Alps, on the eastern side of the tourist town of Zermatt.

**41**

At the end of October last year, I joined a seven-person British team that was returning to the Gorner Glacier for its second expedition exploring, mapping and photographing the sub-glacial world of moulin – well-like shafts through which meltwater drains from the surface of the glacier – and the ice caves that they help to create.

**42**

The weather seemed calm and benign, but overnight, considerably more snow fell than had been forecast and the next day, the Gornergrat mountain railway – the first stage in our journey up to the glacier – was closed. The advance party, they later told us, was completely snowed in.

**43**

Thankfully, the weather eventually cleared, and the following day we began digging out a path from our camp towards the glacier. Meanwhile, the advance team was heading back towards us. Eventually both teams met up, shared a few jokes and plodded back up to our temporary

camp for a meal and a good night's sleep before we started the work we had come to do.

**44**

I flitted between both parties, desperately trying to capture as many images of this wonderful environment as possible. The dramatically sculpted ice walls reminded me of shapes I'd seen before in cylindrical caves formed in limestone. Looking up, I noticed rocks and pebbles of varying sizes emerging from the roof of the ice caves.

**45**

Typically moving at about 15 metres a year, the Gorner Glacier picks up speed due to meltwater falling through these moulin and acting as a lubricant along its base. Although the glacier has a total area of more than 50 square kilometres, making it the second largest glacial system in the Alps, it has receded every year since 1892 – since then it has shrunk by almost 2.5 kilometres, including a staggering 290 metres over the summer of 2007.

**46**

Seeing how vast and extensive the glacier's moulin and ice-cave systems can be gives an indication of just how much water flows through them during the summer. Sadly, this is also an indicator of the rate at which the Alps' majestic rivers of ice are shrinking. One member of the team, Sam Doyle, a glaciologist from the University of Aberystwyth, spends most of his time in Greenland, studying the rate at which the ice sheet is moving. He was concerned to see many similarities between the moulin on the Gorner Glacier and the movement of the ice sheet.

- A So, a day later than planned, we travelled up the mountain to the station, the starting point for our hike to the glacier. When we alighted, however, we discovered an expanse of knee-deep snow. It was too late to cover the three kilometres we still needed to travel, so we set up camp close to the station.
- B We arrived in Zermatt late in the evening, heavily laden with equipment and enough food for a week. By now, the three members of the group who had already left to set up camp on the edge of the glacier were probably tucked up in their sleeping bags, awaiting our arrival the next morning.
- C All these fascinating sights kept me engrossed in my photography. Meanwhile, members of the two teams set about surveying the caves, while others rigged ropes around large areas of meltwater and moulin systems that led to other levels of the system.
- D Here, two big glaciers fall into the deep on either side of Monte Rosa, the highest mountain in Switzerland. To the left is the Findelen Glacier and to the right is the 14-kilometre-long Gorner Glacier.
- E We set off to follow the advance party as best we could, given the difficult weather conditions, while they waited in the shelter of their tents. There was great relief all round when we finally reached them.
- F We had two great days exploring the spectacular world beneath the glacier's surface. More moulin systems had opened up since last year's expedition, and the team split into two and began abseiling down into those that looked the most encouraging.
- G This was one reason why it was so important to identify what exactly was happening. We discovered, surveyed and photographed three enormous ice caves. Descending through one moulin, we followed an eight-metre-deep trench where the water had carved its way through the ice.

**Test 4****Reading and Use of English Part 8**

You are going to read a magazine article in which four fashion designers write about their careers. For questions 47–56, choose from the extracts (A–D). The extracts may be chosen more than once.

Mark your answers on the separate answer sheet.

---

**Which designer**

set up a business despite feeling unqualified?

47

found a job through a personal contact?

48

has broadened the range of products they manufacture?

49

found that their early success did not continue?

50

regrets accepting a job they were offered?

51

mentions impressing other people with their enthusiasm?

52

was surprised by the help they received from more experienced designers?

53

has found that working in fashion is different from what they expected?

54

realised the need to develop skills that were in demand?

55

learnt how to run a company before starting their own?

56

## A career in fashion

*Four fashion designers write about their careers.*

### Fashion designer A

Fashion wasn't my first choice of career: I only thought of it when I threw in a disastrous job in advertising, and sat wondering what to do next. A friend pointed out that I'd always been keen on fashion, and that made me realise that was what I wanted to do. I managed to get a place on a fashion course, and the tutors were very positive about my designs. I even won a couple of awards. Of course that made me think that when I left college I'd just walk into a job, but I soon found out my mistake! Eventually, though, I managed to talk my way into an interview with a fashion business, and they took me on – they told me afterwards that I seemed over-confident, but my saving grace was that I was so eager to learn more about clothes design. It wasn't a very good job, really, but at least it gave me good experience for the next one I got.

### Fashion designer B

As a child, I loved the glamour of the world of fashion and daydreamed about being the person whose designs the models were wearing. I took a fashion course, then begged for a job with a small fashion business. I think they took me on as a favour, really, because to be honest I had very little to offer them. Still, it was invaluable for me. It was a great introduction to the manufacturing process, and the boss seemed happy to teach me all about the business side of things. That really stood me in good stead when I eventually left to start my own fashion design business. Since then, we've branched out into household goods like tablecloths and bedding. It's still early days, so we'll wait and see how that goes. But don't let anyone tell you it's an easy life. There may be a touch of glamour occasionally, but nine-tenths of the time it's sheer hard work, long hours and a lot of stress.

### Fashion designer C

In my first job interview after leaving college, they wanted someone with strong skills in computer-aided design – CAD – and my college hadn't offered that as an option, so I didn't have a chance. That made me realise I needed to learn CAD, and I enrolled on a course, and got a job in a supermarket to finance it. When I finished, a tutor on the course put me in touch with a fashion business she knew, even though they weren't advertising for designers. Her recommendation must have swung them in my favour, because they took me on. It wasn't ideal, though, as it was a very inward-looking firm, and I didn't get the chance to go to fashion shows or network with other designers, which you need to do if you want to start your own business. In retrospect, I think I'd have been better off setting up on my own as soon as I got the CAD qualification, even though it would have been very hard work.

### Fashion designer D

There are lots of people chasing very few jobs in fashion, so it's hard even to get as far as an interview – and a lot of firms don't even advertise: they can find staff more cheaply through contacts or unsolicited applications that people have sent in. After college, I applied to dozens of firms, but got nowhere. It was very demoralising. So I took a chance and started a firm with a couple of friends who were in the same boat. What we knew about running a company you could write on the back of an envelope – we all saw ourselves as designers, not business people – but somehow we muddled through. To a great extent, that was down to contacts we met at networking events: a couple of established designers gave us some invaluable advice on how to market our designs. Without that, we'd probably have gone under in the first six months. And given that we were trying to compete with them, it was remarkably generous of them.

**Test 4****Listening** (approximately 40 minutes)**Part 1**

05 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 friends discussing an art exhibition.

- 1 The woman was disappointed that
  - A the exhibition did not match its advance publicity.
  - B her favourite artist was not represented.
  - C the paintings were poorly displayed.
- 2 What is the man's attitude towards art exhibitions?
  - A They make him feel that he doesn't know enough about art.
  - B He assumes he won't like the people who regularly attend.
  - C It annoys him that paintings aren't discussed in enough depth.

**Extract Two**

You hear two friends, Tony and Marion, discussing a problem at Tony's workplace.

- 3 In Tony's opinion, a colleague is treating him badly because
  - A he has a different standard of living from her.
  - B he is the newest member of the department.
  - C he is much younger than she is.
- 4 What do they agree that Tony should do?
  - A look for a new job
  - B ask his line manager for help
  - C talk to the person who is treating him badly

### Extract Three

You hear a writer called Ross telling a friend called Erica about a problem he has with his publisher.

5 Why is Ross annoyed about what his publisher wants him to do?

- A He hasn't been consulted about the changes.
- B He will have to cancel his holiday.
- C He won't be paid for the extra work.

6 Why does Erica talk about her cousin?

- A to suggest to Ross that he should not overreact
- B to remind Ross of his motives for writing the book
- C to encourage Ross to negotiate with his publisher

## Test 4

## Listening Part 2

06 You will hear Jack Charlesworth, the manager of a UK supermarket, talking to a group of business students about his work. For questions 7–14, complete the sentences with a word or short phrase.

### WORKING IN A SUPERMARKET

Jack's main concern is what he calls the customers' (7) .....

Jack believes it is important to treat customers in a friendly way, particularly if they feel (8) .....  
on arrival.

Managers and other staff working as (9) ..... look for customers who need help.

All staff are encouraged to contribute to a (10) .....

The store sometimes organises what Jack calls a (11) '.....',  
for employees to consult him about promotion.

Some of the supermarket staff start work at 6 am to deal with all the (12) .....  
that has been delivered to the store.

The store uses a (13) ..... system to order goods from the distribution centre.

When placing orders, managers always evaluate the impact of various things, including the  
(14) ..... , on sales.

## Test 4 Listening Part 3

07 You will hear a geology professor asking two students, Cathy and Jason, about a field trip they have just returned from. For questions 15–20, choose the answer (A, B, C or D) which fits best according to what you hear.

- 15 What do Cathy and Jason agree was disappointing?
- A the length of the field trip  
B the number of people participating  
C the type of accommodation they had  
D the level of support from the tutors
- 16 They both think they benefited from the field trip by learning
- A not to get distracted.  
B to consider other people's opinions.  
C to trust his own judgment.  
D not always to follow his first idea.
- 17 How does Cathy feel about her project?
- A She is not certain that she chose the topic wisely.  
B She thinks she has done as well as she can.  
C She wonders if her approach to the topic is mistaken.  
D She hopes she has done some original work.
- 18 What do they agree about the field trip in relation to the rest of their course?
- A It brought the subject to life.  
B It was enjoyable without contributing significantly to their understanding.  
C It was useful but should have been shorter.  
D Its timing has negatively affected other aspects of their studies.
- 19 What does Jason suggest about the impact of the field trip on his feelings about geology?
- A It has revived his initial enthusiasm for the subject.  
B It has reinforced his reservations about geology as a career.  
C It has demonstrated to him that he lacks some skills that geology requires.  
D It has raised fresh doubts about his enjoyment of the subject.
- 20 What type of work does Cathy expect to do when she graduates?
- A developing alternative sources of energy  
B minimising the environmental impact of fossil-fuel extraction  
C encouraging a reduction in energy consumption  
D increasing the efficiency of fossil-fuel extraction

## Test 4

## Listening Part 4

08 You will hear five short extracts in which people are talking about their leisure activities.

### TASK ONE

For questions 21–25, choose from the list (A–H) the original reason each speaker gives for choosing their leisure activity.

While you listen you must complete both tasks.

- |   |                                       |   |                                       |
|---|---------------------------------------|---|---------------------------------------|
| A They wanted to get fit.                         | Speaker 1 <input type="checkbox"/> 21 | A aware they are less skilled than they thought | Speaker 1 <input type="checkbox"/> 26 |
| B They wanted to make new friends.                | Speaker 2 <input type="checkbox"/> 22 | B surprised at the standard they have reached   | Speaker 2 <input type="checkbox"/> 27 |
| C They wanted mental stimulation.                 | Speaker 3 <input type="checkbox"/> 23 | C unsure whether or not to continue             | Speaker 3 <input type="checkbox"/> 28 |
| D A friend recommended it.                        | Speaker 4 <input type="checkbox"/> 24 | D delighted they have achieved a target         | Speaker 4 <input type="checkbox"/> 29 |
| E They were told they weren't suited to doing it. | Speaker 5 <input type="checkbox"/> 25 | E concerned they made a poor choice             | Speaker 5 <input type="checkbox"/> 30 |
| F It was popular with other students.             |                                       | G disappointed that they cannot carry on        |                                       |
| G They wanted a career doing that activity.       |                                       | H pleased they have become well known           |                                       |
| H One of their parents introduced them to it.     |                                       |   |                                       |

### TASK TWO

For questions 26–30, choose from the list (A–H) how each speaker feels about their leisure activity now.

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 thoughts      B ideas      C wits      D emotions

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

### Why do we love horror films?

Why will some people pay good money to be scared out of their (0) .....? As someone who has seen just one horror film in their life, this never ceases to (1) ..... me. You can keep your horror; to be (2) ....., I would rather have surgery without anaesthetic. But according to psychologists, the fear we (3) ..... is safe: we know that when the film ends, we'll be unharmed.

Horror films make our hearts (4) ....., and that's part of what (5) ..... to us: if our lives are uneventful, we seek excitement – in fact, it's good for our nervous system.

A study carried out in 1995 showed that the higher people (6) ..... on a scale that measures sensation-seeking, the more likely they are to be fans of horror films. People in their teens and twenties tend to seek out (7) ..... experiences, and this makes them the biggest audience for horror films. That usually (8) ..... with age: maybe we start to realise that real life is scary enough.

- |   |            |             |                 |           |
|---|------------|-------------|-----------------|-----------|
| 1 | A daze     | B baffle    | C elude         | D defy    |
| 2 | A direct   | B clear     | C distinct      | D honest  |
| 3 | A crave    | B wish      | C yearn         | D long    |
| 4 | A shake    | B batter    | C pound         | D knock   |
| 5 | A attracts | B engages   | C entices       | D appeals |
| 6 | A score    | B mark      | C grade         | D point   |
| 7 | A severe   | B burning   | C intense       | D fierce  |
| 8 | A fades    | B dissolves | C disintegrates | D pales   |

## Test 5

## Reading and Use of English 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    O    N    E**

---

### Attention all teachers!

Donna-May Photography is (0) ..... of the leading digital photography services in the region. Whatever the event may be – concert, sports day, prize-giving, etc. – your school needs photographs of the pupils, (9) ..... is where we come in. We pride (10) ..... on offering top-quality service and memorable photos.

But (11) ..... of just listening to us (and of course we're biased!), (12) ..... not read this letter from a happy headteacher?

"A huge thank you for the photos you took of our school concert. We're sure our pupils will regard them (13) ..... perfect mementos of a very special occasion. (14) ..... several complications arose before the concert began, Jane, your photographer, stayed calm and unperturbed.

Numerous parents were present, and many have commented to me on (15) ..... well Jane interacted with the children. In the end, everything went very smoothly, and the children had a wonderful afternoon. Next time we arrange an event like this, we'll (16) ..... in touch!"

To find out more, please visit our website, [www.donna-mayphotography.com](http://www.donna-mayphotography.com).

**Test 5****Reading and Use of English Part 3**

For questions 17–24, read the text below. Use the word given in capitals at the end of some of the lines to form a word that fits in the 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

P E R S O N A L

### A history of science and scientists

Science can be a very (0) ..... activity. Throughout history, scientists, with few (17) ....., have carried out their investigations, motivated not by a desire for glory or wealth, but by a need to satisfy their own (18) ..... about the world around them. Some have gained lasting fame, while others have kept their (19) ..... to themselves, not caring about the (20) ..... of others.

Scientists build on the research of their predecessors, but they usually make their own contributions individually. I therefore decided to take a (21) ..... approach to the history of science, in the hope of learning, to some degree, what makes scientists tick. There are even, I think, one or two somewhat surprising (22) ..... contained in this book.

This approach is out of favour with today's (23) ....., who may well dismiss me as being old-fashioned. But I trust that even if they consider my approach (24) ....., they will still give my comments a fair hearing.

PERSON

EXCEPT

CURIOS

DISCOVER

RECOGNISE

BIOGRAPHY

REVEAL

HISTORY

ACCEPT

## Test 5

## Reading and Use of English Part 4

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

### Example:

- 0 I'm sure the college will offer financial assistance to students who can't afford the fees.

### BOUND

Students who can't afford the college fees ..... financial assistance.

The gap can be filled with the words 'are bound to be offered', so you write:

Example: 0 ARE BOUND TO BE OFFERED

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

- 25 We'll have to cancel the meeting if we can't find a suitable venue.

### CALL

We'll have to ..... we find a suitable venue.

- 26 Henry never misses a party if he can help it.

### UP

Henry ..... opportunity.

- 27 Many people wrongly believe that all Australians spend their free time on the beach.

### POPULAR

Contrary ..... all Australians spend their free time on the beach.

- 28 Karen hasn't got any money, which is why her clothes are quite shabby.

### DUE

The shabbiness of Karen's clothes ..... of money.

- 29 Only when Sarah left did it become clear how much she had contributed to the company's success.

### EXTENT

It was not ..... of her contribution to the company's success became clear.

- 30 Jeremy struggled to fully understand the sheer scale of the challenge he faced.

### HARD

Jeremy found ..... grips with the sheer scale of the challenge he faced.

You are going to read the introduction to a book about *déjà vu*. 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.

### 'I've been here before': the *déjà vu* feeling

Most people – two out of three, according to surveys – have experienced *déjà vu* (French for 'already seen'). It is that weird sensation of having 'been here before' or having 'lived this moment already'. You may be visiting some entirely unfamiliar town, for instance, and 'realise' that you have already been in that precise spot, even though you know it is impossible. The feeling goes way beyond any vague sense of having seen or done something similar before – it feels identical to a past experience. Yet trying to pin down the memory is like trying to catch a dream – just as you think you are horns in on it, it turns to vapour. The eeriness of this has led to all sorts of spooky theories. A popular one is that it is the memory of a dream in which the person has lived through the current moment in advance. In recent years, however, neuroscientists have discovered enough about perception and memory to piece together a more plausible explanation.

Every conscious experience we have is 'constructed' by our brain out of lots of different components, rather as a car might be made in a factory. We tend to think of an event as a bundle of sensations: sight, sound, etc., but there is actually much more to it. If you (literally) bump into someone in the street, for example, you will be aware of the sight of them, the touch of them as you bump, the sound each of you makes, and so on. But you will also be aware of the meaning, tone and intention of the sound, the pain from the bump, a sense of irritation or embarrassment; a thought, perhaps, that you, or the other person, is clumsy, and so on. There is much more to experience than simple sensations.

One very important 'component' that often gets added is a sense of familiarity. This is generated in the deep part of the brain that creates emotions. The sense of 'Ah yes! I recognise this!' usually only gets attached to experiences which 'match' stored memories. Sometimes, though, the part of the brain which generates the feeling of familiarity attaches it to an experience that is actually quite novel. This is what seems to happen in *déjà vu*. The brain then tries to dig out matching memories, but of course they aren't there – hence the maddening feeling of chasing shadows.

For most people, *déjà vu* is a rare and fleeting phenomenon, intriguing rather than disturbing. And it doesn't seem to be unhealthy – indeed, *déjà vu* is most commonly reported by people who are young, intelligent and well-educated. Given that it is actually a minor brain malfunction, this may seem strange. The explanation may be that young brains are more 'recognition sensitive', so they are more easily triggered into familiarity mode. Similar sensitivity may also be a factor in intelligence – bright people 'see things' more readily than others, and intelligent people tend to go on to higher education. So *déjà vu* may be a side effect of having a brain that is quick to recognise things.

For an unfortunate few, though, *déjà vu* is a constant companion, and a serious blight on their lives. Dr Chris Moulin is a psychologist who is studying this strange disorder. He first came across it when he was working in a memory clinic: 'We had a peculiar referral from a man who said there was no point visiting the clinic because he'd already been there, although this would have been impossible. *Déjà vu* had developed to such an extent that he had stopped watching TV because it seemed to be a repeat. He even believed he could hear the same bird singing the same song in the same tree every time he went out.'

Apart from the sheer tedium of chronic *déjà vu*, the condition can also get people into social difficulties. 'Some patients feel that everyone they meet is familiar, and this makes them dangerously trusting of strangers,' says Moulin. 'If they don't constantly remind themselves that the sensation is false, they are at risk of being exploited.' So next time you find yourself 're-living' an experience, don't struggle to recall the previous time. Just sit back and relax. And make sure that you don't sign on the dotted line until the moment has passed.

- 31 What point does the writer make about *déjà vu* in the first paragraph?
- A Scientists tend to disbelieve people who claim to have had the experience.
  - B The experience is more common than scientists are prepared to admit.
  - C Many previous attempts to explain it were based on unscientific beliefs.
  - D Some evidence of a non-scientific cause cannot be disproved.
- 32 Why does the writer mention manufacturing a car?
- A to indicate that our experiences are more complex than we realise
  - B to suggest that many of the experiences people have are similar
  - C to show that different experiences tend to consist of the same components
  - D to emphasise the role of other people in the experiences we have
- 33 According to the third paragraph, *déjà vu* seems to be caused by
- A emotions that are normally linked with different experiences becoming confused.
  - B an experience arousing an emotion which is linked with similar previous experiences.
  - C the brain failing to distinguish between different emotional responses.
  - D a feeling of recognition mistakenly being linked with a new experience.
- 34 According to the fourth paragraph, *déjà vu* is probably caused by
- A a person's lack of patience.
  - B the level of education that a person achieves.
  - C a useful attribute of some people's brains.
  - D the environment in which some people are brought up.
- 35 Chris Moulin gives the example of a man
- A whose experience of *déjà vu* could not be treated.
  - B who thought that actual and potential experiences duplicated previous ones.
  - C who blamed television for making his condition worse.
  - D who found the familiarity of his experiences somewhat comforting.
- 36 What advice does the writer give to people who frequently experience *déjà vu*?
- A to avoid situations where there is a risk of experiencing *déjà vu*
  - B not to trust others until they have evidence that they will not be exploited
  - C to check with people they meet whether or not they have met previously
  - D not to commit themselves to something on the basis of its apparent familiarity

You are going to read four reviews of a production of Shakespeare's play *Hamlet*. For questions 37–40, choose from the reviews A–D. The reviews may be chosen more than once.

Mark your answers on the separate answer sheet.

### ***Hamlet*, by William Shakespeare, at the Granary Theatre**

*Directed by Carol Barlow, starring Paul Mason as Hamlet*

**A**

Carol Barlow has come up with a great number of ingenious devices to distinguish her production of *Hamlet* from the thousands that have gone before. I just wasn't sure how they fitted together to make a coherent whole, and would have been happier with fewer notions, better thought through. Perhaps Barlow's intention was to hold up a mirror to the fragmentary nature of today's world, and if so, she could be said to have succeeded. Paul Mason, playing the role of Hamlet for the first time, certainly delivers his lines thrillingly, the range and resonance of his voice contributing in no small measure. Yet it remained a performance: his gestures and mannerisms kept reminding us that we were watching an actor. As the final curtain fell, I realised I knew the character of Hamlet no better than I did at the beginning.

**B**

Hamlet is a complex character, which gives scope for many different interpretations. However, there needs to be internal consistency: arbitrarily hugging another character one minute and ignoring them the next tells us nothing about Hamlet himself. Paul Mason seems to want to impress us with all the vocal tricks in his repertoire – and there are many – but long before the final curtain, I wished the character had been killed off in Act 1. As director, Carol Barlow seems to have brainstormed ideas for the production, thrown them up in the air, and let them fall at random. The result is a mishmash that for some unfathomable reason is set in the 1920s. Productions of *Hamlet* often reflect the spirit of the age, so a number of modern versions focus on notions of mental disorder, but Barlow's production tells us nothing about Shakespeare's own time, or about today's world.

**C**

Paul Mason isn't an obvious choice to play Hamlet – he's too old, and his acting is idiosyncratic; yet somehow he pulls it off. His quirks and eccentricities convey the depth of Hamlet's despair, and his need to present a mask to the world. Initially I found his delivery mannered, but it soon drew me in, and immersed me in the character's predicament and his fractured personality. By the end, I could have gone on listening to him for hours. However, Mason was the redeeming feature of the evening. Barlow continually gives the audience new and highly distracting things to think about. For instance, she sets *Hamlet* in the 1920s, and the costumes, gorgeous though they are, hardly lend themselves to carrying a sword, as many of the characters do. It just made the setting neither modern nor of Shakespeare's own time, or even of the time of the historical Hamlet.

**D**

How can an audience be made to see a play as well-known as *Hamlet* with fresh eyes? Director Carol Barlow has met the challenge with astonishing bravura. By moving it into the 1920s, she shows the universality of the play's themes, despite the distraction provided by the stunning costumes. Similarly, Barlow's sheer inventiveness teeters on the brink of confusing us and overwhelming the play, but just stops short. My jaw dropped as one mind-boggling and exhilarating idea succeeded another. But Paul Mason's Hamlet! Why on earth did Barlow choose him for the part? As a comic character, he might get away with his over-the-top facial expressions, but as Hamlet he made it impossible for the audience to sympathise, let alone identify, with him. His delivery was a parody, with neither intonation nor stress bearing any relation to the meaning of Shakespeare's lines.

**Which reviewer**

shares reviewer B's opinion regarding the production's relevance to the present day?

37

38

39

40

holds a different opinion from the other reviewers as to whether Mason gives insight into the character of Hamlet?

has the same view as reviewer C on the way Mason speaks?

has a different view from reviewer A about the director's ideas for the production?

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

Mark your answers on the separate answer sheet.

### The forgotten story of a phenomenal Australian cyclist

With his glasses taped to his head and a heavy, bone-shaking push bike for a ride, the lanky 18-year-old seemed an unlikely prospect when he turned up for his first club cycling race one day in 1946. Yet, when he died 12 years later, there was a feeling that Russell Mockridge had not yet reached his full potential.

**41**

Someone who achieved this degree of success throughout his cycling career was likely to be self-confident, and might even be forgiven for arrogance. Yet, with his two feet on the pavement, Mockridge was a retiring and painfully shy man. He couldn't handle the 'roughness' of most other cyclists, who referred to him in his young days as 'The China Doll'. For his part, Mockridge preferred to spend time with English literature.

**42**

Officials looked at the skinny Mockridge, at his do-it-yourself bike shoes and at his battered roadster with its handlebars turned down, and wondered what they were seeing. The disbelief grew when Mockridge innocently asked if it would be all right if he stayed out in front all the way – he was concerned that his poor eyesight might cause an accident and endanger other cyclists.

**43**

The official was amazed. 'Well, you certainly won the race and probably have the fastest time, but we don't actually know what your time for the distance is, so we can't give

you that one,' he told Mockridge. However impressed he might have been, he could hardly have foreseen that this was just the start of Mockridge's run of victories.

**44**

At the Australian 200km road championship, Mockridge was the sole member of his team left riding when it came down to the last few hundred metres. The pack was well ahead and beginning their final sprint while Mockridge, whose appetite was astounding, lagged behind finishing off a snack from his food bag.

**45**

Another of Mockridge's mad final dashes, on the last day of the 1957 Sun Tour, was one of the most memorable rides of his career. Neck and neck with George Goodwin, Mockridge threw himself into the wending steep hillsides. Goodwin then found himself desperately hanging onto Mockridge's back wheel as the champion unleashed a ride that simply destroyed 28 of Australia's best riders.

**46**

Goodwin crossed the finish line in a final sprint just ahead of Mockridge – a very rare defeat that Mocka suffered in what can only be considered a brilliant and inspirational career. He deserves to be remembered as one of the greatest cyclists of all time.

- A How fast were the pair pedalling? About 100km/h or more. In fact, they were travelling so quickly that the two police motorcycle escorts had sparks shooting up from their footrests hitting the bitumen as they negotiated the treacherous curves.
- B This impression of weakness that Mockridge gave was reinforced by his weak vision – he couldn't see the other side of the road without glasses. It was a defect that barred him from most sports, particularly his beloved Australian Rules Football. He was 18 when he entered the weekly Geelong Amateur Cycling Club 40km road race because he was suffering from lack of exercise.
- C The next week, and the next, Mockridge again won, and a cycling legend was born. In the following few months, he won eight of his 11 starts. Mockridge was hailed as an emerging champion and his rise from club rider to Olympic champion was meteoric.
- D Despite his disappointment, it was during this tour that Mockridge set his sights on making the Australian team for the next Olympic Games. In the lead-up to selection, he won all ten Olympic qualifying races in Australia, then left for Europe.
- E Any laughter died when Mockridge settled down to his machine-like rhythm and burned off other competitors. Alex McPherson, who was timing the cyclists for the club, waved them past the halfway mark, and hopped into his car to greet the finishers. When he arrived, he found Mockridge waiting and puzzled.
- F His coaches and teammates had given up on him, as Mockridge still trailed well in the rear, but once he was ready to get back to the matter in hand, he settled into some serious pedalling. Ken Graves was being acclaimed the winner by announcers just as Mockridge burst through the pack and cut him down, snatching victory out of almost certain defeat.
- G By then 'Mocka', a freakish and courageous talent, had won two Olympic and two Empire gold medals and countless world records. In his day, his feats were as acclaimed as those of other Australian sporting icons, such as cricketer Don Bradman.

**Test 5****Reading and Use of English Part 8**

You are going to read four descriptions of research being carried out by staff of a music college. For questions 47–56, choose from the extracts (A–D). The extracts may be chosen more than once.

Mark your answers on the separate answer sheet.

Which section mentions the following?

some unexpected information concerning a particular musician

47

a description of the methodology used to generate data

48

the researcher's hope that future research will be carried out into the same materials

49

how some of the material in a planned book will be structured

50

a wish to assist performers

51

the use of source material not previously known

52

exploration of the business context in which performances were given in a particular period

53

the influence that artists had on one another

54

how discoveries in the field of music relate to ones in an academic discipline other than music

55

the use of materials that have previously been studied from a different perspective

56

## Some current research by staff of the Department of Music

### A

Bernice Mitchell is engaged in researching law-court records from London in the first half of the 18th century, for the light they throw on the city's professional music world of the time. While the materials are familiar to legal researchers, this is thought to be the first time that their relevance to the history of music has been recognised. One objective of the research is to provide guidance on access to the materials and on their interpretation, in the expectation that more scholars will be encouraged to investigate this fascinating resource. To date, Mitchell's research has concentrated on the opera houses, and the documents have yielded considerable new insights into numerous issues, including their management, contracts with singers, musicians and composers, their working conditions, and performance fees. Mitchell is about to broaden her research, to include a detailed comparison between the 18th- and 21st-century conditions in which opera houses flourished – or not, as the case may be.

### B

James Rowe's project is being carried out in collaboration with London's Science Museum. Visitors are asked to participate in a series of experiments designed to yield information about the effect of music on the perception of time passing, and so far, more than 800 people have taken part. Participants listen to a piece of music, and are then asked about its duration and their responses to it, including enjoyment and familiarity. They are also asked about personal details, including their musical preferences and level of musical training, if any. Preliminary findings indicate that people who enjoy the music think it lasted longer than those who dislike it. In a follow-up experiment, visitors are asked to memorise a list of random words while listening: this appears to have the effect of shortening the perceived duration of the music. Some of the findings are in line with current theories in psychology about the perception of time, while others appear to contradict them. The results of the research will be published next year.

### C

The topic that Colin Saunderson has chosen for his current research is the creative milieu of Paris in the early 20th century, when musicians, painters, sculptors, intellectuals and many others contributed to a ferment of creativity that left its mark on all concerned. Although the topic has already been well researched, a recently discovered archive of unpublished letters is proving a mine of information on the response of the common man and woman – the concert audiences – to the immense creativity they observed. It is also adding some surprising detail on the mannerisms of several famous musicians. The research takes into account amateur music-making at that time, and the use of music in plays. Saunderson hopes the volume he is engaged in writing will provide a more nuanced view of that world than many of the existing studies. One section will quote extensively from the letters, with the extracts presented on a month-by-month basis. The intention is that this will give the reader a sense of history unfolding in front of their eyes.

### D

Ray Hutchinson has published numerous books and articles on the physical and psychological demands of music-making, and in his latest research, he is focusing on how musicians manage the daily challenge of making ends meet, and the influence of career insecurity on their way of life. Many of those who are not on the payroll of a permanent orchestra or music college live a hand-to-mouth existence, all too often forced to supplement their meagre and sporadic income by working in ways that will allow them to take time off when the musical engagements come in; for example, Hutchinson interviewed a professional flautist whose bread-and-butter job, rather incongruously, is as a butler who can be hired by the day! Hutchinson's aim is not only to discover the survival strategies that musicians employ, but also to share tips and resources, in order to help them to maximise their professional opportunities.

**Test 5****Listening** (approximately 40 minutes)**Part 1**

01 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 members of an amateur choir discussing a forthcoming concert.

- 1 The woman is worried that
  - A the choir may not be ready for the concert.
  - B some choir members are missing too many rehearsals.
  - C the concert may not attract a large enough audience.
- 2 What is the man doing when he speaks?
  - A asking the woman to help him with something he is going to do
  - B trying to avoid doing something he had agreed to do
  - C explaining why he will do something late

**Extract Two**

You hear two people talking about making new friends.

- 3 The man says that, compared with southerners, people in the north of the country
  - A are easier to get to know well.
  - B are more likely to talk to strangers.
  - C are more open to making long-term friendships.
- 4 What does the woman say about making friends in her dance class?
  - A It took longer than she had expected.
  - B Other people were too busy to spend time with her.
  - C She was generally ignored by other people.

### Extract Three

You hear two friends discussing a television programme about genetics.

5 What is the man's opinion of the programme?

- A It was less informative than he had anticipated.
- B It make him realise he knew less about the subject than he thought.
- C It assumed the audience already had some knowledge of the subject.

6 What aspect of the programme do the two people disagree about?

- A the length of the programme
- B the value of the demonstrations
- C the presenter's speed of delivery

**Test 5****Listening Part 2**

02 You will hear a student called Caroline talking about her research project into rivers that have been made to flow underground. For questions 7–14, complete the sentences with a word or short phrase.

**RESEARCH INTO RIVERS PUT INTO UNDERGROUND PIPES**

In the 18th and 19th centuries, many rivers were covered over in order to deal with (7) .....  
that was being caused.

One advantage of covering rivers was that (8) ..... carried by water were less likely to spread.

Putting rivers into pipes prevented the creation and survival of (9) ..... for plants and fish.

Fish were unable to move through a pipe if there was a change in (10) ..... between sections.

A (11) ..... or a break in a pipe can increase the risk of flood damage.

Caroline mentions a (12) ..... that was made unsafe by a river underneath the building.

Old maps and other (13) ..... are useful for locating unknown rivers.

Caroline uses software and old maps to identify (14) ..... that might be the site of an underground river.

## Test 5

## Listening Part 3

03 You will hear an interview for a student magazine with Penny and Giles, who have both just returned to Britain after travelling around the world. For questions 15–20, choose the answer (A, B, C or D) which fits best according to what you hear.

15 Why did Giles decide to stay abroad for more than one year?

- A to decide which country he would eventually settle in
- B to gain work experience in a number of countries
- C to try and get his articles published in different countries
- D to become familiar with the cultures of other countries

16 What did Penny and Giles both find unexpected about their time abroad?

- A how little they knew about other countries
- B how difficult it was to learn other languages
- C how unadventurous they were about food
- D how many people were willing to talk to them

17 What aspect of tourism does Penny criticise?

- A the motives that some tourists have for travelling
- B its effect on traditional crafts
- C the physical changes that are made to some places
- D its economic impact on an area

18 Giles's reference to an incident that happened in Thailand is probably intended to illustrate

- A his wish to avoid commitments.
- B his pleasure in making new friends.
- C his sense of responsibility.
- D his difficulty in learning foreign languages.

19 In relation to what he does in the future, Giles has decided

- A to work abroad for a period as a journalist.
- B to go ahead with his plan of becoming a travel journalist.
- C to maximise his chances of getting work eventually.
- D to change to a career in politics.

20 Penny says that when she arrived back home, she felt that

- A some parts of her trip had been disappointing.
- B in some ways Britain seemed strange to her.
- C the best part of her life seemed to be over.
- D it was a relief to resume her usual way of life.

## Test 5

## Listening Part 4

04 You will hear five short extracts in which people are talking about their jobs.

### TASK ONE

For questions 21–25, choose from the list (A–H) the mistake that each speaker made in their job.

While you listen you must complete both tasks.

A failing to recognise somebody

B entering incorrect data

C breaking a company rule

D being rude to a colleague

E misunderstanding instructions

F failing to report a possible breach of rules

G missing a deadline

H passing responsibility to someone else

### TASK TWO

For questions 26–30, choose from the list (A–H) what each speaker particularly likes about their job.

While you listen you must complete both tasks.

A failing to recognise somebody

B getting on well with colleagues

C being trusted by their employer

D feeling satisfied with the quality of their work

E having their contribution recognised by their employer

F being paid for overtime

G finishing work early one day a week

H having a friendly relationship with customers

Speaker 1      **21**

Speaker 2      **22**

Speaker 3      **23**

Speaker 4      **24**

Speaker 5      **25**

Speaker 1      **26**

Speaker 2      **27**

Speaker 3      **28**

Speaker 4      **29**

Speaker 5      **30**

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 bridging      B fastening      C unifying      D linking

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

### Emotions and the body

Most languages have expressions like 'to get cold feet', (0) ..... emotions to different parts of the body. It now seems these associations are (1) ..... , with the same emotions rooted in the same location, regardless of a person's country of (2) .....

Scientists from Aalto University, Finland, (3) ..... an experiment using more than 700 volunteers from Finland, Sweden and Taiwan. Participants were shown emotional videos, pictures of facial expressions and stories intended to (4) ..... certain feelings. They then used computer-generated human silhouettes to (5) ..... where on their bodies they had felt any stimulus.

The results showed (6) ..... patterns of bodily sensations associated with each of the basic emotions. Many emotions provoked changes in the face, while throat and belly sensations only really appeared in participants feeling disgust. In contrast with all the other emotions, happiness was associated with (7) ..... sensations all over the body.

The authors said their study could in future be applied to the treatment of emotional (8) ..... such as depression and anxiety.

- |   |               |                |                |                 |
|---|---------------|----------------|----------------|-----------------|
| 1 | A thorough    | B universal    | C sweeping     | D expansive     |
| 2 | A beginning   | B source       | C initiation   | D origin        |
| 3 | A conducted   | B administered | C directed     | D operated      |
| 4 | A trigger     | B set          | C pioneer      | D touch         |
| 5 | A design      | B plan         | C map          | D programme     |
| 6 | A steady      | B consistent   | C proportional | D solid         |
| 7 | A uplifted    | B glorified    | C maximised    | D enhanced      |
| 8 | A disruptions | B distractions | C disorders    | D displacements |

## Test 6 Reading and Use of English 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 

F	O	R												
---	---	---	--	--	--	--	--	--	--	--	--	--	--	--

---

### College news

Professor Tim Scholes has been nominated (0) ..... a national award, the Taymon Environmental Prize, in recognition of his research into the impact of deforestation (9) ..... land in the Amazon basin. He is interested in both its potential benefits for agriculture and the risk of desertification, a process by (10) ..... formerly fertile land becomes desert. Scholes's most recent study was undertaken (11) ..... part of an international project led by Professor Clara Berminton.

According to Scholes, a lucrative prize (12) ..... the Taymon would make a significant contribution to funding for the next stage of his research. The awards ceremony will (13) ..... place in London on 19 March. Scholes jokes that he (14) ..... well be the first person in the Taymon's history to be nominated six times without winning. (15) ..... this prove to be the case, though, Scholes won't be too upset. He believes the publicity generated by the event will raise awareness of the problem of deforestation, if (16) ..... else.

**Test 6****Reading and Use of English Part 3**

For questions 17–24, read the text below. Use the word given in capitals at the end of some of the lines to form a word that fits in the 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 

R	E	T	A	I	L	E	R											
---	---	---	---	---	---	---	---	--	--	--	--	--	--	--	--	--	--	--

---

### Job opportunity in IT

The company is a major (0) ..... , with stores throughout the country.

**RETAIL**

A vacancy has (17) ..... arisen to join its information technology (IT) department.

**EXPECT**

The company is planning to open a distribution centre at the beginning of next year, and requires a computer service (18) ..... to start work as soon as possible. He or she will join an existing team responsible for the (19) ..... of a new computer system before the opening of the distribution centre. The team's duties will also cover the upgrading, repair and (20) ..... of the computer systems currently in operation in the company's stores, and provide support to users.

**TECHNICAL**

**INSTALL**

**MAINTAIN**

Formal IT qualifications are (21) ..... but not essential, provided you have a thorough working knowledge of computer hardware and software, excellent problem-solving skills and a (22) ..... to keep up-to-date with IT developments.

**DESIRE**

**WILL**

The company aims to achieve (23) ..... in every aspect of its activities, and expects all its (24) ..... to be committed to the same goal.

**EXCEL**

**EMPLOY**

## Test 6

## Reading and Use of English Part 4

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

**Example:**

- 0 I didn't think you should mention Caroline's new job to her parents.

**SAY**

I thought it would be best if you ..... Caroline's new job to her parents.

The gap can be filled with the words 'didn't say anything about', so you write:

**Example:**

**0**

**DIDN'T SAY ANYTHING ABOUT**

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

- 25 Kathy's nomination for an award for bravery came as a surprise to her.

**ABACK**

Kathy ..... being nominated for an award for bravery.

- 26 Nobody was in the building when the fire occurred.

**TIME**

The building was ..... the fire.

- 27 Even though the company offered him a higher salary, David was still dubious about accepting the job.

**DESPITE**

David was still dubious about accepting the job, ..... him a higher salary.

- 28 Sheila missed her train because her husband couldn't drive her to the station.

**LIFT**

If Sheila's husband had been able to ..... have caught her train.

- 29 The children paid little attention to the dogs.

**NOTICE**

The children didn't ..... the dogs.

- 30 Local residents have been opposed to the proposal since 1996.

**DATES**

Local residents' ..... to 1996.

You are going to read the introduction to a book by Helen Thornton about the history of drama. 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.

## Introduction

Any writer who boldly attempts to write a history of drama, covering every corner of the world in which the genre has flourished, risks ending up with egg on his or her face, and remaindered copies of the book selling for next to nothing. After all, there already exist a number of excellent works on the subject, so I have to ask myself, have I come to the party empty-handed? That would indeed be humiliating.

I am, I hope, realistic enough to accept that yet another history of drama is unlikely to disturb the bestseller lists; all I can do is rely on the casual browser in a bookshop or book-selling website to read a page or two of this work and feel sufficiently intrigued to want to read more – whether or not they are persuaded by my opinions. I hope to convey something of the fascination I have long experienced for drama, in the belief that enthusiasm, like measles, is catching.

The idea of writing this book came to me five years ago, sparked by reading, in a single sitting, James K. Hyde's slim volume that purported to trace the historical development of drama around the world, but in fact played down the value of any plays that have not survived in written form, or are in languages other than Hyde's own. His attitude – and the fact that he simply couldn't see the value of so much work that can, however loosely, be termed 'drama' – infuriated me to such a degree that I couldn't sleep. In the small hours of the morning, I made up my mind to write my own book, to counterbalance his very circumscribed view of 'good drama'. That decision made, I calmed down and fell asleep.

When I woke the following morning, I was aghast at my foolhardiness. I am far from being an expert on world drama: my particular field is the plays of ancient Greece and Rome. In relation to the drama of other times and places, I have a lively interest, but there are serious gaps in my knowledge. Hence the five-year gestation period that the book has undergone, a period that has seen me carry out a great deal of research, both in libraries and in theatres around the world.

Writing a book like this requires ground rules, one of which is a decision as to whether it should be 'academic', 'popular' or something in between – whatever that may be. As an academic myself, teaching university students of drama, I am under some pressure to write for my colleagues in the field, complete with quotations in the original Greek, Chinese or Sanskrit, footnotes on every page, and a long bibliography in an appendix, listing the numerous sources I have drawn on. That may look good on my CV when I apply for promotion at my university, but it would attract a tiny readership – and I'm arrogant enough to want my labours to be recognised and appreciated by many, on the basis that the harder I've worked, the more readers and – I must confess – praise I want. So that was the road I went down.

In this book, I have aimed to consider a representative sample of plays, of whatever length and written in whatever language. Not to mention plays that haven't survived in written form, though we have information about them, and ones that are ceremonies rather than plays as we understand the term today. Working out a principle to bring order out of this chaos was difficult enough in itself. One option was to focus on the playwrights, but so many of them are anonymous. Another possibility, which had a certain appeal, was to take one genre at a time – tragedy, comedy, farce and so on – and trace its development over the centuries. After considerable agonising, I finally opted for looking at particular locations at particular times. What drama was available? Who was allowed to attend? How did plays written for performance at a royal court differ from those for the general public? To what extent did the plays mirror or challenge the values and beliefs of their audiences? I have spent hours burning the midnight oil as I struggled to reach some tenable conclusions regarding these and many more questions.

In the end, all I can do is present the fruits of my labours and hope – like the spoken prologues of many plays – that you, my readers, will be indulgent and excuse the limitations of this book.

- 31 In the first paragraph, Thornton expresses her concern that
- A the task she has taken on is too difficult for her.
  - B she has relied too heavily on existing books.
  - C there is little interest in books about drama.
  - D she has nothing new to say on the subject.
- 32 According to the second paragraph, Thornton's purpose in this book is to
- A make readers feel as she does about drama.
  - B write a book that might sell in larger quantities than expected.
  - C convince readers that her interpretations of drama are correct.
  - D explore different emotional responses to drama.
- 33 Why did Thornton decide to write this book?
- A The author of another book encouraged her to write it.
  - B She was annoyed by the narrow focus of a book she had read.
  - C Another book opened her eyes to drama from around the world.
  - D She felt that a book she had read failed to distinguish between good and bad drama.
- 34 What does Thornton explain in the fourth paragraph?
- A why the book has taken her a long time to write
  - B the difficulties she faced in researching the book
  - C why the book concentrates on ancient Greece and Rome
  - D how she feels now that the book is complete
- 35 What does *that* (line 25) refer to?
- A making the book academic in nature
  - B providing information about her source material
  - C trying to make the book appeal to a wide audience
  - D applying for promotion at the university where she teaches
- 36 In structuring her book, Thornton has
- A organised the material chronologically.
  - B described the work of one playwright at a time.
  - C concentrated on different dramatic genres in turn.
  - D attempted to place plays in their social context.

You are going to read extracts from articles in which four experts give their views on a proposed new airport for London. For questions 37–40, choose from the experts **A–D**. The experts may be chosen more than once.

Mark your answers on the separate answer sheet.

### **Proposal to build a new airport for London, possibly on an artificial island in the estuary of the River Thames**

#### **A Larry Jones**

Air travel is increasing worldwide, and with London's existing airports operating at close to capacity, we face a stark choice: expansion or an additional airport? A significant benefit of a new-build is that the current airports wouldn't then require new runways – which are strenuously opposed by local residents. In addition, new flight paths could avoid contributing to air and noise pollution over London. A new airport is a new opportunity, and should be designed with an eye on current and future developments in aeronautics: it could take planes with a greater capacity even than the biggest used now, which would at least reduce the impact of the expected growth in total passenger numbers. The Thames estuary is home to vast numbers of birds, which would be seriously affected by an airport. However, if it comes to a choice between birds and people, I'm afraid our own species has to come first.

#### **B Karen Macmillan**

The more idealistic among us may believe that the world's love affair with air travel is nearing its end, but I'm certainly not one of them. We can't avoid providing for the additional airport capacity likely to be required over the next 30 to 50 years, and for my money, that means a new airport in the Thames estuary. Even if construction goes ahead, however, it will only be a matter of time before expansion of the existing airports will become inevitable. At least an airport in the estuary would save Londoners from the extra pollution resulting from the alternative, as its flight paths could be largely or entirely over water. Admittedly, it is unfortunate that the Thames estuary provides habitats for many species of birds. Ways will have to be found to mitigate the effects, while enabling construction of the airport to go ahead.

#### **C Bernie Dodd**

We share this planet with innumerable other species, all of which – including ourselves – are interdependent. Our wanton disregard of our environment is harmful not only to its other inhabitants, but also to ourselves. Constructing an airport in the Thames estuary would be so destructive of wildlife that it shouldn't even be considered. Yes, some argue that it would benefit the existing airports, but better to bite the bullet and expand those we have now than wreak havoc on a hitherto unspoilt part of the country. Besides, the claim that a new airport would reduce noise and improve air quality in London simply doesn't hold water: maybe it wouldn't worsen the current situation, but that's the best we could hope for. At present, there seems to be no prospect of the air travel frenzy dying down, but let's limit the damage to areas that are already damaged.

#### **D Isabel Smith**

Is it really the case that London needs an additional airport? Technology is progressing fast, and with wide-bodied aircraft, fewer flights are needed for the same number of passengers. Besides, the advent of quieter planes will mean that runways that are currently closed at night, because of noise, will be able to operate round the clock. The existing airports will be able to handle growth in passenger numbers for years to come, without needing any new runways to be constructed. Perhaps some carriers would transfer their operations to a Thames estuary airport, and that would lead to an improvement in London's air quality, but a new airport would involve destroying the habitats of thousands of wetland birds, with – to my mind – no justification. A new airport should be ruled out.

### Which expert

expresses a different view from Jones on whether a new airport would remove the need for additional runways at existing airports?

37

shares Smith's view about wildlife in the Thames estuary?

38

shares Smith's view about the total number of flights required in the future?

39

has a different opinion from the others about the effects a new airport would have on pollution in London?

40

You are going to read an article about a woman who invented the concept of computer software. 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.

### How the concept of software was invented

In 1842, more than a century before the start of the information age, in a brilliant flash of penetrating insight, Ada Lovelace had a glimpse of the future. She saw that with suitable modifications, Charles Babbage's proposed Analytical Engine would be capable of much more than its intended purpose of simple mathematical calculation.

Ada Lovelace was born in London in 1815, the daughter of the poet Byron. She never met her father: her parents separated a month after her birth, he left England four months later and eventually died abroad. Her upbringing was unusual for the period, in that her mother was determined she should have a thorough grounding in logic, mathematics and the sciences. To that end, Ada was provided with a succession of tutors.

**41**

Among their number was the mathematician, philosopher, inventor and Professor of Mathematics at the University of Cambridge, Charles Babbage, one of several people credited with being 'the father of the computer'. His importance lies in the fact that he invented several devices which paved the way for modern computers. Lovelace was introduced to him while still in her late teens, and soon afterwards visited his workshop to see his 'Difference Engine'.

**42**

The device was incomplete, weighed over a ton and was not yet working. Despite these limitations, Lovelace grasped its true significance; whereas Babbage saw it purely being used to increase the accuracy of mathematical processes, it was Lovelace who saw its far greater potential.

**43**

At this event, Babbage described his proposal for a more advanced computing machine, his Analytical Engine. A mathematician who was present subsequently wrote up the ideas in a memoir in French, and Babbage asked Lovelace to translate it. Because she understood the machine so well, at his request she added a comprehensive set of notes to her translation, much longer than the memoir itself. It was these notes that have established her importance in the development of computers.

**44**

In this insight, she anticipated the development of both modern computing and artificial intelligence by more than a hundred years. Again, she saw that the Analytical Engine could be used to do much more than even Babbage perceived.

**45**

The memoir, and Lovelace's notes, attracted little attention at the time, but that does not detract from her achievement, the essence of which is that she grasped how to create physical instances of wholly abstract concepts. In any computer, it is the software which gives the hardware the ability to perform its wonders, a totally new, and very strange, idea for the time.

**46**

Although her insight is astonishing, that is not all that Lovelace should be remembered for. She also demonstrated beyond any possibility of doubt that women could attain the highest levels of scientific understanding and achievement – something that seemed remarkable in her lifetime. She helped to blaze a trail for later generations of women to become scientists.

- A Neither this prototype nor his later devices were completed in his lifetime, although working versions have since been built. However, his efforts to construct them aroused widespread interest, particularly when he attended a scientific conference in Italy and presented his work.
- B Of course, the same could be said of many scientists: Leonardo da Vinci, for instance, designed flying machines several centuries before they became a reality, but at least he had the advantage of having seen birds flying.
- C Unlike him, Lovelace realised that it could be set to execute any logically coherent sequence of instructions. This in effect made her the world's first computer programmer, as she demonstrated in the document.
- D In them, as well as describing the revolutionary implications of Babbage's ideas, Lovelace wrote out the first computer program and made the sensational suggestion that such a device should be able to compose music if a suitable set of rules could be devised.
- E One of these was Augustus de Morgan, a leading mathematician of the time. De Morgan soon confirmed Ada's outstanding mathematical ability and, importantly, communicated his admiration to his scientific friends. As a result, long before women were eligible to study for degrees, Ada came to more than hold her own with the leading scientists of the day.
- F This realisation, that the right instructions could enormously increase the capabilities of the device, is extraordinary for such an early stage in the history of the computer. Lovelace could see beyond the relatively rudimentary nature of Babbage's machines to the immense possibilities opened up by programmable computers.
- G This mechanical calculator was Babbage's first invention. He, like others before him, had realised that logarithmic tables – at that time produced by human 'calculators', and notoriously full of errors – could be generated by machinery.

**Test 6****Reading and Use of English Part 8**

You are going to read four extracts from an article about customer service. For questions 47–56, choose from the extracts (A–D). The extracts may be chosen more than once.

Mark your answers on the separate answer sheet.

---

In which section does the writer

suggest that customers' comments may be more honest if not made to staff? 47

mention the effect on sales if customers believe staff are not interested in them? 48

say that presenting alternative courses of action can lead to a win-win situation? 49

point out that if assistants do more than the minimum, customers are likely to return? 50

advise staff how to respond if a customer is dissatisfied? 51

state that poor service stays in customers' minds? 52

refer to contact with customers through a range of channels? 53

give an example of customers responding to employees in the same way they are treated? 54

point out that customers' behaviour may not be explained by what has happened to them in the store? 55

mention the value of customers recommending a business to other people? 56

## The importance of good customer service

A

"The customer is always right" is a famous business slogan. The underlying truth behind this statement is recognising that customers are the life blood for any business. Understanding the importance of good customer service is essential for a healthy business in creating new customers, keeping loyal customers, and developing an effective referral system for future customers. Excellent customer service begins at the initial greeting, whether that's in person, on the phone, or via email. In all of these situations, using good people skills will increase the chances of creating a positive impression. For example, saying hello with a smile to a customer who has just walked in the door will invite that person in and make them feel welcome. On the other hand, when an employee doesn't acknowledge the client, or implies they are an inconvenience, that customer immediately feels slighted, and that negative feeling doesn't get the customer in a buying mood.

B

If the employee gives good customer service on the phone, the initial greeting will be courteous. This makes the client feel comfortable. In turn, the customer will appreciate the pleasant greeting and usually be more agreeable on the other end of the phone. This is a much better situation for the client than leaving messages on answering machines, never getting any returned phone calls, or trying to extract some product information from an uncaring employee. Of course, good customer service goes beyond the initial contact. Answering customers' questions and helping them choose the right product or service that best fits their needs is a great example of going the extra mile. This kind of service establishes goodwill, and will eventually lead to loyal customers. Even if that person doesn't purchase anything at that time, the good shopping experience will encourage repeat business.

C

Think about how you've been treated whenever you've been the customer. If you've ever had a bad experience with a company, you know that it's not easy to forget the encounter. Perhaps a shop assistant was too busy stocking shelves to help you pay for your items. Maybe there wasn't anyone around to answer your questions or help you with some additional information. You might have had to deal with an employee who won't help you because of some company rule. In any of these instances, the managers or the owner of the store usually aren't made aware of the poor customer service. Instead, the people that do hear about it are many of the customer's family and friends. Word travels very fast when it comes to communicating negative experiences to the world. Especially with any internet business transactions, product reviews are quite common. Whether it's positive or negative feedback about a product or service, people write without inhibition about their shopping experiences.

D

When dealing with clients, sometimes there are situations that need to be resolved. If the customer is upset about a product or service they've received from the company, the first thing an employee should do is to listen. By taking the time to hear the entire complaint through, the customer feels that you care. Occasionally, the issue is actually not related to your company at all, but the initial problem is merely a catalyst for that person's frustration about other things. Either way, attentive listening will break down that barrier and begin to build a bridge to fix the situation. Usually, discussing different options will bring about a positive outcome for both sides. The retail business is extremely competitive, and there are no guarantees of a company's survival. Of course, other factors play a part, such as value for money, convenient opening hours, and so on, but in the long run, treating people fairly and with respect is the best recipe for success in retailing.

## Test 6

## Listening (approximately 40 minutes)

## Part 1

05 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 friends discussing a new job that the man is about to start.

- 1 What attracted Donald to his new job?
  - A He will be able to live within easy reach of mountains.
  - B He will be back in the town where he was brought up.
  - C He will have more responsibility than he had previously.
- 2 Donald thinks the problem with selling his house is that
  - A it is in a locality that is unattractive.
  - B it lacks some amenities that are generally expected.
  - C it is too unusual for the people who want a house at that price.

### Extract Two

You hear two friends discussing a novel.

- 3 What does the man think about the book?
  - A He could identify with the main character.
  - B He felt it was inconclusive.
  - C He didn't get used to the style.
- 4 Why does the woman want to read the novel?
  - A It has just won an award for fiction.
  - B It has been chosen by the book club she belongs to.
  - C It was written by an author whose work she enjoys.

### Extract Three

You hear a husband and wife discussing new appliances for their home.

- 5 Why are they going to contact the shop?
- A to ask for the dishwasher to be exchanged for a different model
  - B to ask for some information for customers to be corrected
  - C to ask for a refund of the money they paid for delivery
- 6 What do they agree about the cooker the woman mentions?
- A It would be too complicated to operate.
  - B There is not sufficient room for it in the kitchen.
  - C They would not use it enough to justify the expense.

## Test 6

## Listening Part 2

06 You will hear Gavin McFarland, the manager of a football club, talking to some students about his work. For questions 7–14, complete the sentences with a word or short phrase.

### A FOOTBALL MANAGER'S LIFE

Like most football managers, Gavin has got very little (7) ..... in his job.

Only Gavin's title is printed on the (8) ..... that identifies his office.

Unlike many football managers, Gavin doesn't live in (9) .....

Most clubs have very limited (10) ..... of all types, compared with some well-known clubs.

Last summer, Gavin painted all the (11) ..... in the club.

The most important part of Gavin's job is the (12) ..... of suitable footballers.

Gavin enjoys meetings with (13) .....

Yesterday's training focused on developing the players' skills at (14) ..... , and making it fun.

## Test 6

### Listening Part 3

3 07 You will hear an interview on local radio with Jane Robinson, the Public Relations Officer of a company developing a former air base. For questions 15–20, choose the answer (A, B, C or D) which fits best according to what you hear.

- 15 What benefit of the Buckworth East development does Jane emphasise?
- A It will mean the shops in Buckworth village will have more customers.
  - B It will remove pressure on other villages in the area.
  - C It will form a self-supporting community.
  - D It will fulfil the council's requirement for new housing in Buckworth village.
- 16 Jane admits that the development is likely to
- A provide housing that is too expensive for many people.
  - B cause a large increase in the use of cars during the rush hour.
  - C provide too few jobs to meet the needs of new residents.
  - D create parking problems for residents with cars.
- 17 The interviewer thinks local people protesting against the plan are right with regard to
- A protection of the environment.
  - B public transport links.
  - C the amount of housing planned.
  - D facilities for pre-school children.
- 18 With regard to objections, Jane makes the point that
- A they shouldn't prevent basic requirements from being provided.
  - B it is necessary to explain why some objections have to be overruled.
  - C they are rarely based on accurate information.
  - D it is useful to evaluate the motives of objectors.
- 19 Concerning the relationship between residents of Buckworth East and of the existing village, Jane says that
- A a shared building is planned that will bring the communities together.
  - B new residents are unlikely to be interested in the existing community.
  - C part of the responsibility for integration lies with existing residents.
  - D the focus of village activities is likely to move to the new site.
- 20 According to the interviewer, what is the overall opinion of villagers?
- A They resent the fact that their views have been overruled.
  - B They believe the development is undesirable but inevitable.
  - C They welcome the opportunities that the development will create.
  - D They think the development will seriously damage village life.

08 You will hear five short extracts in which people are talking about living in a foreign country.

**TASK ONE**

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

**While you listen you must complete both tasks.**

A to get a better job afterwards

B because a foreign organisation approached them

C to study at a well-known institution

D to work on an international project

E to accompany their partner

F to have more job opportunities because their research could best be done abroad

G because their employer asked them to relocate

H learning to be less materialistic

**TASK TWO**

For questions 26–30, choose from the list (A–H) what each speaker mentions about their experience of living abroad.

**While you listen you must complete both tasks.**

A reassessing their work-life balance

B realising the benefit of encountering other cultures

C not being able to adapt to the way of life  
D re-evaluating their ideas about their own country

E meeting a number of people who became good friends

F their personal relationships being put under strain

G gaining insight into their strengths and weaknesses  
H