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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).

In the exam, you mark your answers on a separate answer sheet.

Example:

0 A allows B makes C lets D means

0	A	B	C	D
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The Wave Hub

The Wave Hub is a giant electrical terminal located on the seabed ten miles off the coast of Cornwall in southwest England. It (0) a number of different wave-energy devices operating in the area to transmit the energy they generate along a high-voltage undersea cable, back to the shore.

When it first (1) into operation, the Wave Hub marked an enormous (2) forward in the development of wave power, which had tended to (3) behind its cousins in the other main (4) of renewable energy technology: wind power and solar power.

But surfers in the southwest (5) concerns about the project. Cornwall is Britain's principal surfing region (6) of the size of the Atlantic rollers hitting the beaches there, and surfers were concerned that the energy taken from the waves would (7) in a reduction of as much as 11 per cent in the height of those waves when they (8) the shore. But an independent study, which sought to reassure surfers that any effect on wave height would be more limited, has so far proved the project to be correct.

- | | | | | |
|---|-------------|------------|-------------|-------------|
| 1 | A came | B begun | C arrived | D started |
| 2 | A tread | B strike | C pace | D step |
| 3 | A lag | B leave | C drag | D delay |
| 4 | A limbs | B branches | C wings | D prongs |
| 5 | A explained | B spoke | C expressed | D commented |
| 6 | A because | B account | C reason | D thanks |
| 7 | A upshot | B result | C conclude | D arise |
| 8 | A succeeded | B realised | C reached | D achieved |

TIP STRIP

Question 1: Only one of these words can be followed by the preposition *into*.

Question 5: Which of the words collocates with *concerns*?

Question 8: Which of the words means 'arrived at'?

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)**.

In the exam, you write your answers **IN CAPITAL LETTERS** on a separate answer sheet.

Example:

0	T	O																	
---	---	---	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--

Spacemen's autographs

Only 12 astronauts actually set foot on the moon during the US Apollo space program between 1969 and 1972. According **(0)** Paul Prendergast, a postal worker from London, they are all pioneers who deserve more recognition for their outstanding achievement. Paul's fascination **(9)** the subject began in 2000 **(10)** he attended a convention for people **(11)** hobby is collecting autographs. There he met Alan Bean (the fourth person on the moon) and Ed Mitchell (the sixth). As he remembers: "There were television stars there, people from Bond movies and so **(12)** , but these men had walked on the moon. I headed straight **(13)** to meet them and ask for their autographs." For a collector, the challenge of trying to **(14)** hold of the remaining ten proved irresistible.

Yet Paul's quest was never going to be entirely straightforward. At that time, only nine of the astronauts were still alive and two **(15)** given up signing autographs years before. By establishing contacts with other collectors, however, and by buying from reputable dealers at specialist auctions, Paul did eventually **(16)** to achieve his goal.

TIP STRIP

Question 11: Which relative pronoun is needed here?

Question 12: Which preposition completes the fixed phrase that means the same as 'etc'?

Question 14: Which verb completes the multi-word verb meaning 'to obtain'?

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)**.

In the exam, you write your answers **IN CAPITAL LETTERS** on a separate answer sheet.

Example: 0 E X C A V A T I O N

The world's oldest perfume

The archaeologists working at an **(0)** on the island of Cyprus discovered the remnants of 14 different perfumes in a number of bottles and other **(17)** at the site of an ancient perfumery. The building was destroyed by an earthquake nearly 4,000 years ago, at a time when Cyprus was already enjoying a **(18)** as a centre of perfume-making.

EXCAVATE**CONTAIN****REPUTED**

After undergoing scientific **(19)** , the perfumes were found to contain a range of ingredients which would have been **(20)** available in the immediate locality, including anise, pine, coriander, lemon, bergamot and almond.

ANALYSE**READY**

Having **(21)** what each perfume contained, the scientists then set about remaking them using traditional techniques to find out what they would actually have smelt like. They first **(22)** up the extracts, then mixed them with olive oil in clay jugs before distilling them. This method is the one recorded by writers in Ancient Roman times. Although rather **(23)** by today's standards, the resulting aromas provide us with an olfactory window onto the ancient world, and are evidence of the **(24)** skill employed by their creators.

IDENTITY**GRIND****SOPHISTICATED****CONSIDER**

TIP STRIP

Question 17: You need to add a suffix to this word to create a plural noun.

Question 20: You need to add two letters to make this adjective into an adverb.

Question 23: Add a negative prefix to this word.

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 Amy stayed at the hotel once before.

FIRST

This is Amy has stayed at the hotel.

The gap can be filled with the words 'not the first time that', so you write:

Example:

0

NOT THE FIRST TIME THAT

In the exam, you write **only** the missing words **IN CAPITAL LETTERS** on a separate answer sheet.

TIP STRIP

Question 25: Is the verb active or passive? Which preposition is used in this fixed phrase?

Question 27: You need an expression that means the same as 'got angry'.

Question 28: Which form of the verb follows 'hesitate'?

25 There were a lot of things to think about before we made our decision.

TAKEN

Lots of things needed consideration before we could make our decision.

26 Could I ask you if you'd mind looking after my dog while I'm away?

WONDERING

I willing to look after my dog while I'm away?

27 I know that it was wrong of me to get angry in front of the children.

LOST

I know that I should in front of the children.

28 If you need any further information, please call me.

HESITATE

If you need any further information me a call.

29 It hasn't snowed quite as much this year as it did last year.

SLIGHTLY

This year, there has than there was last year.

30 Unless the team's performance improves, they may find they have to resign from the league.

FORCED

If the team's performance doesn't get resign from the league.

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

In the exam, you mark your answers **on a separate answer sheet**.

The voice of Bart Simpson

Clive Eyre remembers the day he met the actress who created the voice

The woman I'd come to meet was sitting atop a large plastic cow in the grounds of her Los Angeles home. Small and blonde, she held an umbrella and gave a mischievous smile for a photographer. "Hi, there!" she said, giving me a warm, almost motherly wave from her unusual vantage point. Her real name was Nancy Cartwright. Her stage name, however, was a little more familiar: Bart Simpson, the obnoxious, skateboard-touting ten-year-old from the cartoon metropolis of Springfield. It was hard to believe, but this middle-aged mother of two, dressed in a sensible green top and blue trousers, was the yellow-hued rascal who instructed the world to eat his shorts.

"I can bring him out at will," said Cartwright, with a hint of a raised eyebrow, her naturally husky voice always seemingly on the verge of breaking into a Bartism, punctuated by his cruel, gloating laughter. "Think about it, it's kind of ideal, isn't it? If I go to a party and someone brings a kid up to me I can go, 'Hey, man, what's happening?' and watch the kid's face. I love doing that." My own response was probably similar. The ten-year-old voice coming out of Cartwright was scarily incongruous. It belonged to another world – certainly not here in suburban LA, amongst the tennis courts and swimming pools. Reckless skateboarding certainly wouldn't be tolerated.

Cartwright, however, had grown tired of deploying Bart's voice as a means to claim traditional celebrity perks, such as a table at top restaurants. "I tried it once," she said. "It's embarrassing. People are like, 'So what?'" Following similarly disappointing encounters with unamused traffic cops and harried flight attendants, she learnt to relish her anonymous celebrity status. "It's probably because I have the choice whereas most celebrities don't," she concluded. "They're kind of, you know, at the whim of the public. That must be unnerving."

But there is, of course, something profoundly odd about the fact that Nancy Cartwright was at once both an A-list celebrity and a faceless nobody. So odd, in fact, that it inspired her to produce a one-woman show based on what she called 'My life as a ten-year-old boy'. The show took the audience through Cartwright's real life as a ten-year-old – living in the Midwestern 'nowheresville' of Dayton, Ohio – when she won a school competition with a performance of Rudyard Kipling's *How the Camel Got His Hump*. After that came other competitions, other trophies, and a gradual realisation that her voice was perfect for cartoons. By her late teens, Cartwright was working for a radio station where she met a Hollywood studio representative who gave her the name and phone number of Daws Butler, the legendary voice of cartoon favourites Huckleberry Hound and Yogi Bear.

At just 19, and with only that one contact, Cartwright, like so many wannabe starlets, packed her bags and headed west, transferring her university scholarship from Ohio to the University of California. Cartwright, however, was no ordinary blonde starlet. "Most people who come to Hollywood are looking to get on camera," she recalled. "My story's quite different. My purpose was to hook up with this pioneer of the voiceover industry, so that's what I did." He put her in touch with the directors at the Hanna-Barbera studio and helped her get the voice of Gloria in *Richie Rich* – the adventures of the richest boy in the world.

Then came the call from the producers of a 30-second cartoon spot on *The Tracey Ullman Show*. They wanted her to play the role of Lisa Simpson, a nerdy and morally upstanding know-all with a bratty little brother, Bart. "I went in, saw Lisa, and didn't really see anything I could sink my teeth into," says Cartwright.

"But the audition piece for Bart was right there, and I'm like, 'Whoa, ten years old, underachiever and proud of it!'", and I'm going, 'Yeah, man – that's the one I wanna do!'" She knew the audition was a success when Matt Greening, creator of *The Simpsons*, started cracking up and shouting, "That's it! That's Bart!" It's no surprise to learn that Bart's catchphrase – "Eat my shorts!" – was originally an ad lib by Cartwright. The Bart voice had long been a part of Cartwright's repertoire, but it didn't come alive until she saw the pictures of him and read the script. The material, meanwhile, which was pretty heady stuff in the 1980s, didn't shock her. "You know what, I couldn't believe I was actually getting paid for doing things I'd get into trouble for doing as a kid."

- 31 The writer reveals that on meeting Nancy, he was
- A unprepared for her age.
 - B struck by her ordinariness.
 - C reassured by her appearance.
 - D embarrassed by her behaviour.
- 32 How did adults tend to react when Nancy used Bart's voice in public?
- A They were confused by it.
 - B They were unimpressed by it.
 - C They gave her special treatment.
 - D They accepted that she was a celebrity.
- 33 How did Nancy feel about keeping a relatively low profile?
- A nervous about the effects on her future career
 - B unsure that it was a good choice to make
 - C relieved not to be more in the public eye
 - D sorry not to be recognised more often
- 34 What do we learn about Nancy's one-woman show?
- A It featured the wide range of voices she could produce.
 - B It explored the strangeness of voiceover work.
 - C It celebrated other famous cartoon characters.
 - D It traced the development of her early career.
- 35 Why did Nancy originally decide to go to Hollywood?
- A She'd got a place on a course there.
 - B She already had the offer of a job there.
 - C Her ambition was to become a film star there.
 - D There was somebody who could help her there.
- 36 Nancy got the part of Bart Simpson as a result of
- A volunteering to do an audition for it.
 - B being rejected for the part of Bart's sister.
 - C contributing to part of the script of the show.
 - D successfully playing a male character in another show.

TIP STRIP

Question 32: Be careful. Nancy was hoping to get special treatment, but was she successful?

Question 35: Check the order of events carefully. Read to find her reasons for going rather than other details of her move or what other people do.

Question 36: Nancy originally auditioned for another part, but why didn't she play that part in the end?

You are going to read four reviews of a collection of essays entitled *Why English?* For questions 37 – 40, choose from the reviews **A – D**. The reviews may be chosen more than once.

In the exam, you mark your answers **on a separate answer sheet**.

Why English?

A

As the language of business and science, English is world's lingua franca. Hardly surprising, therefore, that ambitious parents see it as central to the curriculum of every sensible school. But the writers of the collection of essays *Why English?* see things differently. They make a convincing argument for the idea that the benefits of English to ordinary people — better jobs and access to new technologies — have been vastly overstated. Although there's some irony in the fact this collection is itself written in English, it does have much to recommend it. With educational institutions around the world all rushing to embrace English, it's appropriate to ask whether they're doing it well and for the right reasons. Mostly teachers themselves, the authors object, for example, to the practice of teaching children everything in English early on. They cite an impressive body of research that shows how subjects like maths and science are more effectively taught in the mother tongue.

B

The authors of *Why English?* stress that they aren't opposed to students learning English. This is just as well considering how much faith students' families place on its inclusion in school syllabuses. What they do correctly question, however, is the notion that knowledge of English is a social and economic necessity for all students, many of whom will rarely use it outside the classroom. What's more, they suggest that teaching other subjects in English to children from a young age can be counter-productive, although these claims aren't well supported. A number of the authors have classroom experience of teaching in English, and there's a tendency to fall back on anecdote rather than clear data about what is and isn't working. Furthermore, the very fact that the essays themselves are all written in English, clearly not the first language of most contributors, rather detracts from some of their main arguments.

C

A strong point of this collection of essays is that the writers all have first-hand experience of working in a language that isn't their mother tongue. The fact that the essays themselves are all written in English is testimony to the value of a lingua franca in facilitating the exchange of ideas. Less convincing is their contention that learning English may not open as many doors as governments and educationalists seem to believe. I think many people do regret the fact that their children are taught in English because it threatens the integrity and the standing of their own mother tongue, but they accept that they have little choice in the matter. Most of the essayists have worked as teachers themselves, and they bring this insight to their analysis of the various studies that have been conducted into the effects of teaching a range of subjects in English.

D

As anyone with teenage kids will tell you, whatever language they use at home, they want the kids to learn English at school. After all, these kids may need to study in English one day, or work in an English-speaking environment. The authors of this collection of essays seem to be suggesting that we've got this wrong somehow — that English isn't the passport to economic and social success anymore. But I don't see any evidence of that personally, and I had to smile when I saw that the collection itself is all written in that one language. Apart from this, however, the essays make for an interesting read. The authors are right to question some of our assumptions about the use of English across the curriculum and I was pleased to see so many relevant studies being quoted on both sides of the various arguments.

Which reviewer

has a different view from A regarding the attitude of parents to the role of English in the school curriculum?

37

expresses a similar view to B about the language in which the essays are written?

38

has a similar view to B regarding what the essayists say about the economic and social advantages of learning English?

39

expresses a different view to the others regarding how well the essayists' claims are backed up by research findings?

40

TIP STRIP

Question 37: Reviewer A thinks that most parents are happy for their children to be taught in English at school. Read to find out what the other reviewers think about this. Which one disagrees with A?

Question 38: Look at the end of B for this opinion.

Question 40: Look for words in the texts that relate to 'research findings'.

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

In the exam, you mark your answers **on a separate answer sheet**.

On a wing and a woof

Michael Cassell's close encounter with a paragliding puppy inspires a desire to try out the sport

I love dogs, but a dog's place is at your feet, not flying above your head. I was holidaying on the Côte d'Azur in France, and I couldn't quite believe what I was seeing. I think it was some form of terrier, although it was hard to tell because it wore goggles and a little bandana and was moving at some speed as it passed over the house.

41

I kept my eye on the pair and saw them land on the beach, where they received warm applause from early bathers. I'm sure they were breaking every rule in the book and if the police had intervened I imagine the dog at least could have lost his licence.

42

Paragliding, by contrast, relies entirely on thermic air and the skill of its pilot; to take to the skies on such a lightweight contraption is to soar free and silently in the arms of mother nature. The sport has spawned more than 650 clubs across France, and fans travel from across Europe to enjoy the mix of wild scenery and placid weather that the country offers. The most popular regions are the Alps, the Pyrenees and Corsica, and there are plenty of paragliding schools in those regions that will get beginners off the ground in two or three days.

43

The Côte d'Azur, however, is not in itself natural paragliding country, and we have found ourselves under the flight path of a growing number of enthusiasts simply

because of the jagged ridge of red rock that towers 300 metres above sea level behind our house – the best jumping-off spot for miles around.

44

It's a 45-minute climb from the beach to this ridge-top and although the gliders weigh around seven kilos, there are a harness and helmet and boots and other bits and pieces to carry as well. I calculate that each flight lasts about four minutes and some of the keenest fans trudge past my gate three or four times a day. I tucked in behind one group to watch them get ready for the jump.

45

The reality, of course, is that with proper training and preparation paragliding is a very safe sport; there are accidents, but most are rarely that serious and usually occur on launching or landing. This group, however, knew their stuff. To forsake a long run and lift off for a virtual leap into space takes experience and supreme confidence.

46

I'm not a natural-born daredevil and wouldn't myself have found that experience thrilling. But I am nevertheless sorely tempted to have a go – maybe on a gently sloping hillside. "You'll need a medical certificate at your age," declared one of the group, instantly extinguishing the flame of adventure. But then if puppies can paraglide, why shouldn't an old dog like me?

TIP STRIP

Question 41: The first line of the article talks about 'the pair'. What is being referred to? Which option tells you more about the flying dog?

Question 43: The previous paragraph is talking about paragliding schools. Which of the options also talks about learning to paraglide?

Question 46: Look at the text after the gap. What does *that experience* refer to? Which of the options contains information about somebody having a thrilling experience?

- A** But this is no place for beginners. There are no gentle, grass-covered slopes to run down – the rocks are vertical and unyielding and anyone who leaps off them could easily get into difficulties unless they know what they're doing.
- B** For the more courageous, the pleasures of advanced thermalling await, but if you are of a more timid disposition and want to hold someone's hand, you can take a tandem course. If you are a dog, the experience must be like sticking your head out of the car window and letting the wind beat your ears round the back of your head.
- C** Not all of these untrained novices reach the beach, however. In recent days, one paraglider has landed on a neighbour's pool terrace, wrecking several terracotta pots and a previously unblemished flight record.
- D** Despite such unexpected intrusions on my privacy, I've decided that paragliding, with or without the canine companion, is immensely superior to microlight flying, in which the airborne are propelled by a motor so clamorous and noisy that any idea of soaring serenely through the heavens is soon lost.
- E** The biggest surprise was that they were not all strong, strapping young men, intent upon ticking off another item on some checklist of 'dangerous things to do before I die'. Of the six preparing to jump, three were women and the average age appeared to be somewhere in the mid-30s.
- F** The puppy was paragliding – a tiny, intrepid recruit to the sport that has taken off big time across the country. The creature was not on its own, thank goodness, but on a machine piloted by a young man who greeted me cheerily as they swooped beyond the end of the terrace and dived down the hillside.
- G** There was one nasty moment when one of the women leapt and, instead of instantly catching the air beneath her canopy, plunged alarmingly down the face of the cliff; but within seconds she had caught an updraft, and was whooping gleefully and on her way.

You are going to read an article in which four readers suggest good places to go wildlife watching. For questions **47 – 56**, choose from the sections (**A – D**). The sections may be chosen more than once.

In the exam, you mark your answers **on a separate answer sheet**.

Which reader

feels that visiting the location has been a life-changing experience?

47

says the location may well become more renowned in the future?

48

got involved in activities designed to help various types of animal directly?

49

feels it unwise to bank on seeing one particular species?

50

mentions an abundance of animals belonging to one particular species?

51

mentions unpaid work being offered as part of a trip?

52

suffered some discomfort in order to witness one wildlife event?

53

mentions one particularly enjoyable form of transport?

54

points out the relative safety of an isolated location?

55

feels that independent travel is a realistic option in the area?

56

TIP STRIP

Question 48: Look for a phrasal verb that means 'become more popular'.

Question 54: Two of the readers mention a form of transport, but which clearly thinks it is enjoyable?

Question 55: You are looking for a reason why a wildlife encounter is not as potentially dangerous as you might think.

Wildlife encounters

Four readers suggest great locations where you can watch wildlife in its natural surroundings.

A Kevin: Hallo Bay, Alaska

The first time you see a bear, when you realise that it's just you, the guide and that bear, your mouth definitely goes dry. Unlike those in other more frequently visited areas, the bears at Hallo Bay don't associate humans with food, as nobody's ever fed them, so they pose no risk. You can watch the bears fish in the river, nurse their cubs, photograph them hunting for clams on the beach or find them sleeping with their full bellies nestled in a hollow they've dug in the sand. For me, Hallo Bay's a magical place. I've always been a structured and organised person, but I've said for years now that I lost my list in Alaska. One special thing about Hallo Bay is that the remote camp has just a dozen guests at a time, with even smaller guided groups heading out in search of bears. And there's no shortage of them; Hallo Bay has one of the world's healthiest populations of coastal browns, maybe because of the plentiful food supply. It must be how the planet was several hundred years ago.

B Sarah: Madikwe Game Reserve, South Africa

It's so hard to recommend just one location in Africa to go in search of the big five! However, if you've never been on safari before, then travel is straightforward in South Africa and its parks are the cheapest if you're short of money. The parks have well-equipped campsites and good-quality roads, so it's perfectly possible to fly in, hire a fully-equipped four-by-four, and head off on your own. There's also an impressive selection of volunteer projects involving animals, particularly around the country's biggest parks. I spent four weeks helping at a veterinary practice with African Conservation Experience. I got the chance to work with lions, cheetahs, sable antelopes, elephants and buffalo. The work's extremely hands-on and you have to be ready for anything, whether it's taking a lion's temperature or treating a dog for a snake bite!

C Ray: Playa Grande Sanctuary, Costa Rica

Costa Rica's popularity as a wildlife venue could be about to take off, and deservedly so. It boasts the world's highest biodiversity with 850 species of birds and a quarter of the world's species of butterfly. From cloud forest to Caribbean beaches and from dry tropical forest to mangrove swamps, Costa Rica has it all: iguanas at your feet, capuchin monkeys overhead, sloths are to be seen, and if you're really lucky you'll catch sight of one of Costa Rica's jaguars. However, perhaps the most magical thing to do here is watch turtles lay their eggs on a moonlight-drenched beach. It does require patience; we waited two nights, napping on hard benches at the Playa Grande sanctuary, before one of the wardens shook us awake to say a female had been spotted laboriously making her way out of the surf. The turtles go into a sort of trance and we were allowed quite close to watch her dig a hole with her flippers and deposit hundreds of eggs, the size of golf balls, which are then gathered by the wardens and taken to their hatchery to protect them from predators.

D Amy: Chitwan National Park, Nepal

With tigers, snow leopards, and one-horned rhinoceros, Nepal certainly has its share of endangered animals. The snow leopard is perhaps the most exotic of them all, but they're incredibly difficult to spot. Snow leopard treks are organized regularly but if you go on one, you need to enjoy it for the sheer magnificence of the scenery and not feel let down if you don't spot your ultimate prey. It could be a life-changing experience, but it's not that likely to happen. I visited Chitwan at the foot of the Himalayas, a park set aside for wildlife in 1959. It's the place to see Indian rhinoceros and is one of the last refuges of the Bengal tiger. One of the best ways to view both is from the back of an elephant – something that is rather fabulous in itself. We even got to help when two elephants were taken for their daily wash on the river bank near our hotel. It was one of the most amazing animal encounters possible, sitting on the backs of those huge elephants scrubbing their backs whilst they knelt in the water and sprayed us from their trunks!

GUIDANCE: WRITING

PARTS 1-2

WRITING

About the paper

There are two parts to the paper. In each part you have to complete one task. You have 1 hour 30 minutes to complete the whole paper.

Part 1

Part 1 is compulsory. You have to deal with prompts and opinions given in the task and write around 220–260 words in the form of an essay. You have to choose and discuss two from three points that you are given on a topic.

The focus of assessment is how well you present your arguments and achieve the task. You must cover both points you choose with enough detail to support your opinions.

It's not necessary to be too imaginative and invent a lot of extra detail, although you must support your arguments. Don't include things that are irrelevant.

Part 2

Part 2 has three questions, but you must choose only one to answer. You should write 220–260 words.

The questions may ask you to write a letter, an email, a proposal, a report or a review. In this part you can use your imagination to add detail to your answer.

How to do the paper

General points

- Spend at least 10 minutes planning your writing. Your answer should be well-organised with clear linking of ideas between sentences and paragraphs. In the exam you won't have enough time to write a rough answer and a final neat copy, but if you plan properly this won't be necessary.
- Make sure your writing is legible. If necessary, leave a line between paragraphs so that it is clear where one paragraph ends and the next begins.
- Everything you write should have a beginning, middle and an end. Remember to use an appropriate style and layout, both for the type of text, and the person you are writing to.
- Make sure you use a range of language, which includes vocabulary and structures. At this level, your language should not be too simple.
- Check that your answer is neither too long nor too short. If you write too much, you may include irrelevant information, which could have a negative effect on the target reader. If your answer is too short, you may not cover all the required points.
- Leave enough time to check your answer: Check grammar and spelling (you can use British or American spelling, but try not to mix them up). Make sure you've included all the points required to answer the question, and that you've included enough detail on each point. Check that you've included appropriate language functions required for the task, and you've also used a range of appropriate vocabulary and grammar.

Part 1

- Read the instructions carefully to clarify exactly what you have to do. Think about the three points you are given in the notes, and how much you could write for each one. Then choose which two to write about.
- You can use information from the opinions given if you like, but try not to use the same words.
- Decide on your conclusion and make notes on each point before you start to write. This will help you to write coherently.

Part 2

- Read through all the questions in Part 2. Before you choose which one to answer, think about what each task involves, so that you're confident you understand everything you have to do. Always check the context, reason for writing and the target reader. Each task has a given target reader and purpose which will determine what register and kind of language is appropriate for your answer.
- Think about what kind of writing you're best at. If you're good with more formal language and expressing your ideas concisely, you might consider writing a report or a proposal. If you're good at writing in an interesting way, you might choose a review. However, also consider whether you have enough ideas for the topic of each task. Don't just choose a task because you like the text type.

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

In the exam, you write your answer **on a separate answer sheet**.

- 1 In class you have been discussing why many students have part-time jobs while they are at college. You have made the notes below:

Why college students have part-time jobs

- money
- time
- experience

Some opinions expressed in the discussion:

"Money's great but it isn't everything."

"I'm so tired when I work and study together – nothing gets done well."

"It'll stand me in good stead when I'm looking for a real job."

Write an essay discussing **two** of the reasons in your notes. You should **explain which reason is more influential** for college students who choose to have part-time jobs, **giving reasons** to support your answer.

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

TIP STRIP

- In Part I, you're given three points to think about. You choose two to discuss in your essay, and there are three quotes to give you more ideas. Don't write about more than two points.
- You must be clear in your mind exactly what the question is asking you to discuss. You're writing an essay, so you need to use a semi-formal style and organise your ideas into clear paragraphs.
- Spend time thinking about the notes and ideas you want to include. Then decide on your format – will you have one point per paragraph and discuss it, or will you write about both points in one paragraph and evaluate them both in the next?
- In this task you should choose two reasons and consider why students have part-time jobs. You should decide which reason you think is most influential before you start writing so that your argument will lead logically to your conclusion. For example, you could evaluate the pros and cons of time and money, and then decide which one has the most influence on students.
- Introduce the topic of the essay, and then consider each of your two chosen points. For example, you could discuss money by saying that it's difficult to manage without it, but on the other hand part-time jobs don't pay very much.
- If you choose the reason of 'time', talk about the need for students to have time to work but say that they can probably get the basics done and students do have a lot of holidays.
- If you choose the reason of 'experience', say that students need experience of the world of work, but part-time jobs may not carry much responsibility.
- State your conclusion clearly, which should come out of your evaluation of your two chosen points.
- Remember to use a range of language, and give examples or evidence to support your ideas.

Write an answer to **one** of the questions **2 – 4** in this part. Write your answer in **220 – 260** words in an appropriate style. In the exam write your answer **on a separate answer sheet**, and put the question number in the box at the top of the page.

- 2** Your college wants to run a special event to provide advice and information about career and further education opportunities for students. The principal has asked students for proposals for the event outlining what should be included, suggesting how it should be organised and giving reasons for their recommendations.

Write your **proposal**.

- 3** An international book magazine has asked readers to send in reviews of books they think would be good to read on a long journey. Write a review of a book you feel would be especially good for a long journey, saying what you enjoyed about it and why you would recommend it to other travellers.

Write your **review**.

- 4** You have seen this announcement in a travel magazine:

Looking for adventure?

We need four people to take part in a television documentary called *Survival*. You'll live in a remote mountain area for three months with only your teammates for support. You'll keep a video diary of your experiences.

If you think you have the skills to live in a hostile environment and be a useful member of a team, write us a letter explaining why you should be included in the project.

Write your **letter**.

TIP STRIP

Question 2: A proposal is similar to a report in style and layout, but should focus on future recommendations.

- Use headings, bullet points, and a formal style.
- Summarise the proposal's purpose, give clear ideas, reasons and a conclusion.

Question 3: Reviews can be semi-formal or informal and include personal opinions. They usually entertain and inform the reader.

- Include both negative and positive points. Give a brief outline of the book, explain why you liked it and give reasons.

Question 4:

- Include reasons why you're suitable, in your letter using interesting language.
- Use paragraphs for each part with an appropriate greeting and ending.

GUIDANCE: LISTENING

TEST
I

LISTENING

About the paper

The Listening paper lasts for about 40 minutes. There are four parts and a total of 30 questions. You listen to texts of different types and different lengths, for example extracts from media broadcasts and podcasts as well as everyday conversations. You hear each recording twice and you have time to read the questions before you listen.

Part 1

Listen to three unrelated extracts of around one minute each. Each extract has two speakers. You have to answer two three-option multiple-choice questions on each extract. The three extracts aren't linked, and there are a variety of contexts and interaction patterns.

Part 2

You listen to one long monologue of around two to three minutes in which the speaker is talking about a particular subject. A set of eight sentences reports the speaker's main points. A word or short phrase has been removed from each sentence. You have to listen and complete the gaps.

Part 3

In Part 3, you will hear a one long interview or discussion of around four minutes. You have to answer six four-option multiple-choice questions.

Part 4

You hear a series of five short monologues on a theme. Each monologue lasts around 30 seconds. You have to complete two tasks as you listen. Each task has eight options (A–H). As you listen, you match one option from Task 1 and one option from Task 2 to each speaker. You should try to match the ideas that the speakers express to the wording of the options.

How to do the paper

Part 1

- Before you listen to each extract, you hear the context sentence. Think about who the speakers are and what you're going to hear. For example, is it an interview, an informal conversation, etc.?
- You have time to read the two questions. Underline the main words and ideas in each question stem and options (A–C).
- The question often tells you which of the speakers, the man the woman or both, you need to listen to when you answer each of the questions.
- The first time you listen, find the correct answer to the question posed in the question stem.
- The second time you listen, choose the option which matches your answer.
- The wording of the options doesn't repeat the vocabulary and expressions used by the speakers. You need to match the meaning of ideas expressed in the recording to the wording of the questions.

Part 2

- Before you listen, you hear the context sentence. Think about the person who's speaking and the topic you're going to hear about.
- You have 45 seconds to read through the sentences before you listen. Think about the type of information that's missing in each of the sentences.
- Most answers are concrete pieces of information, e.g. proper nouns (names, places, etc.).
- The sentences you read are in the same order as the information you hear. Use the sentences to help you keep your place as you are listening.
- You hear the words you need to write on the recording. There's no need to change the form of the word or to find a paraphrase.
- You should write no more than three words in each gap. Most answers are single words or compound nouns.
- Check that your answer fits the sentence grammatically and makes sense in the complete sentence.

Part 3

- Before you listen, you hear the context sentence. Think about the people who are speaking and the topic you're going to hear about.
- You have 70 seconds to read through the questions before you listen to the conversation.
- Underline the main words and ideas in each question stem and the options (A–D).
- The questions follow the order of information you hear when you listen. Listen out for key vocabulary and ideas that introduce the topic of each question that you have to answer. These are often in the interviewer's questions.
- The question often tells you which of the speakers, the man the woman or both, you need to listen to when you answer each of the questions.
- The first time you listen, find the correct answer to the question posed in the question stem.
- The second time you listen, choose the option which matches your answer.
- The wording of the options doesn't repeat the vocabulary and expressions used by the speakers. You need to match the meaning of ideas expressed in the recording to the wording of the questions.

Part 4

- There are five monologues on a theme. In each monologue, you hear a different speaker. You hear all five speakers once, then the series is repeated.
- Before you listen, you hear the context sentence and the instructions for each of the two tasks. Think about the topic you're going to hear about, and the ideas you have to listen for.
- You have 45 seconds to read through the two tasks before you listen. Read the options (A–H) in both tasks so that you're ready to choose one from each set for each speaker as you listen.
- The first time you listen, pay attention to the speaker's main idea. Mark the option closest to this idea.
- The second time you listen, check your answers. You may need to change some of them. Remember that in each task there are three options that you don't need to use.
- Don't worry if you don't understand every word. If you're not sure of an answer, then guess. You've probably understood more than you think.

Part I

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.

In the exam, you write your answers **on a separate answer sheet**.

Extract One

You hear two guests on a chat show discussing travel and holidays.

- 1** What do they agree about?
- A** Watching television can spoil a holiday.
 - B** Holidays are for getting away from it all.
 - C** It's important not to lose touch with reality on holiday.
- 2** How does the woman feel about travelling?
- A** It's always enjoyable.
 - B** It is not the best part of a holiday.
 - C** It generally makes her feel restless.

Extract Two

You hear part of an interview with a Formula One racing driver.

- 3** What does the driver say about keeping fit?
- A** Working out in the gym tends to bore him.
 - B** Playing other sports helps develop key muscles.
 - C** Driving is actually a good way to maintain general fitness.
- 4** In his opinion, what makes a great Formula One driver?
- A** an outstanding natural ability behind the wheel
 - B** enough mechanical knowledge to help design cars
 - C** the flexibility to perform well in a range of vehicles

TIP STRIP

Question 1: Listen for when the woman uses the word *also*. This is when she agrees with him.

Question 4: Listen for the phrase that means 'most important'.

Question 6: Listen for the word *finalists*. The answer comes after this.

Extract Three

You hear a radio announcement about a writing competition.

- 5 The presenter says that each of the finalists in the competition will
- A win a money prize.
 - B be invited to a prestigious event.
 - C have their story published in the press.
- 6 Moira advises those entering the competition to
- A write about their own life and experiences.
 - B base their story on one by a well-known writer.
 - C avoid being over-ambitious in the scope of the story.

You will hear an outdoor activities trainer called Eric Duncan giving a presentation about trekking in the Himalayas. For questions 7 – 14, complete the sentences with a word or short phrase.

In the exam, you mark your answers **on a separate answer sheet**.

TREKKING IN THE HIMALAYAS

Eric says that you need neither experience nor an especially

(7) nature to go on these treks.

Eric recommends the months of (8) and

..... for trekking in the region.

Eric reminds us that we shouldn't regard the trek as a (9)

Trekking in Nepal can sometimes feel like walking through

(10) , as a result of altitude.

Eric says that many people buy a (11)

..... that is not good enough.

Eric says that organising an independent trek can be

(12) as well as saving money.

Eric points out that a guide will often also work as a

(13) if needed.

Eric recommends finding a guide through a local (14)

TIP STRIP

Question 11: Various pieces of equipment are mentioned, but which does he say are the commonest problem?

Question 12: You are listening for an adjective here.

Question 13: What other role might a guide perform? Listen to check your predictions.

You will hear an interview with a comedian called Kevin Burke. For questions **15 – 20**, choose the answer (**A**, **B**, **C** or **D**) which fits best according to what you hear.

In the exam, write your answers **on a separate answer sheet**.

- 15** When it is suggested that he isn't really as happy as he appears, Kevin
- A** admits that he conforms to a stereotype.
 - B** explains why people might assume that.
 - C** accepts that he's an untypical comedian.
 - D** confirms that depression can be a problem.
- 16** What does Kevin value most about the book entitled *Laughter*?
- A** It was written with comedians in mind.
 - B** It helps him see why some comedians fail.
 - C** It shows him why audiences react as they do.
 - D** It aims to show what makes certain jokes funny.
- 17** What does Kevin say about his time at university?
- A** He regrets his choice of degree subject.
 - B** He's proud of his academic achievements.
 - C** He enjoyed getting involved in a range of activities.
 - D** He had a lot in common with other students on his course.
- 18** After leaving university, Kevin
- A** was determined to build a career as a journalist.
 - B** didn't really enjoy the type of work he was doing.
 - C** set his sights on getting work as a television presenter.
 - D** took the opportunity to develop his skills as a performer.
- 19** What does Kevin say about his television career?
- A** It's not where he does his best work.
 - B** He wishes he hadn't accepted certain offers.
 - C** It's not as demanding as working on stage with a live audience.
 - D** He feels most comfortable doing a range of different programmes.
- 20** Kevin believes that he is successful on stage because
- A** he's able to make audiences feel sorry for him.
 - B** he can convince audiences that he's in control.
 - C** he's able to laugh at his own appearance.
 - D** he can appeal to people's sense of logic.

TIP STRIP

Question 15: Listen to Kevin's whole answer. Is he a happy person or not?

Question 17: Listen for the interviewer's question about university – Kevin's answer follows.

Question 18: Listen for Kevin's attitudes towards the different types of work he did in this period.

You will hear five short extracts in which people are talking about training courses they have done recently.

In the exam, mark your answers on a separate answer sheet.

TASK ONE

For questions **21 – 25**, choose from the list (**A – H**) the reason each speaker gives for choosing their particular course.

TASK TWO

For questions **26 – 30**, choose from the list (**A – H**) the main thing each person says they have gained from their course.

While you listen you must complete both tasks.

- | | | | | | | |
|----------|------------------------------|-----------|----------|------------------------------------|-----------|-----------|
| A | a colleague's recommendation | | A | greater confidence at work | | 26 |
| B | an advertisement | Speaker 1 | B | better promotion prospects | Speaker 1 | |
| C | a trainer's advice | Speaker 2 | C | greater respect in the office | Speaker 2 | 27 |
| D | a chance meeting | Speaker 3 | D | a more varied workload | Speaker 3 | 28 |
| E | a management suggestion | Speaker 4 | E | more opportunities for travel | Speaker 4 | 29 |
| F | a review on a website | Speaker 5 | F | an improved salary package | Speaker 5 | 30 |
| G | a newspaper article | | G | the chance to work on new projects | | |
| H | a friend's experience | | H | contacts with useful people | | |

TIP STRIP

Speaker 1: Be careful, the speaker mentions an advertisement, but it's not the answer to 21.

Speaker 2: Listen for how the speaker felt afterwards – it will give the answer to 27.

Speaker 3: Listen for who recommended the course – this helps with the answer to 23.

Speaker 4: Listen for the phrase / was right – the answer to 29 comes just after it.

About the paper

The Speaking test takes 15 minutes and there are four parts. You take the test with a partner. There are two examiners, although only one (the Interlocutor) speaks to you. The other examiner listens and gives detailed marks.

Part 1

Part 1 takes about two minutes. First the interlocutor asks each of you direct questions asking for personal information. Then the interlocutor asks you and your partner questions in turn on general topics such as your interests, daily routines and likes and dislikes.

Part 2

Part 2 takes about four minutes, and you each speak on your own for about a minute. You're given three photographs. You compare two of the pictures and say something more about them. You're also asked a question about your partner's photographs after he or she has finished.

Part 3

Part 3 is divided into two parts, and lasts around four minutes. You discuss a task with your partner for around two minutes, using ideas you're given as prompts or ideas on a mind map. After two minutes the interlocutor asks you a second question, which isn't written down, and you have to reach a decision together related to the topic you've been discussing. You have a minute for this.

Part 4

Part 4 takes around five minutes. The Interlocutor leads a general discussion that broadens the topic of the Part 3 task by asking you more abstract questions on related issues.

How to do the paper

Part 1

- For the initial questions asking for personal information, you only need to give short answers; don't prepare long speeches about who you are and where you're from, but try to say more than yes or no.
- In the rest of Part 1, you'll be asked about your ideas and opinions on general topics, such as what you enjoy or how you spend your free time. Think of this as being similar to meeting someone in a social situation. You should provide enough detail to give interesting answers, without monopolising the time.

Part 2

- Listen to the interlocutor's instructions carefully. The task is also written on the paper above the photographs so you won't forget what you have to do.
- You can ask the Interlocutor to repeat the task if you have to, but only do this if it is really necessary as you will lose time.
- Compare the pictures first and then move on to the second part of the task. Don't describe the pictures; describing them won't allow you to show a range of language at the right level.
- Listen to what your partner says about their pictures, because the interlocutor will ask you a short question about them. In your answer to this question you should give some detail, but be careful not to say too much as you only have a short time for this.

Part 3

- Listen to the task carefully so that you understand exactly what to do. The task is written in the middle of the paper with the written prompts around it, and you have a short time to read them before you have to start talking. You can ask the Interlocutor to repeat the task if you're not sure, or check what you have to do with your partner, but this should not be necessary.
- Discuss each written prompt in turn. It doesn't matter if you don't discuss all the prompts, so make sure you say everything you can think of about each one before you move on to the next. Try to discuss the issues raised in the prompt in detail, and try to use a range of language.
- Remember to ask your partner for their views as well as giving your own opinion. Really listen to what they say so that you can respond to their ideas and suggestions appropriately.
- After two minutes the interlocutor stops you and asks a second question which involves making a decision on a topic related to the one you've been discussing. This question isn't written on the paper.
- Continue to use a range of language in your discussion and don't reach a decision too quickly, or you won't talk for a minute. Remember, there's no 'right' decision.

Part 4

- The Interlocutor may ask questions for you both to discuss, or ask you each a question in turn. You can contribute to your partner's question, as long as you do this appropriately.
- The questions in this part are more abstract, and you should give longer answers than you did in Part 1. Try to develop your ideas, and give your opinions in an interesting and coherent way.
- You can disagree with what your partner says! There are no 'right' answers to the questions.

The examiner will ask you one or two questions about yourself and what you think about everyday topics such as work or study, travel, holidays, daily life and routines. For example:

- Do you prefer to study in the morning, or the evening? (Why?)
- What kind of job would you like to do in the future? (Why?)
- Do you like to follow a routine, or are you a spontaneous person? (Why?)
- What kind of holidays do you enjoy most? (Why?)
- What's your favourite way of travelling? (Why?)
- Do you read any newspapers or magazines regularly? (Why / Why not?)
- Do you use the internet much in your daily life? (Why / Why not?)
- What do you enjoy doing with friends at the weekend? (Why?)

TIP STRIP

Part 1:

Give answers that tell the examiner about you and your personal opinions. There's no 'right' answer, so try to give details that are interesting. Don't monopolise the time. Think of this as meeting someone for the first time socially.

For the first four questions you could say:

- I'm very much a morning person – I do all my studying then because I find it easier to concentrate.
- I'd love to be a teacher – I think it would be a very rewarding job. I'm good with children.
- I'm pretty spontaneous – I think life is boring if you always know what's going to happen.
- I prefer visiting different places. I'm not keen on lazing around on the beach. It's a waste of time.

Part 2 (4 minutes)

STRETCHING

Turn to the pictures on page 170. They show people stretching in different situations.

(Candidate A), I'd like you to compare **two** of the pictures, and say **why the people might want to stretch in these situations, and how important it might be for them to stretch properly**.

(Candidate B), **who do you think might find stretching most difficult? (Why?)**

PEOPLE WITH SCREENS

Turn to the pictures on page 172. They show people with screens in different situations.

(Candidate B), compare **two** of the pictures and say **why the screens might be important to the people and how difficult it would be for the people to manage without them**.

(Candidate A), **which screen do you think is easiest to use? (Why?)**

TIP STRIP

Part 2:

Stretching

Candidate A, you could say: people need to stretch for different reasons, such as staying mobile in old age or keeping flexible on a long journey ... it's important to stretch properly if you're doing an exercise, but not so much on a flight ... it's important not to overstretch ... it's better to do it with an expert when you're older.

Candidate B, don't say too much, but give details, e.g. I think it's hard to stretch on a plane because there's no room in the aisle.

People with screens

Candidate B, you could say: screens are great for keeping in touch with family ... it's hard to see performers in a live concert without them ... a screen makes business presentations more effective ... they can be difficult to manipulate ... people could use a phone instead.

Candidate A, you could say: It seems to me that the easiest screen to use is the family's because they're just talking, not presenting anything.

Part 3 (4 minutes)

Now I'd like you to talk together for about two minutes

Here are some ways that students can find out about career options and a question for you to discuss. First you have some time to look at the task. [Turn to the task on page 171]

Now talk to each other about **the advantages and disadvantages for students of finding out about career options in these ways.**

Thank you.

Now you have a minute to decide **which way is the most effective for students to get the best information.**

Part 4 (5 minutes)

Answer these questions.

- **Which is more important for young people leaving school nowadays: going to college or getting a job? (Why?)**
- **Some people say it's pointless to study academic subjects because vocational subjects are more useful. Do you agree? (Why / Why not?)**
- **Some people decide on their career at a very early age. Do you think this is a good idea? (Why / Why not?)**
- **Do you think technology has significantly changed the way people work? (Why / Why not?)**
- **Some people do the same job all their lives, and others change many times. Which do you think is better? (Why?)**
- **Which is more important when choosing a career, the salary or the work? (Why?)**

Select any of the following prompts, as appropriate:

- **What do you think?**
- **Do you agree?**
- **How about you?**

TIP STRIP

Part 4:

Consider the more abstract issues behind the questions, which in this task focus on work and careers. Give reasons for your opinions, and remember that you can include your partner in the discussion.

You could say:

- There are pros and cons to both of them – if you get a job you earn money immediately but there may not be future prospects, but if you go to college it's expensive and you're not guaranteed a job.
- Vocational subjects will get you a job, but it may not be very intellectually satisfying and you may be closing down your options for the rest of your life.
- It's always better to keep your options open – if you decide too young then you may not accept other suggestions and miss out on something that could be good. On the other hand, if you're dedicated to being something like a dancer then you must start training very young.
- People often work from home, which has dramatically changed the way they work – they don't have to go in to an office every day. People can work seven days a week if they want, which may not create a healthy work/life balance.
- I think they both have advantages and disadvantages. If you don't change then you can get stale, but you become a real expert in your job. If you keep changing you gain a lot of different experience, but may never become a real specialist.
- Of course many people will say the salary! But actually if you're bored at work, even if you're earning a lot of money, it's very frustrating and probably not healthy in the long-term.

TIP STRIP

Part 3:

Read the prompts and consider the pros and cons of each one in detail. Focus your discussion on assessing each one in depth before you move on to the next. Remember there's no right answer, and it's better to use complex language exploring one idea in detail than to rush round all of them.

You could say: *you might find things you hadn't thought about on the internet but you can't ask questions ... teachers know about academic qualifications but may be aware of much more ... parents have a vested interest in helping you but their advice could be biased.*