

Review

Answer the questions about Reading and Use of English Part 1.

- 1 Before attempting any of the questions, what should you do first?
- 2 How can an awareness of collocations help you do well in Part 1?
- 3 How can a knowledge of prepositions help you do well in Part 1?
- 4 If you are not certain about any of the answers, is it worth guessing?

Useful language: checking for correct collocations

- 1**  Exam candidates often make mistakes with certain words. Choose the correct alternative in *italics*.

Tip! Sometimes it is useful to think about what word might go in a gap before you look at the alternatives offered.

At the beginning of term, the attention of all students at this university is always **1** *called / drawn* to the fact that they must **2** *attend / join* at least three-quarters of the lectures for any course that they are **3** *following / taking* to be allowed to do the exam at the end of the course. And students already **4** *learn / know*, of course, that if they don't **5** *stand / sit* the exam, then this will affect their chances of **6** *achieving / reaching* their aim of **7** *having / getting* a good job. And this may in turn **8** *get / have* an enormous impact on the rest of their lives.



- 2**  Use your knowledge of collocations to fill these gaps with one word. The collocations in this exercise are ones that exam candidates often make errors with. In some cases, there is more than one possible answer.

- 1 It sometimes takes time to friends when you go and live in a different country.
- 2 My cousins sailing most weekends.
- 3 Would you like to a fancy-dress party here at home for your birthday?
- 4 We must steps to avoid the problem occurring again in the future.
- 5 Unfortunately, the course Jim took last winter didn't really his needs.
- 6 I'm planning to some improvements to my coursework essay this weekend.
- 7 The village has a small cinema which a different film every week.
- 8 Look at the college map to out where the law library is.
- 9 The college offers a wide of language courses.
- 10 Thermodynamics is not my of expertise.

Useful language: thinking about prepositions

- 1**  Look at the preposition after the alternatives and choose the word in *italics* which fits best.

- 1 I don't have much *knowledge / information* of local history.
- 2 My *stay / visit* to my grandparents' was a great success.
- 3 The new student didn't *participate / contribute* in the discussion.
- 4 When does your plane *get / arrive* to Rio?
- 5 Polly wrote to *congratulate / thank* the professor for his inspiring lecture.
- 6 My grandfather never *talks / discusses* about his life as a coal miner.
- 7 The article considers the *consequences / reasons* for the workers' strike.
- 8 I saw an *advertisement / article* for a language course in the paper.

- 2** Now rewrite the sentences in Exercise 1 using the other word and changing the preposition, as required.

Test 2 Exam practice Reading and Use of English Part 1

Page 12 Action plan

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

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

Mark your answers on the separate answer sheet.

Example:

0 A allows B lets C makes D gives

0	A	B	C	D
	☐	☐	☐	☐

A wearable book

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

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

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

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

Advice

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

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

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

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

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

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

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

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

Test 2 Training Reading and Use of English Part 2

Page 14 Task information

Review

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

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

Considering meaning and grammar

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

- 1 Which of the words suggested fits the gap? Why is the other word not appropriate?
- When I got to the lecture theatre, it was already full. *much* or *very*?
 - The refurbished building is very attractive. *new* or *newly*?
 - It is important for students to eat *healthy* or *healthily*?
 - The weather was hot we could eat outside every evening. *so* or *too*?
 - The lecture programme was disappointing. *very* or *absolutely*?
 - I would like to suggest some changes the schedule. *in* or *to*?
 - Our room was on the fifth floor, but there was lift available. *no* or *not*?
 - We had to wait for three hours without for the children to do. *anything* or *nothing*?
- 2 Think about meaning and grammar to decide what word should fill each gap.
- When I was a teenager, I always write my diary before I went to bed.
 - You may have to queue for tickets for couple of hours.
 - We got up early because we were afraid of our flight.
 - All the articles in the magazine were written talented young journalists.
 - I've only seen a photo of Joanna, may mean I don't recognise her when I go to meet her.
 - The noise from the wedding reception did not cause any problems the other hotel guests.
 - I can't understand Grace changed her mind so suddenly.
 - I hope that everyone who to go to the gig will be able to get a ticket.

Useful language: focusing on phrasal verbs

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

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

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

Test 2 Exam practice Reading and Use of English Part 2

Page 16 Action plan

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

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

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

Example: 0 O R D E R

Employing an intern

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

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

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

Advice

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

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

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

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

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

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

15 You are looking for the right preposition here.

16 Which relative pronoun would make this sentence hang together?

Test 2 Training Reading and Use of English Part 3

Page 17 Task information

Review

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

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

Useful language: spelling correctly

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

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

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

- suitable a.....
- the opposite of boring i.....
- the way words are said p.....
- essential n.....
- get r.....

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

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

CHARACTER
NORM
APPOINT
CHANGE
MARVEL
BUSY
SHAME
EMBARRASS

Useful language: noting words from the same root

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

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

DEVELOP

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

INTERPRET

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

APPLY

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

Test 2 Exam practice Reading and Use of English Part 3

Page 20 Action plan

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

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

Mark your answers on the separate answer sheet.

Example: 0 I N C I D E N C E

Exercise and happiness

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

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

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

INCIDENT

BASE

APPREHEND

DIVERT

MASTER

SIGNIFY

DENY

VIGOUR

DEPRESS

Advice

17 What part of speech is required here?

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

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

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

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

22 Do you need a prefix here or not?

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

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

Test 2 Training Reading and Use of English Part 4

Page 21 Task information

Review

Answer the questions about Reading and Use of English Part 4.

- 1 What is the maximum number of words you can write in Part 4?
- 2 How many words do contractions like *don't* or *wasn't* count as?
- 3 Can you change the form of the word in capitals?
- 4 How many marks are there for each sentence?

Useful language: choosing the right expression

1 Choose the correct expression in italics from these sentences written by exam candidates.

- 1 The linguistics lecture last night *resulted in* / *turned out* to be disappointing.
- 2 I would like you to publish *an apology letter* / *a letter of apology* in the next issue of your magazine.
- 3 They offered Margot *the opportunity* / *the possibility* to work in Rome.
- 4 I hope you had no difficulty *to find* / *finding* your way here.
- 5 I'll *leave* / *let* you details of my trip when I set off.
- 6 I wouldn't recommend *going* / *to go* to that conference.
- 7 She took pride in *cleaning and decorate* / *cleaning and decorating* her new flat.
- 8 No one knows for sure *where he found* / *where did he find* the information.

Tip! This exercise requires accurate use of grammar and vocabulary. It can be useful to focus on errors that students at this level often make so that you avoid similar mistakes.

2 Complete the second sentence so that it has a similar meaning to the first sentence, using the word given. Do not change the word given. You must use between three and six words, including the word given.

- 1 Please don't forget to take your projects home after school today.
LEAVE
I must remind you school today.
- 2 Betsy was more likeable than expected.
TURNED
Betsy likeable.
- 3 It was easy to find the information I needed.
DIFFICULTY
I hold of the information I needed.
- 4 Where did Lisa go today, I wonder?
KNOW
I'd love today.
- 5 I thought it was an excellent restaurant for a meal.
RECOMMEND
I at that restaurant.
- 6 It was such a noisy party that Sven apologised to his neighbours in writing.
APOLOGY
Sven wrote his neighbours such a noise at the party.
- 7 University was not an option for women in the eighteenth century.
OPPORTUNITY
Women did to university in the eighteenth century.

Tip! Improve your accuracy by paying careful attention to corrections your teacher makes to your written work and try to use the same language correctly in your next piece of writing.

Test 2 Exam practice Reading and Use of English Part 4

Page 22 Action plan

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

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

Example:

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

SIGHT

- Milly burst into herself in the mirror.

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

Example: 0 LAUGHTER WHEN SHE CAUGHT SIGHT OF

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

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

GRANTED

Everyone that James will be willing to work late.

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

RATHER

There study at than this one.

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

COME

You must about the topic for your dissertation soon.

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

MISSED

If Sarah have been in touch with us.

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

BRUSH

My boss encouraged so I could take part in meetings.

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

PICTURE

Tina thanked me about what was going on.

Advice

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

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

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

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

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

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

Test 2 Exam practice Reading and Use of English Part 5

Page 24 Task information

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Review

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

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

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

You are going to read an article from a magazine written by a man who teaches survival skills. For questions 31–36, choose the answer (A, B, C or D) which you think fits best according to the text.

Mark your answers on the separate answer sheet.

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

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

The importance of fire

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

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

See next page

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Advice

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

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

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

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

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

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

Test 2 Exam practice Reading and Use of English Part 6

Page 29 Task information

Page 31 Action plan

Review

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

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

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

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

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

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

Mark your answers on the separate answer sheet.

The relationship between the study of literature and job prospects

A

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

B

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

C

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

D

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

Which expert

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

37

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

38

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

39

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

40

Follow-up

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

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

Advice

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

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

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

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

Test 2 Exam practice Reading and Use of English Part 7

Page 33 Task information

Page 35 Action plan

Review

1 Put these stages for dealing with Reading and Use of English Part 7 in order (1–6).

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

2 What goes before and after?

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

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

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

Mark your answers on the separate answer sheet.

Yukon: Canada's Wild West

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

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

41

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

streets, stopping to chat and trade rumors of the latest strikes and price spikes.

42

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

43

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

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

Advice

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

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

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

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

44

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

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

45

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

46

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

- A It is even larger than the state of California, but with only 37,000 inhabitants, it drives an immense wedge between Alaska and the bulk of Canada. From its north coast, the Yukon stretches to the south and south-east, taking in tremendous expanses of lake-dotted tundra, forests, mountains, wetlands, and river systems.
- B At his expanding compound at the edge of town, helicopters thump overhead, fetching GPS-equipped prospectors to and from remote mountain ridges. Ryan is 50 years old, but he radiates the eagerness and intensity of a much younger man. "This is the biggest geochemical exploration project on the planet right now," he says, his grin revealing a couple of missing upper teeth, "and maybe in history."
- C Today, the couple could buy—and heat—just about any house on Earth. Ryan's discovery of what would eventually amount to billions of dollars' worth of buried treasure has helped reinfect the Yukon with gold fever, and fortune seekers have stormed the Canadian territory in numbers not seen since the 1890s.
- D In contrast, the Yukon's early inhabitants hunted bison, elk, caribou, woolly mammoths, waterfowl, and fish, and they competed for resources with carnivores such as wolves and Beringian lions. Due to climate warming and other factors, some of these animals died off. But others, such as the barren-ground caribou, thrived in such numbers that native peoples adapted their own movements and lifestyles to the animals' migrations.

- E Such creatures are especially to be found in the Peel watershed, an immense wilderness which drains an area larger than Scotland. "The Peel watershed is one of the few places left where you still have large, intact predator-prey ecosystems," says a representative of the Yukon Conservation Society. "From wolves and grizzlies and eagles on down, it's a wildlife habitat of global importance."
- F As the material needs of the world's seven billion people continue to grow, the rush to exploit the Yukon's exceptionally rich resources—gold, zinc, copper, and more—has brought prosperity to a once forsaken corner of the continent. But the boom has brought to the fore a growing tension between those who would keep one of North America's last great wildernesses unbroken and those whose success depends on digging it up.
- G But in other ways, things are different now. During the first Klondike stampede, prospectors plied nearby creeks with picks and pans and shovels, and a bartender could sweep up a small fortune in spilled gold dust at the end of a big night. Nowadays, mining's heavy lifting is done by a mechanized army of bulldozers, drilling rigs, and flown-in workers.

Advice

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

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

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

Test 2 Exam practice Reading and Use of English Part 8

Page 38 Task information

Page 40 Action plan

Review

Which of these pieces of advice are good ones for Reading and Use of English Part 8?

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

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

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

Mark your answers on the separate answer sheet.

In which section does the writer

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

47

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

48

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

49

explain why running is an appropriate activity for her?

50

mention how she solved a physical problem?

51

suggest that something was less daunting than she had anticipated?

52

mention receiving some useful pieces of advice?

53

say why running is good for your physical wellbeing?

54

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

55

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

56

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

Advice

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

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

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

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

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

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

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

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

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

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

I want to become a runner

A

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

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

B

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

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

C

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

D

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

Review

Correct these statements about Writing Part 1.

- | | |
|---|--|
| 1 In Part 1, you have a choice of task. | 4 You can choose which information you use from the text on the question paper. |
| 2 You usually have to write a letter. | 5 It is important to copy phrases carefully from the text on the question paper. |
| 3 You have to write 250 words. | |

Reading the question

Read the task below, then answer these questions about it.

- What is the aim of the essay?
- Which two points will you choose to focus on?
- What examples could you include for each point?
- Which of your two chosen points will you say is more effective, and what reason will you give for this?

- Your class has listened to a panel discussion about how schools can best prepare young people for their future working lives. You have made the notes below:

Strategies aimed at preparing young people for their future working lives

- teaching practical skills
- providing information about jobs
- establishing links with local community

Some opinions expressed in the discussion:

"Schools should spend more time teaching practical things like car mechanics, cooking, computer programming, etc."

"Young people need to know about a wide range of possible jobs."

"Kids should have the opportunity to get work experience in local workplaces."

Write an essay discussing **two** of the strategies in your notes. You should **explain which strategy is most likely to be effective, giving reasons** in support of your answer.

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

Useful language: showing a range of vocabulary

1 Read and answer the questions.

- What other examples of practical skills could you use – to avoid just lifting language from the task?
- Can you think of at least three other ways of saying 'provide information about jobs'?
- What examples could you give to illustrate what 'get work experience' might mean in practice?
- What other words could you use to avoid saying 'young people' all the time?
- What other words could you use to avoid saying 'work' all the time?

Tip! The Part 1 task is likely to involve four paragraphs:

- Introduction
- Expansion of one bullet point
- Expansion of a second bullet point
- Explanation of which of these two points is more important

2 Below is a sample answer for the task. Read it and answer the questions.

- Is the answer in the typical essay format?
- Would the writing be likely to have a positive impact on the teacher as target reader?
- Does it deal with two of the three bullet points in the task?
- Does it expand each of these points in a coherent way?
- Has the writer put any opinions presented in the task into their own words?
- Does the writer say which of the two selected points is more important, giving at least one reason to support their opinion?
- Can you find any examples of language that demonstrate a good range of vocabulary or structures?
- Is the organisation of the answer clear?
- What mark out of five do you think this answer got?

Tip! You will not get marks for copying phrases from the information provided, so try to reword language from the input text (what is written on the question paper) as long as it is possible to do this in a natural way.

One of the essential goals of school education is to ensure that pupils are well prepared for their future lives in the workplace. This is arguably as important a task as teaching such academic subjects as history or chemistry.

There are many different ways in which schools can work towards achieving this aim. Firstly, they can make sure pupils learn basic practical skills. In the past, girls used to be taught how to knit and sew while boys learnt metalwork and carpentry. However, these days other skills such as working with spreadsheets or using computer-aided design software may be of more use to young people, both boys and girls, as they are skills that are frequently required in the modern workplace.

Another way in which schools can prepare youngsters for their working lives is by providing them with information about a wide variety of different careers. This is essential, as otherwise students would be likely to restrict their job choices to careers already familiar to them, often because of family members' involvement in those fields. It is clearly preferable for young people to be made aware of the enormous range of types of work that is available for them to choose from.

Of the two ways outlined above, informing pupils about career opportunities is the more important. This is because, while it is certainly not impossible to learn practical skills later in life, selecting which career path you wish to follow is a decision that cannot be delayed but has to be taken as soon as you leave school.

Test 2 Exam practice Writing Part 1

Page 44 Action plan

Review

Look at the exam task below, then answer these questions.

- 1 What is the issue that you have to discuss?
- 2 How could each of the three points relate to the topic?
- 3 Which two of the three points are you going to focus on?
- 4 To what extent will you use the opinions expressed in the task in your answer?
- 5 Which of the two points you've selected will you say is more effective?
- 6 What reasons will you give in arguing that this point is more effective than the other one?

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

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

- 1 Your class has listened to a radio discussion about how to help people live healthier lives. You have made the notes below:

Measures to help people to live healthier lives

- education
- legislation
- facilities

Some opinions expressed in the discussion:

"People need to know about the benefits of exercise and a healthy diet."

"There should be laws that totally ban unhealthy habits like smoking."

"The government needs to sponsor facilities to make them affordable for everyone."

Write an essay discussing **two** of the measures in your notes. You should **explain which measure is most likely to be effective, giving reasons** in support of your answer.

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

Tip! Good candidates sometimes lose marks simply because they do not read the question carefully enough. Make sure you do exactly what you are asked to do.

Advice

Remember that 'education' can refer not just to education in schools but also, for example, to educating the public through media campaigns.

What other unhealthy habits, apart from smoking, might a government consider banning?

What legislation could encourage healthy habits (as opposed to just banning unhealthy ones)?

What sorts of facilities could help people to lead healthier lives?

Test 2 Training Writing Part 2

Page 46 Task information

Review

Answer these questions about Writing Part 2.

- 1 How many words do you have to write in this part?
- 2 How many paragraphs are you likely to write in an answer of that length?
- 3 Which are the only four types of text you might have to write?

Organising your writing

- 1 Look at the task below and the sample answer to it. Then answer these questions.

- 1 What is the topic of each paragraph in the sample answer?
- 2 A sentence which introduces or summarises the theme of the paragraph can be called the *topic sentence*. Underline the topic sentence of each paragraph.
- 3 What do you notice about where the topic sentence occurs?

You see this announcement on a website.

We are looking for reviews of the best and the worst music video you have ever seen. Write us a review briefly describing these two videos, explaining why you think they are particularly good or particularly bad and commenting on how important you think music videos are for fans.

Write your **review**.

Sample answer

- 1 The best and worst music videos I have ever seen were curiously by the same band. They were both for songs by The Reds, one of my favourite bands of all time. The best one was for their song 'Dream Song', which was one of their first-ever releases. The worst was for 'Night Rider', a hit they had last year.
- 2 The video for 'Dream Song' looked as good as the song sounded. It opened with a young girl lying asleep in a hammock. You were shown what she was dreaming about and it was very beautiful and romantic. It matched the song's lyrics perfectly.
- 3 The video for 'Night Rider' began effectively but soon deteriorated. The dramatic opening sequence of a horseman riding through a dark forest was followed by a rapid sequence of different shots which were not obviously connected and didn't make sense to me. I couldn't understand what relation the pictures had to the music.
- 4 Music videos are popular with fans because they help them to understand the meaning of the songs they accompany. They also enjoy seeing the stars performing. The videos make the music an experience for the eyes as well as the ears. In short, there are a number of reasons why music videos appeal.
- 5 Although music videos like 'Dream Song' can be dramatic and original films, I generally prefer to listen to my music without an accompanying video. That way I can focus more on how the music sounds. I'd much rather use my own imagination to picture what the track relates to.

2 Now look at these tasks. Write a plan for a four- or five-paragraph answer to each one.

A This is part of an email you receive from an English-speaking friend:

... In class, we've been discussing the relationships between teenagers and adults. Can you write and tell me about the situation in your country? How do teenagers and adults see each other? What sorts of things do teenagers and adults tend to disagree about? What do you think could be done to improve the relationship between these generations?

Write your email.

B An international sporting organisation has asked your college for information about its students' involvement in sport. As you are class representative, Dr Anna Jones, the College Principal, has asked you to write a report summarising your class's attitude to sport. You should provide information about the class's interest in sport both as participants and as spectators and should suggest at least one way in which the college could do more to encourage students' involvement in sport.

Write your report.

3 Write a topic sentence for each paragraph of the two tasks you planned in Exercise 2.

Useful language: good beginnings

Which do you think is the better beginning for each of the three tasks from Exercises 1 and 2? Why is the other beginning not so good?

- 1a Music videos are sometimes very good and sometimes very bad.
- 1b Music videos differ enormously in terms of originality, production values and appeal.
- 2a Thanks for your email. I've found it very interesting to give some thought to your questions about how teenagers and adults get on in this country.
- 2b Thanks for your email. I don't have too much news for you at the moment – I've been so busy preparing for my exam that I haven't had time for anything else.
- 3a It's hard to believe, but only two-thirds of the students in my class actually bother to participate in any kind of sport.
- 3b This report is based on a survey administered to 30 students in the Advanced English class at Shakespeare College in Quebec.

Tip! In real life, emails are sometimes written in extremely informal English using abbreviations and occasionally including unconventional spelling and punctuation. However, in the exam, you must take as much care with writing an email as with writing any other type of text – it may be appropriate to use informal language, but do all you can to avoid language errors.

Test 2 Exam practice

Writing Part 2

Page 49 Action plan

Look at each of the tasks below 2–4 and answer the questions.

- 1 Which task do you think would be the best one for you to choose?
- 2 What factors do you need to consider when choosing a task?

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

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

2 You have received a letter from an English friend:

... Before I come to visit you this summer, I'd like to learn some of your language. What advice could you give me about how best to learn a language? What do you think I'll find most difficult about learning your language? What do you think are the most important things for me to focus on?

Write your email.

3 The college where you study has funds available for an online subscription to newspapers and magazines. You decide to write a proposal to the College Principal recommending two publications the college should subscribe to. Your proposal should describe each publication, saying why a subscription would benefit students at the college. Your proposal should also explain which of the publications is the most useful, assuming there isn't enough money for both.

Write your proposal.

4 An international arts magazine has asked readers to send in reviews of live theatre performances **they** have attended. Write a review of a play or other performance you have recently seen at the theatre. Your review should briefly describe the performance and should comment on its strengths and weaknesses. You should also give your opinion on how good a venue the particular theatre where you saw the performance is.

Write your review.

Advice

2 Think about the style you need for an email to a friend. What sort of words would be appropriate? Would you use contractions?

3 In a proposal, it is important to be persuasive, but in a way that is as clear, rational and objective as possible. Headings may help you do this effectively.

4 A review has to interest readers from the start, so it is important to begin effectively – with a question, perhaps.

Test 2 Training Listening (approximately 40 minutes) Part 1

Page 51 Task information

Review

Answer these questions about Listening Part 1.

- 1 You are given time before the recording starts. What can you usefully do with this time? Why is it useful?
- 2 You are given some time between the first and second time you hear the recording. How can you best use this time?

Reading the questions

- 1 Prepare for the exam practice task on page 93 by reading the questions and options. Answer the following questions about them.

Extract One

- 1 Whose opinion does the first question focus on?
- 2 Does the second question focus on fact or opinion?
- 3 Whose intention does the second question focus on?

Extract Two

- 1 What are the two speakers discussing?
- 2 How do the three possible reactions offered in Question 3 differ?
- 3 Is Question 4 asking about something the man has already done?

Extract Three

- 1 From the wording of Question 5, who is more likely to be the boss – the man or the woman?
 - 2 Whose feelings must you focus on in answering Question 6?
 - 3 What do the options for Question 6 suggest about what they are discussing?
- 2 Look at the options suggested for Questions 1 to 6. Do any of them stand out as being more or less likely than the others?

Tip! Reading the questions before you hear the recording will help you follow what the recording is about.

Test 2 Exam practice Listening Part 1

Page 52 Action plan

1 13 Follow the exam instructions, using the advice to help you.

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

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

Extract One

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

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

Extract Two

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

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

Extract Three

You hear two colleagues discussing an issue at work.

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

Advice

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

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

Advice

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

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

Advice

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

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

Test 2 Training Listening Part 2

Page 54 Task information

Review

Answer these questions about Listening Part 2.

- 1 When you read the questions before you listen to the recording, what should you think about?
- 2 Is it necessary to spell the words correctly?
- 3 Will you need to make changes to the words you hear so they fit the grammar of the gapped sentence?
- 4 How many words will you need to write in each gap?

Answering accurately

- 1  14 Spelling is important in this part of the exam. Listen and write down the ten phrases you hear. They all use words that are frequently misspelt.

- 2 You must make sure that what you write both fits grammatically and makes sense. Replace the words in italics below so that the sentences are both grammatically correct and make sense.

- 1 Claire Davis was working as a *mechanical engineering* before she lost her job.
- 2 On returning to work after suffering from *broke a leg*, Claire learnt she had lost her job.
- 3 Claire almost immediately decided to visit *American*.
- 4 Claire decided to spend time improving her *swim* when she returned from her trip.
- 5 Claire loved seeing *the France* when she was working as a holiday representative.
- 6 Claire now realises that her life in the past was very *unsatisfactorily*.
- 7 Claire would advise other people who lose their jobs not to *worrying*.
- 8 Claire has no feelings of *angry* towards the people who made her redundant.

Tip! You will not be expected to write something in a different form from what you hear on the recording, so listening carefully will help you to avoid mistakes of the kind focused on in Exercise 2.

Tip! Another aspect of writing accurately is recognising and avoiding distraction. With many questions in Listening Part 2, you will hear two things that would be a logical answer to the question. For example, if the question says 'Laura worked as a ...', the recording will mention at least two jobs.

- 3  15 Listen to the recording and answer these questions about each item (1–4).

- Which words do you hear that could fill the gaps in these sentences?
- Which is the correct word?
- Why is the other word incorrect?

George was born in (1) in the 1950s.

George describes his childhood as (2)

George decided to study (3) at university.

George's first job was as a (4) in New York.

Test 2 Exam practice Listening Part 2

Page 55 Action plan

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

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

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

SALLY BATTING: CYCLING IN THE ANTARCTIC

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

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

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

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

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

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

While cycling across the Antarctic, Sally kept in touch with her family through a
(13)

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

Advice

7 How might the recording express 'favourite' differently?

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

9 What are you going to be listening for here?

10 What kind of word is going to fit here?

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

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

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

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

Test 2 Training Listening Part 3

Page 56 Task information

Review

Answer these questions about Listening Part 3.

- 1 Why is it a good idea to read the questions before listening to the task?
- 2 Why is it useful to think about other ways of saying the points made in the questions and the options?
- 3 Do the questions come in the order that you hear the answers?
- 4 If you are not sure of the answer, should you guess or leave a blank?

Useful language: topic vocabulary

Match the words in the box with their definitions. Use a dictionary to help you.

start-up external in-house entrepreneur
erratic recruitment challenging diversify
undercharge mentor take on skill

- 1 employ
- 2 person who starts their own business
- 3 sell for too low a price
- 4 start making new products or offering new services
- 5 technical ability
- 6 experienced person who gives advice to new employees
- 7 not regular
- 8 from outside an organisation
- 9 process of finding people to work for a company
- 10 business in its early stages
- 11 testing your abilities or determination
- 12 done within an organisation rather than by people from outside

Using the preparation time

- 1 Look at the exam instructions and questions (15–20) on the next page, without reading the options (A–D). In one sentence, what do they tell you about what you are going to hear?
- 2 Now look at questions 15 to 20 in more detail. What do they tell you about what you are going to hear? Tick (✓) the points that you think you will hear about.
 - 1 Paul's work experience before he set up his own business
 - 2 Paul's motivation in setting up his own business
 - 3 the different sorts of people Paul has as clients
 - 4 Paul's life outside the workplace
 - 5 what Paul finds challenging about his work life
 - 6 Paul's approach to using a mentor
 - 7 Paul's explanation for his own success
 - 8 how Paul feels he has changed
 - 9 Paul's plans for the future

Test 2 Exam practice Listening Part 3

Page 57 Action plan

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

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

- 15 What does Paul say about the first years of his working life?
 - A He got a teaching post in the university where he had studied.
 - B His first job began to feel rather monotonous as time went by.
 - C The kind of tasks he was instructed to do gradually changed.
 - D The work became less enjoyable when some colleagues moved away.
- 16 What does Paul say made him decide to start his own consultancy business?
 - A He was persuaded to do so by some friends.
 - B He read a book which inspired him to take action.
 - C He thought he could take advantage of a growing trend.
 - D He realised he had the skills to make a success of his own company.
- 17 What does Paul suggest is his favourite type of client?
 - A people he knew when he was a student
 - B people recommended by agents
 - C people he has met at conferences
 - D people he has worked with previously
- 18 What does Paul find the most difficult aspect of running his business?
 - A gaining a quick understanding of an unfamiliar situation
 - B setting fees that match the effort involved
 - C making a good impression on a new team of people
 - D getting reliable advice from financial experts
- 19 What does Paul say about the way he uses a business mentor?
 - A He uses his mentor differently from the way others use theirs.
 - B He finds his mentor often comes up with fresh ideas for his business.
 - C He gets information about the latest business theories from his mentor.
 - D He likes to get his mentor's reactions to plans that he is considering.
- 20 Paul explains that in the coming year he is going to
 - A employ some new consultants.
 - B have more variety in his work.
 - C move to a more convenient office.
 - D learn some additional skills.

Advice

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

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

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

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

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

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

Test 2 Training Listening Part 4

Page 59 Task information

Review

Answer these questions about Listening Part 4.

- How many speakers do you have to listen to?
- What is the connection between the speakers?
- How many questions do you answer for each speaker?
- With each speaker, do the answers to the questions come in the order they are written on the page?
- What must you do before you listen to the speakers?
- How many options do you have to choose from?
- How might the speakers distract listeners into choosing the wrong answer?
- Is it better to do the first set of questions the first time you hear the recording and then do the second set of questions the second time you hear it?

Reading the questions

- 1** Look at TASK ONE on the next page. If the speaker says these things, what is the answer?

- 'It's not very big, but I like being on the edge of town – it's quick and easy either to get to the centre or to go out into the countryside.'
- 'I didn't think I'd enjoy being so high up, but I love being able to see right over the city.'
- 'There's a grocer's underneath, which is really handy when I need to buy bread or milk.'
- 'I love waking up to the gentle sound of the water lapping outside the window.'
- 'My room looks out over the fields, and in spring I wake up to the sound of lambs baaing under my window.'
- 'My kitchen is what used to be the ticket office and my sitting room was once a waiting room.'
- 'I often babysit my nephews in exchange for being charged much lower rent than I'd normally have to pay for a bedsit.'
- 'I love the picturesque thatched roof and the uneven floors, and everyone says how pretty it is.'

Tip! Use the preparation time well. Think about the meaning of the options and how the speakers might give the answers using different words from those on the question paper.

- 2** Note down one or two other phrases that might be used to describe each type of accommodation (A–H).

- 3** Look at TASK TWO. Answer these questions about the options.

- How might someone explain that a place *can be noisy*?
- What is another way of saying that *parking is difficult*?
- What are some synonyms for *expensive*?
- How else can you say that you have a *long journey to work*?
- How else can you say that a place *lacks storage space*?
- What words and phrases might be used to talk about the *reputation* of a neighbourhood?
- How might the point that a place *doesn't have interesting views* be expressed?
- What are some phrases that could be used to suggest that a *building is in need of repair*?

Tip! Remember, of course, that some of these phrases may also be used to distract you into choosing an incorrect answer, so make sure you listen to the *whole* of what each speaker says before choosing your answer.

Test 2 Exam practice Listening Part 4

Page 60 Action plan

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

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

TASK ONE

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

TASK TWO

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

While you listen you must complete both tasks.

A in a cottage in a village

Speaker 1 21

B above a shop in a town

C in a converted railway station

Speaker 2 22

D in a top-floor city flat

E in a room in a relative's house

Speaker 3 23

F in a house in the suburbs

Speaker 4 24

G on a farm

H in a houseboat

Speaker 5 25

A It can be noisy.

B Parking is difficult.

C The rent is expensive.

D It's a long journey to work.

E It lacks storage space.

F The area has a reputation for being boring.

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

H The building is in poor repair.

Speaker 1 26

Speaker 2 27

Speaker 3 28

Speaker 4 29

Speaker 5 30

Test 2 Training Speaking (15 minutes) Part 1

Page 61 Task information

Review

Which of these are the two main aims of Speaking Part 1?

- | | |
|---|---|
| 1 To relax candidates by asking some simple questions | 4 To notice how well candidates interact with each other |
| 2 To see how well candidates can answer complex questions | 5 To test candidates' ability to give personal information fluently |
| 3 To check the accuracy of candidates' pronunciation | |

Useful language: talking about yourself

1 Work with a partner if possible to ask and answer these questions.

- | | |
|--|--|
| • Where do you come from? | • How have you learnt English? |
| • Where exactly do you live? | • What have you found the most effective and enjoyable ways of improving your English? |
| • What do you think of it as a place to live? | • Which English-speaking countries have you visited, if any? |
| • Who do you live with? | • What do you enjoy doing in your spare time? |
| • What is your first language? | |
| • How does that language compare with English? | |

2 Write five more questions that might be asked in this part of the test, one for each of the topics suggested. Then take turns with a partner, asking and answering each other's questions.

- | | |
|-------------------------|---------------------------|
| 1 People: | 4 Travel: |
| 2 Work and study: | 5 Where you live: |
| 3 Leisure: | 6 Learning English: |

3 Look at these examples of candidates' responses to the same question from the interlocutor. Then answer these questions:

- What is the problem with each response?
- How could the response be improved?

Interlocutor: What do you see yourself doing in the future?

Tip! Remember: you can invent information about yourself if you wish.

Tip! It is not a good idea to prepare answers which you learn and use word-for-word, as this will sound unnatural and inappropriate. However, practising talking about yourself with a partner will help you speak confidently and fluently in this part of the test.



a 'I don't know. I'm not sure yet.'

b 'It depends of my exam results. I am interesting for a lot of things. I hope I am going to get a work the next year after I will finish my career at the university. I am studying the informatics so I think I get easily a good work.'



c 'Who knows? It is hard to know what life will bring us. Sometimes happiness, sometimes sadness. If the right party wins the next election, then the future will be much better for everyone in this country.'

Test 2 Exam practice Speaking Part 1

Page 62 Action plan

Do the exam task, following the instructions below.

Part 1 2 minutes (3 minutes for groups of three)

The interlocutor will ask you some questions about yourself, your home, work or studies and familiar topics.

Good morning/afternoon/evening. My name is and this is my colleague
And your names are?
Can I have your mark sheets, please?
Thank you.

First of all, we'd like to know something about you.

- Where are you from?
- How long have you lived here/there?
- What do you do?
- What do you enjoy most about your job/course?

The interlocutor will then ask you some questions about one or two other topics, for example:

- What kind of TV programmes do you most enjoy?
- Tell me about a special meal that you recently had.
- How do you feel about extreme sports?
- What would be your ideal job?

Tip! Do not give very brief answers. For example, in answer to *What would be your ideal job?* Do not just say: *Journalism*.

Say instead:

Well, what I'd really like to do is be a journalist and I'd love to work on a big national newspaper. I enjoy writing and I'm really interested in current affairs, so it seems like the ideal job for me. I'd particularly like to be a foreign correspondent ...

Tip! If you cannot think of an answer immediately, give yourself a little more time to think by using phrases like: *I'm not sure ..., It's hard to say ..., I'm never sure what to say when people ask me that.*

Test 2 Training Speaking Part 2

Page 63 Task information

Review

Work with a partner if possible and discuss whether these statements about Speaking Part 2 are true or false. If the statement is false, correct it.

- In Part 2, you have to speak for two minutes.
- You have to comment on three pictures.
- The interlocutor will ask you a question relating to the pictures and another question will be written above the pictures.
- You have to describe the pictures in as much detail as possible.
- Your partner will have to speak for a minute on the same set of pictures as yours.
- You may help your partner if they are finding it hard to think of enough to say.
- After your partner has spoken for a minute, the interlocutor will ask you a question and will give you a minute to reply.

Useful language: a sample response

- 1 This is the beginning of what one candidate said about the pictures on page S6. Fill each gap with one appropriate word.

The first picture I'd like to discuss (1) two people (2) married. This is obviously a very important ceremony for (3) of them. It would (4) involved a lot of preparations (5) the part of the bride and the groom and their families as (6) They'd have had (7) do all sorts of things like (8) decisions about venues, choosing (9) to wear, getting (10) hair done and so (11) They (12) well have had to organise a honeymoon too ...

- 2 19 Listen to the recording and check your answers.
- 3 Work with a partner if possible. You should each talk about one of the other pictures on page S6, answering both the questions.
- 4 What would you say if you were the listening candidate and the interlocutor then asked you:
- Which of these ceremonies do you think would be most significant for the people?
- 5 20 Listen to the recording of a possible answer by the listening candidate.

Test 2 Exam practice Speaking Part 2

Page 64 Action plan

Do the exam task, following the instructions below.

Part 2 4 minutes (6 minutes for groups of three)

Work in groups of three if possible. One of you is the interlocutor and the other two are the candidates. The interlocutor should lead the task using the script below. Refer to the pictures on pages S7 and S8.

The interlocutor will give you three pictures and ask you to talk about two of them on your own for about a minute. You will then be asked a question about your partner's pictures which you will need to answer in no more than 30 seconds.

Interlocutor In this part of the test, I'm going to give each of you three pictures. I'd like you to talk about **two** of them on your own for about a minute, and also to answer a question briefly about your partner's pictures.

(Candidate A), it's your turn first. Here are your pictures. They **show people who need some help**.

I'd like you to compare **two** of the pictures and say **what you think has happened in each case and how the people might be feeling**.

All right?
After 1 minute Thank you.

(Candidate B), which person do you think needs the most help? (Why?)
After approximately 30 seconds Thank you.

Now, (Candidate B), here are your pictures. They show **people listening to music**.

I'd like you to compare **two** of the pictures and say **what kind of music the people are listening to and how the music might affect the way they feel**.

All right?
After 1 minute Thank you.

(Candidate A), which people do you think are enjoying listening to music the most? (Why?)

Thank you.
After approximately 30 seconds

Tip! Try to use modals to express what you think *might* or *could* be happening in the pictures, e.g. *From the expressions on the children's faces, I think they might be feeling excited or The man at the front looks as if he could be getting a little bit anxious or impatient.*

Test 2 Training Speaking Parts 3 and 4

Pages 65 and 67 Task information

Part 3

Review

Choose the correct way to complete these statements about Speaking Part 3.

- 1 The prompts in Part 3 *are / are not* on the same theme as the pictures in Part 2.
- 2 Part 3 *is / is not* more like a conversation than Part 2.
- 3 It *is / is not* important that you come to a decision in Part 3.
- 4 You *should / should not* invite the interlocutor to give their opinion in Part 3.
- 5 It *is / is not* important that you and your partner should agree in Part 3.
- 6 It *is / is not* essential to discuss all the prompts you are given in Part 3.

Part 4

Review

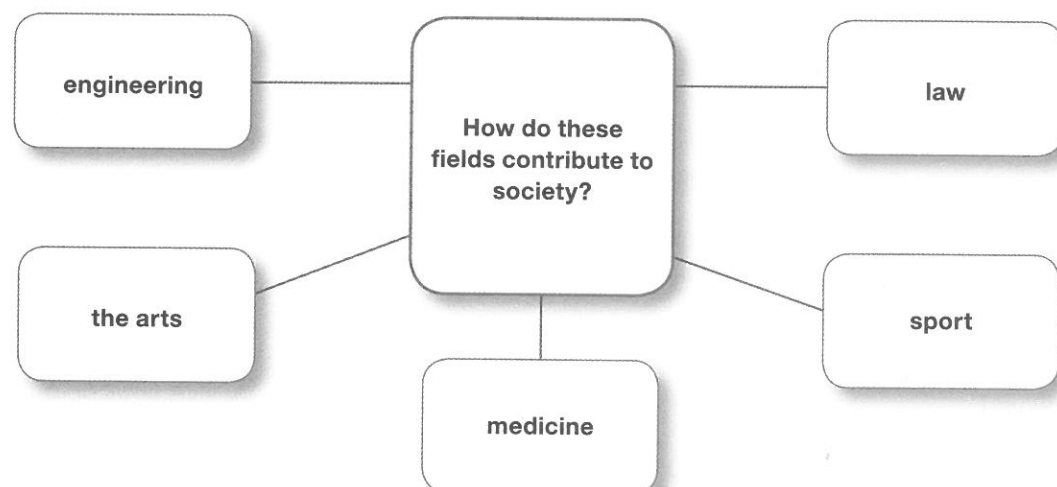
Choose words from the box to complete the paragraph about Speaking Part 4.

develop discussion interlocutor explain opinion topic way

In Part 4, you will continue your (1) of the (2) that was the focus of Part 3. The (3) will ask you some further questions to (4) this theme further. You are likely to be asked to give your (5) and to (6) why you think that (7)

Useful language: choosing the right words

- 1 Look at the exam task below. Think about what you would say in answer to the question.



- 2 21 Look at how some students dealt with the first part of the task. Choose the correct alternative in *italics*. Then listen to the recording and check your answers.

A: Shall I start? I think they all contribute to society *but / and* in very different *manners / ways*. For example, medicine is probably the most important, because it makes it possible for people to live longer and healthier lives and so contribute more to society. *Do you / Are you* agree?

B: Well, up to a *bit / point*. I agree that medicine is very important, *but so / also* are other fields like sport.

A: Well, yes, that *does / goes* without saying, but surely it's the *case / matter* that you can't fully enjoy sport unless you're in good health.

B: OK, *fair / good* enough. So what do you *believe / think* about the arts? I can't help *wondering / thinking* whether they really contribute all that *many / much* to society.

A: But *surely / certainly* they make a huge contribution. They enrich people's lives enormously, for a *start / beginning*.

- 3 Work with a partner if possible. Choose two of the fields in the prompts and discuss them with your partner, considering how valuable a contribution each makes to society. Try to use some of the correct expressions from the previous exercise.
- 4 Work with a partner if possible. Discuss with your partner what questions the interlocutor might ask in Part 4 to extend and develop the topic. Note down three possible questions.
 - 1
 - 2
 - 3
- 5 22 Now listen to the recording. Write down the three questions the interlocutor actually asked.
 - 1
 - 2
 - 3
- 6 Work with a partner if possible and discuss your questions and those from the recording.

Test 2 Exam practice Speaking Parts 3 and 4

Pages 66 and 68 Action plan

Do the exam task, following the instructions below.

Tip! Remember that this is not a monologue. Make sure you listen to your partner and respond to what he or she says.

Part 3 4 minutes (6 minutes for groups of three)

Work in groups of three if possible. One of you is the interlocutor and the other two are the candidates. The interlocutor should lead the task using the script below. Refer to the task sheet on page S9.

The interlocutor will give you a task sheet to discuss together.

Interlocutor Now, I'd like you to talk about something together for about two minutes.

Here are some things people consider when choosing to live in a rural area and a question for you to discuss. First you have some time to look at the task. (About 15 seconds)

Now, talk to each other about how important these considerations are when choosing to move to a rural area.



After 2 minutes

Thank you. Now you have about a minute to decide which of these things can affect life in a rural area the most.



After 1 minute

Thank you.

Advice

Try to think of a way in which each aspect of life is better in a rural community and a way in which each aspect of life is not as good there as in a city.

Part 4 5 minutes (8 minutes for groups of three)

Work in groups of three if possible. One of you is the interlocutor and the other two are the candidates. The interlocutor should lead the task using the script below.

The interlocutor will ask some general questions which follow on from the topic in Part 3.

- Interlocutor**
- How would life in a modern megacity differ from life in an ordinary city or large town? (Why?)
 - How different are holidays in the countryside from those in a city? (Why?)
 - What impact does people commuting to work from a village to a city have on life in the village? (Why?)
 - What advice would you give to someone from a rural area who was planning to go and live in a megacity? (Why?)
 - What do you think governments and city councils should do to improve life in big cities? (Why?)

Thank you. That is the end of the test.

Tip! If you are asked to discuss a question together, do that. If the question is addressed to one of you, answer it alone.

Tip! Always try not just to give your opinion, but also to give a reason for it or an example.

Advice

• If you find it hard to think of an answer to this immediately, start describing the characteristics of a megacity – and then move from there towards thinking about how these characteristics affect people's lives.

• Thinking about specific aspects of holidays may help you think of things to say, e.g. travel, accommodation, food, sporting activities, entertainment, meeting people, etc.

• If you are asked a question that you have never thought about before, do not be afraid to start with what might seem like an obvious answer to the question and see where this leads you – you could say, for example: 'That's an interesting question. I've never actually thought about it before, but I suppose it must mean that there are relatively few people in the village during the day. I guess that would have a considerable impact on things like the village shop, ...'

• Again, thinking about specific aspects of the quality of everyday life may help you to come up with ideas, e.g. getting to work, choosing living accommodation, sustaining relationships, enjoying leisure time, staying healthy, etc.

• Do not think too long about what might be the most important measure that governments could take – go for the first idea that comes to you and develop that.

Test 3 Reading and Use of English (1 hour 30 minutes) Part 1

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

Mark your answers on the separate answer sheet.

Example:

0 A occurrence B presence C life D existence

0	A	B	C	D
	☐	☐	☐	☒

The lightest materials in the world

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

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

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

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

Test 3 Reading and Use of English Part 2

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

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

Example: 0 T O O

Applying for your first job?

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

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

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

Test 3 Reading and Use of English Part 3

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

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

Example: 0 F A S C I N A T I N G

Introduction to Mexico's long history

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

FASCINATE

CONQUER

CIVILISE

KNOW

INSTRUCT

INHABIT

DISCOVER

RISE

IMPLY

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

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

Test 3 Reading and Use of English Part 4

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

Example:

0 People think the first email was sent in 1971.

THOUGHT

The first email in 1971.

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

Example:

0

IS THOUGHT TO HAVE BEEN SENT

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

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

CAN'T

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

26 Jenny very rarely follows other people's advice.

EVER

Jenny other people advise her to do.

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

TURNED

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

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

A

Never before dangerous situation.

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

FILL

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

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

ACCORDANCE

The millionaire's donation was allocated wishes.

Test 3 Reading and Use of English Part 5

You are going to read a review of a book about birds. For questions 31–36, choose the answer (A, B, C or D) which you think fits best according to the text.

Mark your answers on the separate answer sheet.

Birdlife, by Glenda Hurst, reviewed by Carl Truman

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

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

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

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

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

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

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

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

Mark your answers on the separate answer sheet.

The artist at work

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

A

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

B

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

C

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

D

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

Which artist

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

37

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

38

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

39

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

40

Test 3 Reading and Use of English Part 7

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

Mark your answers on the separate answer sheet.

Is work changing?

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

41

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

42

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

43

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

44

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

45

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

46

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

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

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

Test 3 Reading and Use of English Part 8

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

Mark your answers on the separate answer sheet.

Which careers adviser

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

47 ☐

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

48 ☐

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

49 ☐

mentions some potential drawbacks of working during term time?

50 ☐

warns of the danger of borrowing money?

51 ☐

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

52 ☐

suggests being adventurous with regard to non-academic interests?

53 ☐

contrasts university studies with studying at school?

54 ☐

recommends caution concerning socialising?

55 ☐

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

56 ☐

Going away to a UK university

A

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

B

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

C

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

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

D

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

E

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

Test 3 Writing (1 hour 30 minutes) Part 1

You **must** answer this question. Write your answer in **220–260** words in an appropriate style on the separate answer sheet.

- 1 Your class has listened to a panel discussion about the benefits to a country of people gaining experience of life abroad. You have made the notes below:

Benefits to a country of people spending time abroad

- business
- culture
- understanding

Some opinions expressed in the discussion:

"People who've spent time abroad are then well equipped to conduct business with different countries."

"It teaches people about different traditions in local cultures."

"People become aware that there are other ways of looking at the world."

Write an essay discussing **two** of the benefits in your notes. You should **explain which benefit you think is most important, giving reasons** in support of your answer.

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

Test 3 Writing Part 2

Write an answer to **one** of the questions **2–4** in this part. Write your answer in **220–260** words in an appropriate style on the separate answer sheet. Put the question number in the box at the top of the page.

- 2 The firm that you work for would like to use an external IT company to maintain equipment and train employees. Write an email to an IT company that has been recommended to you.

Your email should explain

what your firm does, what kind of maintenance work you require, and why your training needs are urgent.

Write your **email**.

- 3 You recently completed a new course at an international college. The College Principal has asked you to write a report on the course highlighting its strengths and weaknesses. You should also make recommendations about how the course could be improved.

Write your **report**.

- 4 Your local town council would like to improve the appearance of the town by creating more green spaces and by introducing more street art such as sculptures or wall paintings. Write a proposal for the council in which you make specific suggestions about both green spaces and street art. Your proposal should also explain how you think your suggestions will improve the quality of life in your town.

Write your **proposal**.

Question 4, Speaker B

Interlocutor: What kind of music do you enjoy listening to?

Speaker B: Er, well, let me think. I like pop music. Yes, that's what I listen to most. I always have my iPod® with me and I listen to it on my way to and from college.

Question 5, Speaker A

Interlocutor: Who was your best friend when you were at school?

Speaker A: Sorry, do you mean when I was at primary school or at secondary school?

Interlocutor: As you like. Primary school, perhaps.

Speaker A: OK. Then ... it was a girl who lived next door to me. Her name was, er, Tessa ...

Question 5, Speaker B

Interlocutor: Who was your best friend when you were at school?

Speaker B: I think friends are very important when you are at school.

Exercise 4

- 1 How did you spend your last holiday?
- 2 What do you do to relax?
- 3 What are your plans for your career?
- 4 What have you achieved that you feel particularly proud of?
- 5 What new law would you like to be introduced?
- 6 Do you think the place where you are currently living is a good place for young people to grow up in?

Speaking Part 2

Training

Exercise 1

Interlocutor: How do you think the people in this picture are feeling?

Man: Well, the people here are at an airport, and they look as if they're waiting for their flight departure to be called. They may have been waiting for quite a while, because the woman on the left has fallen asleep on her husband's shoulder. He's reading a newspaper and is looking quite serious, so perhaps he's feeling a little anxious. The couple on the right seem to be work colleagues, and they could be discussing an issue relating to their work. But they seem to be feeling quite relaxed in each other's company. The woman in the middle is focusing on some papers. She looks as if she's totally concentrated on what she's reading. On the whole, no one seems to be feeling particularly stressed – they're probably all very used to waiting at airports.

Speaking Part 3

Training

Exercise 1

Man: So would you ever buy an electric car?

Woman: Well, let me think, that's quite a difficult one. On the one hand, they're obviously better for the environment in that they don't use petrol or diesel. But on the other hand, they'd need to be a bit more convenient to use before I'd seriously consider buying one. Um, how can I explain what I mean? I think it's not yet straightforward enough to recharge electric cars. It'll need to be quicker and easier to do that, I think, before large numbers of people start using them. How about you? What do you think?

Man: Well, I must admit I haven't really thought about it much before. But I certainly think that they sound as if they're a good idea. A friend of mine has actually just got one. What's it called? Um, wait a moment. It's on the tip of my tongue. Oh, anyway, he's only been using it for a couple of days, but he seems to quite like it. He did tell me, though, that you have to be extra careful driving it. It's so quiet that, er, you know, pedestrians don't hear you coming and, if they're not paying attention, they can step out into the street in front of you.

Test 2 Key

Reading and Use of English Part 1

Training

Review

- 1 You should first read the title and then read all through the text. This will help you understand the text, which will make the task easier for you.
- 2 Often the right answer is the only option that collocates with what is written either before or after the gap.
- 3 Often the presence (or absence) of a preposition before or after the gap means that only one option is possible.
- 4 It's always worth having a guess. You don't lose marks for a wrong answer. So eliminate any option you feel sure is incorrect and choose from the rest.

Useful language: checking for correct collocations

- 1 1 drawn 2 attend 3 taking 4 know 5 sit
6 achieving 7 getting 8 have
- 2 1 make 2 go/enjoy 3 have/throw/hold 4 take 5 meet/suit
6 make 7 shows 8 find 9 range/choice 10 area/field

Useful language: thinking about prepositions

- 1 1 knowledge 2 visit 3 participate 4 get 5 thank
6 talks 7 reasons 8 advertisement
- 2 1 I don't have much information about local history.
2 My stay at my grandparents' was a great success.
3 The new student didn't contribute to the discussion.
4 When does your plane arrive in/at Rio?
5 Polly wrote to congratulate the professor on his inspiring lecture.
6 My grandfather never discusses his life as a coal miner. (No preposition is needed after *discuss*.)
7 The article considers the consequences of the workers' strike.
8 I saw an article about/on a language course in the paper.

Exam practice

- 1 D The verb 'trigger' means 'to cause an automatic response'. A and B: Both verbs tend to be used about people – to 'provoke' or 'impel' someone to do something. C: 'Originate' looks back to where something came from, e.g. 'The idea originated from China', rather than forward to what will happen as a future consequence.
- 2 A You can rule out the other words both through their meaning and the grammar. B: 'Involve' would often be followed by an action of some kind, and is typically followed by a gerund, e.g. 'Doing a degree in a foreign language often involves spending a year in a country where the language is spoken.' C: 'Consists' is almost always followed by 'of'. D: 'Occupy' collocates most strongly with a place or position of some kind.
- 3 B Working out how the device is working will help you get to the correct answer. A compression system in the vest inflates and deflates airbags in order to create a sensation of tightness or loosening for the wearer. A: As well as its more frequent meaning of 'understand', 'realise' can mean 'make something real' – to realise a dream, for example – but that meaning does not fit here either. C: 'Pass' would be used about something less abstract – the compression system passes air through tubes perhaps. D: 'Construct' is usually used about something physical, typically a building of some kind. It does also collocate with some abstract nouns, e.g. 'theory' or 'plan', but not with something as vague as 'tightness'.
- 4 A This is the word that is used to describe the place and time where a novel or play is set. B: 'Position' is usually used to refer to a fixed place held by someone in, e.g. society or a team. C: 'Environment' is mainly used when talking about nature or about the place that people or animals inhabit. D: 'Part' might be used about a book, but it would mean a section of that book and so does not make sense here.
- 5 B The meaning here is that they used this particular book as an example to show how the device might work in practice. A: 'Enabling' requires a different structure, e.g. 'Using this novel enabled the scientists to test out their device.' C: 'Affecting' means influencing or impacting on and so does not make sense in this context. D: It is clear from the context that they were creating rather than just imagining how the vest might work with the book.
- 6 C 'Picked' here is a synonym for 'chose'. A, B, D: None of the distracting words can be used to give the idea of 'chose' or 'selected' and they do not make sense in this context.
- 7 D 'Range' collocates strongly with 'of emotions'. A and B: These nouns suggest size rather than variety and, although these words might work with 'locations', they do not work with 'emotions'. C: 'Amount' is used with uncountable nouns, e.g. 'an incredible amount of money/trouble/work' rather than with countable nouns such as 'locations' or 'emotions'.
- 8 B This is the only word which fits both in terms of grammar and meaning. A: 'Commented' would need to be followed by 'on'. C: 'Called' would require the 'as' which follows later in the sentence to be dropped. D: 'Remarkable' is a description rather than an explanation.

Reading and Use of English Part 2

Training

Review

- 1 No, it isn't. Understanding what the text is all about will help you find the right words for each gap.
- 2 No, not at all. It probably makes sense to do the ones you find easiest first.
- 3 You must write only ONE word in each gap.

- 4 You need to write a grammar word in each gap, e.g. preposition, pronoun, article, quantifier, auxiliary verb, etc.
- 5 No, you must choose one and write only that one down.

Considering meaning and grammar

- 1 1 **very:** 'Much' would need to be followed by a comparative adjective in a sentence like this, e.g. 'much fuller than I'd expected'.
 - 2 **newly:** An adverb is needed to modify an adjective like 'refurbished'.
 - 3 **healthily:** 'Healthy' is an adjective and would need to be followed by a noun, e.g. 'eat healthy food'.
 - 4 **so:** 'Too' would be followed by a different pattern – 'too hot for us to eat outside ...'.
 - 5 **very:** 'Absolutely' does not collocate with gradable adjectives like 'disappointing' – it is used with non-gradable adjectives such as 'wonderful' or 'unique'. A gradable adjective is one that can be 'slightly' or 'a little', e.g. you can say 'slightly disappointing' or 'a little disappointing' whereas you can't say 'slightly wonderful' or 'a little unique'. 'Disappointing' is gradable, whereas 'wonderful' and 'unique' are non-gradable.
 - 6 **to:** 'In' does not collocate when you are talking about plans for making changes.
 - 7 **no:** 'Not' would need the indefinite article – 'there wasn't a lift available'.
 - 8 **anything:** 'Nothing' would make the phrase into a double negative, which isn't correct in standard English. Note that 'without anything' means the same as 'with nothing'.
- 2 1 would 2 a 3 missing 4 by 5 which 6 for
7 why 8 wants/decides (Note that the verb after 'everyone' must be singular.)

Useful language: focusing on phrasal verbs

- 1 take 2 bringing 3 got 4 put 5 make 6 go 7 do
8 made/took 9 get 10 bring

Exam practice

- 9 **When/If:** If you read to the end of the sentence, it becomes clear that a conjunction is needed for the sentence to hang together. It also becomes clear that a conjunction that gives a conditional idea is required.
- 10 **how:** 'How' is one word which can give the idea of 'the way in which'.
- 11 **with:** You have 'ties/links/connections' with someone or something.
- 12 **whatever:** 'Whatever' can give the idea of 'it does not matter what' in one word.
- 13 **to:** Although you might ask someone for their thoughts about something, 'give [careful] thought' needs to be followed by 'to'.
- 14 **Despite:** 'Despite the fact that' is a phrase often used to convey the same idea as 'although'.
- 15 **of:** This is the only preposition that can fit in the phrase 'workings of your business', which means 'how your business works'.
- 16 **whose:** The possessive relative pronoun is required to make the sentence hang together. It is a more concise way of saying 'someone who has qualities that match ...'.

Reading and Use of English Part 3

Training

Review

- 1 Reading the text all the way through will give you an idea of the general meaning of the text and this will help you find the right words.
- 2 Yes. You must spell the word correctly to get the mark.
- 3 You usually have to add a prefix and/or a suffix.
- 4 You might have to decide between a person noun or an abstract noun, for example 'developer' or 'development', or you might have to decide between a singular or a plural noun.

Useful language: spelling correctly

- 1 accommodation 2 committee 3 negotiate 4 beginning
5 professional 6 appropriate 7 interesting 8 pronunciation
9 necessary 10 receive
- 1 characteristic 2 normally 3 disappointed 4 changeable
5 marvellously/marvelously (US spelling) 6 business
7 shameful 8 embarrassment

Useful language: noting words from the same root

- 1 developments 2 developer 3 undeveloped/underdeveloped
4 misinterpreted 5 interpretation 6 interpreters
7 applicable (*applied* is also possible) 8 (re)applied 9 applications

Exam practice

- 17 **basis:** Although 'base' can also itself be a noun, it is used in more concrete contexts to mean 'the bottom part of an object'. 'Basis' is needed here to mean 'the most important ideas or facts on which something is based'.
- 18 **apprehensive:** Note how 'd' at the end of the verb changes to 's' to form this adjective meaning 'anxious about something in the future'.
- 19 **diversion:** Again, the last consonant of the verb changes when a suffix is added.
- 20 **mastery:** This is the abstract noun from the verb 'to master'.
- 21 **significant:** This is a useful synonym for 'important'.
- 22 **undeniably:** The grammar of the sentence makes it clear that you need an adverb to modify 'it is true that ...' and the meaning of the sentence makes it clear that you need a negative prefix, as the writer is saying 'It can't be denied ...'.
- 23 **vigorous:** Note that the 'u' in the noun is not used in the adjective form in UK as well as US spelling (in US spelling, the noun is 'vigor').
- 24 **depression:** This is the noun which can be used to mean 'a state of being very unhappy and feeling hopeless about the future'.

Reading and Use of English Part 4

Training

Review

- 1 Six (and the minimum is three)
- 2 Two
- 3 No, you must use it in exactly the same form.
- 4 Two. This means that it is always worth writing something. You may get at least one of the two marks.

Useful language: choosing the right expression

- 1 **turned out:** 'Resulted in' here would need to be followed by a noun, e.g. 'resulted in disappointment'.
- 2 **a letter of apology:** This is a fixed collocation – we talk about a 'love letter' but not an 'apology letter'.
- 3 **the opportunity:** Margot might have the 'possibility of doing' something, but not the 'possibility to do' it.
- 4 **finding:** You have 'difficulty (in) doing something'; it is 'difficult to do something', but the noun 'difficulty' is not followed by an infinitive.
- 5 **leave:** It would also be possible to say 'I'll let you *have* details', but 'let' alone is not enough.
- 6 **going:** 'Recommend' cannot be followed by the infinitive with 'to' – you can say either 'I recommend going' or 'I recommend you go' but NOT '~~I recommend to go~~' or '~~I recommend you to go~~'.
- 7 **cleaning and decorating:** Both verbs must be in the same form – both verbs follow the preposition 'in' and so they must both be in the *-ing* form.
- 8 **where he found:** In indirect or reported questions, the auxiliary is not used: 'Where did he go?' – 'I don't know where he went' / 'She asked where he went', etc.

- 2 1 not to LEAVE your projects in/at
2 TURNED out to be unexpectedly
3 had no DIFFICULTY (in) getting
4 to KNOW where Lisa went
5 would/'d RECOMMEND having a meal / eating
6 a letter of / an APOLOGY for making
7 not have the OPPORTUNITY to go / of going

Exam practice

The vertical line | shows where the answer is split into two parts for marking purposes.

- 25 **takes it | for GRANTED** 'Take it for granted' is a fixed expression meaning 'assume', i.e. 'accept something is true without even thinking about it'.
- 26 **is no college | I'd/would RATHER** 'I'd /I would rather' means 'I'd prefer'. Note that we say 'I'd rather study' but 'I'd prefer to study'.
- 27 **COME to | a decision** This phrase means 'decide', as does 'make up your mind'.
- 28 **had MISSED her flight | she would/'d** 'Given that' means 'since'. The same idea as the prompt sentence is given by a sentence using the pattern of a third conditional, i.e. *If + past perfect + would have + past participle* in the main clause ('to miss' = not to catch).
- 29 **me to | BRUSH up my French** The structure with 'encourage' is 'encourage someone to do something'. The phrasal verb 'brush up' means to 'improve something already learnt but partly forgotten'.
- 30 **for keeping/putting | her in the PICTURE** 'To keep/put someone in the picture' is an idiom meaning 'to inform or keep someone informed about a situation'.

Reading and Use of English Part 5

Exam practice

Review

All the pieces of advice in this exercise should be ticked.

Exam task

- 31 **B** 'With a free thumb, we have the ability to fashion tools easily. It is believed that we have been making tools for more than 2.5 million years. Yet that does not define us.' A: Although the writer does say that our free thumb makes it possible for us to make tools, that is not the point that he wishes to make. C: The writer mentions other creatures such as sea otters that also make tools. D: This may be true, but it is not a point that is made in the text.
- 32 **D** 'Just last year I watched hawks in Australia pick up burning sticks from a bushfire and drop them to spread the fire, flushing out or scorching potential prey.' A: That might be true in that they managed to pick up burning sticks, but that is not what impressed him. B: They are using the fire not to cook their prey but to make it come out of its hiding places in the bush. C: They were not starting fires but spreading fires that had already started.
- 33 **B** 'In the world of archaeology, the earliest sign of human control of fire is a hotly debated topic.' A: According to the text, the evidence 'appears to show' fire hearths from a million years ago – this is a much more tentative statement than A is. C: This is assumed rather than there being evidence to show it was the case. D: Although this may well be true, it is not a point that the writer makes.
- 34 **A** '[T]he fire became a focus for life, around which our forebears could gather in good cheer. (That sight is still played out nightly in the villages of the San Bushmen of the Kalahari.)' B: This may happen, but it is not what it says in the text. C: The text only talks about one aspect of the Bushmen's lives. In other ways, their way of life may perhaps be quite different from that of their ancestors. D: Harmful elements in food have been destroyed by cooking ever since people began to cook their food.
- 35 **C** 'We don't have to have been there to realise that the question of how to make fire from scratch would have occupied the minds gathered at the campfire. If I could travel back in time, I would hope to witness the first of our ancestors achieving this remarkable skill.' A: The writer mentions the telling of stories round a fire in the evenings but does not mention a particular desire to share this experience. B: It is experiencing the moment of it happening rather than learning how it actually happened that the writer says he would like to have seen. D: The writer makes the point that life was transformed by fire but does not express a desire to have witnessed that process in action.
- 36 **D** 'Our ancestors were able to spread out, exploring their landscape in smaller foraging parties with fire for safety and with smoke to locate each other again.' A: We are not told that people were afraid of the cold, simply that fire allowed them to move into lands where temperatures were colder. B and C: Although in a sense these statements are true, they are not the explanation provided as to why the discovery of how to create fire brought confidence.

Reading and Use of English Part 6

Exam practice

Review

- 1 They all give opinions relating to the same topic.
- 2 No, it is more likely that there will be two answers for one of the letters and so none for another.
- 3 No. All the questions will involve reading across the texts and understanding the relationships between them.
- 4 It will almost certainly be helpful to read the questions quickly first so that you have them in mind as you read the texts.

Exam task

- 37 **C** B says that literature 'teaches us about ourselves and other people and why we behave as we do', while expert C similarly points to the value of literature in teaching empathy.
- 38 **B** A, C and D all in some way relate a study of literature to employment prospects, whereas the focus of B is on the value of literature study for creating a well-rounded person.
- 39 **D** Expert A says that lecturers should make students aware that the writing skills they are gaining will help their employment prospects. Expert D mentions the desirability of students thinking about the skills they will gain when choosing what to study for a joint degree. Neither B nor C deals with this aspect of the topic.
- 40 **B** Expert C says that literature graduates will have good critical-thinking skills, and B conveys the same idea by saying that studying literature helps people question things. Neither A nor D specifically mentions the value of literature study in promoting thinking skills.

Reading and Use of English Part 7

Exam practice

Review

- 1 1 C 2 E 3 A 4 F 5 B 6 D

- 2 You could underline a great many words and phrases, as the paragraphs of the text connect in many different ways. However, the most direct connections are suggested by these phrases.

After gap 41: The minerals rush ... Dawson's ...
After gap 42: It's ... that investment in technology and people.
After gap 43: In his small office ...
After gap 44: Trish Hume, for example, ...
After gap 45: ... the territory ...
After gap 46: ... such a remarkable environment ...

- A It is even larger ...
- B At his expanding compound ...
- C Today, the couple ...
- D In contrast, ...
- E Such creatures ...
- F ... has brought to the fore a growing tension ...
- G But in other ways, ...

Exam task

- 41 **C** The idea of paying for and heating living accommodation in the first paragraph of the text is taken up by the first sentence in C.
- 42 **G** The first sentence of G makes it clear that the preceding paragraph must have referred to a way in which the town had changed – as is the case with the paragraph before gap 42. The reference to 'that investment' just after gap 42 shows that the missing paragraph must end by mentioning investment of some kind in the mining industry, and it is there in G with 'mechanized army of bulldozers, drilling rigs, and flown-in workers'.

- 43 **B** The mention of Ryan at the end of the paragraph before gap 43 combined with the reference to 'his small office' at the beginning of the paragraph after the gap suggests that Ryan was the focus of the missing paragraph.
- 44 **F** The first sentence in the paragraph after gap 44 gives a clear indication that the missing paragraph must have made some reference to people being concerned about the natural environment of the Yukon. That is to be found in F in the discussion of the 'growing tension' before environmentalists and developers.
- 45 **A** The paragraphs before and after the gap suggest that the content of the missing paragraph will be focused on a description of the area. Paragraph A takes up the idea of 'enormous area' at the end of the paragraph before the gap and so clearly fits well here.
- 46 **E** Animals are mentioned at the end of the paragraph preceding the gap and these are referred to by 'Such creatures' at the beginning of E. Although paragraph D also refers to animals, it does not relate in any other logical way to the paragraphs before and after the gap and is ruled out by the introductory 'In contrast'.

Reading and Use of English Part 8

Exam practice

Review

Suggested answers

- 1 This is generally considered the best way to approach this task – that is why the questions come first on the question paper. Then you know what you are looking for in the texts.
- 2 It certainly wouldn't be sensible to read the texts thoroughly before looking at the items. You might perhaps want to skim them just to get a quick impression, but generally it's better to read the items first.
- 3 A lot of people recommend doing this. It's not essential, but it can be a very efficient way of approaching the task.
- 4 This is a very good idea. The questions in the Advice box relating to the exam practice task give you some guided practice in doing this.
- 5 This is often a very useful approach.

Exam task

- 47 **B** 'The club definitely helped. It's more fun and it isn't as easy to give up. I also picked up some useful tips.'
- 48 **D** 'My solution to this problem was to set myself a goal' – the problem was the difficulty of motivating herself, referred to at the end of the previous paragraph.
- 49 **C** 'I made sure I ate well that day, avoiding anything too heavy and drinking plenty of water, with a flapjack two hours beforehand to keep me going.'
- 50 **A** 'I'm self-employed with unpredictable working hours, so running seemed a good option. It's free and easy to fit into your life, as you can do it any time, and pretty much anywhere.'
- 51 **B** 'I learnt to focus on pushing out my breath when I felt tired, to help me run more efficiently and in a more relaxed way.'
- 52 **A** 'I ... turned up for my first session feeling apprehensive that I wouldn't be able to keep up. But we took it slowly, jogging or walking until we were able to build up to running for 15 minutes.'
- 53 **B** 'I also picked up some useful tips.'
- 54 **A** 'I'd been doing yoga, but it wasn't giving me a cardiovascular workout, and as a sports journalist, I know how important aerobic activity is for heart health.'

- 55 **D** 'On race day, I began to feel nervous as, to my alarm, it turned out to be a proper event, with lots of people from running clubs coming with the intention of getting good times.'
- 56 **B** 'I knew I'd begun to overcome my boredom barrier when I spent 20 minutes jogging in the park on a beautiful summer evening without thinking about when I could stop.'

Writing Part 1

Training

Review

- 1 In Part 1, you have no choice of task.
- 2 You always have to write an essay.
- 3 You have to write 220–260 words.
- 4 You must choose two of the three listed points to discuss.
- 5 You should try to put things in your own words – but of course, if you use a word from the task, it would be very foolish to misspell it!

Reading the question

- 1 The aim of the essay is to discuss how students can best be prepared for their future working lives.
- 2–4 The answers to these questions will depend on your own opinions (or on what you feel you can present most effectively in English).

Useful language: showing a range of vocabulary

- 1 Possible answers
 - 1 sewing, carpentry or woodwork, childcare, housework
 - 2 tell students about work opportunities, provide careers advice, explain what jobs are available
 - 3 working as an office junior, doing a Saturday job in a shop or café, doing voluntary work at a hospital
 - 4 students, teenagers, youngsters, youth
 - 5 jobs, employment, careers, trades and professions
- 2 This is an excellent answer to the task. It fulfils all the requirements of the task, so the answer to questions 1–6 and 8 is Yes.
- 7 Examples illustrating a good range of vocabulary could include 'ensure', 'arguably', 'knit', 'sew', 'essential', 'restrict themselves to', 'preferable', etc.
Examples illustrating a good range of structures could include any of the sentences in the task, as each one is well-constructed using a different structure.
- 9 This answer deserves top marks.

Exam practice

- 1 1 The issue is how to help people live healthier lives.
- 2 Education could relate to the topic either by teaching children at school about living healthily or by education aimed at all groups through the media. Legislation could relate to the topic by making unhealthy habits illegal and by using the legal system in various ways to enforce healthy habits. Facilities could relate to the topic in the sense that providing easy and cheap access to sports facilities could help to promote a healthy lifestyle.
- 3–6 The answers to these questions will depend on your own opinions (or on the ideas that you feel you can most effectively express in English).

2 Essay

Model answer

This model has been prepared as an example of a very good answer. However, please note that this is just one example out of several possible approaches.

It goes without saying that good health is of benefit both to individuals and to the society in which they live. It is easier for healthy people to be happy, and they are also usually able to contribute more to the life of their community.

But what can be done to encourage people to live healthy lifestyles? Clearly education has a very important role to play. This starts at primary school when the young child can learn about the value of exercise and a healthy diet. However, education should not only be aimed at schoolchildren. Adults, too, need to continue to be reminded about the importance of being active and eating nutritious food, through, for example, TV documentaries and newspaper or magazine articles.

Education alone, however, is not enough. People need to have easy access to facilities which will enable them to exercise in an enjoyable way. There should be a nationwide network of sports centres, offering a range of classes and activities to suit all tastes and abilities. If attractive opportunities are not available, people are all too likely to slip into bad habits.

Of the two measures outlined above, education is the more effective one. It is more far-reaching in that it relates to all aspects of living healthily. Moreover, it is, after all, through education that a person will learn why it is better to go to an exercise class than to lie on a couch in front of the television.

Notes

- *Appropriate introduction to the topic in the first paragraph*
- *Each of the next two paragraphs deals with one of the measures listed*
- *The final paragraph explains why one of these two measures is more important*
- *The essay is written in clear paragraphs*
- *The writer demonstrates a good range of structures and vocabulary*
- *The essay is in an appropriately neutral style*
- *The essay is the correct length (244 words)*
- *There are no language errors*

Writing Part 2

Training

Review

- 1 220–260
- 2 four or five
- 3 report, proposal, review, letter/email

Organising your writing

- 1 1 Topic of each paragraph
 - 1 Introduction – naming best and worst music videos seen
 - 2 Outline of best video and why particularly good
 - 3 Outline of worst video and why particularly bad
 - 4 Explanation of importance of music videos for fans
 - 5 Conclusion – own personal attitude to music videos in general

2 Topic sentences are:

- 1 The best and worst music videos I have ever seen were curiously by the same band.
 - 2 The video for 'Dream Song' looked as good as the song sounded.
 - 3 The video for 'Night Rider' began effectively but soon deteriorated.
 - 4 Music videos are popular with fans because they help them to understand the meaning of the songs they accompany.
 - 5 Although music videos like 'Dream Song' can be dramatic and original films, I generally prefer to listen to my music without an accompanying video.
- 3 The topic sentence is the first sentence in the five paragraphs. However, it can work successfully as the last sentence too.

2 Sample answers (alternatives are possible)

A Introduction – outline of situation

How teenagers see adults

How adults see teenagers

What teenagers and adults disagree about

Conclusion – how to improve the situation

B Introduction – overview of topic

Class's sporting interests as participants

Class's sporting interests as spectators

Recommendation – what college could do to encourage student involvement in sport

3 Sample answers (alternatives are, of course, possible)

A The relationship between teenagers and adults in my country sadly seems to be deteriorating.

Teenagers see adults as boring and out-of-date.

Adults tend to object to both the behaviour and the attitudes of teenagers.

Teenagers and adults disagree most typically about clothes, music and politics.

I believe there are a number of simple ways in which the situation could be improved.

B As class representative of the 30 first-year Linguistics students at Downton College, I have conducted a survey into my classmates' involvement in sport, and report on my findings below.

Three-quarters of the students in my class participate actively in some kind of sport at least once a month.

As far as being a spectator is concerned, only two students in the class expressed a total lack of interest in watching any kind of sport.

The main way in which the college could encourage greater participation in sport would be to extend the range of exercise and other classes offered at the college Sports Centre.

Useful language: good beginnings

- 1 1b is better because it shows a better lexical and structural range. 'Good' and 'bad' are rather inexpressive adjectives to be using at this level – especially in an opening sentence.

- 2 2a is better because it goes straight to the point. It is also engaging in that the writer comments that the questions were interesting – this suggests that he or she may have something interesting to say about them. 2b wastes too many words on irrelevant points when there is a word limit on the answer.
- 3 3b is better because it provides a clear introduction to the topic of the report. 3a is written in too colloquial a style and is too much of an opinion to be appropriate for the introduction to a report.

Writing Part 2

Exam practice

- 1 Personal preference
- 2 The sorts of factors you need to consider are:
 - Do you understand the question fully?
 - Could you deal with all the aspects of the question?
 - Do you have the vocabulary you would need to write a good answer?
 - Do you know how to write the type of text required?

The above questions are much more important than whether you find the question interesting or not.

Model answers

These models have been prepared as examples of very good answers. However, please note that these are just one example out of several possible approaches.

2 Email

Hi Anna,

Thank you for your email. I'm so looking forward to your visit to St Petersburg in July and I think it's a great idea to learn some Russian before you come.

I think the best advice about learning a language is to try to do a little every day – that's much more effective, in my opinion, than doing a lot once a week or once a fortnight. It'd be sensible to have some lessons but you'd have to do a lot of work on your own in between the lessons if you want to make good progress.

English-speaking people often think Russian's difficult to learn because we use a different alphabet, but in practice almost everyone manages to master Cyrillic letters very quickly. What is much harder is the grammar, as nouns and adjectives decline so each of them has about ten different forms, depending on what case it's in and whether it's singular or plural. I think you might find the vocabulary hard at first too, as most everyday words bear no similarity at all to English words.

Although vocabulary is difficult at first, I think that's what you should concentrate on. Don't worry too much about all those case endings – just focus on learning words. That way you'll be able to communicate, even if you make lots of grammar mistakes. I'll send you some lists of words and expressions that I think you'll find most useful – language that you might need in a museum or restaurant, for example.

All best wishes,

Natasha

Notes

- *The email opens and closes in an appropriate and friendly way*
- *The writer answers all the questions in the input email*
- *The answer demonstrates a good range of vocabulary related to language learning*
- *The answer uses appropriately informal language, e.g. contractions*
- *Correct length (256 words)*
- *No language errors*

3 Proposal

Proposal for subscriptions

I should like to recommend that the college subscribe to the following periodicals.

The Guardian

The first publication I should like to recommend is the UK daily newspaper, the *Guardian*. All the students at this college do at least one English course as part of their degree, and there are few better ways of keeping up and extending one's knowledge of a language than reading a newspaper. Of all the quality British papers, the *Guardian* is the one I recommend we subscribe to because it has a good coverage of international as well as UK news. In addition, it has many feature articles which do not date in the way that news stories may and so are worth keeping hold of for future study purposes.

The New Musical Express

The second periodical I would recommend is the *New Musical Express*. Most students here are very interested in pop and rock music and enjoy the articles in this weekly publication whenever they have the chance. I am sure that a subscription to the *NME* would be very widely read. Although students would imagine they are reading simply for pleasure rather than study purposes, they would probably be acquiring as much language as they would from reading a textbook.

If there is only enough funding to subscribe to one of these publications, then I would opt for the *Guardian*, simply because it has a broader range of articles, dealing with the arts, fashion, sport and science, as well as political news, thus helping the maximum number of students with their language studies.

Notes

- *The writer deals with all the points required by the task*
- *The proposal is clearly organised into paragraphs*
- *The first paragraph clearly states the reason for writing*
- *The writer uses a variety of sentence lengths and structures*
- *The register is appropriately formal – it avoids, for example, the use of contractions*
- *Correct length (259 words)*
- *No language errors*

4 Review

Can you imagine Mr Bean as a teacher of English as a Foreign Language? Well, last night for me, that's what he was; I watched Rowan Atkinson play the lead role in *Quartermaine's Terms*, a play set in a Cambridge language school in the 1960s.

It was an excellent play, a powerful mix of the comic and the tragic. The scenes all take place in the staffroom of the school, and through the conversations that happen there, the audience gradually becomes aware of the sadness that each of the teachers at the school has in his or her own personal life. Despite the loneliness or discontent at the heart of every one of their lives, the dialogue is witty, and the audience is truly often laughing through its tears.

If the play has a weakness it is that it is perhaps a little slow to get moving. The second half is much more engaging than the first. But that, for me, was my only slight niggle. The acting from all the members of the cast was utterly convincing, the set was simple but effective, and the costumes were just right.

The theatre where it took place was a lovely traditional theatre, rather old-fashioned, but in a way that suited the spirit of the play itself. The seating, however, was very cramped, making it hard for the long-legged to find a comfortable enough position for the two-hour performance.

Notes

- *The introductory question serves to engage the reader in a way suitable for any review (or indeed any magazine article)*
- *The answer deals with all the points required by the task*
- *Basic factual information is provided, but more space is devoted to the writer's opinion, as should be the case in any review*
- *The writer demonstrates a good use of vocabulary connected with the theatre – cast, costumes, set, etc.*
- *The answer is organised into well-defined paragraphs*
- *Correct length (237 words)*
- *No language errors*

Listening Part 1

Training

Review

- 1 You should use this time to read the questions and think about them. This is useful because (a) it will give you an idea of what the recording is going to be about, and (b) it will tell you what kind of information you need to listen out for particularly.
- 2 You should use this time to look again at any questions you did not get the answer to on the first listening. Then if you have any more time left, check through the questions you did answer.

Reading the questions

1 Extract 1

- 1 The question asks about agreement, so it requires you to think about the opinion of both speakers.
- 2 Fact – the three options all relate to specific things that someone might plan to do.
- 3 The woman's

Extract 2

- 1 A project they are working on together
- 2 They are all negative feelings, but A and C are focusing on the tutor's reaction to their work – A on his not noticing any

improvement and C on his criticism of inaccuracy, while B is focusing more on the tutor's support in general.

- 3 No, it's about something that he promises he will do.

Extract 3

- 1 The man
- 2 The woman's
- 3 Possible changes in their company's performance and profile
- 2 The options are all possible.

Exam practice

- 1 C A: They say it is a topic they have already discussed many times. B: The woman liked one of the presenter's ideas, but the man says it was not new to him.
- 2 B A: The woman doesn't express any intention to change her habits, even though she has been recommended to do so. C: The woman says she has been given some advice rather than her planning to ask for some.
- 3 B A: She is pleased about the positive comments that the tutor makes and agrees that his suggestions will improve their work. C: She does not express any annoyance at this.
- 4 A B: They have already done their experiments. C: The woman promises to do this.
- 5 A B: The man says he probably will not want the woman to revise the task she has recently completed (the sales and profits targets). C: The woman is going to change arrangements for a meeting with a colleague, but doesn't mention the need to change their point of view.
- 6 C A and B: They are both mentioned, but the woman does not express any surprise in relation to them.

Listening Part 2

Training

Review

- 1 What kind of word is suggested by the prompt sentence – the name of a country or a type of job, for example
- 2 Yes, it is necessary to spell the words correctly.
- 3 No, you will not need to make any changes to the words you hear.
- 4 Between one and three

Answering accurately

- 1 1 quite beautiful
- 2 the environment
- 3 the whole truth
- 4 because of the weather
- 5 through the forest
- 6 he would always believe her
- 7 the parcel which I received
- 8 an interesting programme/program
- 9 a really quiet holiday
- 10 convenient and healthy food

- 2 These are possible answers – you may have found other good ways of replacing the words in *italics*.

- 1 Claire Davis was working as a *mechanical engineer* before she lost her job.
- 2 On returning to work after suffering from *breaking a leg / a broken leg*, Claire learnt she had lost her job.

Test 3 Key

Reading and Use of English Part 1

- 1 **A** Gas is used instead of the liquid. 'Substituting X for Y' means 'using X instead of Y'. B: 'To be replaced' requires 'by' after the verb. C: 'To be changed' requires 'into'. D: 'To be relieved' requires 'by' and refers to the ending of an unpleasant or painful situation.
- 2 **D** 'Properties' are the qualities of a substance, particularly ones that can be used in some way. A and B: These are things that are owned, usually by a person or people. C: These are the things contained within something, e.g. the contents of a cupboard or a book.
- 3 **B** 'To the full' is a fixed phrase – aerogels are not yet used as much as they can be. A, C and D: Although they have fairly similar meanings to B, they can't be used in this phrase with the required meaning.
- 4 **B** This is a phrasal verb giving the amount of something, i.e. 99.8% of the material is air. The amount describes the subject of the clause (air). A, C and D: These phrasal verbs are transitive, so in each case the subject and object refer to different things.
- 5 **A** This means that the heat doesn't change the flower in any way. B and D: The subject is normally human. C: This tends to be used of a person's opinion or behaviour, or to refer to a specific action.
- 6 **C** This means that aerogels are suitable for the specified purpose, even though they may not have been used in this way yet. A: This fits the structure 'There is a possibility that aerogels will be used ...'. B: This is normally used of people and is followed by an infinitive. D: This usually refers to a total amount, e.g. the seating capacity of a theatre.
- 7 **C** This is a type of economic activity in a country, e.g. the financial sector. A, B and D don't have this particular meaning. A: This is used when dividing into groups, e.g. grouping people according to their income. B: This can be part of a large company, e.g. the sales division. D: This is normally used of a geographical area.
- 8 **A** This means 'particularly dangerous' and can also have the sense of being very exciting, as in 'extreme sports'. B, C and D: These don't collocate with 'environments'. B is often used to describe a feeling. C means 'too much', e.g. 'excessive waste'. D means 'more than usual or reasonable', e.g. 'immoderate drinking'.

Reading and Use of English Part 2

- 9 **after**: 'After all' introduces additional information to support what has preceded it: 'work is likely to play a significant role in your life for many years' explains why 'Getting a job is too important to leave to chance.'
- 10 **what**: 'What' acts as the object of 'think about' and the subject of 'would really suit you'; it can often be replaced by the informal 'the thing that/which'.
- 11 **which**: 'Which' is a relative pronoun, and can follow prepositions. Placing the preposition in front of 'which' is more formal than ending a clause with the preposition, e.g. 'jobs which/that you have an aptitude for'.
- 12 **it**: 'It' is a 'dummy subject', standing at the beginning of a sentence instead of the true subject, 'to have your application turned down'.
- 13 **but**: 'Not only ... but also' is used to show that two related statements are true.

- 14 **to**: You can apply to an organisation, and apply for a job.
- 15 **so**: 'So ... that' links the degree to which something is true with a consequence: here, some companies are very obsessed with results and profits, and as a result, employees are under stress all the time.
- 16 **whether**: 'Whether ... or not' introduces alternative possibilities – you could or you couldn't work in an environment like that.

Reading and Use of English Part 3

- 17 **conquest(s)**: 'by' shows that the meaning is passive; 'as a result of being conquered' has the same meaning.
- 18 **civilisations / civilizations**: 'a number of' introduces a plural noun. The spelling with 's' is usual in British English, and with 'z' in American English.
- 19 **unknown**: An adjective is required to describe the subject of the sentence, 'The Olmecs'. 'Virtually' means 'almost', so 'known' would not make sense. 'But' also suggests a contrast between their success for over a millennium and being unknown now.
- 20 **instructive**: Only a gradable adjective can fit into the structure 'a very ... guide'. Another adjective from the same root, 'instructional', is an ungradable adjective meaning 'containing instructions', e.g. 'an instructional leaflet'. Only gradable adjectives can follow 'very'.
- 21 **inhabitants**: Only a plural noun can follow 'these early ...'.
- 22 **discoveries**: Only a plural noun can follow 'numerous recent ...'. 'Discoverers' would also fit, but it refers to people who have discovered something, and 'draw on' means 'to use your knowledge of something to help you do something', so only 'discoveries' fits the meaning.
- 23 **(up)risings**: A noun is required, to match 'beginnings'. 'Uprising' and 'rising' are countable, so as there is no article before the gap, it must be plural.
- 24 **implications**: 'The' needs to be followed by a noun, and 'are' shows that it is plural.

Reading and Use of English Part 4

The vertical line | shows where the answer is split into two parts for marking purposes.

- 25 **CAN'T have been | pleased to** 'Can't have been' expresses a logical deduction or near certainty about the past, expressing the same idea as 'I'm sure Ben wasn't'. 'Pleased' is often followed by an infinitive, e.g. 'Pleased to meet you.'
- 26 **hardly EVER | does what** 'Hardly ever' means the same as 'very rarely'. Here, 'what' means 'the things that'.
- 27 **TURNED out | to be** The meaning of 'to turn out' here is 'to be discovered finally and surprisingly'. It is followed by an infinitive.
- 28 **had I been | in such A** When a sentence begins with 'Never', there is inversion of the subject ('I') and the first auxiliary verb ('had') or a form of 'do'. The negative 'Never' with 'such' means the same as 'the most (dangerous)'.
- 29 **to FILL the vacancy/post | caused/created/left** 'To fill a vacancy' means 'to appoint somebody to a job that nobody is doing, and so is available for someone new'. 'To cause, create or leave a vacancy' gives the reason why the job has become available.
- 30 **in ACCORDANCE with | his** 'In accordance with' means 'obeying or following a rule or wish'. The preposition 'with' is followed by a noun, so 'wishes' here is a noun, not a verb. It is therefore preceded by 'his', not 'he'.

Reading and Use of English Part 5

- 31 **B** The reviewer says that in *Birdlife*, Hurst has chosen to repeat *Gold's* 'winning formula', which he goes on to criticise. A: He mentions the different aspects of gold, without emphasising that it is a wide range. C: He expects *Birdlife* to repeat the success of *Gold*, but his criticisms make it clear that he doesn't feel it deserves that success. D: He applies his criticisms to both books (this is made clear by 'repeat a winning formula').
- 32 **A** Truman says that Hurst doesn't help readers to interpret information or identify similarities, and that there is 'not enough synthesis'. B: He doesn't claim that she misunderstands the significance of any myths, only that she includes too much detail. C: He makes it clear that Hurst doesn't interpret the myths; it is left to readers to do so if they wish. D: He is not concerned with the number of cultures, but with the amount of detail and lack of analysis.
- 33 **A** This refers to the last part of the third paragraph, about birds and people communicating to the advantage of both parties. B: There is no suggestion that the honeyguide has been trained to behave in the way it does. It might be spontaneous behaviour. C: The reviewer doesn't mention the possibility of greater exploitation of birds. D: On the contrary, the honeyguide is presented as being useful to human beings, by leading them to honeycombs.
- 34 **D** '[O]n this scale' refers to a large amount, i.e. the length of the journey. '[R]ecord', too, refers to the tern's journey as being the longest undertaken by any bird. A, B and C are all aspects of Arctic terns' lives, but the text doesn't contain any measurements connected with them that would make sense of 'record' and 'scale'.
- 35 **C** Truman describes Hurst's wish to revert to the farming methods of the past as 'a forlorn hope', i.e. something that is very unlikely to be achieved; and 'she can hardly expect' also implies that although she wants this to happen, it is very unlikely. A: The reviewer doesn't dispute Hurst's claim that 'their habitat is damaged or even destroyed'. B: There is no suggestion that Hurst misunderstands certain subjects; it is her opinion regarding the relative importance of birds and agriculture that the reviewer disagrees with. D: There is no indication that reading *Birdlife* has made him change his opinion – whatever that was before he read it.
- 36 **B** He finds the book 'interesting' and says he 'enjoyed' at least part of it, but suggests there are no new insights in it: the chapter on mythology is largely factual, and he ends by saying the book 'has little to say to serious ornithologists'. A: The book doesn't seem to mention anything still to be learnt about birds. The final paragraph suggests it would be a good introduction to the subject for people who know little or nothing about them, which implies it contains only information already familiar to ornithologists. C: Like *Gold*, the book deals with a number of facets of the subject, but there is no suggestion that it provides a clear overview: describing *Gold* as being like 'a series of magazine articles' suggests it is bitty, with no attempt at an overview. D: Although the book has chapters on different aspects of the subject, there is no indication that the reviewer thinks this is unusual.

Reading and Use of English Part 6

- 37 **A** Neither artist C nor artist A is concerned about whether people share their interpretation. Artist C says, 'But if in the end people can't see it as I do, so be it,' and according to artist A, 'I want people to look at the finished painting and make some sense of it, regardless of what that is.' Artist B says, 'People have the habit of reading an image', and artist D says they want 'to make people observe'; but neither of them expresses an opinion about other people's interpretations.
- 38 **B** Neither artist D nor artist B believes their choice of subject matter is significant. Artist D says, 'Why I happened to paint this place rather than that has no significance', and artist B says about what they draw, 'They're all chosen pretty arbitrarily.' Artist A says they 'look at something and consider using it in a painting', implying that they only choose subjects that they can make 'function within the painting'. Artist C paints 'an object or shape that has to mean something to me', so their choice is significant.
- 39 **D** Artist C describes the act of painting as being 'in the hands of the painting, almost its slave, having to do whatever it requires, however unreasonable it seems at the time.' Artist D, on the other hand contrasts the struggle that artistic creation may be for some people with their own experience: 'for me it's almost the reverse, almost a relaxation'. Artist A's and B's opinions are similar to Artist C's: Artist A is under a great deal of pressure while painting, and artist B feels tense and takes days to recover.
- 40 **A** Artist A plans the painting process: first making sure the geometry will work, 'Then I work out how to get from that starting point to the finished painting.' The other three artists don't plan their work. Artist B says, 'I really let the painting evolve in its own way, until I realise that it's complete.' According to artist C, 'After making that initial choice, I let the painting itself take over – it's a very spontaneous process,' and for artist D, 'I'm usually surprised by how my paintings turn out, because I don't feel I exert control over what happens.'

Reading and Use of English Part 7

- 41 **G** 'This groundbreaking idea' refers to the influential experiment of setting up 'the world's first factory', which workers went to instead of working at home ('a cottage industry'). This idea is picked up in describing modern offices as 'places where you go'.
- 42 **E** 'Above all' introduces the best of the 'good reasons why the model has flourished' in the previous paragraph, and 'popular' expresses a similar idea to 'has flourished'. The following paragraph introduces changes that might mean 'employment as we have known it' may be ending.
- 43 **A** The previous paragraph introduced 'technology and demographic shifts' as forces that are changing work, and expanded on the effects of technology. In A, the writer explains the demographic shifts – 'we are all living longer and working for longer'.
- 44 **D** 'This is true up to a point' relates to what is claimed, according to the previous paragraph. The following paragraph enlarges on 'the erosion of the boundary between work and other parts of life'.
- 45 **B** 'They save money on expensive office space' relates to desks in the previous paragraph: workers 'no longer expecting to be chained to a desk' implies that fewer desks, and therefore less office space, are needed.
- 46 **F** '[T]he fact is' introduces the 'reality' mentioned in the previous paragraph, which means that what people are tempted to think may be wrong. The 'continuities with the past' and idea that 'that unstructured form of work' may not come into being are picked up in the following paragraph, which gives a reason 'why tomorrow might turn out to be not so different from today'.

Reading and Use of English Part 8

- 47 **D** 'Ensure your CV is up-to-date and accessible on your computer, because you'll need to produce it every time you go after a position.' Jobs are also mentioned by advisers B, C and E, but not preparation for making applications.
- 48 **A** 'Although that tends to be the stereotype that everyone knows, most students are level-headed, and don't merit the bad reputation that they suffer from as a group.'
- 49 **E** 'Whether you're living in a university hall of residence or sharing a flat, you should make your space truly yours', and the careers adviser later refers to having 'a comfortable base'. Adviser A says that at university, you might be living in 'a room that is far less comfortable than you are accustomed to', but doesn't suggest doing anything to feel at ease in it.
- 50 **B** 'However, there's the danger of falling behind with your studies, or not having enough time to sleep. And let's face it, if your friends are planning a fun evening and you have to go to work instead of joining in, it could be very frustrating!' Adviser C says that getting a job 'may not always be advisable', without specifying any disadvantages. Advisers D and E also mention jobs, without referring to any disadvantages.
- 51 **C** '[Y]ou might try to keep up with them, and find yourself heavily in debt.' All the other advisers mention finance, but say nothing about borrowing money.
- 52 **B** 'It's useful to draw up a budget, listing your likely outgoings during the term ... and how much you'll have available.' All the other advisers mention money, but not making a financial plan.
- 53 **D** With reference to 'freshers' week', adviser D says, 'you should see this as a good chance to try something new, or something you'd never imagined doing before.'
- 54 **A** 'Your experience until now has probably been that homework was pretty much regulated, with repercussions if you didn't do it; a degree course requires far more independent work.' Advisers C and E mention school, without making a contrast between school and university studies.
- 55 **C** '[D]on't let yourself get caught up in a group that is more affluent than you are.' Advisers A, B and D also mention socialising, but don't say anything about caution.
- 56 **E** '[Y]our going to university may be a big change for your family.' Advisers A and B also mention family, but not the effect on them of your being away.

Writing Part 1

1 Essay

Model answer

This model has been prepared as an example of a very good answer. However, please note that this is just one example out of several possible approaches.

When people spend time abroad, it is clearly an enriching experience for them as individuals, but the fact that they have gained this experience also brings benefits to the society in which they live.

Firstly, there are advantages for business. If people have spent time living in another country, they will have acquired some knowledge of the language of that country. They may not have become fluent, but they will almost certainly be able to communicate in that language. They will also have learnt about the mentality and customs of the society in question and this, along with their language skills, will stand them in very good stead when it comes to doing business with that country.

Secondly, there are cultural advantages. People who have lived abroad will have experienced the cultural life of a country different from their own. They will have listened to new kinds of music and seen fresh approaches to painting and other visual arts. If they are artistic themselves, this will have a very positive impact on their own creativity, which in turn will bring benefits to their own society as well as to them as individuals.

Of the two benefits to society of foreign travel which have been discussed above, the more significant is, in my opinion, the business one. Successful business between countries has all sorts of positive consequences, from increased employment opportunities to better working conditions for staff. The travel experience of employees is only one small factor contributing to business success, but it certainly plays a not insignificant part in this.

Notes

- Opening paragraph introduces the topic
- Two of the points are addressed and developed
- One of the benefits is chosen as more significant and an explanation is provided as to why this one was chosen
- The essay has a clear structure
- Appropriate register – not too informal
- Good use of collocations, e.g. 'an enriching experience', 'acquire knowledge', 'do business with', 'play a part'
- Good variety of structures used, e.g. 'people who have lived abroad will have experienced', 'successful business between countries has all sorts of positive consequences, from ... to ...'
- No language errors
- Correct length (260 words)

Writing Part 2

2 Email

Style

Neutral to formal

Your email should use language that is appropriate for a piece of writing to a business.

Content

Your email should express clearly what your company does, what its IT training needs are, and why the needs are urgent. The company receiving the email should know exactly what is hoped for.

Organisation

Write in clearly defined paragraphs.

Use appropriate opening and closing formulae for an email to a business.

3 Report

Model answer

This model has been prepared as an example of a very good answer. However, please note that this is just one example out of several possible approaches.

Modern English Literature Course

This term I completed the new Modern English Literature course. On the whole, I found it an extremely valuable addition to the other courses offered by the Language Department in this college.

Strengths

What I appreciated most about this course was its breadth. It dealt not only with the novel but also with poetry and drama, and it covered writers from a wide range of countries in the English-speaking world. The lecturer provided us with a lengthy bibliography, which is particularly useful in that it includes brief notes on each of the titles listed. In all, the course gave us an excellent introduction to the topic, as well as offering many suggestions as to how best to follow up the issues we had been discussing.

Weaknesses

In my opinion, the course had only two weaknesses. Firstly, the lecture theatre where it was held was not big enough for such a popular course and, secondly, the instructions for the coursework assignment which the lecturer set us were not as clear as they might have been.

Suggested improvements

It goes without saying that I would recommend that the course take place in the college's largest lecture hall in future and that the assignment be reworded to avoid ambiguity. However, I would also recommend that the course tutors make better use of the department website. For example, forums could be set up for further discussion of some of the issues raised by the lectures.

Notes

- Use of an appropriate title
- Opening paragraph sets the context
- All the points from the question are dealt with in the answer
- Clearly organised in paragraphs
- Appropriate use of headings
- Good range of vocabulary, e.g. 'on the whole', 'a valuable addition', 'it goes without saying'
- Shows ability to handle a range of structures, e.g. 'What I appreciated most about the course was ...' and 'It dealt not only with ... but also ...'
- Variety of sentence length
- Appropriate register – neither very formal nor very informal
- No language errors
- Correct length (245 words)

4 Proposal

Style

Neutral to formal

Your proposal should use language that is appropriate for a piece of formal writing.

Content

Your proposal should make recommendations about both green spaces and street art in your town. It should explain how what you propose would improve the quality of life of the people who live there. You should try to express your ideas clearly and persuasively.

Organisation

Write in clearly defined paragraphs.

Include a title and sub-headings.

Listening Part 1

- 1 **B** A: The woman hasn't made a mistake. C: She says, 'the manager allocates work to everyone, and that's all we have the chance to do,' but doesn't say she has too much work.
- 2 **C** A: She says, 'you can start and finish late, if you want to, though I don't'. B: She says that unlike most of her colleagues, she works on Friday afternoons.
- 3 **C** A: The woman thought the production was very interesting. B: She says turning the play into farce didn't really work for her.
- 4 **A** B: The man loved the soundtrack, but the woman found a lot of it quite distracting. C: They agree that the scenery was poor.
- 5 **B** A: The man says Isabel has let him down 'again', so he is not surprised. C: He believes she must have known about driving her children to school when she agreed to pick him up, so that can't be unexpected.
- 6 **C** A: He doesn't know anyone else who's going who could pick him up. B: Although he considers not going, the woman persuades him it's better to arrive late than not at all.

Listening Part 2

- 7 **coach**: Because few people owned cars, Bennett bought a coach to use for trips to the Lakes. The coach left Manchester in the morning and returned late that night, and the all-in price included meals.
- 8 **Africa**: The largest number of trips are to South America, and Africa is the second biggest category. The company offers only a few European destinations, and it is considering Central America for the future.
- 9 **thrilling**: '[H]er opinion' reflects 'I'd call it' in the transcript.
- 10 **balloon**: The other option, a helicopter ride, is in the morning.
- 11 **architecture**: 'Susan is particularly impressed' reflects 'can compare with any in the world, in my opinion' in the transcript.
- 12 **glaciers**: '[M]ountains' refers to the 'granite peaks' in the transcript.
- 13 **whale(s)**: In listing the wildlife off the coast, only whales are mentioned twice – killer whales and humpback whales.
- 14 **viaduct**: Susan talks about a train trip that leaves in the morning, climbs the mountains as far as a viaduct, then returns to Salta.

Listening Part 3

- 15 **D** A: The connection with the town's 300th anniversary was made after the council had decided to hold the festival. B: Angela hopes this will be a side effect of holding the festival. C: The interviewer says that some festivals are intended to raise money for charity, but neither speaker says this is true of the Marston festival.
- 16 **B** A: She had been involved in festivals, but in a more junior role. C: She had contacts with various artists and performers, but doesn't say that was a reason for her appointment. D: She says she isn't an arts expert.