

- 23 **collaborative:** An adjective is required to classify the type of work.
 24 **empower:** 'Will' needs to be followed by the infinitive of a verb.

Reading and Use of English Part 4

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

- 25 **SUCH a confusing film, | I had 'So'** can precede an adjective (here 'confusing') or adverb; 'such' has the same meaning but precedes a noun ('film').
 26 **director's resignation | RESULTED from** '[R]esulted' needs a noun ('resignation') as its subject, and is normally followed by 'from'. The sentence shows that the resignation came after the cause (the disagreement).
 27 **most considerate person | I (have) EVER** 'I have yet to meet' means 'I have never met' (in the whole of my life up to the present). The superlative ('most considerate') is often used with a perfect tense and 'ever', although the past simple is also used in American English.
 28 **come to TERMS | with** 'To come to terms with' is a phrase that means 'to gradually accept a sad or difficult situation'.
 29 **been for Miranda, | I'd/I would STILL** 'If it hadn't been for' is a standard phrase that means 'without'.
 30 **made it difficult/hard | to PIECE together** 'To piece together' means 'to create something (here, an explanation of what had happened) by joining several things together (here, the witness statements)'.

Reading and Use of English Part 5

- 31 **C** 'There is a widely held belief that change must mean deterioration and decay.' This idea is reinforced in 'standards have fallen markedly' and 'blame'. A: Older people are said to be aware of the differences, but there is no indication of whether or not younger people are aware of them. B: Reference is made to changes in language education in schools, but there is no mention of whether or not this raises awareness of language change. D: There is no suggestion that public understanding of language development is increasing.
 32 **A** These are described as controversies gaining 'current attention' and also referred to in the 18th and 19th centuries. B: Alford's contemporaries thought 'the language was rapidly decaying', but the writer doesn't comment on the speed of change, either now or in the past. C: The writer makes the point that the 'list of unacceptable changes' tends to be the same in every generation – 'many of the usage issues recur', and most of Alford's usage issues 'are still with us'. D: The two examples suggest that they are not undergoing linguistic change – the two phrases were used both in 1863 and in the present.
 33 **B** The writer contrasts the changes in the languages and communication problems of Papua New Guinea with the fact that 'as a rule', change is minimal. A: The writer implies that the prevailing view of linguistic change is that it occurs on a large scale, as in Papua New Guinea, so the example itself supports that view – which is challenged in the sentence beginning 'But as a rule'. C: The writer suggests that generalisations about linguistic change are wrong ('But as a rule ...'), but not that they are dangerous. D: There is no discussion of the potential effects of linguistic change.
 34 **D** '[I]t is because change is so infrequent that it is so distinctive and noticeable.' A: The writer suggests that 'precise and efficient communication' is important, and notes that the public notice change and are often pessimistic about it, but there is no reference to inconsistency in the value they place on accurate communication. B: There is no reference to reversing language changes. C: There is no mention of measuring language change.

- 35 **A** '[T]hose who try to plan a language's future waste their time ... – time which would be better spent in devising fresh ways of enabling society to cope with the new linguistic forms that accompany each generation'. B: The writer mentions teaching 'a common standard', without making the point that this is necessary to make communication possible – his emphasis is on 'recognizing the existence and value of linguistic diversity'. C: 'The need to develop a greater linguistic awareness and tolerance of change, especially in a multi-ethnic society' suggests that language change does not tend to be tolerated in multi-ethnic societies. D: Communication difficulties may or may not arise, but they are not mentioned in the paragraph.
 36 **B** The writer says 'there is no evidence' for the view that languages become increasingly complex, or progress to a higher 'level of excellence'. A: The writer supports this idea – 'Nor, when languages change, do they move in a predetermined direction.' C: He mentions languages dying out, but doesn't express an opinion on whether or not this should be prevented. D: The evolution of languages is discussed, but there is no reference to categorising them accordingly.

Reading and Use of English Part 6

- 37 **D** Only reviewer D is unconvinced by Miller's view of the future, so A and C agree with reviewer B, but D doesn't.
 38 **A** Reviewers A and C both think Miller is suitably qualified to write the book, but reviewers B and D do not.
 39 **B** Reviewer B believes Miller is too limited to earlier studies of documentaries, while the other three reviewers consider that she uses them as a foundation and builds on them.
 40 **D** Reviewers A and D agree with Miller's criticism of television companies for not making more use of documentaries, while reviewers B and C disagree with her.

Reading and Use of English Part 7

- 41 **D** 'Here' refers to 'the eastern side of the tourist town of Zermatt', and the two glaciers that are mentioned are part of the 'glacier system'.
 42 **B** 'We' refers to the 'British team', and we are told it is 'late in the evening'. The following paragraph continues the time sequence with 'overnight' and 'the next day'. The small group 'who had already left to set up camp on the edge of the glacier' are 'the advance party' mentioned in the following paragraph.
 43 **A** The fact that the railway was closed (in the previous paragraph) explains 'a day later than planned'; 'station' shows that they travelled on the mountain railway, 'the first stage in our journey up to the glacier' (previous paragraph); 'the three kilometres we still needed to travel' refers to the next stage of the journey, from the station to the advance party's camp by the glacier.
 44 **F** '[E]xploring' refers to 'the work we had come to do' in the previous paragraph (this is made clear in the paragraph after 41). '[T]he team split into two' looks ahead to 'both parties' in the following paragraph.
 45 **C** 'All these fascinating sights' refers back to the description of the surroundings in the previous paragraph, and 'my photography' refers to 'capture as many images ... as possible'. '[M]eltwater' is referred to again in the following paragraph.
 46 **G** 'This was one reason why it was so important to identify what exactly was happening' refers to the shrinkage of the glacier, in particular the reduction by 'a staggering 290 metres over the summer of 2007'. The 'water' that is mentioned recurs in the following paragraph.

Reading and Use of English Part 8

- 47 D 'What we knew about running a company you could write on the back of an envelope.'
- 48 C '[A] tutor on the course put me in touch with a fashion business she knew. ... Her recommendation must have swung them in my favour, because they took me on.'
- 49 B 'I eventually left to start my own fashion design business. Since then, we've branched out into household goods like tablecloths and bedding.'
- 50 A The designer's college tutors were very positive and he/she won a couple of awards. However, getting a job afterwards was very difficult.
- 51 C The job 'wasn't ideal', and the designer says that 'In retrospect, I think I'd have been better off setting up on my own.'
- 52 A The designer was offered a job because 'my saving grace was that I was so keen to learn more about fashion.'
- 53 D The designer was given 'some invaluable advice' by 'a couple of established designers,' and says 'it was remarkably generous of them'.
- 54 B As a child, the designer 'loved the glamour of the world of fashion,' but later found it was 'sheer hard work, long hours and a lot of stress', with just 'a touch of glamour occasionally'.
- 55 C The designer realised they 'needed to learn CAD', because the lack of that skill affected the chances of getting a job.
- 56 B '[T]he boss seemed happy to teach me all about the business side of things. That really stood me in good stead when I eventually left to start my own fashion design business.'

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.

It is generally accepted that it is a good thing for people to keep themselves informed about what is happening in the world, to be up-to-date with current events and trends. But which aspects of life is it most important to know about?

Firstly, people need to know about the news. They need to know about the main social and political issues facing not only their own country but also others. It is part of a person's important general knowledge to have an understanding of the situation in different places around the world. This will mean reading more than one newspaper on a regular basis, as well as watching the news and documentaries about social issues on television.

Secondly, it is important to keep up-to-date with the arts. We should all know what is going on in the worlds of music, theatre, books and art. I do not mean that this should include only highbrow culture. I believe that we should all also know about popular singers and writers. Our aim should be to become fully rounded and well-informed citizens.

Of the two aspects of life discussed above, the more important one is, in my opinion, that of current affairs. Both aspects of life are undoubtedly important, but ultimately social and political issues are likely to have a more far-reaching impact on our lives than the arts, and so it is vital that we keep up-to-date with the news.

Notes

- Opening paragraph introduces the topic
- Two of the points are addressed and developed

- One of the aspects 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 range of vocabulary relating to the theme, e.g. 'highbrow culture', 'fully rounded', 'well informed'
- Variety of sentence length and structure
- No language errors
- Correct length (239 words)

Writing Part 2

2 Review

Style

Any style as long as it is consistent

Content

Your review should consider two videos you have seen online made by ordinary people. They should contrast in that you enjoyed one but not the other. Your review should make it clear why you felt as you did about each of them.

Organisation

Write in clearly defined paragraphs.

3 Letter

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.

Dear James,

We are all very much looking forward to meeting you when you come to spend some time working with us soon. We all hope that you will enjoy your time here and will find it productive.

In many ways, you will probably find our branch rather different from yours. We are a slightly smaller branch, and our premises are considerably older than I believe yours are in Australia. More significant is the fact that the company's research and development is based here, and so we are very much focused on how the company might diversify in future. I imagine that you might find this aspect of our work stimulating. We are a small, relatively young team, here. Many of us are fairly recent graduates in either engineering or business.

Life for you here will, of course, not only be about work. I'm sure you'll want to do some travelling around the country while you're with us. Do let us know where you'd particularly like to go and we'll make some arrangements for you. There are a couple of excellent theatres in this town. Have a look at their programmes on the web and drop us a line to say what you'd like us to book you tickets for. Tickets often sell out quickly, and it makes sense for us to get hold of them before you get here.

Do please let me know if there's anything else you'd like to know before you arrive.

All best wishes,
Simon

Notes

- Uses appropriate opening and closing formulae
- Tone is friendly but still businesslike
- All the points from the question are dealt with in the answer and are developed appropriately
- Clearly organised in paragraphs
- Good range of vocabulary relating to the workplace and leisure activities

- *Variety of sentence length*
- *Appropriate register – informal and friendly*
- *No language errors*
- *Correct length (249 words)*

4 Report

Style

Neutral to formal

Content

Your report should briefly describe the traffic situation in your town. It should then go into more detail about the extent to which it meets the population's needs and should give an explanation of the town's most serious traffic problem. You should try to express your ideas as clearly as possible.

Organisation

Write in clearly defined paragraphs.

Include a title and sub-headings.

Listening Part 1

- C** The paintings were hard to see. A: The advance publicity referred to 'a range of artists', without indicating the number – it was the woman who 'imagined there'd be hundreds of works'. B: There was one painting by 'an artist I really love'.
- B** The man is put off by the people who attend exhibitions. A: He knows he isn't an art expert, but doesn't suggest he discovered this at exhibitions. C: He is in favour of talking about paintings 'in a way that can be understood' and 'without going on' about them.
- A** Tony says his colleague seems resentful that he has more money than she has. B: Marion asks Tony if the bad treatment is 'because you're new', but he doesn't accept that explanation. C: Tony says he doesn't think his colleague being much older than him is the reason for the way she treats him.
- B** Tony reluctantly agrees with Marion about talking to his line manager. A: Marion says that Tony should only look for a new job 'as a last resort', and he doesn't pursue the idea. C: Tony says he isn't brave enough to talk to his colleague about the issue.
- A** Ross says the publisher has changed the brief without discussing it with him. B: Although the deadline is just after his holiday, he doesn't say he will have to cancel the holiday. C: He says he will receive ten per cent of the price of each book sold, so being paid for the extra work 'doesn't apply'.
- A** Erica thinks her cousin was silly to get worked up: she would have done better to accept the changes. B: She doesn't say anything about her cousin's or Ross's motives for writing. C: Her cousin tried to persuade the publisher to rethink the changes, but without success.

Listening Part 2

- shopping experience:** Jack contrasts the importance of profit and range of products with the customers' shopping experience.
- stressed:** Jack talks about treating all customers in a friendly way; but says it is very important to make someone who is stressed relax a little.
- shopwalkers:** Several members of staff, including managers, take on the role of shopwalkers, and offer to help anyone who seems to need assistance.
- suggestion scheme:** Jack says the suggestion scheme makes it easy for anyone to put forward ideas for improvements.
- talent day:** Employees who are interested in promotion can talk to him about it when the store holds a 'talent day'.

- stock:** The stock arrives at night, and some staff start work at 6 am to put it on the shelves before the store opens at 7.
- manual:** Unlike most supermarkets, the store uses a manual system.
- weather:** Every day, when the managers of each department order stock, they consider the effect of the weather on sales.

Listening Part 3

- C** They don't think A or B were disappointing, and only Jason was disappointed with the support from tutors – Cathy was satisfied with it.
- D** Jason doesn't usually get distracted – it is Cathy who has become more focused; and Jason generally trusts his judgement.
- C** Cathy thinks the topic is OK, but she isn't sure what exactly to do, so can't yet do her best. They agree that they 'don't need to come up with anything really original'.
- D** They agree that the timing of the field trip has made it hard to keep up-to-date with assignments. Cathy says the field trip stopped her feeling that the subject was dry, and Jason wanted the trip to last longer.
- B** Jason says, 'the trip's confirmed that I can't see myself doing it for the rest of my life', so these are not 'fresh' doubts.
- A** Cathy says she feels she could contribute to research into alternative energy sources. Although she'd like to encourage the public to use less energy, she thinks it may not be the best use of what she's learning.

Listening Part 4

TASK ONE

- E** The speaker's father thought she was too impatient, and she decided to prove him wrong. Her parents used to go ballroom dancing, but made her give up the idea of going too.
- F** The speaker says he went to the gymnastics club at school because most people did. The club was intended to be a way of getting fit, but that wasn't why the speaker went.
- G** When the speaker saw ice skating on TV, she decided to make a living as an ice skater. A schoolfriend was taken ice skating, but didn't recommend it to her.
- C** The speaker wanted to do something that would engage his brain. Making friends in the school bridge club was a by-product of joining, not his purpose.
- B** The speaker's parents suggested taking up a hobby to meet other children. Tennis was her own choice – she wasn't introduced to it by either of her parents.

TASK TWO

- H** The speaker is surprised how few people make models. She mentions having to be careful and accurate, but doesn't say anything about the standard she has reached.
- C** The speaker may give up gymnastics now, because he is demoralised by the ease with which younger people do it. He is aware of his relatively limited ability without needing to reassess it. He could carry on if he wanted to.
- D** The speaker wanted to win a national competition, and did so the second time she entered. She has become quite well known, but she isn't pleased about that – she is concerned that people have high expectations of her.
- A** The speaker has realised that although he was one of the better players at school, experts are at a very much higher level; his standard is lower than he used to think.
- B** The speaker is surprised to have reached a high level. She doesn't say that winning regional tournaments was a target.

Test 4

Transcript

Listening



This is Advanced Trainer Test 4, Listening Part 1.

I'm going to give you the instructions for this test. I will introduce each part of the test and give you time to look at the questions. At the start of each piece, you will hear this sound: [tone]

You will hear each piece twice.

Remember, while you're listening, write your answers on the question paper. You will have five minutes at the end of the test to copy your answers onto the separate answer sheet.

There will now be a pause. Please ask any questions now, because you must not speak during the test.

Now open your question paper and look at Part 1.

PART 1

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

Extract 1

You hear two friends discussing an art exhibition.

Now look at questions 1 and 2.

Man: How was that art exhibition you said you were going to, Hazel?

Woman: It wasn't bad, I suppose, but I have to admit I didn't enjoy it all that much.

Man: Why was that?

Woman: Well, I heard on the radio that it was going to have paintings produced in the last hundred years by a range of artists. And I somehow imagined there'd be hundreds of works, but there can't have been more than 80 or so. The trouble was, only a small part of the gallery was used for the exhibition, so the paintings were crowded together, with some so high up the wall that you couldn't see them properly. And the one painting they had by an artist I really love was one of those.

Man: What a shame! Actually, I've stopped going to art exhibitions altogether. There's something about the crowd that goes to every exhibition that really puts me off. They're probably perfectly nice really, but I've overheard so many conversations that seem terribly pretentious. I know I'm not an art expert, but at least I can talk about paintings in a way that can be understood. And after all, you can appreciate a painting without going on about it, can't you?

Woman: I know exactly what you mean!

Extract 2

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

Now look at questions 3 and 4.

Woman: How's your new job, Tony?

Man: The job itself is fine, but there's a woman in the department who treats me as though I shouldn't be there at all. She's really unpleasant to me.

Woman: Is that because you're new, so you're the underdog until the next person is appointed?

Man: Judging by some of the things she says to me, she seems to resent the fact that I'm not struggling financially, while she is. And she's really sarcastic about the fact that I can afford to do things like going away for the weekend.

Woman: Is she much older than you?

Man: Yes, though I don't think that's the reason. What do you think I should do, Marion?

Woman: What about having a quiet conversation with her, to explain how she makes you feel?

Man: Hmm. That's probably a good idea in theory, but I don't think I'm brave enough. In fact, I'm even thinking of leaving and looking for another job.

Woman: You should only do that as a last resort, Tony. Your line manager is responsible for what goes on in the department. That's the person who should sort it out.

Man: She seems very stressed, so I didn't want to bother her.

Woman: I really think you should.

Man: Mm. I suppose you're right, OK, I will.

Extract 3

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

Now look at questions 5 and 6.

Man: Erica, you know that school textbook I'm writing?

Woman: Yes.

Man: Well, the publishers have just changed their minds about what they want. It'll take weeks to rewrite what I've already done, and the deadline is just after the holiday I'm planning.

Woman: Surely they'll extend the deadline?

Man: Apparently not.

Woman: Will they at least pay you for the extra work?

Man: I'll be getting ten per cent of the price of each book sold, so it doesn't apply. And admittedly the changes are quite sensible, so it'll probably boost sales in the long run. But still, I don't like the way they've unilaterally changed the brief without even asking me for my opinion.

Woman: Mm. Something very similar happened to my cousin. She was very unhappy about it, and put a lot of time and energy into trying to get the publisher to rethink the changes. In the end, she refused to go on with the book, and criticises the publisher whenever she has a chance. But it's silly, really, because she got so worked up she made herself ill. If she'd accepted the changes with good grace, she'd have written a good book and probably made some money from it.

That is the end of Part 1.

Now turn to Part 2.

PART 2

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

You now have 45 seconds to look at Part 2. You will need to play the recording twice.

Man: Good morning. My name's Jack Charlesworth, and I'm the manager of a large supermarket in London. As you're studying business, I'm here to tell you about my work.

You might think the most important thing for a supermarket in a big chain like ours is the profit we contribute to the company's bottom line, or the range of products we offer customers. But to me, it's what I would term their shopping experience. I want customers to feel that they're treated as individuals. We have thousands of customers a week, so obviously we can't recognise all our regulars, but we do our best to treat everyone – whether they're old customers or new – in a friendly way. If someone's stressed when they come in, it may only take a smile from an employee to make them relax a little, and that's something we take very seriously.

In many stores, one of the sales assistants offers to help you as soon as you go in the door. That always makes me feel uncomfortable, so we do it differently. We have several members of staff, including managers, mingling with customers and acting as shopwalkers – a rather old-fashioned term, but we still use it. They don't bother people who know what they're doing, but if anyone seems to be in need of assistance, one of our team will offer to help them.

That personal contact goes right through the store. For example, I make a point of chatting to all the staff – nearly 400 of them. We have a weekly managers' meeting, which staff representatives attend, and a suggestion scheme, to make it easy for anyone to put forward ideas for improvements. We've implemented a lot of those, over the years. And we want employees who are interested in promotion to have the chance to discuss that, so from time to time we hold what we've named a 'talent day'. Anyone can come and talk to me then, and usually we plan a training programme to help them work towards a new job.

It can be hard, working in a supermarket. We open at seven six days a week – later on Sundays. The stock is delivered overnight and needs to be put on the shelves before the doors open, so some people start work at six to do that. The cleaning company we use come in then, as well.

We order daily from the company's distribution centre, for delivery that night. Most supermarkets use an automated computer system – sales are automatically recorded, and when numbers go below a certain level, the system places an order. However, we have a manual one. The managers of each department decide what to order, because they know what they've sold and what they're likely to sell the next day. They take into account factors like the weather, which has the biggest effect on retail sales after the general state of the economy, and so of course has to be considered every day.

Now let me move on ...

That is the end of Part 2.

Now turn to Part 3.

PART 3

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

You now have 70 seconds to look at Part 3. You will need to play the recording twice.

Professor: Now, before you write your reports on the field trip you've just done, I'd like to hear what you thought – what was good, anything you found disappointing ... Jason.

Jason: Well, I've got fairly mixed feelings about it. I was relieved there weren't more people – with it only being four days, there was time to get to know everyone, and that wouldn't have been possible if there'd been many more. Would you agree, Cathy?

Cathy: Yes, definitely.

Jason: I wish we'd stayed in a youth hostel, though. Camping's all very well when it's warm, but last week's weather certainly wasn't ideal.

Cathy: No, I was shivering even when I was in my sleeping bag. What was good, however, was that the tutors could spend a fair amount of time with each of us, to advise us on our projects.

Jason: Mm, I could've done with some more help. I only managed to have one in-depth discussion with my tutor.

Cathy: Oh, I talked to mine whenever I got stuck.

Jason: Lucky you!

Professor: OK. What would you say you got out of the trip?

Cathy: The main thing was that I'm pretty impetuous by nature, and I tend to act before I think. My tutor encouraged me to take the time to think things through before doing anything, and I forced myself to do that during the trip.

Jason: I did the same thing – it was something I realised I needed to work on. I don't think my judgement's generally wrong, but I'm sure I could often make better decisions, with a bit more thought. Actually, the feedback I get from tutors is generally pretty positive, particularly on things like planning assignments.

Cathy: I found the trip helped me to be more focused. I hope I can keep that up, now we're back at uni.

Jason: That isn't usually a problem for me.

Professor: Mm. How far did you each get with your projects?

Cathy: Well, I'm struggling a bit. I think the topic's OK ...

Jason: You're researching some fossils, aren't you? That's pretty standard stuff.

Cathy: Yes, but my tutor said I'm trying to cover too much: I need to go into depth about one aspect.

Jason: But at this level, we don't need to come up with anything really original, do we?

Cathy: No, I suppose not. But until I've sorted out exactly what to do, I won't really be able to do my best.

Professor: And what about you, Jason?

Jason: I'm getting on OK, thanks.

Professor: Right. Now, how do you think the field trip fits in with the course as a whole?

Jason: Well, I could happily have gone on for another few days, but coming at this stage in the term makes it quite hard to keep up-to-date with assignments. I've got two due in next week, and I won't be able to finish them in time.

Cathy: Mm, I'm with you. I've just had to ignore everything else until I've got this project out of the way – and even packing and getting ready for the trip seemed to take forever.

Jason: Mm.

Cathy: Mind you, I think what I've learnt on the trip will be useful for much more than just this project. All the books and lectures were beginning to seem quite dry and academic, and the trip's made me realise they're actually about something interesting.

Professor: OK. Would you say the trip has affected how you feel about the course? Jason?

Jason: Well, I was really keen on geology when we started the course last year, but I wasn't sure whether I wanted to go on with it after uni.

Professor: Why not?

Jason: It's all the statistical analysis. I didn't think I'd like it, and, in a way, the trip's confirmed that I can't see myself doing it for the rest of my life. It's not that it's all that hard, but I find it quite tedious.

Cathy: So do I!

Professor: And what about you, Cathy? Have you got plans for when you graduate?

Cathy: I'm not sure. I'd like to do something to make the general public see the need to use less energy, but that may not be the best use of what I'm learning on the course.

Jason: There's a lot of interesting research going on in the whole area of renewable energy, isn't there?

Cathy: Yes, things like harnessing the power of tidal rivers to generate electricity, and of course, wind power. They can help us reduce our dependence on fossil fuels like oil and coal, and they're far less damaging to the environment, too. I feel I could make a contribution there, so I'll probably go into something like that.

Professor: And finally, what did you think ...

That is the end of Part 3.

Now turn to Part 4.



PART 4

Part 4 consists of two tasks. You will hear five short extracts in which people are talking about their leisure activities. Look at Task 1. For questions 21 to 25, choose from the list (A–H) the original reason each speaker gives for choosing their leisure activity. Now look at Task 2. For questions 26 to 30, choose from the list (A–H) how each speaker feels about their leisure activity now. While you listen you must complete both tasks.

You now have 45 seconds to look at Part 4. You will need to play the recording twice.

Speaker 1

When I was a child, my parents used to go ballroom dancing. I wanted to go too, but they said having two dancers in the family was quite enough, so I gave up that idea, but I was quite annoyed. So when I thought of making model aeroplanes, and my father said I was too impatient, I was determined to prove him wrong, so that's what I started doing. I think I made the right choice, and I still make models when I have the time. It surprises me how few people seem to do it, because you learn about aviation and history, and you have to be very careful and accurate. It's very satisfying when you finish a model.

Speaker 2

I've been keen on gymnastics since I was a teenager. It started when a new teacher at school set up a weekly gymnastics club, to encourage us to get fit, I suppose. It really caught on, and for a while practically everyone went, which to be honest was the only reason I did. Then people began to get bored, and moved on to something else. But I found I was quite enjoying it, so I carried on. Then, when I got my first job, I joined a gymnastics club in my home town. It was fun for a few years, but I may give it up now – it's quite demoralising seeing younger people doing things effortlessly that I struggle to do!

Speaker 3

One of my schoolfriends was taken ice skating by her parents. She wasn't particularly enthusiastic about it, but I was dying to go – I'd seen it on TV and thought it was brilliant, and had even decided to make a living as an ice skater! So they started taking me with them, and I was completely hooked. I made good progress, and soon set my sights on winning a national competition. I knew it would be hard work, but I won the second time I entered. I was absolutely thrilled! It made me quite well known in the ice-skating world, but that's not so good, because people have such high expectations of me.

Speaker 4

I've been playing bridge since I was at school. There, I was one of the better players, but the more I play, the more I realise there's a world of difference between that level and playing with experts. I'm so envious of their ability. I took up bridge because when I was a child, my parents used to watch TV for hours – the more mindless, the better. But I wanted something that would engage my brain. Then, when I was 11, I changed schools, and the new one ran a weekly bridge club. It was exactly what I needed. I loved trying to work out the best strategy for winning, and I made friends with several of the other children.

Speaker 5

My family moved abroad when I was 12. I wasn't very happy at my new school, so my parents suggested I took up a hobby where I could meet other children with a similar interest. I chose tennis, mainly because there was a club near our home that accepted children. It really paid off, because I became really close to some of the children I met there, and we still see a lot of each other 20 years later. I didn't think I'd be much good at tennis, but I really took to it. I've now won a couple of regional tournaments, which is way above what I expected. In fact, it's hard to believe I've got to that level!

That is the end of Part 4.

There will now be a pause of five minutes for you to copy your answers onto the separate answer sheet. Be sure to follow the numbering of all the questions. I will remind you when there is one minute left, so that you're sure to finish in time.

You have one more minute left.

That is the end of the test. Please stop now. Your supervisor will now collect all the question papers and answer sheets.

Reading and Use of English Part 1

- 1 **B** This is the only option that means 'I can't understand why people pay to be scared'. A: 'Daze' means to stun or disorientate someone, physically or psychologically. C: 'Elude' means to avoid being caught or achieved. D: 'Defy' means to refuse to obey someone.
- 2 **D** The adverbial phrase 'to be honest' is used to draw attention to the truth of what is said or written. A: 'Direct' has a similar meaning but isn't normally used in that structure. B: 'Clear' is more often used in the phrase 'let me make it clear'. C: 'Distinct' can refer to speaking in a way that can easily be heard.
- 3 **A** It means 'to want something very much', and takes a direct object; the other three options are followed by 'for'.
- 4 **C** Used of the heart, it means to beat strongly and fast. The other options are rarely used of the heart.
- 5 **D** This is the only option that is followed by the preposition 'to'; the others are followed by the direct object.
- 6 **A** Here, 'to score' means 'to achieve a mark'. B and C: 'Mark' and 'grade' both mean 'to give points to a piece of work'. D: As a verb, 'point' has meanings such as 'to draw someone's attention to something', while somebody can win points (the noun) in a game.
- 7 **C** This is the only option that collocates with 'experiences'. A: 'Severe' is often used to describe something that causes hardship or pain, e.g. 'a severe difficulty'. B: Meaning 'strong', 'burning' collocates with 'desire', 'ambition' and some other nouns. D: 'Fierce' collocates with 'competition', 'opposition', etc.
- 8 **A** Memories and strong feelings are often said to 'fade with age'; the other options are not used in this context.

Reading and Use of English Part 2

- 9 **which**: This is a relative pronoun referring to the clause 'your school needs photographs of the pupils'.
- 10 **ourselves**: 'To pride oneself on (something)' is a reflexive phrasal verb.
- 11 **instead**: 'Instead of', like 'rather than', introduces something that is to be replaced by what is in the main clause ('read this letter').
- 12 **why**: 'Why not' is a common way of making a suggestion.
- 13 **as**: 'To regard the photos as perfect mementos' means the children will consider the photos to be perfect mementos. Note that both plural forms 'mementos' and 'mementoes' are standard.
- 14 **Although/Though/While/Whilst**: Any of these words can introduce a contrast between the expectation that is created by the clause, and what actually happened; here, the writer expected that the complications that arose would make the photographer feel anxious or upset, but that didn't happen.
- 15 **how**: 'How well' can mean 'very well', as it does here, i.e. Jane interacted very well with the children. It can also mean the degree to which something is the case, e.g. 'I wonder how well she is getting on with the children' leaves it open as to whether she is getting on well or badly, or to any degree in between.
- 16 **be/get**: 'To be/get in touch (with someone)' means to contact them.

Reading and Use of English Part 3

- 17 **exceptions**: 'Few' shows that a plural noun is required.
- 18 **curiosity**: '[T]heir own' needs a noun to follow it. Note that the 'u' of 'curious' is omitted in 'curiosity'. Similarly, the adjective from 'humour' is 'humorous', without the second 'u'.

- 19 **discoveries**: '[T]heir' is followed by a noun; it is plural, as the discoveries relate to more than one scientist ('others') – even if each one has only made one discovery, there is more than one in total.
- 20 **recognition**: A noun is needed to follow 'the'.
- 21 **biographical**: An adjective is required to fit 'a ... approach'; 'biographical' classifies the type of approach, meaning it focuses on people's lives.
- 22 **revelations**: '[O]ne or two' and the adjective 'surprising' need to be followed by a noun, and 'one or two' requires the noun to be plural. Note that the 'a' of 'reveal' is omitted in 'revelation'.
- 23 **historians**: '[T]oday's' requires a noun, and 'who' shows that it refers to a person or people; 'they' in the following sentence makes it clear that the noun must be plural.
- 24 **unacceptable**: This is an adjective to describe 'approach'; 'even if' shows that there is going to be a contrast, so the negative 'unacceptable' is necessary, to contrast with the positive idea of 'give my comments a fair hearing'.

Reading and Use of English Part 4

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

- 25 **CALL off the meeting / CALL the meeting off** | **unless** When the second word in a transitive phrasal verb is an adverb (like 'off') rather than a preposition, it can go before or after a noun or noun phrase; however, if the object is a pronoun, the adverb must go after it ('call it off'). 'If' plus a negative ('if we can't') is equivalent to 'unless' plus a positive ('unless we can'), and vice versa ('if we can' = 'unless we can't').
- 26 **turns/shows UP at parties** | **at every** The phrasal verbs 'to turn/show up' can both mean 'to arrive or attend', usually to join a group of people. They are often applied to something unexpected. 'At every opportunity' is a fixed phrase meaning 'whenever it is possible'.
- 27 **to POPULAR belief/opinion (,)** | **not** 'Contrary' is followed by the preposition 'to'. 'Popular' refers to people in general, as opposed to the sense of being liked by many people. So 'popular belief' and 'popular opinion' mean something that most people believe.
- 28 **is DUE to** | **(her/a) lack** 'To be due to' introduces the cause (lack of money) of a state of affairs ('the shabbiness of Karen's clothes'); 'which is why' introduces the result. The noun 'lack' can be used with or without an article, possessive pronoun, etc.
- 29 **until Sarah left** | **that the EXTENT** 'Not until', like 'only when', implies surprise that the action didn't happen earlier. 'The extent of' expresses degree, and is equivalent to 'how much'.
- 30 **it HARD** | **to get to** 'It' is a dummy object, used to avoid the alternative structure, 'Jeremy found ^{come} getting to grips with the sheer scale of the challenge he faced hard.'

Reading and Use of English Part 5

- 31 **C** The writer refers to several 'spooky theories', and contrasts them with the 'more plausible explanation' given by neuroscientists. A: Neuroscientists have pieced together an explanation, which shows they believe that people really have the experience. B: The writer claims that '[m]ost people' have had the experience, but there is no suggestion that scientists believe it is less common. D: The writer mentions all sorts of theories about 'non-scientific cause[s]', but does not comment on whether or not they can be disproved.

- 32 A The writer compares constructing a conscious experience out of components with manufacturing a car, and goes on to explain the complexity of an experience, pointing out that 'there is actually much more to it' than we are aware of. B and C: The writer argues that experiences are made up of many components, with no suggestion that B or C is the case. D: Other people play a part in bumping into someone, which is an example of an experience – there is no suggestion that other people always have a role.
- 33 D According to the writer, a feeling of recognition (familiarity) is usually attached to experiences that match memories, but is sometimes mistakenly attached to a new experience. A, B and C: These focus on emotions, but although the explanation involves the part of the brain that creates emotions, *déjà vu* is explained in terms of recognition, not emotion.
- 34 C The attribute is being quick to recognise things, which is useful because it may be a factor in intelligence. A: Although the brain being quick to recognise things is mentioned, there is no suggestion that this is related to a lack of patience. B: Level of education and *déjà vu* may both be caused to some extent by intelligence – the former doesn't cause the latter. D: *Déjà vu* is linked with the brain, not a person's environment.
- 35 B Moulin mentions a man as someone to whom *déjà vu* is a constant companion – a number of actual and potential experiences are mentioned that seem to him to repeat earlier ones. A: There is no indication of whether or not *déjà vu* can be treated. C: Watching TV is given as an example of the man's experience of *déjà vu*, but there is no suggestion that TV affects his condition. D: The man's attitude towards the condition is not specified, but the implication is that he found it disturbing, not comforting: he is mentioned as an example of 'an unfortunate few', with *déjà vu* as 'a serious blight', and in the next paragraph it is described as 'tedious'.
- 36 D 'And make sure that you don't sign on the dotted line until the moment has passed.' A: Both the writer and Moulin focus on dealing with situations of *déjà vu*, but don't suggest the experience is more likely to occur in specific situations which can be avoided. B: Moulin warns about the risk of trusting strangers and being exploited, but neither he nor the writer mentions evidence that they will not be exploited. C: Moulin advises sufferers to 'constantly remind themselves that the sensation is false', but doesn't mention checking with other people.

Reading and Use of English Part 6

- 37 C Reviewer B says the production tells us nothing about today's world, and according to reviewer C, it didn't make the setting modern. Reviewer A has a different opinion – 'Perhaps Barlow's intention was to hold up a mirror to the fragmentary nature of today's world, and if so, she could be said to have succeeded', and reviewer D believes the production shows 'the universality of the play's themes'.
- 38 C Reviewer C believes Mason gives insight into the character: 'His quirks and eccentricities convey the depth of Hamlet's despair, and his need to present a mask to the world.' The other three reviewers don't agree: reviewer A ends by saying 'As the final curtain fell, I realised I knew the character of Hamlet no better than I did at the beginning'; reviewer B says Mason's performance 'tells us nothing about Hamlet himself', and reviewer D implies something similar: 'he made it impossible for the audience to sympathise, let alone identify, with him.'
- 39 A Reviewer C ended up feeling positively towards Mason's delivery – 'By the end, I could have gone on listening to him for hours' and reviewer A believes Mason 'delivers his lines thrillingly'; in contrast, reviewer B doesn't warm to Mason's 'vocal tricks', and reviewer D calls his delivery 'a parody'.

- 40 D Reviewer A believes Barlow's 'great number of ingenious devices' don't fit together to make a coherent whole, but reviewer D has a positive view – Barlow comes close to confusing us 'but just stops short', and the reviewer describes the director's ideas as 'mind-boggling and exhilarating'. The other two reviewers agree with reviewer A: reviewer B calls the ideas 'a mishmash', and reviewer C finds her ideas 'highly distracting'.

Reading and Use of English Part 7

- 41 G 'By then' refers to when Mockridge died, and summarises his achievements, which are referred to in the following paragraph – 'this degree of success'.
- 42 B 'This impression of weakness' refers to Mockridge's shyness and difficulty with handling 'roughness'.
- 43 E 'Any laughter' is part of the officials' wonder and disbelief when they met Mockridge. 'Alex McPherson, who was timing the cyclists for the club' is mentioned again in the following paragraph ('The official').
- 44 C 'The next week, and the next, Mockridge again won' gives more detail about 'this was just the start of Mockridge's run of victories' in the previous paragraph.
- 45 F The phrase 'trailed well in the rear' means the same as 'lagged behind' in the previous paragraph, and 'get back to the matter in hand' refers to him starting to pedal again.
- 46 A '[T]he pair' refers to Mockridge and Goodwin.

Reading and Use of English Part 8

- 47 D The 'unexpected information' is about the flautist working 'rather incongruously' as a butler; although C refers to 'some surprising detail', it relates to 'several famous musicians', not just one.
- 48 B This section describes the procedure of Rowe's initial experiment, in which participants listen to a piece of music and then answer some questions, and of his follow-up experiment; 'data' refers to the findings of the experiments.
- 49 A '[T]he expectation that more scholars will be encouraged to investigate this fascinating resource.'
- 50 C One section of Saunderson's book will be devoted to extracts from the letters, 'presented on a month-by-month basis'.
- 51 D One of Hutchinson's aims is 'to share tips and resources, in order to help [musicians] to maximise their professional opportunities'.
- 52 C Saunderson is drawing on 'a recently discovered archive of unpublished letters'.
- 53 A The business context of opera houses in the first half of the 18th century includes 'their management, contracts with singers, musicians and composers, their working conditions and performance fees'.
- 54 C This section mentions the fact that 'musicians, painters, sculptors, intellectuals and many others contributed to a ferment of creativity that left its mark on all concerned'.
- 55 B Rowe's findings are related to 'current theories in psychology about the perception of time'.
- 56 A '[T]he materials are familiar to legal researchers.'

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.

It seems that increasing numbers of people are choosing these days to leave their regular salaried job in order to become self-employed. But why do people choose to do so? What are the advantages of this way of life?

Firstly, perhaps the main attraction of being self-employed is that it leaves you in control of your own schedule. If you prefer to work late at night so that you can take the following day off to go to a concert at your child's school, then you can do so. You don't have to ask anyone's permission to leave the office whenever you wish.

A second major advantage of working for yourself is that you are in charge of all decisions connected with your business. When you're employed by someone else, you have to do what they wish, regardless of whether you feel it is the best course of action or not. To be in control of how you work is something that makes the self-employed lifestyle very attractive for many people.

Of the two advantages of being self-employed discussed above, the more significant one is the fact that you are in charge of your own timetable. To be able to spend time with friends and family when you wish to is worth sacrificing the regular monthly pay cheque for. As long as you can earn enough for your requirements, then you can enjoy the extra flexibility that self-employment allows far more than you would a bit of extra money in the bank.

Notes

- Opening paragraph introduces the topic
- Two of the points are addressed and developed
- One of the advantages 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 collocation, e.g. 'major advantage', 'course of action', 'be worth sacrificing'
- Variety of sentence length and structure
- No language errors
- Correct length (252 words)

Writing Part 2

2 Proposal

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.

Research Proposal

This proposal is for a research project to be funded by one of the travel grants that you are currently offering students.

Nature of research

I am a doctoral student at the University of London and am preparing a thesis on the otter. My work is focusing on the extent to which humans have encroached on their habitat, and the impact that this has had on their population.

The project I should like to propose is for a study into the otter population in Sweden. It would involve travelling to Sweden in

order to speak with the zoologists who specialise in working on otters there.

Sweden is a particularly interesting example in that the country has managed to halt the decline in its otter populations. Finding out exactly how this was brought about would have important implications for otter conservation in other areas too.

Benefits of the project

Carrying out the project outlined above would clearly be of benefit to my own personal research. However, that is not the reason why I am requesting a travel grant from you. I believe that if we can learn from the Swedish experience, then we will be more successful in conserving otters in this country, and so future generations will also have the opportunity to see this lovely creature.

I also believe that my contact with Swedish ecologists may turn out to be useful in terms of gaining knowledge about preserving other animals as well as the otter, and the more plants and animals we can prevent from becoming extinct the better.

Notes

- Use of an appropriate title
- Opening paragraph sets the context
- All the points from the question are dealt with in the answer and are developed appropriately
- Clearly organised into paragraphs
- Demonstrates an ability to use more complex vocabulary, e.g. 'encroach', 'habitat', 'preserve', 'extinct'
- Variety of sentence length
- Appropriate register – no colloquialisms or other inappropriately informal language
- No language errors
- Correct length (259 words)

3 Letter

Style

Neutral to formal

Your letter should use language that is appropriate for a letter to a magazine.

Content

Your letter should describe a national celebration held in your country. Your letter should explain why the celebration is enjoyable for the public and also why it has a socially useful purpose. You should try to make your points in a clear but persuasive way.

Organisation

Write in clearly defined paragraphs.

Include appropriate opening and closing formulae.

4 Review

Style

Neutral

Content

Your review should focus on a tourist destination that is familiar to you. This could be either a resort or a specific attraction such as a castle or a theme park. Your review must mention both positive and negative aspects of the destination and must suggest at least one way in which it could be made more appealing to tourists.

Organisation

Write in clearly defined paragraphs.

Listening Part 1

- 1 **C** The woman is worried that the choir's normal audience may not want to hear the music they've chosen to perform. She is not concerned about the choir or rehearsals.
- 2 **B** He should be designing the poster, but is finding it difficult, so he suggests that he does the programme instead.
- 3 **B** The man says northerners are friendlier than southerners in terms of starting a conversation with strangers, for example at a bus stop. However, he distinguishes this from long-term friendships.
- 4 **A** The woman thought going to a dance class would be a good way of making friends, but at first she was disappointed.
- 5 **B** The man thought he knew about the subject, but the programme included some information he wasn't aware of.
- 6 **C** The man thought the presenter spoke too slowly, but the woman thought he spoke at the right speed.

Listening Part 2

- 7 **pollution:** Caroline says rivers were turned into drains to carry away pollution caused by industry. Sewage had always been discharged into rivers, without the rivers being put in pipes.
- 8 **diseases:** This was a side effect, because it wasn't known at the time that putting rivers in pipes limited the spread of certain diseases.
- 9 **habitats:** Habitats for plants and fish require sunlight, which doesn't reach rivers in pipes.
- 10 **level:** Sections of pipes that don't meet accurately could cause problems for fish.
- 11 **blockage:** A blockage in a pipe could cause the water to collect behind it, potentially increasing the risk of flooding.
- 12 **block of flats:** A river underneath a block of flats washed away its foundations.
- 13 **documents:** Caroline says she is consulting old maps and documents that mention rivers.
- 14 **valleys:** Caroline says that by using software to show the contours of the land, along with old maps, she can find valleys that might contain a river.

Listening Part 3

- 15 **D** Giles originally intended to spend a year abroad, but realised while he was in Belgium that he needed to stay longer, in order to learn more about the people and what it's like to live in the country. He found work so as to support himself – it wasn't his purpose in going abroad.
- 16 **A** Penny discovered during the trip that she knows much less about the world than she thought, and Giles says he learnt more than he expected. Although they mention food, languages and talking to other people, there is nothing about them that they both found unexpected.
- 17 **A** Penny thinks it's sad when tourists aren't interested in the place where they're staying. On the whole, she believes that the effects of tourism on traditional crafts, infrastructure and a region's economy are positive.
- 18 **C** Giles turned down an invitation to go to Indonesia because of his sense of responsibility towards the owner of the café where he was working.
- 19 **C** He is applying to do a Master's degree in politics, which will help him to work in political journalism. He mentions working abroad as a possibility, not as something he has decided to do.

- 20 **B** Penny says that travelling gave her a new perspective, so she experienced culture shock when she returned home. She mentions being disappointed with other countries and having nothing left to look forward to as possible experiences which she didn't have. She mentions seeing old friends and doing what she used to do without saying whether or not it was a relief.

Listening Part 4

TASK ONE

- 21 **E** The man hardly listened to what the manager instructed him to do, because she didn't ask him politely. As a result, he did the wrong thing.
- 22 **H** She agreed to a customer's unreasonable demand, and left it to her line manager to deal with the problem.
- 23 **B** He says he once got it wrong when updating records.
- 24 **F** She didn't tell her boss that a colleague was using the internet for her own purposes, which was against company rules.
- 25 **A** He didn't realise who 'Jack' was when the latter called him.

TASK TWO

- 26 **H** The man enjoys going to customers to repair equipment, because in some cases he gets on well with their staff.
- 27 **E** The company uses the in-house newsletter to praise staff for particularly good work.
- 28 **B** The staff suffer from the same problems, so they cooperate and often get together in their free time.
- 29 **G** The office closes at lunchtime on Fridays. It is possible to work in the afternoon, although without being paid overtime.
- 30 **D** The man is satisfied when his clients value his advice.

Test 5

Transcript

Listening



This is Advanced Trainer Test 5, Listening Part 1.

I'm going to give you the instructions for this test. I will introduce each part of the test and give you time to look at the questions. At the start of each piece you will hear this sound:[tone]

You will hear each piece twice.

Remember, while you're listening, write your answers on the question paper. You will have five minutes at the end of the test to copy your answers onto the separate answer sheet.

There will now be a pause. Please ask any questions now, because you must not speak during the test.

Now open your question paper and look at Part 1.

PART 1

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

Extract 1

You hear two members of an amateur choir discussing a forthcoming concert.

Now look at questions 1 and 2.

Man: How do you think rehearsals are going for the choir's next concert?

Woman: Well, we're doing some really demanding pieces ...

Man: We certainly are!

Woman: ... and I have to wonder whether they might not be too challenging for our normal audience – ticket sales haven't picked up yet, and it isn't all that long till the performance. But as far as the choir's concerned, we're doing some thorough, detailed work in the rehearsals, and really getting to grips with the music, so we should master it all. It's a shame some people have had to miss rehearsals, though the extra one next weekend should make up for it.

Man: Right.

Woman: How are you getting on with designing the poster?

Man: Not too well, I'm afraid. I've been so busy I just haven't been able to make time for it. I started thinking about it this morning, and to be honest, I can't come up with an attention-grabbing image. Time's running short, so I was wondering if you could take care of it for me. Then I could concentrate on finishing off the programme instead – it doesn't need to go to the printer's for another couple of weeks, but the poster's getting urgent. What do you think?

Extract 2

You hear two people talking about making new friends.

Now look at questions 3 and 4.

Man: Hi, Claire. I haven't seen you for a long time.

Woman: Ah, that's because my company sent me to a branch in the north for six months.

Man: Oh! How was your social life while you were there? People are much friendlier in that part of the country than us southerners, aren't they? At least, whenever I've been there – if I've been waiting for a bus, say – someone will probably strike up a conversation, though that's as far as it went. Admittedly I've never been there for long enough to want to make friends for life, and that's a different thing altogether.

Woman: I tried to meet people. You know I used to go to a weekly Tango class?

Man: Mm?

Woman: I found a class while I was there – bound to be a good way of meeting people with similar interests, I thought. At first, most people acknowledged my presence in the class, but whenever I suggested to anyone that we had a cup of tea afterwards, they muttered some excuse about not having time. It was very disappointing. But after a while they seemed to thaw, and it turned out all right in the end. In fact, I was quite sorry to leave.

Extract 3

You hear two friends discussing a television programme about genetics.

Now look at questions 5 and 6.

Woman: Did you see that TV programme yesterday about genetics?

Man: Yes, I did.

Woman: I found it fascinating. What did you make of it? As it's your field, you must already have known all about it.

Man: I wouldn't say that. In fact, I was impressed: some of the interviews with scientists were about research I wasn't aware of, and I'd thought I was keeping up with developments! Virtually everyone watching should have learnt something from it. And it was good how it managed to make some very complicated subject matter clear, so even people without any prior knowledge could understand.

Woman: Absolutely. I thought the way they demonstrated scientific principles using balloons, coloured water and so on was brilliant. It certainly helped me to understand.

Man: My only reservation was the presenter. He spoke so slowly I felt like shaking him!

Woman: Really? I was relieved! He gave me time to take in what he was saying, and think about it. Any faster, and I'd have been lost. I was glad the programme was just an hour long, though – I couldn't have concentrated for much longer.

Man: Well, I didn't have any problem concentrating, but an hour is quite long enough. And of course there's another part next week.

That is the end of Part 1.

Now turn to Part 2.



PART 2

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

You now have 45 seconds to look at Part 2. You will need to play the recording twice.

Woman: Good morning. My name's Caroline MacArthur and I'd like to tell you a little about my research project into rivers that have been turned into underground streams. Of course, some rivers flow underground naturally, but I'm interested in the ones that have been put into pipes deliberately.

In Britain, a number of rivers were buried underground in large pipes during the Industrial Revolution of the 18th and 19th centuries. Rivers had always been used for sewage, but in this period, industry created pollution that affected lots of rivers, either deliberately or by accident. The aim was that it should be carried away by turning the river into a drain. One benefit, although this wasn't known at the time, was that covering rivers limited the spread of water-borne diseases. This led to significant improvements in the quality of people's lives.

Because underground rivers have no sunlight, plants can't photosynthesise, and so existing habitats were effectively destroyed, and there was no chance of new ones developing. In other words, the river ended up with no plants and no fish.

Another reason for the lack of wildlife was that when rivers were put into pipes, sections of pipe that were supposed to meet precisely didn't necessarily, and the difference in level could be great enough to prevent fish from passing along the stream.

Nowadays, we know covering rivers over isn't a particularly effective way of dealing with flooding. In fact, it can make the risk worse: one reason being that pipes may suffer a blockage, causing the water to back up. Similarly, if the pipe is under pressure from large amounts of flood water, it may collapse. In either case, serious damage is a potential outcome.

Let me give you an example. A few years ago, a block of flats had to be evacuated. What nobody knew was that a river flowed underneath it in a pipe. So, when a serious storm caused the pipe to collapse, the river spread out and washed away the foundations of the building, putting it at serious risk of falling down. It cost millions of pounds to demolish the building and construct a new one. Rather short-sightedly, perhaps, the river remained underneath the building, in a new pipe.

It's remarkable how few underground rivers are known, and identifying the unknown ones can be very difficult. I'm consulting old maps, of course, and I'm also looking at documents that mention rivers which aren't visible these days. Apart from that, I'm using software that shows the contours of the land, and maps where water would run if it flowed naturally through the landscape. Comparing the results of this with old maps predicts fairly accurately where there are valleys – often ones that aren't at all visible on the ground. And these often contain an underground river.

That is the end of Part 2.

Now turn to Part 3.



PART 3

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

You now have 70 seconds to look at Part 3. You will need to play the recording twice.

Interviewer: Penny, Giles, thank you both for coming. As I explained in my email, I'm planning to write an article for the university magazine about former students who've travelled round the world. Giles, lots of British people spend a year abroad, don't they, as Penny did.

Giles: Yes, that was my original plan, too, when I graduated, but it turned into five years. I first went to Belgium, intending to stay for a week then move on, but it soon dawned on me that all I'd get out of it would be a tourist's view. I'd know virtually nothing about the people, or what it's like to live in the country. So I got a temporary job as a waiter and decided to spend a few months in every country I visited. It would also give me the chance to develop my writing skills. You see, my ambition is to become a journalist, so I set a goal of producing three articles a week about the places I visited, and keeping them to see how my writing was improving.

Interviewer: Penny, did you have many surprises during your trip?

Penny: Oh yes! I've always been interested in the rest of the world, and thought I was reasonably well-informed. But the trip proved to me that actually I'm pretty ignorant. Food, for instance – I was amazed at the sheer variety in different places. I ate lots of delicious dishes.

Giles: I did too, though I've never been very adventurous when it comes to food. But I learnt so much more on the trip than I'd anticipated – about all sorts of things. I even managed to pick up a smattering of several languages. I really made an effort, because of course lots of people don't speak English.

Penny: Yes. I wouldn't have coped without all those people who listened patiently while I struggled to speak their language!

Interviewer: Did you meet many tourists on your travels?

Penny: I visited several tourist areas and was really struck by the impact that tourism has. All the new hotels, roads and other infrastructure. I suppose that benefits the local economy, as it creates jobs. And tourism even gives an impetus to traditional crafts to some extent, because visitors buy locally produced items as mementos. I don't have a problem with tourism if people are interested in the local culture and want to learn about the place, but so often they're only interested in sunbathing or playing golf, say, without any curiosity about the place or the residents. That's really sad.

Interviewer: Giles, are there incidents you could tell me about, that I could put in the article?

Giles: Well, I spent three months in Thailand, again working in a café, and met a group of young Australians who were also travelling, and we had a good time together. The day before they left for Indonesia, one of them said, 'Why not come with us?' Well, it was really tempting, because I love doing things without having to plan ahead. But that was the one occasion when I felt I had to say no, because I didn't want to let the café owner down at such short notice. It was a shame, but it was the right decision.

Interviewer: And do you now intend to try and break into journalism? You mentioned that was your plan.

Giles: That's right. But I've still got itchy feet, so I may go abroad to work on an English-language newspaper or magazine. Writing about travel seems the obvious thing to do, but I'm finding it repetitive. Actually, I developed an interest in politics during my trip, and I'd like to develop that further, so I'm applying to do a Master's degree, which I hope will be useful if I want to go into political journalism afterwards.

Interviewer: Penny, how did you feel when you finished your trip?

Penny: Travel has been my dream since I was a child, so it was great to spend a year abroad. But I knew that turning a dream into reality is risky. Foreign countries that seem exotic from a distance can be quite mundane when you're there, or you may feel you've achieved your dream too early in life, and there's nothing left to look forward to. Luckily, it wasn't like that for me. But I certainly experienced culture shock when I came home – going abroad had given me a totally new perspective. So I'm enjoying seeing old friends and doing the things I used to do – but I'm looking forward to going abroad again.

Interviewer: Giles, what did you find ...

That is the end of Part 3.

Now turn to Part 4.

Part 4 consists of two tasks. You will hear five short extracts in which people are talking about their jobs. Look at Task 1. For questions 21 to 25, choose from the list (A–H) the mistake that each speaker made in their job. Now look at Task 2. For questions 26 to 30, choose from the list (A–H) what each speaker particularly likes about their job. While you listen you must complete both tasks.

You now have 45 seconds to look at Part 4. You will need to play the recording twice.

Speaker 1

There are some people at work who seem to delight in making you feel small, and some, if they want you to do something, who wouldn't ask politely if their lives depended on it. That really makes me mad, and I can't listen to them. That was my downfall once, when a manager gave me a job to do, and I scarcely heard what she said. And of course, I got it wrong. On the other hand, there are advantages to working here. At least I get out of the office to repair equipment that other companies have bought from us. There are some firms where I get on well with their people, and we have a good laugh.

Speaker 2

The best thing about the company I work for is that they know they depend on the staff, so they do things like using the in-house newsletter to praise people who've done particularly well in the past month. We manufacture office equipment and sell it to other businesses. I'm in sales, and I strongly believe it's important to keep customers happy. So once, when the purchasing manager of a major client asked me for an impossibly big discount, instead of refusing, as I should have done, I chickened out and agreed. I thought I'd make him happy, and leave it to my line manager to deal with the fallout. I have to admit she was furious with me, and I can't blame her.

Speaker 3

We're chronically understaffed at work, and there are constant deadlines, so we're always under pressure, and the scope for making mistakes is enormous. My job is keeping records up-to-date, and practically the worst thing you can do is get it wrong. Well, that's only happened once, but boy, did my boss make me feel small. So now I work late several times a week, to keep on top of things. All the office staff at my level are in the same boat, of course, so we all pull together. We often get together outside work, too, mainly to celebrate birthdays. It's just as well our boss doesn't hear what we say about him, though!

Speaker 4

There are five of us in the office – we're practically in each other's pockets, and we all feel responsible for everything that happens. So when I realised a colleague was spending hours doing personal stuff on the internet, which we've been specifically banned from doing, I couldn't bring myself to do anything about it. When our boss discovered what was happening, and that I hadn't said anything, he was pretty annoyed, understandably. One nice thing is the office closes at lunchtime on Fridays. Customers are sometimes frustrated that we won't arrange meetings for that afternoon, but it's great to have the time off. People occasionally work into the afternoon, to catch up, but we aren't paid any extra for that.

Speaker 5

As a freelance business consultant, I work on my own. I'd quite like to have colleagues, but it's no big deal. I measure my success by whether my clients value my advice and turn to me next time they need help. And luckily most do. I'm always on the lookout for potential clients, and pride myself on making whoever I'm talking to feel they're the most important person in the world. It's good for business! Recently someone called me who I'd met a month previously, and just introduced himself as 'Jack' – not even his surname. He assumed I'd know at once who he was, but I didn't. He seemed very disappointed, and I may have lost him as a client.

That is the end of Part 4.

There will now be a pause of five minutes for you to copy your answers onto the separate answer sheet. Be sure to follow the numbering of all the questions. I will remind you when there's one minute left, so that you're sure to finish in time.

You have one more minute left.

That is the end of the test. Please stop now. Your supervisor will now collect all the question papers and answer sheets.

Test 6

Key

Reading and Use of English Part 1

- 1 **B** This means they exist everywhere, which fits with 'regardless of a person's country'. A: 'Thorough' describes something, such as a search, as being very detailed and careful. C: 'Sweeping' describes something that has an effect on many people, such as changes, generalisations, etc. – here, the writer doesn't say the association has an effect. D: 'Expansive' means 'covering a large area'.
- 2 **D** 'Country of origin' and 'place of origin' are fixed phrases. Although the other words also refer to the start of something, they are used in different contexts.
- 3 **A** 'To conduct' and 'to carry out' collocate with 'an experiment'.
- 4 **A** It means 'to cause something to happen', which fits the meaning of the sentence.
- 5 **C** It means 'to represent in the form of a map'; so the volunteers were asked to show on a 'map' of the body the places where they felt any stimulus.
- 6 **B** It means that the results were always, or almost always, the same, which fits the meaning of the sentence.
- 7 **D** It means 'improved'. The other options don't collocate with 'sensations'.
- 8 **C** It means 'physical or mental illnesses', which fits the meaning of the sentence and of the examples, depression and anxiety.

Reading and Use of English Part 2

- 9 **on**: This normally follows 'impact' to indicate what is affected by the impact.
- 10 **which**: This refers back to 'process'.
- 11 **as**: '[U]ndertaken as part of' shows that Scholes carried out this study in relation to his role in Berminton's project.