

Test 1

Reading and Use of English 1 hour 15 minutes

Part 1

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

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

Mark your answers on the separate answer sheet.

Example:

0 A threat B risk C danger D warning

0 A B C D

Polar bears

Polar bears are in (0) of dying out. Since 1979, the ice cap at the Arctic Circle where the polar bears live has (1) in size by about 30 per cent. The temperature in the Arctic has slowly been rising and this is (2) the sea ice to melt, endangering the polar bears' home.

The polar bears' main (3) of food are the different types of seal found in the Arctic. They catch them by waiting next to the air holes the seals have (4) in the ice. (5) the bears

are very strong swimmers, they could never catch seals in the water. This means that the bears really do rely on the ice to hunt.

Polar bears also need sea ice to travel. They can (6) a huge territory and often swim from one part of the ice to another. They have been (7) to swim up to 100km, but when there is less ice, they may have to swim further and this can (8) fatal to the bears.

- | | | | |
|---------------|------------|-------------|---------------|
| 1 A cut | B reduced | C shortened | D lost |
| 2 A resulting | B turning | C causing | D creating |
| 3 A sources | B means | C origins | D materials |
| 4 A placed | B set | C brought | D made |
| 5 A Even | B Although | C As | D Despite |
| 6 A pass | B extend | C cover | D spread |
| 7 A learnt | B noticed | C known | D experienced |
| 8 A prove | B happen | C come | D end |

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 BEEN ✓

Scientists explain excitement of children

The reason children become more excited than adults at receiving gifts has (0) identified by scientists. They found that the areas of the brain involved in processing rewards were far more active in younger people (9) they received a prize. This explained why children found (10) almost impossible to contain (11) excitement on birthdays. A team from the US National Institute of Mental Health used scans to study (12) parts of the brain were stimulated when rewards (13) presented to participants. Younger people showed more activity in key brain areas while they viewed a video game or received money.

Dopamine, a chemical that carries messages between brain cells, is believed (14) act as a 'currency' in the brain's reward processing areas. However, the brain's dopamine system declines with age. The study suggested that this is (15) receiving presents feels less thrilling as people (16) older.

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 GLOBAL

✓

The ultimate challenge

Do you have the mental and physical strength to enter the ultimate

(0) race? If so, there is still time to apply for the free-to-enter Land Rover G4 Challenge – the adventure of a (17)

GLOBE

LIFE

that combines off-road driving with kayaking, mountain biking, abseiling, climbing and orienteering across some of the most remote and extreme terrain in the world.

The (18) process is currently underway to choose one man and one woman to represent the UK in the competition. The (19) applicants will form a two-strong British team which will then battle against teams from 17 other countries in this extremely (20) three-week event in one of the most sparsely (21) countries on the planet – Mongolia.

SELECT

SUCCEED

DEMAND

POPULATION

Race organizer John Edwards says: 'Mongolia is a (22) country, which will enable us to create a truly (23) event.'

SPECTACLE

ORDINARY

We have been working hard to find routes that will push the vehicles and the (24) to their limits.'

COMPETE

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 two and five words, including the word given. Here is an example (0).

Example:

- 0 It took me a fairly long time to answer all my emails.

QUITE

I spent all my emails.

The gap can be filled with the words 'quite a long time answering' so you write:

Example: 0 QUITE A LONG TIME ANSWERING

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

- 25 That's the most ridiculous thing I've ever heard!

SUCH

I've ridiculous thing!

- 26 I didn't think carefully enough about the situation.

MORE

I should about the situation.

- 27 Gill hasn't contacted me for weeks.

HEARD

I last weeks ago.

- 28 He didn't make a mistake when he played the song.

WITHOUT

He played the song mistakes at all.

- 29 It's possible that Jana can take you in her car.

ABLE

Jana might a lift in her car.

- 30 If we don't leave before 8, we won't get there on time.

SET

We won't get there on time unless before 8.

Part 5

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

You are going to read an article about a method for finding your way called 'natural navigation'. 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.

Natural navigation

Max Davidson learns how to find his way using only stars, sun, trees and wind

At 9 am precisely, all seven of us are in our places at the Royal Geographical Society, like expectant schoolchildren. A man in a check suit, with a neatly trimmed beard, enters and introduces himself. 'Tristan Gooley. Welcome.' He flashes a shy smile. 'Just to put this all into context, I think I can safely say that you are the only people in the world studying this particular topic today.' It is quite an intro. There are a few oohs and ahs from the audience. Tristan Gooley, navigator extraordinary, has his audience in the palm of his hand. We are here because we are curious about how you get from A to B. And if you are curious about how to get from A to B, who better to ask than Tristan Gooley? He is the only man alive who has both flown and sailed solo across the Atlantic. You can't argue with that sort of CV.

'Natural navigation', his new baby, is exactly what that phrase suggests: route-finding that depends on interpreting natural signs – the sun, the stars, the direction of the wind, the alignment of the trees – rather than using maps, compasses or the ubiquitous satnav. 'Of course, 99.9 per cent of the time, you will have other ways of finding wherever it is you want to get to. But if you don't, ...' Gooley pauses theatrically, 'there is a lot to be said for understanding the science of navigation and direction-finding. If people become too dependent on technology, they can lose connection with nature, which is a pity.'

The natural navigator's best friend, inevitably, is the sun. We all know that it rises in the east, sets in the west and, at its zenith, is due south. But if it is, say, three in the afternoon and you are lost in the desert, how do you get your bearings? The answer,

says Gooley, is to find a stick. By noting the different places where its shadow falls over a short period of time, you will quickly locate the east-west axis. 'The sun influences things even if you can't see it,' he explains. You might not be in the desert, but walking along a forest track in Britain. One side of the track is darker in colour than the other. 'Ah-ha!' thinks the natural navigator. 'It is darker because it is damper, which means it is getting less sun, because it is shaded by the trees, which means that south is that way.' You can now stride confidently southwards – or in whichever direction you wish to head – without fiddling with a map.

As the day wears on, the detective work forces us to look at the world in new and unexpected ways. Just when we think we are getting the hang of it, Gooley sets us a particularly difficult task.

line 52
A photograph of a house comes up on the screen. An orange sun is peeping over the horizon behind the house. There is a tree in the foreground. 'Just study the picture for a few minutes,' Gooley says, 'and tell me in which direction the photographer is pointing the camera.' Tricky. Very tricky. 'South-east,' I say firmly, having analysed the data in minute detail. 'Not quite.' 'Am I close?' 'Not really. The answer is north-west.' Ah well. Only 180 degrees out.

Still, if I am bottom of the class, I have caught the natural navigation bug. What a fascinating science, both mysterious and universal. It is hardly what you would call a practical skill: there are too many man-made aids to navigation at our disposal. But it connects us, thrillingly, to the world around us – and to those long-dead ancestors who circled the globe with nothing but stars to guide them. It reminds us what it means to be human.

- 31 What does the writer say about Tristan Gooley in the first paragraph?
- A He was different from what he had expected.
 - B He began in an impressive way.
 - C He had always wanted to meet him.
 - D He seldom gave talks to the public.
- 32 What does Tristan Gooley say about 'natural navigation'?
- A It can be more accurate than using technology.
 - B It is quite a complicated skill to master.
 - C It should only be used in emergency situations.
 - D It is not required most of the time.
- 33 According to Gooley, the use of a stick which he explains
- A only works in the desert.
 - B involves more than one piece of information.
 - C works best at particular times of the day.
 - D may surprise some people.
- 34 The example of walking along a forest track illustrates
- A the fact that the sun may not be important to finding your way.
 - B the difference between the desert and other locations.
 - C the advantage of learning natural navigation.
 - D the relationship between natural navigation and other skills.
- 35 What does 'it' in the phrase 'getting the hang of it' (line 52) refer to?
- A something unexpected
 - B the day
 - C a particular problem
 - D natural navigation
- 36 The writer's attitude towards natural navigation is that
- A it would take a long time to be good at it.
 - B it is a valuable skill in the modern world.
 - C it is only likely to appeal to a certain kind of person.
 - D it is exciting but not very useful.

Part 6

You are going to read a review of a book about ornithology – the study of birds. Six sentences have been removed from the article. Choose from the sentences A–G the one which fits each gap (37–42). There is one extra sentence which you do not need to use.

Mark your answers on the separate answer sheet.

The Wisdom of Birds by Tim Birkhead

Review by Stephen Moss

You wait for one history of ornithology to come along and a whole flock appears over the horizon.

37 However, in the past few years a clutch of scientists, journalists, taxonomists and birders (including myself) have turned their attentions to this fascinating and complex topic.

One of the most exciting things about the study of birds is that it is not yet complete. We may smile at the beliefs of our ancestors – such as the notion that swallows spent their winter hibernating underwater – yet there is still so much that we don't know. Writing almost a century ago, the German-American ornithologist Paul Bartsch drew attention to our ignorance about many aspects of bird behaviour: 'There are still many unsolved problems about bird life. Little, too, is known about the laws and routes of migration, and much less about the final disposition of the untold thousands which are annually produced.' 38 For, despite great progress, modern bird studies often give rise to new and even more complex inquiries.

Tim Birkhead is well qualified to examine the ways successive generations have tried to answer the fundamental questions about birds. A professor at the University of Sheffield, he specializes in two very different disciplines: the study of animal behaviour and the history of science. 39 In it, he ranges from Aristotle to modern scientists such as Peter Berthold, whose migration studies have revealed much about how birds migrate round the world.

He is clearly passionate, not just about the birds themselves, but also about the people who have studied them, and the works they have produced. So *The Wisdom of Birds* is lavishly illustrated with examples of bird art, including many from the early works of ornithology. 40

If the book has a hero, it is an unlikely but deserving one. Birkhead begins and ends with a challenge to his colleagues: who is the greatest ever ornithologist? 41 But Birkhead's own choice is an often neglected seventeenth-century Englishman, John Ray. He launched the revolutionary concept of studying living birds in the field, rather than dead ones in a museum.

42 John Ray travels through time to be the guest of honour at an International Ornithological Congress. As Birkhead says: 'He would be amazed by how much we know and, of course, by how much more there is still to learn about birds.' This is a fitting ending to a book that is one of the most entertaining, informative and enthusiastic accounts of the history of ornithology, and of the many different ways in which we have observed, studied and wondered about birds.

- A These two interests come together in *The Wisdom of Birds*.
- B *The Wisdom of Birds* concludes with a striking image.
- C Much the same could be said today.
- D Some of them come in for particular criticism in the book.
- E These, and the fine production of the book itself, add immensely to the reader's satisfaction.
- F The subject was neglected for decades.
- G The names they come up with are strong contenders.

Part 7

You are going to read a magazine article in which four people talk about their careers in engineering. For questions 43–52, choose from the people (A–D). The people may be chosen more than once.

Mark your answers on the separate answer sheet.

Which person

was not sure which subject to choose at one point? 43

refers to having two roles at the same time? 44

made a decision as a result of going to a certain event? 45

gives reasons why engineers have a high reputation? 46

says that creating something led to a desire for a certain career? 47

is currently trying to produce different versions of something? 48

refers to always doing the same kind of work after completing his/her studies? 49

says that the demand for people who do what he/she does is growing? 50

enjoys using something that he/she produces? 51

says why he/she has not lost enthusiasm for his/her work? 52

The world of engineering

A The Snowboard Designer – Liza Brooks

I'm a keen snowboarder so it seemed like a good idea to specialize in building great snowboards. I set up True Snowboards in 2006 with two other colleagues, so now I'm an engineer and an entrepreneur. We now sell snowboards throughout Europe and, next season, we'll be launching in North America.

Our speciality is designing boards that can cope with dry slopes. These surfaces are very abrasive, so they can cause a lot of friction and literally melt conventional boards. I used my engineering skills to come up with a workable solution to dissipate the heat so that the boards don't melt and so that they last longer. Right now, I am experimenting to find new shapes to make the boards perform even better. And I get to go outside and play with the prototypes.

B The Space Expert – Maggie Aderin

My job is great fun. I head up a team that makes optical instruments for space satellites. We are currently working on an amazing instrument for the Aeolus Satellite which is going to measure wind speed through the Earth's atmosphere. It has to be tough and very accurate, so we need to design and build it with great care. It will need to withstand temperatures that range from between minus 50 and plus 50 degrees centigrade, and will help us to understand more about global warming. I knew I wanted to work in space technology when I made my first telescope at the age of 15. When I left school, I studied physics at Imperial College London and then did a PhD in mechanical engineering. I have been engineering instruments ever since. Now I use my engineering skills to solve problems and I am aware of how my job can help preserve the planet in the future.

C The Relief Worker – Andrew Lamb

Did you know that 40 per cent of people who work for the international aid organization Médecins Sans Frontières are engineers and not doctors? That's because engineers are absolutely essential in a crisis. They are the ones who can make the water run again and get the power on. They can construct roads and shelters. Aid agencies really value engineers for their management skills in stressful situations because we work as a team. We are also taught how to break down problems into smaller pieces. Workers who can contribute to disaster relief plans are increasingly sought after as earthquakes, floods and conflicts destroy communities. It is vital we get young people into this sector. They can help save lives. It's extremely rewarding when you help get people back on their feet.

D The Environmentalist – Vicki Stevenson

I love the fact that I am doing something practical which makes a difference. I research practical ways to reduce carbon emissions and use sustainable energy sources instead of fossil fuels. My latest project is working on a solar air heater that captures the heat that strikes off the walls of buildings and uses it to heat offices and to provide ventilation. When I went to university, I was torn between studying astrophysics and laser physics. Lasers won because I attended an open day at an engineering company which showed how the use of lasers and fibre optics made equipment safer for people working in mines. The results of the work I do will have far-reaching relevance, meaning we could all benefit in the long run. Knowing that what I do is useful really keeps me motivated.

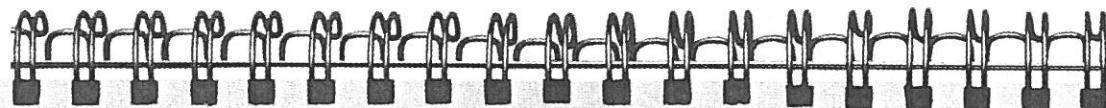
Writing 1 hour 20 minutes

Part 1

You must answer this question. Write your answer in 140–190 words in an appropriate style.

- 1 In your English class you have been talking about the importance of money.
Now, your English teacher has asked you to write an essay.

Write an essay using all the notes and give reasons for your point of view.



Money is not the most important thing in life. Do you agree?

NOTES

Write about:

- 1 money and happiness
- 2 rich people and poor people
- 3 (your own idea)

Part 2

Write an answer to **one** of the questions 2–4 in this part. Write your answer in **140–190** words in an appropriate style.

- 2 You see this announcement on an English-language website.

Articles wanted

The best surprise I've ever had

What's the best surprise you've ever had?

Why was it a surprise? How did you feel when it happened?

Write us an article answering these questions.

We'll publish the best articles on our website.

Write your **article**.

- 3 You have received this email from your English-speaking friend, Judy.

From: Judy
Subject: wedding

I've got some very exciting news. Harry and I are getting married! We've fixed the date – it's going to be on Saturday 21st September. It's going to be a pretty big event – we're inviting about 100 people. Let me know if you can come, and if you can, would you like me to organize accommodation for you? There are lots of good small hotels in the town. Hope to hear from you soon, Judy

Write your **email**.

- 4 You have had a class discussion about part-time jobs that people on your course do or could do.

Your teacher has now asked you to write a report on part-time jobs in the area. You should include information on jobs that students on the course are currently doing and on other possible jobs. You should also include advice on how students can get these jobs.

Write your **report**.

Listening approximately 40 minutes

Part 1 1.1–1.16

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

You will hear people talking in eight different situations. For questions 1–8, choose the best answer (A, B or C).

- 1 You hear a woman on the radio talking about a politician. What is her opinion of the politician?
 - A He can be trusted.
 - B He keeps changing his mind.
 - C He is not like other politicians.
- 2 You hear a woman talking about a song. What does she say about the song?
 - A The performer didn't write it.
 - B It has been recorded by lots of other performers.
 - C It deserves to be more popular.
- 3 You hear two characters talking in a radio play. Where are they?
 - A in a hotel
 - B at home
 - C at an airport
- 4 You hear a writer talking on the radio about criticism. What is his attitude to criticism?
 - A He rarely pays attention to it.
 - B He thinks about it.
 - C He gets upset by it.
- 5 You hear someone talking about learning to play a musical instrument. What is her main point?
 - A Everyone should learn an instrument.
 - B Some instruments are harder to learn than others.
 - C She wishes she could play an instrument.
- 6 You hear two people talking about a reality TV programme. What do the two speakers agree about?
 - A There are too many programmes of that kind.
 - B It won't be as good as other programmes of that kind.
 - C It will be very popular.
- 7 You hear someone talking about a sports stadium. What does he say about the stadium?
 - A It's difficult to get to it.
 - B It can be hard to get tickets for it.
 - C It has replaced another stadium.
- 8 You overhear a manager talking to an employee at work. What is the manager doing?
 - A accusing her of doing something wrong
 - B sympathizing with her about a problem
 - C apologizing for a mistake

Part 2  1.17–1.18

You will hear a talk about the song 'Happy Birthday'.
For questions 9–18, complete the sentences with a word or short phrase.

Happy Birthday

The song was first called 'Good Morning (9)'.

It was originally intended that (10) would sing the song every morning.

The song then became known as 'Good Morning (11)'.

Children began to sing the song with 'Happy Birthday' words when they were (12)

The song was sung with 'Happy Birthday' words in a (13) in 1931 and then in another one in 1934.

The legal situation concerning the song remains valid (14)

The song is among the (15) songs most frequently sung in English.

Money has to be paid for using the song in any (16) , e.g. a TV show, a toy, etc.

The Hill sisters set up (17) that receives money for use of the song.

The song consists of just four (18) but it is one of the most famous songs

in the world.

Part 3  1.19–1.20

You will hear five short extracts in which people are talking about phone calls they received. For questions 19–23, choose from the list (A–H) how each speaker felt during the phone call. Use the letters only once. There are three extra letters which you do not need to use.

- A annoyed
- B relieved
- C confused
- D bored
- E disappointed
- F worried
- G amused
- H sympathetic

Speaker 1	<input type="text" value="19"/>
Speaker 2	<input type="text" value="20"/>
Speaker 3	<input type="text" value="21"/>
Speaker 4	<input type="text" value="22"/>
Speaker 5	<input type="text" value="23"/>

Part 4  1.21–1.22

You will hear an interview with an American actress who recently made a film in Britain.
For questions 24–30, choose the best answer (A, B or C).

- 24 What does Emma say about the weather in Britain?
- A It took her some time to get used to it.
 - B Her character in the film was wrong about it.
 - C It was quite a pleasant change for her.
- 25 What does Emma say about her relationship with the actors who played her roommates?
- A It was the same in real life as in the film.
 - B She was surprised by how good it was.
 - C It has been difficult to continue it.
- 26 What does Emma say about English and British accents?
- A She was able to copy one of the other actor's accents.
 - B She cannot do a range of English and British accents.
 - C She doesn't like the sound of the Welsh accent.
- 27 What does Emma say about her American accent?
- A She didn't like comments that were made about it.
 - B She isn't really aware of having one.
 - C Lots of people don't notice it.
- 28 What does Emma say about boarding schools?
- A She thinks they are the best kind of school.
 - B She has changed her opinion of them.
 - C She only knows about them from books and films.
- 29 What does Emma say about the dancing scene in the movie?
- A She had to repeat it several times.
 - B She finds it embarrassing to watch it.
 - C She had done that kind of thing before.
- 30 Emma says that if you're a movie star,
- A you will receive a lot of unfair criticism.
 - B you cannot expect to be popular with everyone.
 - C you are likely to become sensitive to negative comments.

Speaking 14 minutes

Part 1 2 minutes

Before you do the Part 1 tasks, go to the Further Practice and Guidance page which follows.

Personal history

- How many different places have you lived in during your life so far?
- Describe the home or homes you have lived in during your life.
- What do you like most and least about the town/village/area where you live at the moment?
- Do you think you will continue to live in the same place for a long time? (Why?/Why not?)

Reading

- How much time do you spend reading?
- Do you read a newspaper regularly? (Why?/Why not?)
- What kind of magazines do you like reading? (Why?)
- What kind of books do you like reading? Do you prefer fiction or non-fiction? (Why?)

Health and fitness

- Do you have a healthy lifestyle? (Why?/Why not?)
- What kind of exercise do you get?
- Do you generally eat healthy or unhealthy foods? (Why?)
- What could you do to improve your lifestyle?

Test 2

Reading and Use of English 1 hour 15 minutes

Part 1

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

Mark your answers on the separate answer sheet.

Example:

0 A ended B completed C stopped D left

0	A	B	C	D
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Proactive job hunting

Once upon a time, people (0) school or university, joined a company and stayed with it until they retired. The concept of a job for life is now long gone, and nowadays many employees find it hard to stay loyal to their companies for even a relatively short (1) of time. According to a recent survey, this is particularly (2) in London, where more than half of those asked said that they constantly keep one eye on other job opportunities, (3) they are fairly happy in their existing jobs.

Job seekers find that the internet (4) them with a quick and easy way to find out what's available, and 53 per cent said that they had applied for a job or (5) with an employment agency in the past 12 months. This proactive (6) means that people can look for a perfect job match with the (7) of effort. But while this is good for job hunters, the growing lack of company loyalty could (8) up being a big problem for employers.

- | | | | |
|-------------|--------------|-------------|------------|
| 1 A stage | B point | C section | D period |
| 2 A right | B true | C actual | D real |
| 3 A just as | B as well | C so that | D even if |
| 4 A serves | B delivers | C provides | D fulfils |
| 5 A engaged | B registered | C appointed | D recorded |
| 6 A manner | B approach | C style | D custom |
| 7 A least | B smallest | C lowest | D minimum |
| 8 A come | B end | C lead | D run |

Part 2

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

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 IN

Kite surfing

It's the fastest-growing watersport (0) the world. Kite surfers use the wind to sail across the water on a surfboard. The kite is attached (9) the rider's waist by a harness and controlled by a bar. It's thrilling to watch the brightly coloured kites zipping through the skies, pulling their riders at enormous speed. But it's even (10) thrilling to do it. Aaron Hadlow explains the appeal, 'There's so (11) you can do. You can ride waves, jump high or just cruise around.' Hadlow tried it out at the (12) of 10 and started competing when he was 12. Three years later, he was world champion.

Richard Gowers, chairman of the British Kite Surfing Association, says the sport is popular (13) it is so easy to learn. 'It normally (14) two to three days to master the basics. (15) of the best things is that you don't need a lot of equipment. You can pack (16) all in the back of a car.'

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 PROUD

Life on a Native American reservation

There are around 800 reservations in the US where Native American

tribes live and they are (0) people. Over 30 000 members of the PRIDE

Lakota tribe live on the Pine Ridge Reservation, but life there is not easy.

Lots of people are (17) and times are tough. Despite EMPLOY

the many (18) of life on the reservation, people still choose to DIFFICULT

live there and want to stay. Some Native Americans are trying to attract

(19) to come and learn more about their lives, their traditions and VISIT

their music. On some reservations, people are opening shops selling Native

American (20) and modern Native American music on CD. JEWEL

(21) stories are very important to Native Americans. The TRADITION

elders tell their children and (22) about their people and their CHILD

tribal history. It is important that the tradition of storytelling is continued

if these stories are not to be (23) Even writing down the FORGET

stories or putting them onto a computer may not prevent them from

being lost (24) EVER

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 two and five words, including the word given. Here is an example (0).

Example:

- 0 It took me a fairly long time to answer all my emails.

QUITE

I spent all my emails.

The gap can be filled with the words 'quite a long time answering', so you write:

Example: 0 QUITE A LONG TIME ANSWERING

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

- 25 You're a better cook than me.

COOKING

I'm not you are.

- 26 I shouted at her because she annoyed me.

MADE

If angry, I wouldn't have shouted at her.

- 27 Let's eat something now, I'm hungry.

HAVE

Why to eat now? I'm hungry.

- 28 We couldn't swim because the water was so cold.

US

The water was go swimming.

- 29 I don't understand the meaning of that sentence – it's very confusing.

MEANS

I don't know – it's very confusing.

- 30 It's strange for me to eat at this time of the day.

USED

I'm at this time of the day.

Part 5

You are going to read an article about children's memories. For questions 31–36, choose the answer (A, B, C or D) which you think fits best according to the text.

Mark your answers on the separate answer sheet.

What children remember

Whether it's holidays, great days out or lazy days at home, you hope your children will retain happy memories of their childhoods. But often their treasured recollections don't match parental expectations.

Take my exasperated friend Sarah. Back on the train after a day at both the Natural History and the Science museums with three children under 10, she asked: 'So what did you all learn?' 'That if I bang my head on something hard, it's going to hurt,' came the reply from her six-year-old daughter. Roaring dinosaurs and an expensive lunch had little impact, but the bump on a banister was destined to become family legend. After I'd helped out on a school trip to Tate Modern art gallery, the teacher told me that three of my five-year-old charges drew the escalators as their most memorable bit of the day. 'On a zoo trip, Luca liked the caterpillar best,' says my friend Barbara. 'Forget lions, giraffes and gorillas. What made the most impression (and what he still talks about five years later) is the time he found a caterpillar at the zoo.'

My children are masters of odd-memory syndrome, recalling the minutiae and looking blank-faced at major events. The self-catering cottage of last year is 'the yellow house that smelled funny'. A skiing holiday is 'remember when we had burgers for breakfast?' and a summer holiday is 'when we had two ice creams every night'.

Food features large in other children's memories. 'Did you like going on the plane?' a friend asked her three-year-old daughter after her first flight. 'I liked the crisps,' came the reply. Four years on,

another friend's daughter still remembers Menorca for the tomato-flavoured crisps and Pembrokeshire for the dragon ice cream (ice cream in a dragon-shaped pot). Last summer, Janey and her husband took their three children on a three-week train trip around Europe. 'We wanted to open their minds to the joys of travel and experiencing different cultures,' she says. 'But the high point for them was the Mickey Mouse-shaped ice cream. That was in Rome. I wonder whether the Coliseum made any sort of impression.'

But parenting expert Suzie Hayman is reassuring. 'I think food figures high in everybody's memories,' she says. 'I just have to think of hot chocolate and I'm transported back to Paris. Adults tend to be less direct or simply try hard to come up to other people's expectations. The important thing is that you give your children lots of stimulation. If you visit a museum, you can convey your appreciation for something. Just don't expect them to share it. It's all about laying out the buffet and letting children pick. What children want most is you – your attention, your approval, your time. They may prefer the box to the present, but you're still giving them variety for their memory pool. It's also important that they don't grow up expecting that happy times only equate with spending money on expensive days out.'

My nine-year-old has a memory theory: the more uncomfortable the bed, the better the holiday. So sleeping on bathroom floors and bending Z-beds make for a fantastic time, and fluffy pillows and soft mattresses (more expensive) equal boring. This is one unexpected memory I plan to nurture for years to come.

- 31 What do all of the memories mentioned in the second paragraph have in common?
- A They concerned something unexpected that happened during a trip.
 - B They were not connected with the main purpose of the trip.
 - C They concerned trips that adults particularly enjoyed.
 - D They were not things that the children remembered for long.
- 32 What does the writer suggest about 'major events' in the third paragraph?
- A Her children's memories of them are different from hers.
 - B Her children's memories of them change over time.
 - C Her children are unable to remember them at all.
 - D Her children remember only certain parts of them.
- 33 The food examples in the fourth paragraph illustrate the fact that
- A food is often what children remember about journeys.
 - B children's memories of past events frequently involve food.
 - C children like talking about unusual food they have had.
 - D children keep their memories of unusual food for a long time.
- 34 What does Suzie Hayman say about memories of food?
- A Children are more likely to mention food than adults.
 - B Adults forget what food they have had after a while.
 - C The fact that children remember food is not important.
 - D All her best memories of childhood involve food.
- 35 What does Suzie Hayman say about parents?
- A They should not expect their children to enjoy the same things that they enjoy.
 - B They should not take their children on expensive days out.
 - C They should not pay attention to what their children can remember.
 - D They should not take their children to places that will not interest them.
- 36 The writer says that her child's memory theory
- A is different from that of other children.
 - B has an advantage for the writer.
 - C makes logical sense to the writer.
 - D is something that she shares with her child.

Part 6

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

You are going to read a magazine article about the sport of climbing. Six sentences have been removed from the article. Choose from the sentences A–G the one which fits each gap (37–42). There is one extra sentence which you do not need to use.

Mark your answers on the separate answer sheet.

Aiming high

Looking for a new sport that keeps you fit and gets the adrenaline flowing? How about climbing? You can climb indoors or out, from small walls or boulders to peaks anywhere in the world – once you get the hang of it!

'It's a sport that involves your mind, body and emotions,' John Gibbons of London's Westway sports centre says. 'It's one of the few sports where you compete against yourself. You may be part of a club and climbing with others but you are seeing how good you can be.' **37**

Indoor walls can be from 7 to 16 metres, although some centres have walls of 20 metres or more. Each wall has bolt-on holds (to place your feet and hands) of different shapes and sizes. These can be moved around and varied to make the climb more or less challenging – and routes can be changed every few months. 'Big holds, spaced comfortably apart so that you can easily move your feet and hands from one to the other without too much trouble, are the easiest,' John explains. '**38**' That kind of climb is called a Slab.'

Trickier climbs have smaller holds that are harder to grip, and they are spaced more awkwardly apart. **39** The angle of the wall can also make the climb more difficult.

Is the idea to find the fastest way to the top? 'It's to find the route to the top!' laughs Graeme Alderson of the British Mountaineering Council. 'Just as when you're skiing, the idea can be to find the best way to get to the bottom without falling over – not necessarily the fastest.' **40** The challenge can be to climb the highest you can get without falling off!

Falling is not a problem at climbing centres, though. When you climb, you are attached by a harness to a rope looped to a firm anchor at the top of the wall and held by your instructor or one of your team mates at the bottom. A device called a belay holds it taut, so while you are climbing, the rope is kept firm in case you slip. **41** Instead, you dangle safely in your harness away from the climbing wall.

You can enjoy climbing on indoor walls as a sport. **42** 'Many people have started off with climbing walls and then climbed all over the world. You can climb anything from a small boulder to Mount Everest, naming the new peaks you scale,' says Neil Wightwick of the Glasgow Climbing Centre. 'A group of us named five peaks in Chile,' he continues. 'One member of the team named a peak after himself!'

- A If you do one of those, you have to think more about how to move.
- B That's because some climbs look easier than they really are.
- C And, unlike other sports, friends of all abilities can climb together and enjoy it.
- D Or you can use it to work out what level of climb you would be able to do outside.
- E If that happens, you don't plunge to the ground.
- F With them, you can gently climb to the top without any difficulty.
- G Not everyone gets to the top of their climbs.

Part 7

You are going to read a magazine article about a fashion show organized by a clothes company. For questions 43–52, choose from the sections of the article (A–E). The sections may be chosen more than once.

Mark your answers on the separate answer sheet.

In which section of the article are the following mentioned?

negative comments about clothes shown at a show

43

when Burberry makes its clothes in large quantities

44

information about the show that Burberry is unwilling to give

45

the need to be different from other clothes companies

46

what the audience does as soon as the show finishes

47

people wanting to speak to someone involved in the show

48

where various categories of people watch the show from

49

a false impression that people may have of fashion events like this one

50

how quickly reactions to the show appear

51

the effect of a single show on certain people's futures

52

How fashion shows work

Sales can depend on just 18 minutes under the spotlight.
James Hall reports

A It is Burberry's catwalk show during Milan Fashion Week. The tent, pitched in a courtyard in an exquisite building on Milan's Corso Venezia, gradually fills with 1000 fashion editors and representatives from the world's smartest department stores, all clutching invites as thick as slices of bread. At the end of the catwalk, hundreds of photographers jostle for the best position.

The room is packed. The lights dim and the show gets underway. The models strut their stuff to pastoral music. The theme is gardening. The show, which has taken more than six months to plan at the cost of tens of thousands of pounds, is over in 18 minutes. The lights rise and the crowd dashes to the next event.

B Welcome to the sausage factory of high fashion. Burberry's show is one of about 100 that take place during Milan Fashion Week. To the outside world, fashion weeks like Milan's appear to be little more than a love-in for the luxury goods sector. However, beneath the glitzy exterior, there is serious business going on. Fashion editors can make or break a brand with a favourable or cruel review. Designers' entire careers can hang on one collection. But, most crucially, retail executives will place orders worth hundreds of millions of pounds based on what they see.

C Christopher Bailey, Burberry's creative director, starts picking out fabrics for the clothes months before the show. The ranges are only mass-produced once the orders come in after Fashion Week, so getting the looks right for the catwalk is absolutely key. Mr Bailey explains that Milan is his chance to set out Burberry's stall for the rest of the

year. Standing out from the crowd is the name of the game. 'When you are up against some of the biggest names in fashion on the same night, you have to make an impression,' he says.

D Burberry starts to fit out the venue about two weeks before the show. Lighting, seating, sound system, décor, backstage area, they are all planned in minute detail and designed by Mr Bailey to echo the show's theme. Store windows around the world are also co-ordinated to mirror the themes. The company does not disclose the event's budget, but it is clearly huge. The seating arrangement has a strict hierarchy. There are blocks of seats for different groups: a block for the most important fashion editors (around and opposite the company's management), a block for retail buyers from Europe, a block for emerging markets and so on. An early indicator of a show's success is who turns up - or pointedly fails to.

E Fortunately, Burberry's show is exceptionally well-attended. Although the 18 minutes of the show are crucial, the 24 hours following the event are arguably more important. This is when the hard sell occurs and the money is effectively banked. As soon as Mr Bailey takes his bow at the end of the show, dozens of fashion journalists and TV crews rush backstage to grab a word with him. Clips, quotes and reviews are online and on newswires within minutes. At 9 am the morning after the show, Burberry opens its showroom above its store in Milan. This is the most important part of the entire process as it is when department store buyers place their orders. The clothes from the night before are on rails and film and music from the show plays on a loop. A trickle of buyers soon becomes a torrent. Just five hours later, Mr Bailey returns to London to start the entire process again.

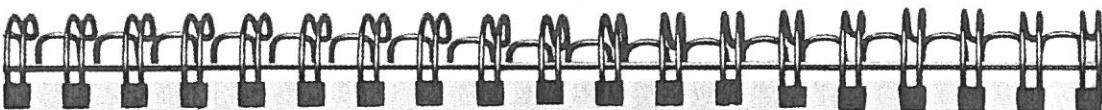
Writing 1 hour 20 minutes

Part 1

You must answer this question. Write your answer in 140–190 words in an appropriate style.

- 1 In your English class you have been talking about the advantages of having hobbies and interests outside of study and work. Now, your English teacher has asked you to write an essay.

Write an essay using all the notes and give reasons for your point of view.



How important is it for people to have hobbies and interests when they are not working or studying?

NOTES

Write about:

- 1 creative activities
- 2 sports and exercise
- 3 (your own idea)

Part 2

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

Write an answer to one of the questions 2–4 in this part. Write your answer in 140–190 words in an appropriate style.

-
- 2 You have seen this announcement in an English-language magazine.

WHAT DO YOU THINK OF THIS MAGAZINE?

We're going to have a special Letters page containing your views on this magazine. Write to us and tell us what you think. What's good about our magazine and why do you like it? Do you have any criticisms? Is there anything that you think we should have in the magazine that we don't have? We'll publish some of your letters.

Write your letter.

- 3 As a member of the student council at your college, you have been asked to write a report about problems new students face when they first start at the college and to say what you think can be done to help the new students.

Write your report.

- 4 You recently saw this notice in an English-language magazine.

BRILLIANT BUT NOT WELL-KNOWN

Is there a book or some music that you think should be much more well-known than it is? A book or some music that you think is really brilliant, but that most people don't know about? What's so good about it? Why does it deserve to be more successful than it is? We want reviews of books or music that you love but that haven't become really popular. The book or music doesn't have to be new.

Write your review.

Listening approximately 40 minutes

Part 1 1.23–1.38

You will hear people talking in eight different situations. For questions 1–8, choose the best answer (A, B or C).

- h 23
- 1 You overhear two people talking about a disagreement. What feeling does the woman express?
 - A willingness to discuss the matter again
 - B regret at what she said
 - C annoyance at what happened
 - 2 You hear a football supporter talking about a player. What is his opinion of the player?
 - A He's getting better.
 - B He's not as good as he was.
 - C He's never been very good.
 - 3 You overhear a college administrator talking on the phone about a lesson. What does she tell the caller?
 - A The cost of one lesson will be refunded.
 - B The lesson will happen at a later date.
 - C A different teacher will take the lesson.
 - 4 You hear a man talking about a company. Who is the speaker?
 - A a manager at the company
 - B a business journalist
 - C a worker at the company
 - 5 You hear a man and a woman discussing a social arrangement. What is the woman's purpose?
 - A to find out information
 - B to change the arrangement
 - C to avoid going
 - 6 You hear someone on the radio talking about recycling. What is the speaker's main topic?
 - A problems associated with recycling
 - B why recycling is necessary
 - C the amount of recycling that is happening
 - 7 You overhear two people talking in an airport waiting area. What is the situation?
 - A They're going on a business trip.
 - B They're going to live in another country.
 - C They're going on holiday.
 - 8 You hear a man talking about a phone call. What does he say about the call?
 - A It took longer than it should have taken.
 - B He was told something surprising during it.
 - C He had not expected the call.
- h 36
- h 37

Part 2  1.39–1.40

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

You will hear a man called Stephen Quirke, who works as a curator at a museum, talking about the museum and his work there. For questions 9–18, complete the sentences with a word or short phrase.

The Petrie Museum

Sir William Petrie died in (9)

He mainly collected the (10) used by people in ancient Egypt.

The curator's favourite object is a (11) which has two letters written on it.

Petrie (12) the objects well before sending them from Egypt.

The museum contains (13) objects that people cannot see.

In the new building, the objects will be displayed in (14)

A small area of the new museum will be about Petrie and (15)

The curator is not in favour of having (16) for objects.

The curator believes that (17) are a good way of presenting facts about exhibits.

Petrie described his collection as '(18)'.

Part 3  1.41–1.42

You will hear five short extracts in which people are talking about trips they went on. For questions 19–23, choose from the list (A–H) what each person says about their trip. Use the letters only once. There are three extra letters which you do not need to use.

- A It started badly.
- B It involved too many people.
- C It was exciting.
- D It was enjoyed more by some people than by others.
- E It lasted too long.
- F It was better than I had expected.
- G It finished early.
- H It was badly organized.

Speaker 1	19
Speaker 2	20
Speaker 3	21
Speaker 4	22
Speaker 5	23

Part 4  1.43–1.44

You will hear an interview with someone who started the activity known as 'free running'. For questions 24–30, choose the best answer (A, B or C).

- 24 Sébastien says that he does free running because
- A other activities became boring for him.
 - B it feels like a natural activity to him.
 - C it is an individual activity.
- 25 What does Sébastien say about fitness and taking up free running?
- A Fit people are keen to do difficult things immediately.
 - B People who are not fit don't learn very quickly.
 - C Free running is a good way of getting fit.
- 26 What does Sébastien say about the danger of free running?
- A It is not as great as some people think.
 - B Most free runners pay no attention to it.
 - C It is reduced as much as possible.
- 27 What does Sébastien say about taking risks?
- A He used to take more risks than he does now.
 - B He always tries to take the minimum amount of risk.
 - C Some of the things he does involve no risk.
- 28 When Sébastien jumped across the stadium roof,
- A he felt that he could easily jump the required distance.
 - B he had to control his nerves before he did the jump.
 - C he knew that he would land on a mat if he fell.
- 29 What does Sébastien say about his fear of heights?
- A People don't believe that he has it.
 - B He always has to overcome it.
 - C It is not as great as it used to be.
- 30 What does Sébastien say about where free running can be done?
- A People's opinions on this are changing.
 - B His own opinions on this have changed.
 - C Some people have the wrong opinion on this.

Speaking 14 minutes

Part 1 2 minutes

Habits and routines

- What happens on a typical day for you?
- Describe a journey that you often make.
- What do you usually do at weekends/in your free time?
- What do you usually do/eat at mealtimes?

Games and sports

- Which indoor games do you play regularly?
- Which indoor games are common in your country?
- Do you take part in any outdoor sports regularly? (Which?)
- Do you like watching any outdoor sports, live or on TV? (Which?)

Music

- What kind of music do you like?
- Who is your favourite singer/band/composer? (Why?)
- Do you go to live music events/concerts? (Which?)
- Can you play any musical instruments? (Which?)

Parts 3 and 4 8 minutes

Skills for life

Part 3 4 minutes

Imagine that, as part of a class project, you have been asked to give a short talk together about which skills in life are the most important for people to have. Turn to page 122 and look at some skills which you could include in your talk.

First, talk to each other about the advantages of having each of these skills. Then decide which two skills are the most important for people to have.

Candidates A and B discuss this together for about 2 minutes.

Part 4 4 minutes

- Which of these skills do you have?
- Is there a skill that you would like to learn? (Which? Why?)
- Are there any skills that you have tried to learn but been unable to learn? (Which? Why?)
- How do people learn the skills that are useful in life?
- Which practical skills do you think people should learn at school, and which practical skills do people learn at school in your country?
- Some people say that practical skills are more important than academic ability. What do you think?

Test 3

Reading and Use of English 1 hour 15 minutes

Part 1

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

Mark your answers on the separate answer sheet.

Example:

0 A people B creatures C individuals D beings

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

It's cool to camp

For many of us, life is full of man-made sounds: traffic, machinery, television and other human (0) It is not surprising (1) that camping continues to (2) in popularity, as it teaches us to take our focus off these distractions and (3) to enrich our lives.

According to a recent report, one holiday (4) eight in Europe is a camping holiday. Despite that, some would still have you believe that camping

should be considered an alternative holiday that you are driven towards because money is (5) Nonsense. It is a lifestyle choice to be embraced and enjoyed, for it (6) us the freedom to explore in our own time and (7) our own speed. The opportunities available for (8) camping with some form of recreational activity are as varied as Europe's many thousands of miles of hiking trails, cycling routes, canals, rivers and lakes.

- | | | | |
|-----------------|----------------|------------|-----------|
| 1 A therefore | B nevertheless | C so | D though |
| 2 A enlarge | B grow | C raise | D stretch |
| 3 A contributes | B gives | C supplies | D helps |
| 4 A from | B on | C for | D in |
| 5 A hard | B rare | C tight | D slim |
| 6 A lets | B opens | C allows | D enables |
| 7 A of | B at | C by | D to |
| 8 A mixing | B attaching | C adding | D uniting |

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 FOR

Puzzles can increase intelligence

Brain training puzzles really can boost intelligence, a study shows (0) the first time. While previous studies have suggested that number puzzles can improve memory and crosswords can expand vocabulary, scientists (9) now proved that mental exercise really does (10) us more quick-witted. A Swiss-American team reports in a leading scientific journal how computer-based mental exercises were used (11) improve overall problem-solving ability.

(12) team gave 35 volunteers a series of mental exercises designed to improve their memory. A control group of 35 subjects did not take these tests. Members of the first group repeated the exercises for between eight (13) nineteen days. Their problem-solving ability was then compared with the group who (14) not done the exercises.

The results of the studies, published in *The Proceedings of the National Academy of Sciences*, showed that the group who took part (15) the brain training exercises had a significantly better problem-solving ability than the other group. Moreover, the more the participants trained, the more problems (16) could solve.

Part 3

Read the text and look at the test questions. Before you answer the test questions, go to the Further Practice and Guidance page which follows.

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 ACCORDING

The backache generation

Young people are suffering ten times more back pain than their parents

did at the same age, (0) to a survey. It found that they are suffering from long hours spent hunched over PCs and computer games.

ACCORD

Breaking knees and stooped shoulders are also affecting teenagers and young people, not just the (17) Figures from the survey show that (18) knees are afflicting 63 per cent of under-18s, in (19) with only three per cent of 55-year-olds who had knee problems in their (20) The survey blames lack of exercise, (21) lifestyles and longer working hours.

ELDER

PAIN

COMPARE

YOUNG

ACT

Lack of opportunity to get off the (22) and walk on a natural landscape is also responsible for problems like backache, ankle

PAVE

(23) and joint pain, it says. More than eight out of ten of those surveyed only ever walk on concrete. Joshua Wies, a physiotherapist said: 'It is very (24) that under-18s are experiencing problems that are usually associated with the pensioners'.

INJURE

WORRY

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 two and five words, including the word given. Here is an example (0).

Example:

- 0 It took me a fairly long time to answer all my emails.

QUITE

I spent all my emails.

The gap can be filled with the words 'quite a long time answering', so you write:

Example: 0 QUITE A LONG TIME ANSWERING

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

- 25 We really enjoyed visiting London.

GREAT

Our fun.

- 26 My department at work consists of six people, including me.

US

In my department at work.....,
including me.

- 27 Whose idea was it to organize a party for her?

CAME

Who of organizing a party for her?

- 28 She's never had a job in management before now.

EVER

This is the first a job in management.

- 29 Despite knowing the correct answer, he didn't say anything.

ALTHOUGH

He didn't say anything, the correct answer was.

- 30 It's not a problem for me to change our arrangement.

MIND

I our arrangement.

Part 5

You are going to read an extract from a novel. 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.

Brunetti was at the post office at seven-thirty the next morning, located the person in charge of the postmen, showed his warrant card, and explained that he wanted to speak to the postman who delivered mail to the area in Cannaregio near the Palazzo del Cammello. She told him to go to the first floor and ask in the second room on the left, where the Cannaregio postmen sorted their mail. The room was high-ceilinged, the entire space filled with long counters with sorting racks behind them. Ten or twelve people stood around, putting letters into slots or pulling them out and packing them into leather satchels. He asked the first person he encountered, a long-haired woman with a strangely reddened complexion, where he could find the person who delivered the mail to the Canale della Misericordia area. She looked at him with open curiosity, then pointed to a man halfway along the table and called out, 'Mario, someone wants to talk to you.'

The man called Mario looked at them, then down at the letters in his hands. One by one, merely glancing at the names and addresses, he slipped them quickly into the slots in front of him, then walked over to Brunetti. He was in his late thirties, Brunetti guessed, with light brown hair that fell in a thick wedge across his forehead. Brunetti introduced himself and started to take his warrant card out again, but the postman stopped him with a gesture and suggested they talk over coffee. They walked down to the bar, where Mario ordered two coffees and asked Brunetti what he could do for him.

'Did you deliver mail to Maria Battestini at Cannaregio ...?'

'Yes. I delivered her mail for three years. I must have taken her, in that time, thirty or forty items of registered mail, had to climb all those steps to get her to sign for them.'

Brunetti anticipated his anger at never having been tipped and waited for him to give voice to it, but the man simply said, 'I don't expect to be tipped, especially by old people, but she never even said thank you.'

'Isn't that a lot of registered mail?' Brunetti asked.
'How often did they come?'

'Once a month,' the postman answered. 'As regular as a Swiss watch. And it wasn't letters, but those padded envelopes, you know, the sort you send photos or CDs in.'

Or money, thought Brunetti, and asked, 'Do you remember where they came from?'

'There were a couple of addresses, I think,' Mario answered. 'They sounded like charity things, you know, Care and Share, and Child Aid. That sort of thing.'

'Can you remember any of them exactly?'

'I deliver mail to almost four hundred people,' he said by way of answer.

'Do you remember when they started?'

'Oh, she was getting them already when I started on that route.'

'Who had the route before you?' Brunetti asked.

'Nicolo Matucci, but he retired and went back to Sicily.'

Brunetti left the subject of the registered packages and asked, 'Did you bring her bank statements?'

'Yes, every month,' he said, and recited the names of the banks. 'Those and the bills were the only things she ever got, except for some other registered letters.'

'Do you remember where those were from?'

'Most of them came from people in the neighbourhood, complaining about the television.'

Before Brunetti could ask him about how he knew this, Mario said, 'They all told me about them, wanted to be sure that the letters were delivered. Everyone heard it, that noise, but there was nothing they could do. She's old. That is, she was old, and the police wouldn't do anything. They're useless.' He looked up suddenly at Brunetti and said, 'Excuse me.'

- 31 Which of the following happens in the first paragraph?
- A Everyone stops working when Brunetti enters the room.
 - B Someone wonders why Brunetti is looking for Mario.
 - C Brunetti is confused by something he is told.
 - D Brunetti becomes impatient with someone.
- 32 What do we learn about Mario in the second paragraph?
- A He was older than Brunetti had expected.
 - B He found his work boring.
 - C He was very experienced at his work.
 - D He was surprised by Brunetti's arrival.
- 33 When Mario mentioned getting Maria Battestini to sign for registered mail,
- A he said that most old people weren't polite to postmen.
 - B Brunetti asked him if her reaction had annoyed him.
 - C he said that his efforts deserved a tip.
 - D Brunetti formed an incorrect opinion about how he had felt.
- 34 When asked exactly where the registered envelopes came from, Mario
- A indicated that he could not be expected to remember that information.
 - B suggested that the addresses had seemed strange to him at first.
 - C said that someone else might have that information.
 - D replied that there were too many addresses for him to remember.
- 35 When they discussed other mail that Maria Battestini received, Mario
- A explained why he knew what some of it contained.
 - B wasn't sure where some of the bank statements came from.
 - C expressed surprise at the amount of it.
 - D said that he had asked other people about it.
- 36 When Mario mentioned the problem of noise, he made it clear that
- A he sympathized with the police in that situation.
 - B he didn't want to criticize Brunetti personally.
 - C nothing would have had any effect on the old woman.
 - D he had discussed the matter with the police himself.

Part 6

You are going to read an article about a series of events in Britain which aim to encourage people to draw. Six sentences have been removed from the article. Choose from the sentences A–G the one which fits each gap (37–42). There is one extra sentence which you do not need to use.

Mark your answers on the separate answer sheet.

The Big Draw

Emily Baker rediscovers the simple joy of putting pencil to paper

I don't draw. I'm intimidated by the idea of putting pencil to paper in the privacy of my own home, let alone in public. [37] I've come with Zoe, my 14-year-old daughter, who is just as daunted but better at pretending she isn't, to a weekend of art workshops launching Britain's ninth annual Big Draw. This month, hundreds of venues across Britain, including libraries, museums, historic sites and schools will be hosting free events designed to encourage people to draw.

'The Big Draw is not about perfecting your artistic technique. It's about recognizing that drawing is a way of engaging with the world,' says Sue Grayson Ford, who runs the Campaign for Drawing, the charity that sponsors the Big Draw and other events. '[38] It's our universal language.'

Her words are echoed by our first workshop leader, who says. 'It's less about what you put on the paper than what you see.' Well, that's a relief. We are drawing pictures inspired by words listed on a card. As I move coloured pencils around the paper, I begin to feel relaxed. I look around the room.

[39] When we are finished, our works are hung on the wall among a weekend's worth of contributions to form a canvas.

Later, professional artists show us how to draw cartoon characters. We then learn how to make them move under the guidance of an animator.

[40] I find I am thinking less about my artistic output and more about how we see the world.

This would delight the founders of the Campaign for Drawing. The charity is dedicated to the principles of the nineteenth-century critic John Ruskin. He believed that art was more about what you see than what is drawn. He felt that if we observed the world more closely, we would take better care of it. I'm not sure how many of those at the workshops are thinking about John Ruskin, but many, including me, are inspired. One elderly woman, there with her two granddaughters, pauses to note: 'I haven't drawn for years.'

[41] In fact, I think I'm going to do that straight away.'

Parents often notice that as children grow up, they become self-conscious about drawing and give up.

'[42] Drawing is such a natural form of expression,' says Grayson Ford. 'The Big Draw, hopefully, will encourage people to return to that uninhibited age.'

- A In another session, we design placards about how the media portrays body image.
- B But here I am in a drawing workshop, surrounded by strangers and professional artists.
- C However, some require advance registration.
- D But this has made me feel like taking it up again.
- E Virtually every discipline from drama to science uses drawing as a basic form of communication.
- F It's a shame that that happens.
- G Children and adults sit engrossed in what they are doing.

Part 7

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

You are going to read a magazine article about children performing in musical shows in theatres. For questions 43–52, choose from the people (A–D). The people may be chosen more than once.

Mark your answers on the separate answer sheet.

Which person mentions

children getting upset if they are not chosen for a show? 43

the need for a child performer to be noticeable during a show? 44

a desire to continue being involved in shows? 45

a common opinion of child performers? 46

the maximum amount of time children spend performing in a show? 47

different feelings experienced during a performance? 48

the range of abilities children acquire from performing in a show? 49

finding out what happens after a child is chosen for a show? 50

a reason for not continuing to be involved in shows? 51

an unfortunate result of being a performer concerning school? 52

Kids on stage

Children are performing in popular musicals in many London theatres. We talked to various people about the phenomenon of children on stage.

A THE DIRECTOR

Andrew Tyler chooses children to appear in stage musicals

I'm not only looking for children who can sing, dance and act, they also have to have lively personalities and a lot of confidence – it's essential that they grab the audience's attention and if they can't do that, I don't choose them. There are usually three teams of children for each show and they perform according to a rota system. No child is in a show for more than six months. Being in a show is tiring for the children because they have to combine it with going to school, but they have a great time and they learn an enormous amount about discipline, teamwork and concentration, as well as special skills such as choreography and singing.

B THE YOUNG PERFORMER

Ellie Gould is currently appearing in a popular London show

I love musicals and I'm thrilled to be in this one. I've got quite a big part and have to sing a song all by myself in one scene. I'm always pretty nervous during each performance because I'm worried that I might make a mistake. But at the same time I'm excited about doing it and I feel quite proud of myself when I'm on the stage. I don't have time to be in any of the sports teams at school, which is a shame because I'd like to do that too, but acting and singing are great. I want to keep on performing in musicals for the next few years at least, though I'm not sure I want it to be my career.

C THE STAGE MOTHER

Anita Benfield's son Tom is currently appearing in a popular musical in London

Tom started going to a local drama school when he was five. Last year, the head of the school suggested that he was good enough to audition for this musical. I took him to a series of four auditions and he got the part. We'd had no experience of the audition process and although he got the part, I thought it was horrible. The vast majority of the children get rejected. At the end of each audition, dozens of children burst into tears when they were told that they hadn't been successful – they were absolutely devastated. When Tom got chosen, we were given the schedule for the ten weeks of rehearsals – I hadn't realized how much time would be taken up. It's all rather exhausting – for the parents as much as the children.

D THE EX-CHILD STAR

Ian Miller was a child star in the 1980s

My parents were very keen for me to be on the stage and I showed a lot of talent for it when I was a child. By the time I was ten, I'd been in a number of stage musicals and also appeared in various TV series. When I went to secondary school, I stopped performing because I developed other interests and lost my enthusiasm for it – I didn't want to give up so much time to do it, I wanted to do what my friends were doing. I enjoyed my time as a child performer but I didn't miss it when I stopped. Lots of child performers don't go on to become successful adult performers even if they want to. People in the business tend to think that they aren't capable of developing into good adult performers, and they aren't taken seriously when they're older.

Part 2

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

Write an answer to one of the questions 2–4 in this part. Write your answer in 140–190 words in an appropriate style.

-
- 2 You have had a class discussion about a future class trip for a day and talked about places that your class could go for that trip. Your teacher has now asked you to write a report on possible places to go. You should include information on why the places you mention would be good to visit and how a trip to these places could be organized.

Write your report.

- 3 On a travel website, you have read a number of very negative reviews of a tourist attraction that you recently visited. You enjoyed your visit to the attraction and feel that the negative reviews are unfair. You have decided to write your own positive review for the website, disagreeing with the other reviews and explaining why you enjoyed visiting the attraction.

Write your review.

- 4 You have seen this announcement in an English-language magazine.

WHAT REALLY ANNOYS YOU?

What annoys you the most? Tell us what makes you really angry. Why does it make you so angry? It could be anything, something really serious or something that isn't so important. If you want to, you can talk about more than one thing that really annoys you.

We'll publish the most interesting articles in a special section.

Write your article.

Listening approximately 40 minutes

Part 1 2.1–2.16

You will hear people talking in eight different situations. For questions 1–8, choose the best answer (A, B or C).

- 1 You hear someone talking about a festival. What does she say about the festival?
 - A Some bands were better than others.
 - B The crowd was happy all the time.
 - C The weather spoiled it.
- 2 You hear two people talking about a teacher on a course they are taking. What is the man's opinion of the teacher?
 - A She is too strict.
 - B She may be rather nervous.
 - C She is well organized.
- 3 You overhear someone talking on the phone. Who is she talking to?
 - A a manager
 - B a friend
 - C an assistant
- 4 You hear two people talking about having a lot of money. What is the man's attitude to having a lot of money?
 - A He thinks it would have a big effect on him.
 - B He thinks it is unlikely to happen.
 - C He thinks he would waste the money.
- 5 You hear a woman talking about her education. What does she say about her education?
 - A Teachers did not encourage her.
 - B Her friends also did poorly at school.
 - C She regrets her attitude in the past.
- 6 You hear someone talking to a colleague about a problem at work. What is the speaker's purpose?
 - A to make her position clear
 - B to get advice
 - C to suggest a solution
- 7 You hear someone on the radio talking about modern life. What is the speaker's main topic?
 - A research methods
 - B social developments
 - C the benefits of technology
- 8 You overhear two people talking about a restaurant. What does the man say about the restaurant?
 - A It isn't particularly expensive.
 - B The food was better than he had expected.
 - C He had difficulty getting a table.

Part 2  2.17–2.18

You will hear a talk about someone called Grace Darling. For questions 9–18, complete the sentences with a word or short phrase.

Grace Darling

Grace's father worked as a lighthouse (9) on Longstone island.

Grace and her brothers and sisters checked the (10) and made sure they were always full.

The island was surrounded by dangerous (11)
and

One night, a ship's engines stopped because of a problem with its
(12)

Some people got away by using a (13)

In the morning, Grace and her father didn't see the other people because it was
(14)

Grace and her father used a little (15) to go to the people.

Grace and her father brought (16) back to the land.

Grace became famous, and several artists painted (17)

Some people wanted pieces of (18)

Part 3  2.19–2.20

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

You will hear five short extracts in which people are speaking on the phone. For questions 19–23, choose from the list (A–H) what each speaker's purpose is. Use the letters only once. There are three extra letters which you do not need to use.

- A to change some information
- B to confirm an arrangement
- C to report a problem
- D to make a complaint
- E to respond to a request for information
- F to check some details
- G to request advice
- H to apologize for causing a problem

Speaker 1	19
Speaker 2	20
Speaker 3	21
Speaker 4	22
Speaker 5	23

Part 4  2.21–2.22

You will hear an interview with someone who trains whales for public performances. For questions 24–30, choose the best answer (A, B or C).

- 24 When Laura first swam with a whale,
- A she immediately changed her opinion of whales.
 - B the experience was different from what she had expected.
 - C she thought about what was happening to her.
- 25 Laura says that being in the water with whales is a ‘miracle’ because
- A the whales show that they each have different personalities.
 - B other animals do not behave in the same way as whales.
 - C the whales make a conscious decision to be friendly.
- 26 Laura says that when you approach a whale,
- A you should think of it as someone you don’t know well.
 - B it may suddenly change its attitude towards you.
 - C you should not expect it to understand what you are saying.
- 27 Laura says that ‘secondary reinforcers’ are used
- A if a whale has not understood an instruction.
 - B after a particular action has been completed.
 - C to tell a whale to repeat an action.
- 28 What does Laura say about giving the whales food?
- A It has less effect on them than physical contact.
 - B It works best when it is combined with a game.
 - C The whales often wonder when this will happen.
- 29 Laura says that a successful relationship between a whale and a trainer
- A is based on genuine affection between the two.
 - B requires strong discipline from the trainer.
 - C can take a very long time to develop.
- 30 When asked about the skills a trainer needs, Laura mentions
- A losing confidence when something goes wrong.
 - B reacting to the frightening appearance of a whale.
 - C forgetting what to say to the spectators.

Speaking 14 minutes

Part 1 2 minutes

Jobs and careers

- What kind of job would you like to have in the future?
- How easy/difficult will it be for you to get that job? (Why?)
- What kind of jobs and careers do young people in your country want to have?
- Which job(s) would you really not want to do? (Why?)

Fashion

- Do you like to wear fashionable clothes? (Why?/Why not?)
- What are the current fashions in clothes in your country?
- Do you think that young people pay too much attention to fashions in general? (Why?/Why not?)
- Which fashion(s) do you think is/are particularly bad for young people? (Why?)

Technology

- What device(s) do you always carry with you?
- How do you usually communicate with friends?
- Do you do a lot of social networking online? (Why?/Why not?)
- Which device would you most like to buy? (Why?)

Test 4

Reading and Use of English 1 hour 15 minutes

Part 1

For questions 1–8, read the text below and decide which answer (A, B, C or D) best fits each gap.

There is an example at the beginning (0).

Mark your answers on the separate answer sheet.

Example:

0 A possibility B chance C moment D occasion

0 A B C D

Setting sail

Many young people dream about sailing on oceans around the world, but few actually get the (0) to do it. Last year, the call went out for young people (1) in joining the crew of the Gypsy Moth IV (GMIV).

Amie Mayers had (2) about the GMIV project at school and was doing work experience at the United Kingdom Sailing Academy (UKSA) when the call for crew went out. She had enjoyed her week of work experience and was (3) about the prospect of doing something she'd never done

before, (4) she applied to join the crew, and was accepted. Before setting sail, Amie had to make sure she was (5) prepared for her time at sea. Her training included sea survival, health and safety, and (6) the ins and outs of sailing a yacht.

Amie says her experience at sea changed her life, and it seems it has because (7) after her voyage, she was (8) a scholarship by the UKSA. She is now training to become a professional water sports instructor.

- | | | | |
|--------------|------------------|-----------|--------------|
| 1 A willing | B attracted | C eager | D interested |
| 2 A gathered | B heard | C grasped | D found |
| 3 A keen | B fond | C excited | D fascinated |
| 4 A that | B as | C so | D then |
| 5 A properly | B accurately | C rightly | D precisely |
| 6 A in fact | B with regard to | C surely | D of course |
| 7 A recently | B soon | C quickly | D little |
| 8 A rewarded | B assigned | C awarded | D donated |

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 THEM

Not the only extinct creature

They were all wiped out before science had a chance to discover (0) , but only the dodo's name has lived on. However, experts have now (9) able to reconstruct the appearance of dozens of long-extinct birds and animals from the same remote tropical isles (10) the dodo lived.

The islands of Mauritius, Réunion and Rodrigues in the Indian Ocean were home to hundreds of unique and rare creatures before humans first set foot (11) in 1598. In about 150 years, (12) least 45 species had been lost forever (13) a result of hunting and the introduction of other species. '(14) happened on these islands is a sad tale,' says Dr Julian Hume, a paleobiologist who worked on the project.

Now researchers have recreated what the extinct animals and birds would have looked (15) from fragments of bone, fossils and descriptions made by travellers at the time. Following 30 years of research, they have managed to produce detailed pictures of (16) the extinct creatures looked and behaved for a new book called *The Lost Land Of The Dodo*.

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 TECHNIQUES

Laughter therapy

A laughter therapist is paid to conduct talks, workshops and one-to-one sessions using (0) that get people to laugh. It is thought that laughing may (17) the body's immune system, stimulate blood (18), produce endorphins (hormones that reduce pain and increase (19)) and reduce stress.

One laughter therapist, Enda Junkins, says, 'Laughter is the human gift for coping and survival.' As a practising psychotherapist, Enda

(20) people to use laughter to heal

(21) problems. Other laughter leaders operate more relaxed laughter clubs.

Laughter therapists may encounter tears as well as laughter, but most feel (22) rewarded by teaching people to tackle their problems with laughter. 'It's terrific,' says laughter leader James L Scott.

'You can't think about anything else when you're laughing, which is why it's such a natural stress (23) tool that totally clears stress.'

Plus, it doesn't need any special (24)

TECHNICAL

STRONG

CIRCULATE

HAPPY

COURAGE

PSYCHOLOGY

GREAT

MANAGE

EQUIP

Part 4

Read the questions. Before you answer them, go to the Further Practice and Guidance page which follows.

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 two and five words, including the word given. Here is an example (0).

Example:

- 0 It took me a fairly long time to answer all my emails.

QUITE

I spent all my emails.

The gap can be filled with the words 'quite a long time answering', so you write:

Example: 0 QUITE A LONG TIME ANSWERING

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

- 25 When a group of us went to see that film, I was the only person who didn't enjoy it.

EXCEPT

When a group of us went to see that film, enjoyed it.

- 26 I think that your opinion on this subject is wrong.

AGREE

I your opinion on this subject.

- 27 A friend of mine took this photograph of me.

TAKEN

This photograph of me my friends.

- 28 I couldn't think of a way of solving the problem.

HOW

I couldn't work the problem.

- 29 'Don't make so much noise!' she told them.

STOP

She told them noisy.

- 30 At the end of the party, we all helped with the clearing up.

OVER

When the party us helped with the clearing up.

Part 5

You are going to read an article about a family holiday. 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.

The cycling holiday that went wrong

Picture the scene: it is twilight and my wife, my eight-year-old son and I are pushing our bicycles up a busy country road in Austria, when three supercharged motorbikes whip by like bats out of hell. Ahead, there's an oncoming juggernaut so, without dropping below 50 kph, the motorbikes swerve within inches of us, leaving us frozen with fear. The roaring horn of another giant lorry charging up behind us sends us into the ditch. Except that there isn't a ditch, just a dense forest, so we hold our breath at the edge of the tarmac as the monster machine rattles past. My wife and son burst into tears and I feel vulnerable – and very angry. Welcome to the first day of the Morris family cycling holiday.

It wasn't meant to be like this. The idea had been to introduce my loved ones gently to the joys of exploring a country on two wheels, but after just 11 hours it was doubtful they would ever get back on a bike again. Before this, my son, Ben, hadn't cycled much further than to his local school; my wife had given up pedal power after a nasty encounter with a van when she was a student. To win them over, I had to make sure our first family trip would be as stress-free, safe and pleasure-packed as possible.

I began my research by excluding any tours that included hills, heavy luggage and – most important of all – terrifying traffic. I came across a specialist travel company which suggested the River Danube Cycle Way in northern Austria as the best route for beginners. Ninety per cent of the journey would be on dedicated cycle paths – flattish and car-free. Better still, the seven-night package included cycle hire, maps, decent hotels, luggage transfers and a back-up team, all at a reasonable price. It sounded perfect for cycle-tour newcomers.

The first day's ride was not only terrifying, but also too long for beginners: 26½ miles not 19, as advised. As a result, we missed the last bike ferry

across to our hotel for the night and were then redirected by our route map on to a busy road where we encountered the juggernauts. Grim first impressions are difficult to wipe out.

As for the problems of the rest of the trip, I mostly blame myself. I hadn't taken on board that a week's cycling does involve a lot of cycling. I remember reading the itinerary and thinking that 165 miles in seven days did seem a bit ambitious, but not impossible. In isolation, a full day's cycling of about 22 miles was fine, it was the cumulative effect of several days on the bike that was the problem. So for my poor wife, tired legs, sore hands and the discomfort of being on a saddle for so long turned a potentially relaxing holiday into more of an endurance challenge.

My own difficulty lay with the luggage. The prospect of having our bags transported for us had seemed luxurious, but it soon became a daily chore. By 8.30 am, our luggage had to be ready for collection, no mean feat for a family with a totally disorganized approach to packing. With our belongings on their way to the next hotel, we were tied into covering a certain distance just to catch up with a clean pair of underpants.

Admittedly, the journey wasn't all traffic terror and damaged bottoms. The steep-sided Danube Ring was stunning, and whizzing through the cornfields as high as a cyclist's eye around Feldkirchen was well worth the detour. But the real discovery of the holiday was the Wachau district. Winding between medieval towns, the Wachau Valley is stuffed full of fairytale castles, monasteries, abbeys and rolling vineyards. It's a rich landscape that is best savoured from the saddle of a bicycle.

- 31 In the first paragraph, the writer describes
- A something that happened while they were riding their bicycles.
 - B nearly being hit by more than one vehicle.
 - C a mistake they made while they were on a busy road.
 - D getting lost while making a journey.
- 32 The writer says in the second paragraph that the experience on the country road
- A was the same as something that had happened to his wife.
 - B made him think that the cycling holiday might not continue.
 - C was something that he had feared might happen.
 - D was something that he could have prevented from happening.
- 33 What does the writer emphasize in the third paragraph?
- A how much research he did before choosing a holiday
 - B how suitable the holiday he chose seemed
 - C how much advice he got before booking the holiday
 - D how hard it was to find a suitable holiday
- 34 What does the writer say about the first day's ride?
- A It took them longer than necessary to cover the distance.
 - B They read their map incorrectly during it.
 - C It affected their attitude to the whole holiday.
 - D They had not noticed what the scheduled distance was.
- 35 What does the writer say about the other problems they had on the trip?
- A His wife had warned him that they were likely to happen.
 - B After a while they weren't quite so bad.
 - C He had expected the amount of cycling to be a serious problem.
 - D He should have expected them to happen.
- 36 What does the writer mean by 'no mean feat' in line 61?
- A something that didn't happen
 - B a big achievement
 - C something impossible
 - D a waste of time

Part 6

You are going to read an article about a course for people whose jobs involve talking to customers on the telephone. Six sentences have been removed from the article. Choose from the sentences A–G the one which fits each gap (37–42). There is one extra sentence which you do not need to use.

Mark your answers on the separate answer sheet.

Taking tele-sales to a new level

A telephone skills course offers employees a professional qualification, writes Andrew Cave

The students wore gowns and mortar boards and received their qualifications at an official presentation. But the ten graduates who picked up their certificates in Cheltenham were no usual students. [37] The members of this class were all call centre and branch employees who had studied one day a month in formal, work-based training, reinforcing this with regular measurement and assessment in their daily jobs. They became Britain's first graduates in advanced telephone skills, courtesy of a level-five diploma in sales.

The course is run by Simon Bell, who has 20 years of experience in sales and training, and says he has created a course that focuses on 'enjoyable, manageable and sustainable selling'. [38] The graduation ceremony marked the end of the first pilot scheme by Chelsea Building Society. Mark Higgins, the building society's head of people development, said the training had an 'astounding' and 'outstanding' effect on the company's best salespeople.

The course combines 30 hours of tutorial with 350 hours of desk-based, practical learning. Each module includes a day of formal training. The remainder of the course takes place at work, monitored by a process that takes up to 15 minutes at the end of each day and requires people on the course to record their day's call experiences.

Mr Higgins did not disclose the actual increase in sales performances achieved by the course's graduates but said they were encouraging enough for the company to want to roll out the scheme across its 300-strong workforce, call centre of 120

staff and 33 branches. [39] The rest did so and felt that they learnt a lot.

These graduates from the pilot course said it had taught them a new approach. Chris Howell, a telephone sales agent, said, 'What the course has taught us is that what we've been doing is just one way of doing things. It has shown us that we can do it a lot better, a lot more easily and gain a lot more success from it.' One thing in particular that he said he had learned is how to compliment people over the phone. 'People appreciate it,' he said. [40]

Neil Gurney, a sales manager, added, 'I thought I was very successful on the telephone in presenting information and selling to our customers. [41] I didn't know about this failing on my part until I took the course. I realized that what I hadn't been doing was asking our customers what their thoughts and feelings were in relation to the facts that I was presenting. Now I really engage with them, getting their feedback so that I can best meet the needs of the customer.'

Gethin Evans, the company's training manager, said, 'This training deals with something that on the surface is very straightforward – making telephone calls and engaging customers in conversation. What could be simpler? [42] From my perspective, the depth of academic study that we've covered is unbelievable. I had no idea there would be so much information that enriches a telephone conversation.'

- A The idea is that this results from developing a good relationship with customers.
- B But in fact there's an awful lot more to it than meets the eye.
- C It's easy and you get great results from it.
- D Only one of the original 11 people on the course failed to complete it.
- E Instead of carrying out a three-year degree course, they had toiled for just five months.
- F For this reason, there is a need for professional qualifications.
- G However, there was something missing.

Part 7

You are going to read a magazine article about learning how to play the drums. For question 43–52, choose from the sections of the article (A–E). The sections may be chosen more than once.

Mark your answers on the separate answer sheet.

In which section of the article are the following mentioned?

a statistic concerning the amount of energy used in drumming

43

a belief that drumming can be satisfying for almost everybody

44

the fact that the writer's family learnt something quite quickly

45

a desire to attract certain kinds of children to drumming

46

a theory concerning how drumming makes people feel better

47

when the writer realized how enjoyable drumming is

48

a comparison illustrating how complicated drumming is

49

a feeling that children should not be the only ones to enjoy playing music

50

the attitudes of children in general towards drumming

51

something that the writer's children were not happy to hear

52

The joys of drumming

Drumming is a perfect, healthy family activity, says Lucy Atkins

- A Rock drumming lessons may not seem an obvious family activity, but an hour with teacher Nigel Ralf turns out to be the best entertainment money can buy – not just for me, but for my children too. The benefits of rock drumming are many. First, there is the simple therapeutic joy of hitting something very hard. Then there are the newly discovered health effects. Researchers recently studied a drummer in a well-known rock band and discovered that he burnt off up to 600 calories per hour. His fitness, they found, was similar to that of a professional footballer. The researchers now plan to develop rock-drumming programmes in schools as an ingenious way to get non-sporty, computer-obsessed children to burn off the calories.
- B Ralf, of course, is already doing this. ‘Drumming is seen as cool,’ he says, ‘and although you work up a definite sweat, no child thinks of it as exercise.’ They are, after all, still sitting down. There are also many psychological benefits – drumming is used to treat depression and other mental illnesses. The idea is that banging a drum activates the brain’s pleasure centres, tackles stress, takes you out of your self-obsessed rut and promotes a sense of community. Best of all, it is enormous fun – for all ages. I first discovered this at the school summer fête, where Ralf put on a drumming competition for the children. Having elbowed my offspring out of the way, I became hooked. My children may have been horrified to see their mother transform into a wild person on a drum kit, but they still agreed to come to a family lesson.
- C Our hour-long session begins with maths. Not a good start – I see my children’s horrified faces – but, says Ralf, ‘in drumming maths is easy.’ It is all about recognizing multiples of four so you can go at different speeds. Next, Ralf introduces us to the basic ‘four-beat rock rhythm.’ This involves a surprising degree of mental agility: two hands and a bass-drum foot, each doing something different while your brain keeps a one-two-three-four rhythm. Ralf likens this to rubbing your tummy and patting your head at the same time while introducing yourself to a group. It is a brain-aching exercise in coordination, which, he points out, must have knock-on effects in sport, not to mention boosting the brain’s synapses.
- D With loud rock music blaring, it is not long before we all get the hang of the beat. I can see the concentration on the faces of Sam, seven, and Isabella, nine. Their faces light up as they realize they are actually doing it right. At the end of the song, we are all out of breath and laughing. ‘Virtually any child – or adult – can get some sense of achievement from drumming,’ says Ralf. ‘It’s also a great way to get them interested in other musical instruments.’
- E It also turns out that I am not the only mother with a yearning for drumsticks. ‘I get lots of mad mummies wanting a go,’ Ralf says. One of Ralf’s weekly rock schools (aimed at children) has now spawned a band of mothers, F:rock. ‘We thought ‘if they can have fun, why can’t we?’’ says Annabel Dunstan, 42, the lead guitarist of this six-strong outfit, which meets weekly. ‘It has been brilliant learning something new,’ she says. All in all, our family rock drumming lesson is a roaring success. We leave relaxed and smiling, energy spent. My children have signed up for Ralf’s weekly rock school, and I am obsessed.

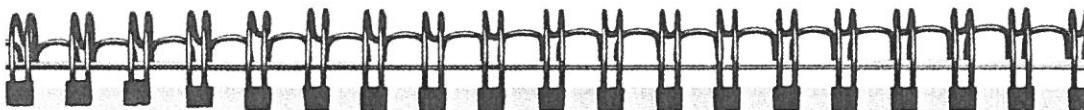
Writing 1 hour 20 minutes

Part 1

You must answer this question. Write your answer in 140–190 words in an appropriate style.

-
- 1 In your English class you have been talking about going to live in another country. Now, your English teacher has asked you to write an essay.

Write an essay using all the notes and give reasons for your point of view.



People who go to live in another country may face various problems. How can they deal with them?

NOTES

Write about:

- 1 language
- 2 culture
- 3 (your own idea)

Part 2

Write an answer to one of the questions 2–4 in this part. Write your answer in 140–190 words in an appropriate style.

-
- 2 You recently saw this notice in an English-language magazine.

A FILM THAT MADE YOU THINK

Have you seen a film that really made you think? A film with a serious message that changed your opinion of something? A film that caused you to feel that you had learnt something about life, people, the world? A film that you thought about and discussed after you'd seen it? We'd like a review of that film, to be published in a special reviews section soon.

Write your **review**.

- 3 You are applying to take a course in an English-speaking country. In addition to filling in the application form, you are required to write a letter to the college principal, explaining why you want to take the particular course you have applied for. You should explain in your letter your reasons for applying for the course and why you feel that you would be a good student on that course.

Write your **letter**.

- 4 You have seen this notice in an English-language magazine.

MY PERFECT DAY

What would be the perfect day for you? What would happen on that day? What would you do?

Why would it be the perfect day for you?

We'll publish the best articles.

Write your **article**.

Listening approximately 40 minutes**Part 1**  2.23–2.38

You will hear people talking in eight different situations. For questions 1–8, choose the best answer (A, B or C).

- 1 You hear someone talking about keeping a diary. What does he say about his diary?
 - A He shows parts of it to other people.
 - B He thinks he might stop doing it.
 - C He doesn't always keep it up to date.
- 2 You hear a radio announcer talking about a programme. What kind of programme is she talking about?
 - A a drama series
 - B a chat show
 - C a documentary series
- 3 You overhear two people talking at a bus stop. What is the relationship between them?
 - A They are neighbours.
 - B They work for the same company.
 - C They used to be students together.
- 4 You hear someone talking about a film. What is her opinion of the film?
 - A It's better than the book.
 - B The critics are wrong about it.
 - C It's too long.
- 5 You hear a voicemail message. What is the speaker doing in the message?
 - A making an offer
 - B insisting on something
 - C asking for a favour
- 6 You hear a woman talking about someone she knows. What does she say about him?
 - A He causes problems.
 - B He wants to be popular.
 - C He's always cheerful.
- 7 You hear someone talking about a mistake he made. How did he feel when he made the mistake?
 - A calm
 - B annoyed
 - C scared
- 8 You hear a man talking about a newspaper article. What is his main point about the article?
 - A It greatly increased his knowledge.
 - B He couldn't understand it.
 - C He didn't agree with it.

Part 2  2.39–2.40

You will hear a travel writer called Suzy Bennett talking on the radio about travel blogs on the internet. For questions 9–18, complete the sentences with a word or short phrase.

Travel Blogs

wayn.com

Members can find out the current location of (9)

hotelchatter.com

This is the best site for (10)

It includes pictures and films of (11)

aluxurytravelblog.com

You can find out how much the (12) in the world costs.

gridskipper.com

It is about city breaks and includes excellent photographs and (13)

travel-rants.com

This blog was started after its writer had a problem with a (14)

perrinpost.com

This blog is more (15) than most other travel blogs.

seat61.com

This includes blogs about travelling in various parts of the world (16)

A version of this blog is now available in (17) form.

tripadvisor.com

This may contain fake reviews that have been written by (18)

Part 3  2.41–2.42

You will hear five short extracts in which people are talking about a famous person. For questions 19–23, choose from the list (A–H) what each speaker's opinion of the celebrity is. Use the letters only once. There are three extra letters which you do not need to use.

- A He complains too much about the disadvantages of fame.
- B He doesn't have any talent.
- C He deserves sympathy.
- D He has interesting ideas.
- E He isn't very intelligent.
- F He won't be famous for long.
- G He has a bad influence on young people.
- H He annoys a lot of people.

Speaker 1	19
Speaker 2	20
Speaker 3	21
Speaker 4	22
Speaker 5	23

Part 4 2.43–2.44

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

You will hear an interview with someone who runs a company called The Perfume Shop, which sells perfume in a group of shops in the UK. For questions 24–30, choose the best answer (A, B or C).

-
- 24 Which of these statements summarizes Jo's sales philosophy?
- A People care about what they buy.
 - B Names don't sell products.
 - C People are more important than products.
- 25 What do we learn about the 'Fish principles'?
- A They are used by many companies.
 - B They emphasize enjoyment of work.
 - C Jo was told about them by some fish sellers.
- 26 Jo says that one of the 'Fish principles' concerns
- A thinking of enjoyable activities for staff.
 - B deciding to be enthusiastic about your job.
 - C persuading customers to buy.
- 27 Which of the following is true about perfume, according to Jo?
- A It has special connections for some people.
 - B People often aren't given the right advice about it.
 - C Many people find it hard to decide which one they like best.
- 28 What problem did the girl in the shopping centre have?
- A She hadn't been able to find the perfume she wanted.
 - B She had used all of a certain perfume that she had.
 - C She thought she wouldn't be able to buy a certain perfume.
- 29 Jo's intention when she spoke to the girl was
- A to give her some good news.
 - B to sympathize with her problem.
 - C to sell her some perfume.
- 30 Jo says that the man who came into one of The Perfume Shop's stores
- A became a regular customer.
 - B wanted a perfume that was no longer available.
 - C was amazed when she sent him a bottle of her own perfume.

Speaking 14 minutes

Part 1 2 minutes

Your country

- What is the weather usually like in your country?
- What kind of work do people in your country typically do?
- What is the difference between life in cities and life in the countryside in your country?
- Would you prefer to live in your own country or in another country? (Why?)

Visiting places

- What's the most exciting place you've visited? (Why?)
- Which place(s) have you been to that were disappointing for you? (Why?)
- Which place(s) would you particularly like to visit? (Why?)
- Do a lot of tourists visit the place where you live/your country? (Why?/Why not?)

Celebrities

- What kind of people are the most famous in your country?
- Do you take an interest in stories about celebrities in the media? (Why?/Why not?)
- Would you like to be famous? (Why?/Why not?)
- What influence do celebrities have on other people?

Part 2 4 minutes

1 Loading equipment

CANDIDATE A: Look at photographs 1A and 1B on page 126. They show people putting different equipment into vehicles for transport.

Compare the photographs and say why you think the people are transporting the equipment.

Candidate A talks on his/her own for about 1 minute.

CANDIDATE B: Which situation would you prefer to be in?

Candidate B talks on his/her own for about 20 seconds.

2 Extreme climates

CANDIDATE B: Look at photographs 2A and 2B on page 127. They show people in different kinds of extreme climate.

Compare the photographs and say what difficulties the people might face in the different places.

Candidate B talks on his/her own for about 1 minute.

CANDIDATE A: Which of the places would you prefer to go to?

Candidate A talks on his/her own for about 20 seconds.

Parts 3 and 4 8 minutes

Friendship

Part 3 4 minutes

Imagine that you have been asked by your teacher to give a talk to your class about friendship and what you think are the most important aspects of it. Turn to page 128 and look at some aspects of friendship that you have been given to think about for your talk.

First, talk to each other about how important each of these aspects of friendship is. Then decide which two aspects are the most important.

Candidates A and B discuss this together for about 2 minutes.

Part 4 4 minutes

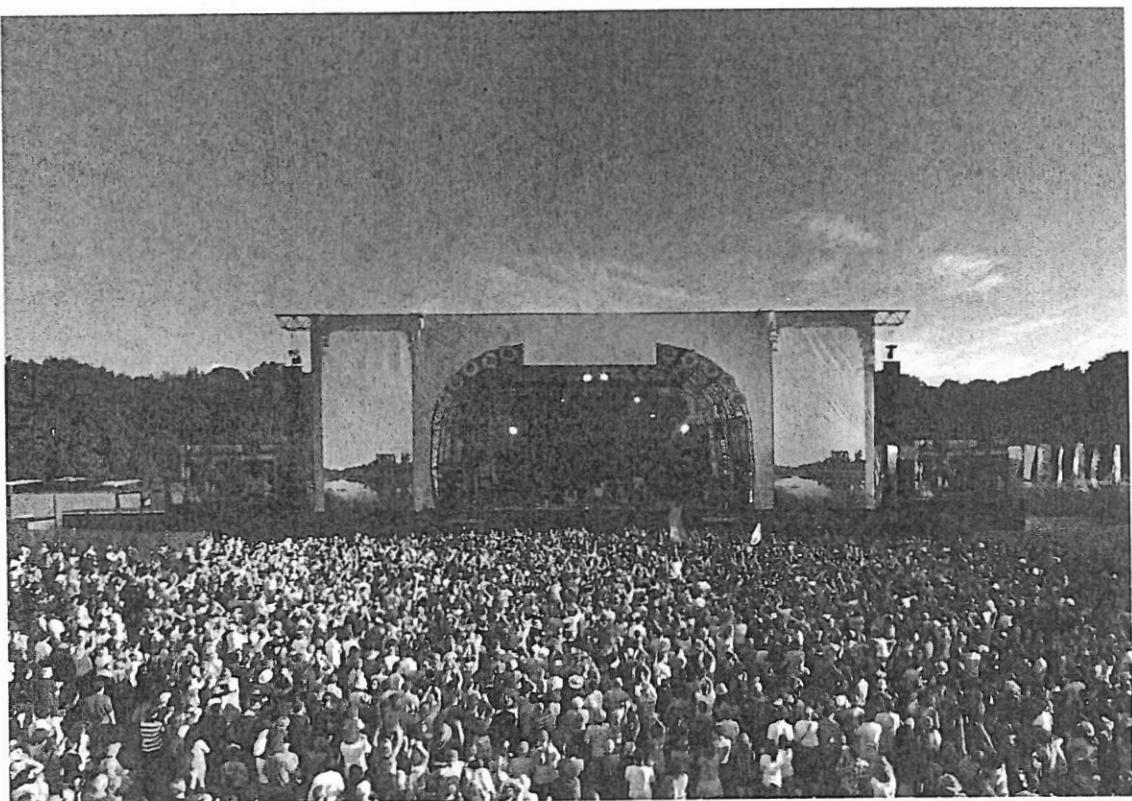
- Do you find it easy to make friends? (Why?/Why not?)
- Do you prefer to spend time with one friend or with a group of friends? (Why?)
- What qualities do you think are important in a friend? (Why?)
- Some people say that friends are the most important thing in life. Do you agree?
- What kind of person could never become a friend of yours? (Why?)
- Do you think you will always have the same friends? (Why?/Why not?)

Test 1 Part 2

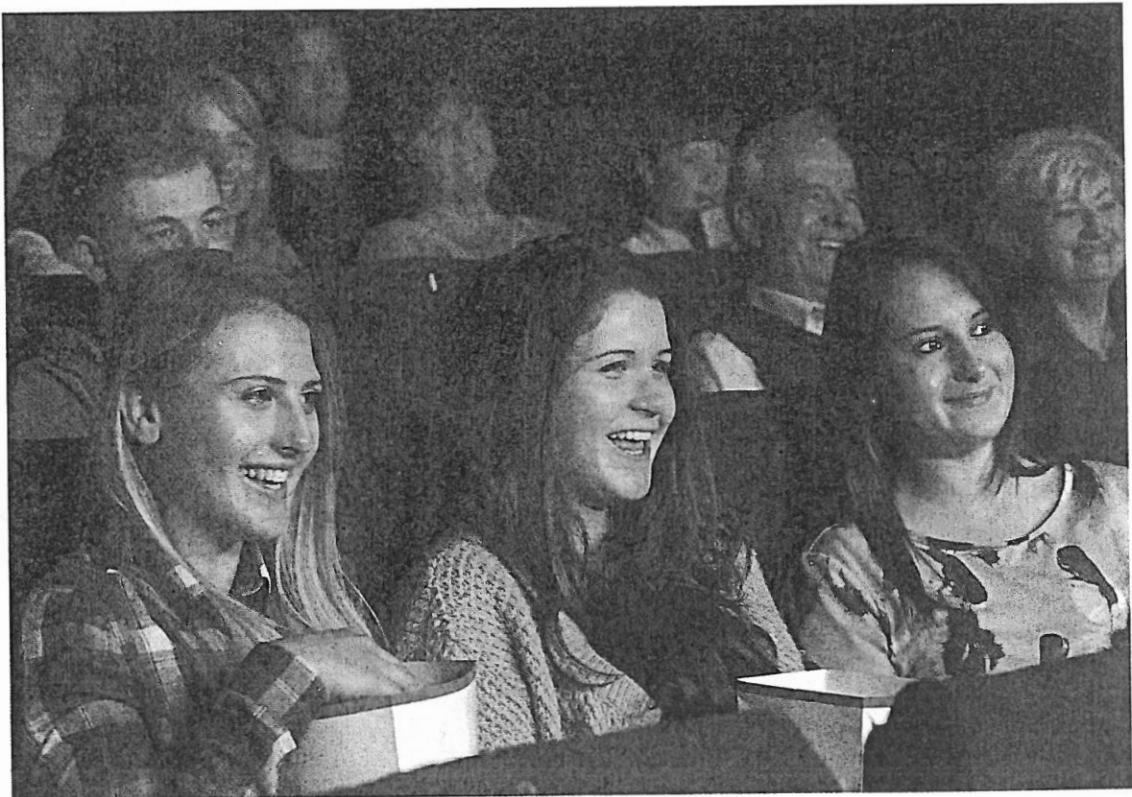
Crowds

What kind of experience are the different crowds of people having?

1A



1B



Test 1 Part 2

Celebrations

What did people do in order to organize the different birthday celebrations?

2A

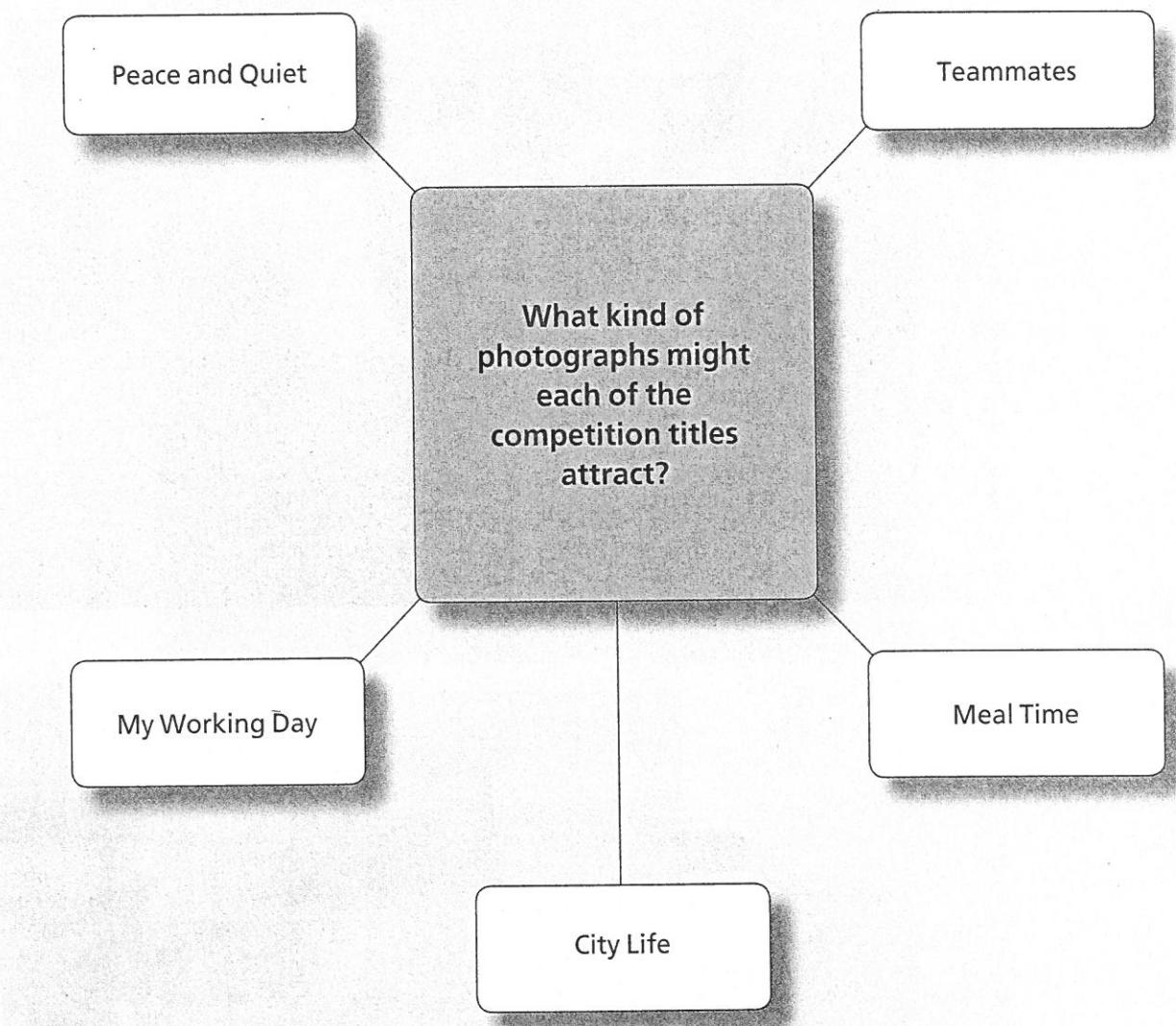


2B



Test 1 Part 3

Photography competition



Test 2 Part 2

Travelling to work

What are the advantages and disadvantages of the different ways of travelling to work?

1A



1B



Test 2 Part 2

Shouting

Why are the people shouting?

2A

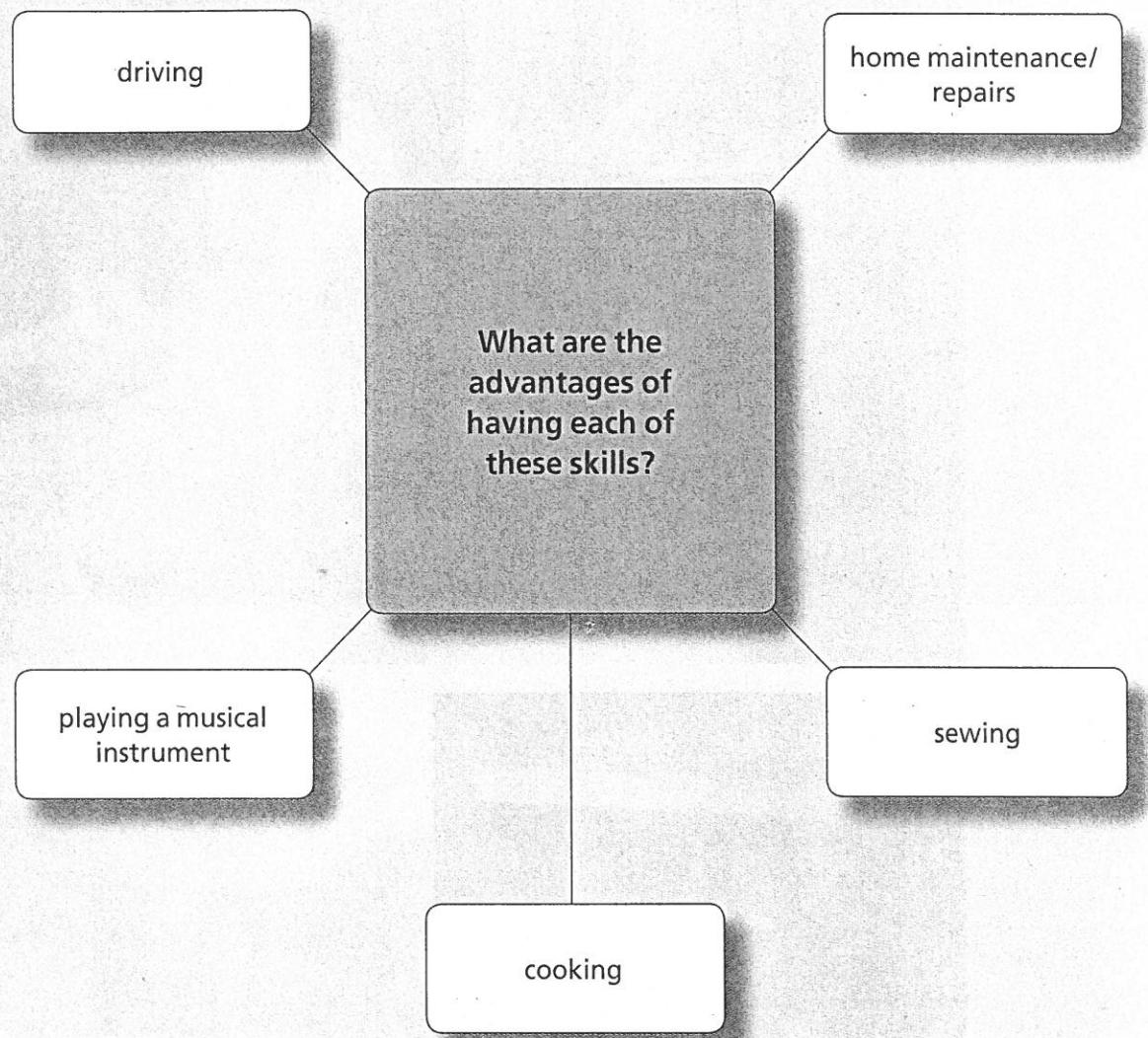


2B



Test 2 Part 3

Skills for life



Test 3 Part 2

Waiting

How might the people be feeling?

1A



1B

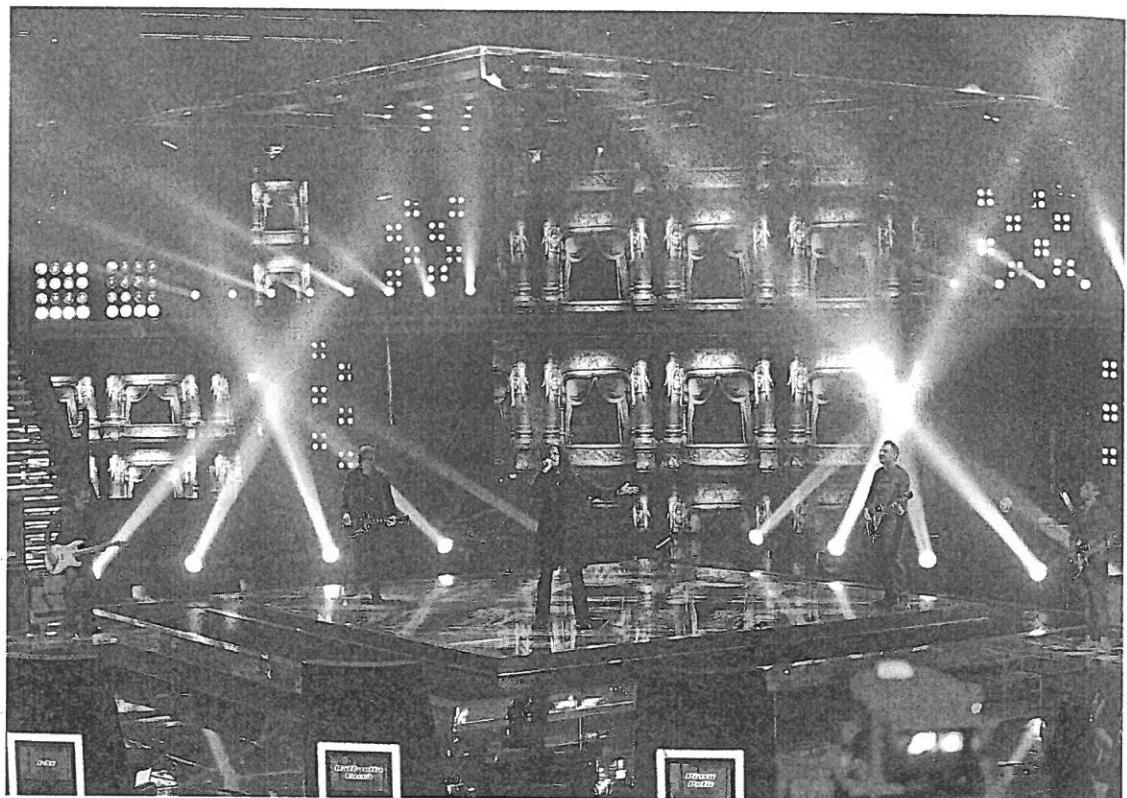


Test 3 Part 2

TV shows

What do people enjoy about watching these kinds of TV programmes?

2A

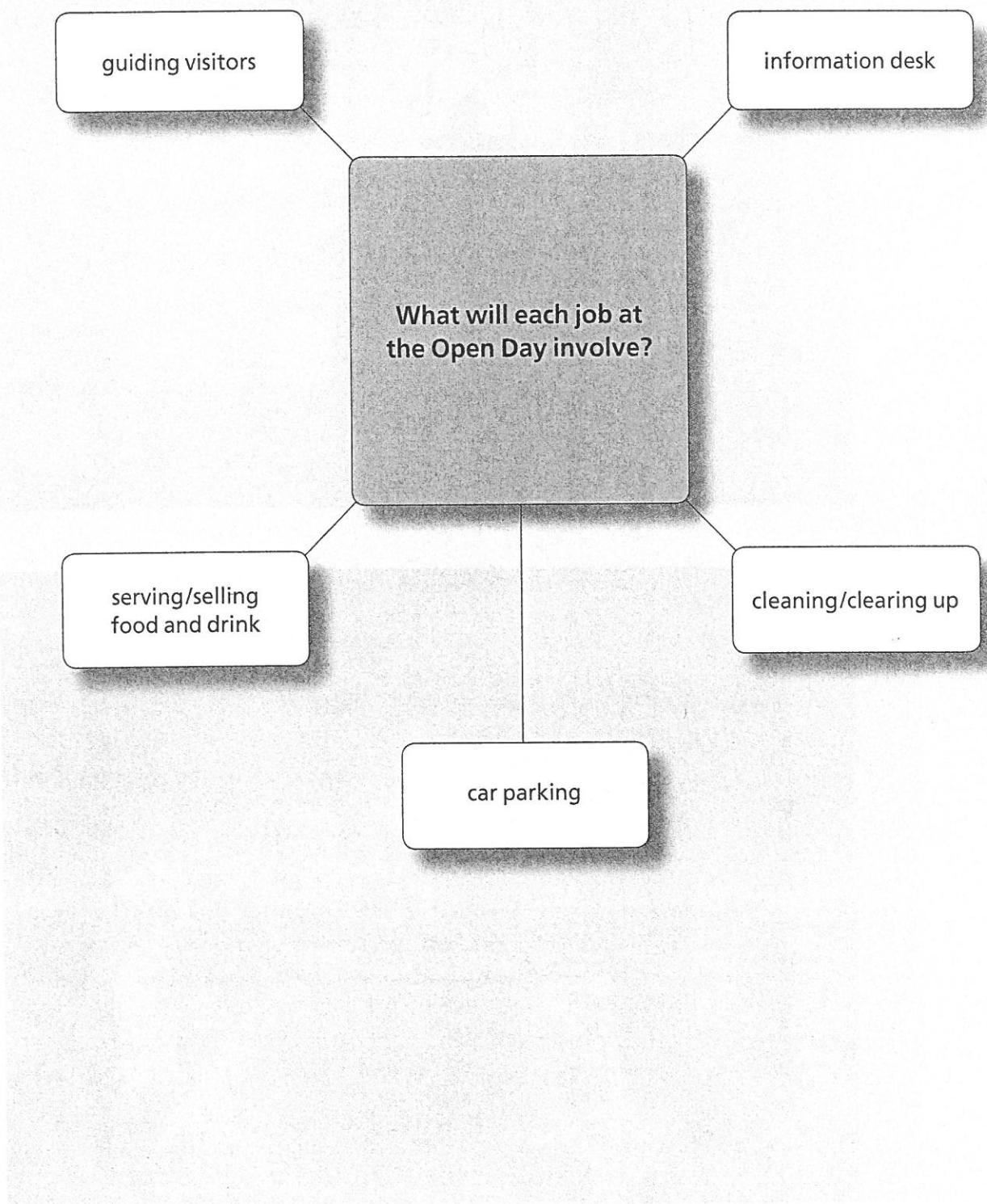


2B



Test 3 Part 3

Helping at an event



Test 4 Part 2

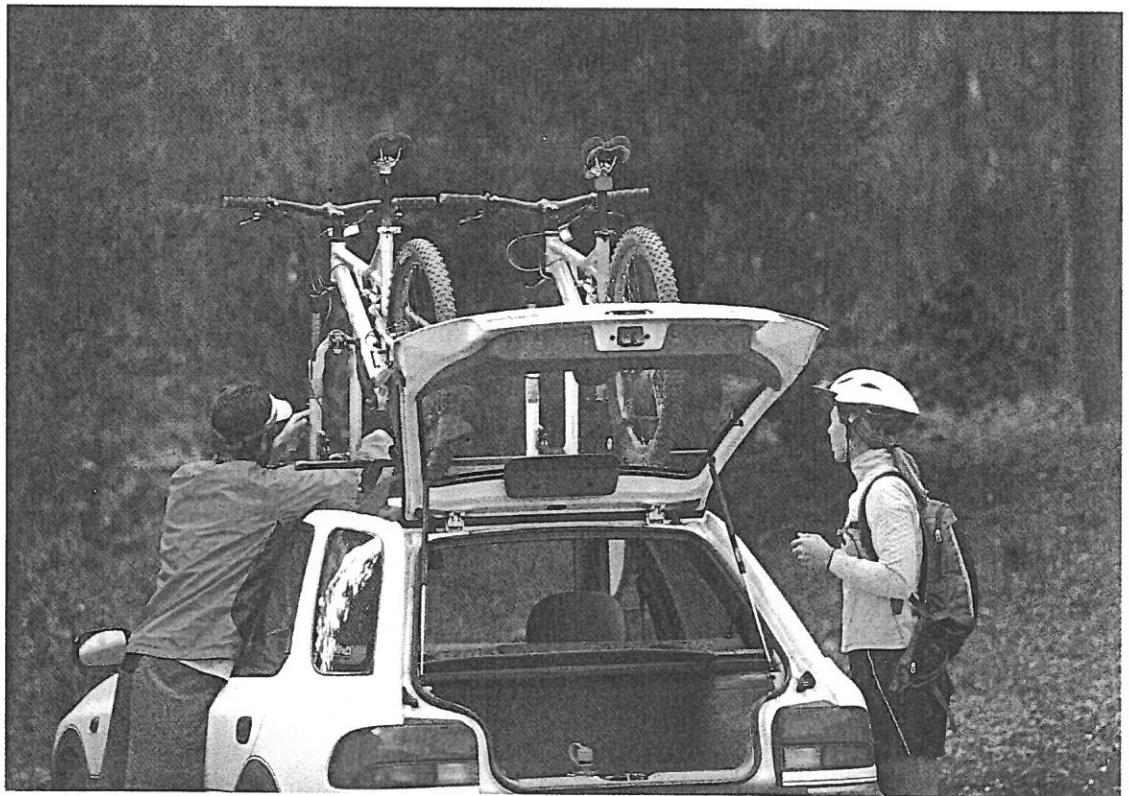
Loading equipment

Why are the people transporting the different equipment?

1A



1B



Test 4 Part 2

Extreme climates

What difficulties might the people face in the different places?

2A



2B



Test 4 Part 3

Friendship

