

Make sure to focus on the way you pronounce word endings as well.

- 2.4** Put the words into the correct column depending on how the ending is pronounced.

based	played	laughed	changed	waited
arrived	acted	chased	increased	learned
hoped	wanted	poured	decided	washed

/t/	/d/	/ɪd/

- 2.5**  ³⁶ Listen and check your answers.

- 2.6** Listen again and practise saying the words aloud.

- 2.7**  ^{Video 15} Watch extracts from Saida and Melanie's talks. What problems can you hear with individual sounds?

Stress, intonation, and running words together

Stress is used to accurately pronounce a word.

- 2.8** Which part of these words should be stressed? Underline the correct syllable.

contact	respect	equal	practice	depend
develop	environment	technique	expert	
difficult	expensive			

- 2.9**  ³⁷ Listen and check your answers, then practise saying the words with the correct stress.

Stress is also used to give emphasis to a word and add extra meaning to it.

- 2.10**  **38** You will hear part of a talk about conducting a job interview. As you listen, follow the script below and underline the words that the speaker stresses to give emphasis.

Over the years // I've interviewed hundreds of candidates // for jobs at many different levels. // The point of every job interview is to make sure a candidate has the skills necessary to do the work. Hiring the wrong person can be an expensive mistake. But, apart from references, how can you determine if the candidate actually knows what he says he knows? A very effective way to sort out the good candidates from the bad is by asking 'How did you do that?' and 'Why did you do that?' at appropriate stages in the interview.

Intonation is an important part of your pronunciation. Good intonation stops your speech sounding too monotonous.

Chunking, or running words together, also helps to make your language sound more natural.

- 2.11** The first few lines of the script above have // marks to show how the speaker chunks words and phrases together. Listen again and add // marks to show where the speaker naturally pauses.

- 2.12** Look at this extract from Sanem's video and say it aloud.

- 1 underline the words that you think should be stressed
- 2 use // marks to show which phrases or groups of words should be chunked together.

EXAMINER: Let's talk about music. How often do you listen to music?

SANEM: Every day. I love music, yeah I'm a fan of music every type of music especially rock music and classical music and I like to search from the internet, new groups, new bands, new type of genres. Yeah, every day.

- 2.13**  **Video 16** Watch the extract from Sanem's video.

- 1 Does she show a good use of stress and chunking?
- 2 Does she show a good use of intonation or does she sound monotonous?



Study Tip A good way to practise intonation and fluency is by copying the rhythm of native speakers. Choose a recording from the listening section and play it at a low volume. Read aloud from the script and try to keep the same time and intonation patterns as the speaker on the recording.

3 Assessing yourself and improving your score



Study Tip Record yourself being interviewed, on video if possible, and try to assess your own performance. Decide which areas you need to work on and improve.

- 3.1** Watch the whole of Saida's test. As you watch, look at the comments made by an examiner below and the score she received.

Criteria	Examiner comments	Band awarded
Fluency and Cohesion	Slow speech and frequent hesitation. A range of spoken discourse markers (<i>well; so; it depends; actually; I think so; first of all</i>).	5
Lexical Resource	Some good vocabulary (<i>architectural design, last two decades, cooperative and tolerant, look after their children, help people become healthy again</i>), but limited flexibility is demonstrated by lack of range, repetition of certain items (<i>cooperative and tolerant</i>) and inappropriacies (<i>it's very actual, some cookings and housekeeping works, she always says me</i>).	Between a 5 and 6
Grammatical Range and Accuracy	Quite accurate on basic forms, but little range. Some good examples of complex forms (<i>help people to become healthy again, try to encourage it, I prefer to write letters by myself, my mother asked me to go to her home and help</i>), but most of these involve infinitive structures. Examples of errors (<i>technology nowdays are really go fast, she become healthy, now I proud, they are more closer, think about yourselves/themselves</i>). However, in general, these do not impede communication.	Between a 5 and a 6
Pronunciation	At times, her slow speech interferes with chunking and rhythm and she has a problem with 'th'. However, control is variable and when more confident, she demonstrates good rhythm and chunking (<i>if I can help someone, explain some things which I want to say</i>) and has some good use of intonation and stress (<i>not only nurses, also teachers</i>).	6

- 3.2** Saida's overall score was 5.5. Look at the comments again and decide what Saida would need to do to improve her band scores for each of the criteria.

- 3.3** Look back at any of the videos or recordings you have made of yourself. Compare your own performance with Saida's. What areas do you need to improve in your own performance?

Test 1

LISTENING

SECTION 1 Questions 1–10

Questions 1–6

Complete the notes below.

Write **NO MORE THAN TWO WORDS AND/OR A NUMBER** for each answer.

 **Test Tip** Remember that you only hear the recording once.

Check how many words you can use for each answer.

Read through the notes to get an overall idea of their content.

PRESTON PARK RUN

Details of run

Example

Day of Park Run: Saturday

Start of run: in front of the 1

Time of start: 2

Length of run: 3

At end of run: volunteer scans 4

Best way to register: on the 5

Cost of run: 6 £

 **Test Tip** You can write a time in figures or words, but figures are quicker and easier.

Questions 7–10

Complete the notes below.

Write **NO MORE THAN TWO WORDS AND/OR A NUMBER** for each answer.

 **Study Tip 3** The answer is a distance. Make sure you include the unit of measurement – you can write this in an abbreviated form, e.g. 'km' for kilometres or 'm' for miles.

Volunteering

Contact name: Pete 7

Phone number: 8

Activities: setting up course

9 the runners

10 for the weekly report

 **Test Tip** If part of the answer is given (e.g. \$, £, etc.) remember not to repeat it in your answer.

 **Test Tip** Names are often spelled out on the recording. Make sure you know how all the letters of the English alphabet are pronounced. Listen carefully and write down the letters as you hear them.

 **Test Tip** Check that you have spelled all the answers correctly.

SECTION 2 Questions 11–20

Questions 11–14

Complete the table below.

Write **NO MORE THAN THREE WORDS AND/OR A NUMBER** for each answer.

PACTON-ON-SEA BUS TOUR		
Bus stops	Location	Things to see
Bus stop 1	train station	start of tour
Bus stop 2	the aquarium	dolphins and 11
Bus stop 3	12	yachts and power boats
Bus stop 4	13 centre	very old 14



Test Tip Look carefully at the table before you listen. Note the headings at the top – they tell you what you need to listen for. Use all the information provided in the table to help you predict answers.

You hear the answers in the same order as the questions.

Use the words that you hear to answer the questions.



Study Tip

11 'dolphins' is plural so the answer to this question is also likely to be plural – don't forget the 's'.



Study Tip 14 You may hear a synonym of 'very old' on the recording (e.g. 'ancient'). Don't repeat it in your answer.

Questions 15–20

Complete the sentences below.

Write **NO MORE THAN TWO WORDS AND/OR A NUMBER** for each answer.

- 15 You need to have a to buy a ticket for £10.
- 16 The bus tour lasts in total.
- 17 The cost of the bus ticket includes entrance to the
- 18 You can listen to an audio commentary which has been made by the
- 19 If the weather is wet, it is a good idea to bring
- 20 Don't forget to bring your when you book online.



Test Tip Read the sentences through in the preparation time and think about what type of information is missing.



Study Tip 18 If you do not know the phrase 'audio commentary', use the context and other words in the sentence to help you decide what it means, e.g. 'It is something you listen to on a tour bus'.



Study Tip Check that all the sentences are grammatically correct and make sense, e.g. don't repeat 'the' before your answer to Question 18.

SECTION 3 Questions 21–30**Questions 21–26***Choose the correct letter, A, B or C.*

- 21 Dave Hadley says that the computer system has
- A too many users.
 - B never worked well.
 - C become outdated.
- 22 The main problem with the computer system is that it
- A is too slow.
 - B stops working.
 - C displays incorrect data.
- 23 Timetabling has become an issue because
- A there is not enough time for anyone to do it.
 - B the system does not handle course options.
 - C the courses are constantly changing.
- 24 To solve the timetabling issues, Randhir suggests that
- A students should create their own timetables.
 - B Dave should have someone to assist him.
 - C the number of courses should be reduced.
- 25 Randhir says that a new system may
- A need to be trialled.
 - B still have problems.
 - C be more economical.
- 26 Improving the existing system will take
- A a few weeks.
 - B four or five months.
 - C nine months.

→ Study Tip Read the questions through and underline important words that tell you what to listen for, e.g. 'main problem' in Question 22.

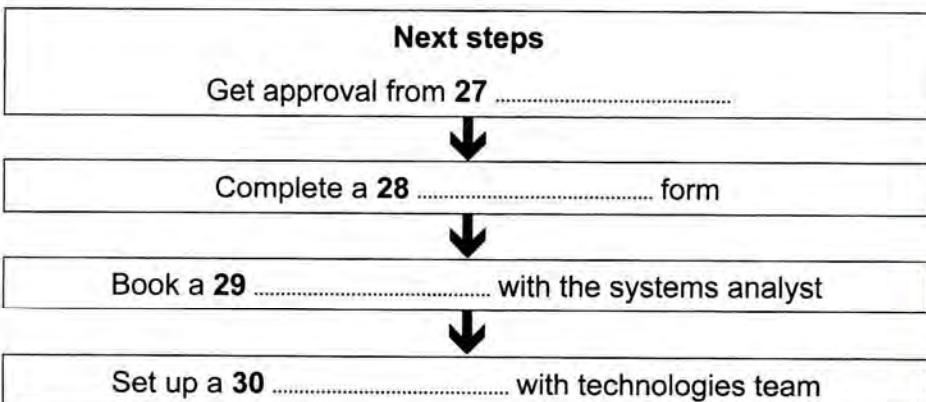
→ Study Tip 23 In addition to noting important words in the question ('Timetabling', 'issue'), you need to pick out the important words in the options ('not enough time', 'system', 'not handle', 'options', 'courses', 'changing').

→ Study Tip 25 Are any of the options positive or negative? Do the speakers' voices sound positive or negative? This may help you answer the question.

Questions 27–30

Complete the flow-chart below.

Write **NO MORE THAN TWO WORDS** for each answer.



Test Tip Check the number of words you can use, and read through the flow-chart to understand the process.

What type of information is missing in each gap? Are the answers likely to be plural or singular?



Study Tip 29 & 30

You can predict answers before you listen, but be careful! Why is 'appointment' incorrect for Question 29? What other answers are possible?



Test Tip Read back through the flow-chart and check your answers for both meaning and spelling.

SECTION 4 Questions 31–40

Complete the sentences below.

Write **NO MORE THAN TWO WORDS AND/OR A NUMBER** for each answer.

Ceramics

- 31 Ceramics date back approximately
- 32 The first figurines were made in the area of
- 33 Early humans could not use their pots to store
- 34 The Chinese improved the quality of ceramics by mixing with the clay.
- 35 Chinese porcelain was also called
- 36 Bottger added quartz and to clay to make porcelain.

Glass

- 37 Glass production is similar to clay ceramics apart from the rate of
- 38 The Romans introduced the use of glass to make

Concrete

- 39 The discovery of concrete is probably due to observing reactions of water and
- 40 The ability to build large contributed to the success of the Roman Empire.



Test Tip There is no break in this section. Read all ten sentences carefully in the preparation time.



Study Tip 31 Think of the sentences as questions, e.g. 'When did ceramics start?' This can help you think of words and phrases to listen for.



Study Tip 32–34 The answer to Question 32 is a place. What type of information is missing in the next two questions?



Study Tip Use the headings 'Ceramics', 'Glass' and 'Concrete' to help you keep your place as you listen.



Test Tip Make sure that the grammar of the completed sentences is correct. Check there are no unnecessary words. Check spellings and use of plural 's'.

READING

 **Test Tip** Aim to complete the questions in the recommended time.

There are usually two or three sets of questions in each section.

Each correct answer scores one mark.

READING PASSAGE 1

You should spend about 20 minutes on Questions 1–13, which are based on Reading Passage 1 below.

The Dover Bronze-Age Boat

A beautifully preserved boat, made around 3,000 years ago and discovered by chance in a muddy hole, has had a profound impact on archaeological research.

It was 1992. In England, workmen were building a new road through the heart of Dover, to connect the ancient port and the Channel Tunnel, which, when it opened just two years later, was to be the first land link between Britain and Europe for over 10,000 years. A small team from the Canterbury Archaeological Trust (CAT) worked alongside the workmen, recording new discoveries brought to light by the machines.

At the base of a deep shaft six metres below the modern streets a wooden structure was revealed. Cleaning away the waterlogged site overlying the timbers, archaeologists realised its true nature. They had found a prehistoric boat, preserved by the type of sediment in which it was buried. It was then named the Dover Bronze-Age Boat.

About nine metres of the boat's length was recovered; one end lay beyond the excavation and had to be left. What survived consisted essentially of four intricately carved oak planks: two on the bottom, joined along a central seam by a complicated system of wedges and timbers, and two at the side, curved and stitched to the others. The seams had been made watertight by pads of moss, fixed by wedges and yew stitches.

The timbers that closed the recovered end of the boat had been removed in antiquity when it was abandoned, but much about its original shape could be deduced. There was also evidence for missing upper side planks. The boat was not

a wreck, but had been deliberately discarded, dismantled and broken. Perhaps it had been 'ritually killed' at the end of its life, like other Bronze-Age objects.

With hindsight, it was significant that the boat was found and studied by mainstream archaeologists who naturally focused on its cultural context. At the time, ancient boats were often considered only from a narrower technological perspective, but news about the Dover boat reached a broad audience. In 2002, on the tenth anniversary of the discovery, the Dover Bronze-Age Boat Trust hosted a conference, where this meeting of different traditions became apparent. Alongside technical papers about the boat, other speakers explored its social and economic contexts, and the religious perceptions of boats in Bronze-Age societies. Many speakers came from overseas, and debate about cultural connections was renewed.

Within seven years of excavation, the Dover boat had been conserved and displayed, but it was apparent that there were issues that could not be resolved simply by studying the old wood. Experimental archaeology seemed to be the solution: a boat reconstruction, half-scale or full-sized, would permit assessment of the different hypotheses regarding its build and the missing end. The possibility of returning to Dover to search for the boat's unexcavated northern