

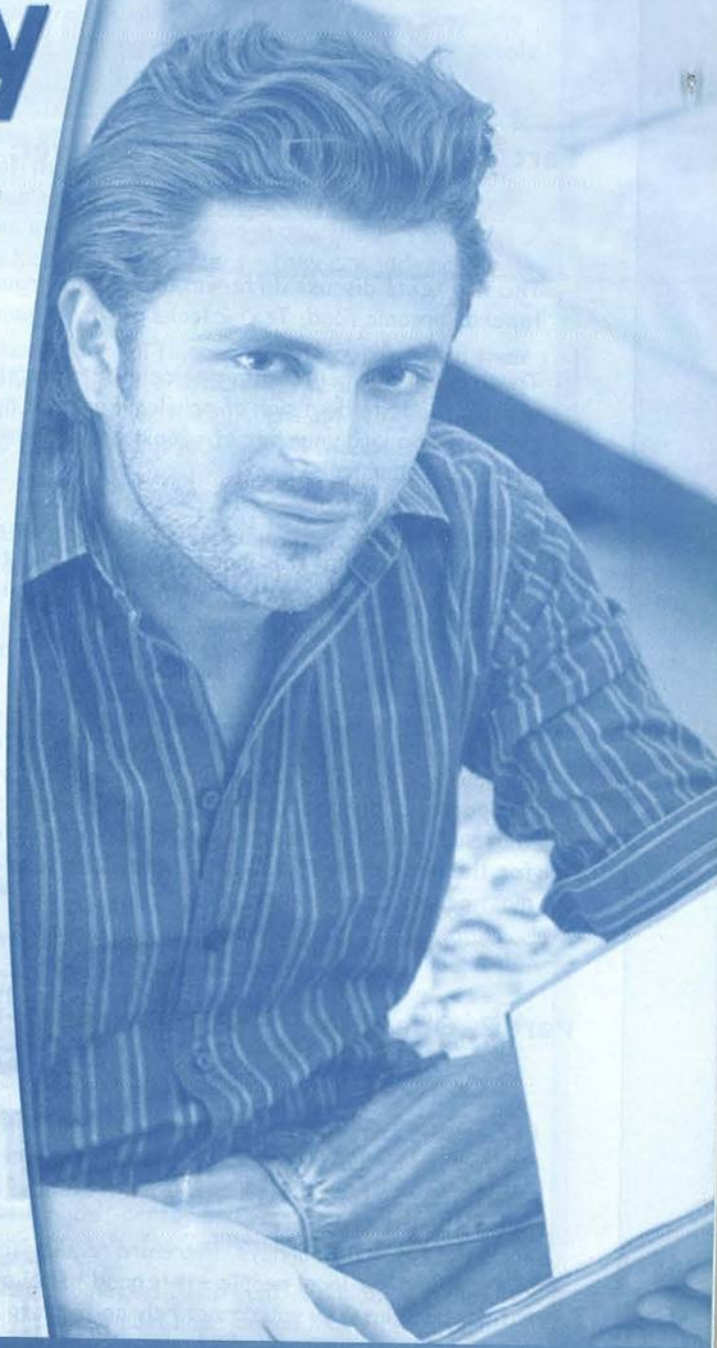
Succeed in Cambridge English: Proficiency

Certificate of Proficiency
in English (CPE)

Practice Tests

The **Self-Study Guide** includes:

- Audioscripts
- Answer Key
- Model Answers for the Writing Section - Paper 2
- JUSTIFICATION of the Answers for the Listening (the answers are underlined in the audioscript) and the Reading sections of each practice test



SELF-STUDY GUIDE

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WRITING SUPPLEMENT

The Writing Supplement includes model answers for all the writing tasks from each Practice Test (1 - 8).

Test 1

Part 1, Question 1 - Model Answer: Essay

The two texts discuss different aspects of organic food and farming - whilst Text 1 focuses on attitudes towards organic food, Text 2 looks at why organic farming has developed.

There is a fundamental disagreement between the two texts - whilst Text 1 considers the purchasing of organic foods to be a sign of privilege, and not necessarily about the principles of the matter, Text 2 claims that a large number of people are deliberately choosing organic food in order to avoid GM foods covered in chemicals.

I agree with Text 1 that the people who buy organic food tend to be wealthier people, but the reason for this is the fact that it is more expensive - and this is because, at the moment, organic farming is a more niche and expensive way of growing and producing food. Therefore, the food has to cost more in order for the farmer to earn enough to continue. I do not think that there is a significant level of snobbery involved - I think a lot of people like the idea of buying organic food, but not everyone can afford to shop according to their principles.

The principle of not wanting chemical-covered food, as discussed in Text 2, is, for me, the clear priority for most people. It is demeaning to claim that people do not understand the concept of organic food and the potential dangers of using chemicals and pesticides. Not everyone is going to care, of course, and there will probably be some who consider it a gimmick, a way of trying to sell products at a premium. But for the most part, I think that people are suspicious of GM foods and organic food, when affordable, is most people's preference.

Part 2, Question 2 - Model Answer: Article

For me, the best form of public transport has to be the train. They are comfortable, easy to use and usually provide a relaxing journey. I enjoy train journeys, especially long-distance journeys, because it is an opportunity to read a book or if I am travelling with a friend, it gives us time to chat and play card games.

For shorter, local journeys, there are regular trains that are almost always on time so it is a popular way of travelling for local people - it is good to have a reliable service. The only problem is that the trains do not run very late, so you cannot rely on them to get you home if you are going out in the evening.

There is also a local bus service, and it does run late at night which is good, but on the whole it is not very popular with local people and I do not often travel via bus. It is just too unreliable - the buses run late most days because there just are not enough of them on the roads to allow the route to run on time. The buses are also very expensive considering the slow service that they offer. One solution would be for the bus company to get more buses on the road, so that they were more frequent - at the moment none of the services run faster than one bus every half hour. A large scale project would be for the roads to be made wider and a bus lane added in along some of the main roads which currently do not have a special bus lane. This would also speed the buses up, as at the moment they regularly get stuck in traffic.

Part 2, Question 3 - Model Answer: Review

As historically-based games go, this has got to be my favourite - The Trial. The game takes a historical event and puts the key historical figures into a trial setting. You usually need at least fifteen people to play, and it involves role-play, so it helps to have confidence in talking and acting in front of other people.

Everyone taking part in the game is given a different character - either one of the historical figures, a 'witness', a member of the jury or the judge. If you are one of the key historical figures, then you are given information about the event from the perspective of that person - how they would have experienced it and their reasons for their actions. The 'witnesses' are not specific historical figures, but represent a variety of people who would have experienced the event. Then the judge and the jury are just given a basic outline of the event and a who's who for the historical characters - they are judging the event from their own modern perspective.

The judge is responsible for organising proceedings: the key historical figures have to put forward their version of events. Instead of having lawyers questioning the historical characters, the jury are the ones who ask the questions. Once they have questioned the main characters, the jury are able to question the witnesses about the event. Finally, when everyone has had their say, the jury debate the event - the causes and consequences.

I really enjoy playing this game, although I prefer being a member of the jury and asking the questions as I get too nervous being one of the main historical characters! Games in general - and this one in particular - are, for me, a great way to learn history. You get so much more involved in the historical events when you look at them from this perspective and it stays with you longer. It also reminds you that, ultimately, history is all about the actions of ordinary people.

Part 2, Question 4 - Model Answer: Letter

Hi,

I'm writing to tell you one of my most embarrassing stories - it happened at the beginning of the school year. I had just started at a new school and I hadn't met many people or made proper friends, so when we were asked to prepare a short performance for a history lesson, I didn't have anyone to talk to about it.

The subject of the performance was slavery. I have always been really interested in history so I quickly got stuck in to preparing two monologues, one from the perspective of the slave and the other from the slave owner's point of view.

The day of the performance came, and I ended up going first. I stood up in front of the class, and performed my two speeches with as much emotion as I could muster - there were even a few tears. When I finished, there was a shocked silence. The teacher didn't know what to say, and I heard a few of the other students sniggering. I was really confused and sat down worrying that I hadn't performed very well. Then the next person got up and started doing their performance; and it was a simple, factual Powerpoint presentation!

I just wanted the ground to swallow me up! I barely knew these people and I had gone and made a complete fool of myself. We were just supposed to be doing presentations and I must have looked like a melodramatic show off with my monologues!

But actually, it ended up being quite a good ice-breaker. The teacher asked us to get into groups to discuss our presentations and I decided that instead of just ignoring my embarrassing performance, I would make a joke out of it. And it worked! I ended up making some new friends by laughing at myself.

Although it doesn't feel great to embarrass yourself, I do think that it is important to learn to laugh at yourself and not take life too seriously - so actually, embarrassing moments are quite helpful. They remind us that we are all human and are all capable of doing and saying silly things from time to time!

Best wishes,

Abigail Anderson

Test 2

Part 1, Question 1 - Model Answer: Essay

"Fairtrade", according to the first text, has become a commercial gimmick rather than a social enterprise - it is a way to sell products rather than a way to help farmers in developing countries. The second text, however, claims that "Fairtrade" is still all about helping the farmers and it is unfair for people to criticise these products just because they have become more commercially available, rather than an expensive niche product.

To an extent, I agree with Text 1 that "Fairtrade" has become a brand - it has become a well-known symbol and when people see the "Fairtrade" label on products, this is considered a stamp of ethical approval. It is an easy way for the masses to make ethical purchases; when there is the option of a product with a "Fairtrade" label, next to a product without such a recognised label, a large proportion of people will buy the "Fairtrade" item. Companies may well take advantage of this consumer tendency, but it should not be forgotten that they cannot have a "Fairtrade" label unless they are meeting certain ethical standards. I agree with Text 2 that the company should not be dismissed just because it has become popular and accessible - it should be celebrated that people are making ethical consumer choices by buying "Fairtrade".

The problem, as I see it, is that the strength of the "Fairtrade" brand means that other products which have been produced ethically may be overlooked, or their ethical credentials not trusted because they do not have the recognised label. For a product to be labelled "Fairtrade", farmers have to work as part of a plantation (which gives them a fair and steady income). However, it does not encourage or allow them to produce more expensive, specialist products. Farmers who do choose to specialise in this way will not be able to use the "Fairtrade" label, but it still might be an ethical product. It seems a shame that many people will overlook this because they only know about the big brand name of "Fairtrade".

Part 2, Question 2 - Model Answer: Letter

Dear Sir or Madam,

I am writing in regards to the planned expansion of the college library. As a student at the college, I have some suggestions for how I think the facilities could be improved.

Firstly, I believe that a useful addition to the library would be several small rooms which people can book, in order to complete group work. Obviously in the main library, people are not allowed to talk in order to create a quiet and focused study environment, but there are times when we are set group projects and it would be very useful to have somewhere to go to do this work other than the common room (which, as you can imagine, is not very quiet and focused!). Three or four soundproofed rooms containing a table and chairs for six people, perhaps with one computer, would be a popular addition to the library.

In terms of the existing facilities, I would suggest a rearrangement of the desks, and perhaps a new area of desks with plug sockets, for people who have brought their laptops to work on. The current desk arrangement means that people have to work in very close proximity and with little privacy. People are also more inclined to chat because the desks are so close together. If there was a way to separate the desks a bit more - perhaps with screens around them - then this would make it easier for individuals to concentrate on their own studies, as there would be fewer distractions.

Overall, I think the library is a really good resource for students - a great variety of books, always kept very neatly and in the correct order on the shelves, and all of the staff are very friendly and knowledgeable. The only improvements that I can suggest are creating better work spaces for the students.

Yours sincerely,
Amelia Harrison

Part 2, Question 3 - Model Answer: Report

Report on Basic Life Support training course.

I have just completed a week of Basic Life Support Training, which covered various aspects of first aid and how to respond to emergencies. The week-long course was very informative but the teachers were relatively relaxed and informal, which made this serious subject far less daunting.

One of the main focuses of the week was how and when to perform CPR. We worked in groups, role-playing an emergency situation to ensure that we knew how to act and what to say - for example when calling for help. The training centre had practice dummies for us to try CPR on (as you cannot try it on a person). These were very effective as they had a small light which turned green if you were doing it correctly and red if you were not pressing hard enough or if you were pushing in the wrong spot. Using dummies which could sense if you were performing CPR correctly were great for boosting people's confidence - the idea of performing CPR is quite intimidating until you have actually done it and know how it should feel.

The other great benefit of the course is that it was very specific to our working environment. Obviously, procedures such as CPR and Abdominal Thrusts (performed if someone is choking) can be used in any circumstance and are very useful skills to have for life in general. But when it comes to assessing an emergency situation for signs of danger, there are specific considerations which must be taken into account within a mental health hospital. Although to some extent these considerations are always relevant, they are not quite so significant elsewhere. Having these things explained was eye-opening - there were several dangers and potential consequences which can be very easily overlooked.

For this reason, I believe that receiving this Basic Life Support training is essential for all employees. It teaches skills which can be used in everyday life, and even more importantly, it teaches us to consider the very special circumstances which we work within. This training will make the workplace a safer place for everyone.

Part 2, Question 4 - Model Answer: Article

Helping Hand is a local group of volunteers, whose aim is to offer friendly and practical support to the elderly members of our community. Our main purpose is to provide practical help, which ranges from driving people to hospital appointments, to repairs around the home, to providing home-cooked meals. Basically, any task which an elderly person is no longer able to complete on their own.

However, we are not just about practical support - where someone no longer has a partner or family to offer regular emotional support and communication, we arrange and encourage local social events such as coffee mornings. We can also arrange a regular phone call or visit - anything from once a week to every day - to check on their health and provide a friendly chat. We want the local elderly people to feel like they are still part of the community, rather than experiencing the isolation which being less able to get around might cause.

We are always looking for new volunteers at *Helping Hand* and are grateful for any time that you can dedicate to our elderly community. There are no requirements in terms of how regularly you volunteer - if you can only spare a few hours once a month, then that is all that we will ask of you. Our aim is to create a strong community support network for local people, so it is enough just to know that you are willing to help when needed.

For more information, or to sign up as a volunteer, please email volunteer@helpinghand.co.uk.

Test 3

Part 1, Question 1 - Model Answer: Essay

What to do with criminals? It is a complex and controversial issue. The first text emphasises the need for punishment and deterrence, with prison a way of achieving both of these goals; it is a severe punishment to have one's freedom taken away, and the threat of this happening should serve as a deterrent for anyone considering committing a crime. The second text, on the other hand, considers prison a breeding ground for criminals. Rather than a place which teaches criminals the error of their ways, prison is actually a place where petty criminals can learn how to become professional.

There is some truth, in my opinion, to what the second text is suggesting. Depending on the individual and the circumstances, some petty crimes are probably better-punished if the punishment does not involve a prison sentence, surrounded by more serious offenders. If a person is young and impressionable, and they have committed a crime because they cannot see a better way of life for themselves, then allowing them to mix with these hardened criminals clearly has the potential to be counterproductive - they will be easily influenced and might see crime as their only option for the future (like the people they are imprisoned with). If, however, these criminals are placed in a prison which only contains people who have committed petty crimes, and the emphasis is on education and rehabilitation, then the chances are that they will not reoffend once they have been released.

This might not seem like a punishment - if anything, it is a reward for their crime, because they are being given the chance of a better future - and it certainly does not act as much of a deterrent. But I disagree with the strength of the first text's emphasis on these things. Deterrents have a limited effect - if a person is willing to commit a crime, then they probably do not care too much about the consequences. And I believe that it is better to give someone the opportunity of a better future, rather than lock them up with other criminals, who may sway that person into believing that the only option that they have is crime.

Part 2, Question 2 - Model Answer: Letter

Dear Mr. Mayor,

I am writing to you as a concerned citizen of Brenwich Town. Last Wednesday, I read an article in the Brenwich Herald which described the huge inefficiencies which exist in the way government money is spent. I was left feeling utterly disappointed that taxpayers' money is being used in such a careless way, which prompted me to write to you. I believe there are very clear areas where money can be better spent, as I will now endeavour to explain.

First of all, I would urge you to get your own house in order as it were. For example, are you aware that the Mayor's office has hired external consultants for twenty different projects in the last twelve months at a cost of £25 million? Yet, within the Office of the Mayor, there are 25 so-called experts in their field employed as consultants at a further cost of £5 million per annum. Surely, one or the other is not needed. As much as £25 million is, it seems to me, potentially being misspent here.

Another area of misspending is the contracting out of refuse collection services. Until three years ago, the local council employed its own waste management staff at a total cost of £50 million per annum. The contractors are presently costing £100 million - double the money. Surely, this represents a terrible misappropriation of public funds. The waste management department needs to be reopened urgently.

Finally, I noted in a recent newspaper article that the council has proposed raising the salaries of all members by 20%, which would effectively cost an additional £2 million a year. Now, I did some research and discovered that our councillors are already earning one-quarter more on average than any other council in the country. I suggest, therefore, a serious rethink on the salary rises - this would result in an instant saving of £2 million.

I do hope my suggestions are given the attention they deserve, and equally that this needless waste of public money will soon come to an end.

Yours,
Mauro Pla

Part 2, Question 3 - Model Answer: Report

Report on cost-effective language school improvements.

Improving the language school on a tight budget is an achievable goal - although high-tech equipment is out of the question, this is not the only way to improve the students' learning experience.

One of the key improvements which I propose is the creation of an informal study and student lounge. This would encourage students to study and socialise together, allowing them to practise their English in a relaxed and informal way. Speaking and engaging in conversations is one of the best ways for students to learn and gain confidence in their language abilities.

The spare classroom on the first floor would be the perfect location for this lounge. There are several spare desks which can be used for a study area at one end of the room, and then all the room will need is a fresh coat of paint - something colourful - as well as some comfortable chairs and a sofa. These could be purchased second-hand, in order to make it more affordable. Finally, a small kitchenette area, with a kettle for making hot drinks, could be added in the corner of the room, to encourage students to relax and make themselves at home.

My second proposal ties in with the first - within this study and lounge area, I suggest that a selection of books be provided. These would be both books designed for people learning English, and general fiction, at a variety of learning levels. Encouraging students to read English in this relaxed manner is another way to provide a better learning experience. This is also a very cost-effective improvement - the books can be second-hand or donated, and the collection will grow over time.

Part 2, Question 4 - Model Answer: Article

The Power of Online Resources.

In my studies, I have used a variety of resources to help my learning - but none have been as useful as the online resource which I discovered three months ago.

The resource provides two key services; suggesting relevant books and providing relevant articles on whatever you type into the search box. This is one of the best features of the resource, as you do not need to know exactly what you want - by typing in just one or two key words, the resource searches its huge database to suggest articles and books which include these words in the title or description. Alternatively, you can use the resource for more specific searches by filtering the results according to the area that you are researching, or the year it was published, and so on.

Another key feature, which I find particularly useful, is the 'Related Books and Articles' list which pops up next to the majority of the books and articles. This list comprises of books and articles which either contain the same key words or have been used by other people who have read the article or book that you have selected.

Finally, one of the online resource's most unique features (in terms of online databases) is the option to join an online community, where people can post reviews of the books and articles, as well as recommendations. Getting other perspectives on the texts can prove very interesting, and it is also somewhat of a timesaver - if someone has already read the book or article and found it to be unhelpful, or not about what you would expect it to be about, then it saves you the trouble of reading it.

The online resource is free for all registered students, and for everyone else the fee is very reasonable given the quantity of information which is provided. It is, for me, an essential resource for my studies because it introduces me to so many different writers on the subjects that I am studying. It has definitely enhanced my education to be recommended and provided with such a wide range of material.

Test 4

Part 1, Question 1 - Model Answer: Essay

Is the prevalence of computer technology and social networking a trend which is destroying the youth of today's ability to interact and communicate in person; or is it a positive step forward which is making today's youth more aware and engaged in the world? Text 1 claims the former, stating that young people today spend so much time online that they can no longer express themselves properly, due to a lack of genuine social communication. Text 2 insists on the latter argument, claiming that in this increasingly connected world - in which we can talk to anyone, anywhere, at any time - young people are better informed about the world and more aware of their place in it.

Online social networking does have its flaws; although people are able to keep in touch more easily with friends and family, the reliance on websites like Facebook can mean that people do not actually see each other and engage in person. It becomes all too easy to rely on status updates to know what is happening in peoples' lives, rather than talking to them directly, and this is a shame.

However, although I think that there is some truth to Text 1's argument, I am more inclined to agree with Text 2 and see the development of computers and social networking as a positive thing. The easy nature of communication and the wealth of accessible information mean that today's youth are able to be more engaged and active citizens than previous generations, should they choose to be. Young people have the potential to engage in the world in new and exciting ways - an effect of social networking which should be celebrated.

Part 2, Question 2 -Model Answer: Review

Mary King: The Autobiography - Review

For anyone interested in horses and eventing, this book is sure to act as an inspiration. Mary King is one of the UK's best and most successful eventers, having won Badminton in 1992 and 2000 and competed in six Olympic Games (five at the time of this book being published).

There is an expectation that professional riders will come from very wealthy and privileged backgrounds - horse riding is an expensive sport. One of the reasons that Mary King's story is so inspirational is because she had a much more modest upbringing. Her success can be attributed to her talent and hard work, rather than money and family connections, which serves as a powerful message for today's youth.

I particularly enjoyed reading about the many competitions which she has participated in - as an avid viewer of eventing competitions, I found it fascinating to see these events from the perspective of a competitor and understand what it is really like to take part. Mary seems to have a very healthy attitude towards competition - whilst she is clearly focused and determined, she is also accepting of defeat and does not seem to dwell on disappointment, always looking to the future instead. This attitude sends a very positive message to any young readers who are interested in sport - it shows that it is not necessary to be ruthlessly competitive in order to be successful, as well as demonstrating how to accept defeat gracefully.

Mary King's autobiography is an engaging read for people of all ages - all you need is an interest in horses and the eventing world. However, her hard-working and determined character, coupled with her refreshingly healthy attitude competition, make this book perfect for any young person interested in sport. In particular for young riders who do not come from a privileged background, this book can provide the inspiration and hope needed to see that it is possible for anyone to become a professional rider if they work hard enough.

Part 2, Question 3 - Model Answer: Article

Lesser-known beauty spots: my alternative holiday destination.

When you think of an adventure holiday, you probably don't think of Morocco, which is best known for its imperial cities, bustling souks and rich culture. But for a holiday filled with outdoor adventures, including water sports and mountain cycling, Morocco is my favourite destination thanks to its beautiful scenery, cheap prices and - best of all - the lack of other tourists.

Essaouira is located two and a half hours west of Marrakesh. This coastal city is home to a stunning beach, which is broad, long and perfect for kite and wind surfing thanks to the high levels of wind. It is even more ideal for a kite and wind surfers because it naturally caters for a range of experiences - for beginners, there are four kilometres of slightly descending beach which provides long, gentle waves; for more advanced wave riders, there are bigger waves further along the bay that can reach between one and two metres. It isn't a beach for sunbathing, which is perhaps why it is not such a well-known tourist spot, but this just makes it all the better for water sports as you have the whole beach to yourself.

If water sports aren't your thing, there are loads of other outdoor activities that you can get involved with in Morocco - such as mountain-biking in the Atlas Mountains. This can either be on an organised cycling holiday, or you can just hire a bike and go exploring - either way, the scenery is beautiful and diverse.

Morocco is a beautiful and exciting country to visit, but because it is so well-known for its cities and shopping, the potential of its landscape is largely unexplored by tourists: which is why it is my favourite destination. In my last holiday there, I enjoyed the waves with some kite surfing in Essaouira, spent a day quad biking across the sand dunes then travelled to Marrakesh, where I hired a bike and set off into the Atlas Mountains. It was the perfect two weeks of adventure and action, and because I only went to these lesser-known locations, I got to enjoy my surroundings without the crowds of tourists found elsewhere.

Part 2, Question 4 - Model Answer: Report

Careers Fair Report

Last week's careers fair was, by all accounts, a resounding success. With over fifty local and international education institutes, offering over two hundred different courses, the event was attended by almost five hundred young people.

The courses on offer varied hugely - there really was something for everyone, which was one of the fair's biggest strengths. It is important for young people to realise what a wide range of options they actually have, as there can be so much focus on university and traditional subjects - like English, History, Law or Maths - that, for those who are not interested in taking this route, it can seem like there is nothing out there for them. There were several courses on offer at the careers fair which were at the more unusual end of the scale, such as Aircraft Maintenance and Repair, Criminology and Textiles and Surface Design. Such courses cover the types of topics which young people might have an interest in, without realising that it is possible to study them - and herein lay the strength of the careers fair. It introduced young people to the many opportunities which they never knew they had.

Careers fairs allow school leavers to learn about the variety of options which they have for their future - not only the different types of courses, but also the specific details of these courses, as they get the chance to speak to representatives from each educational institute. No two courses are ever the same, as it is up to the individual institute to design and deliver the course and this will depend upon the faculty members - they will teach what they specialise in. Learning about the details of what a course involves is particularly important for young people as they need to be sure that it is the right course for them. Perhaps the only disadvantage of having such a large and diverse careers fair is that it can be quite overwhelming - there are so many different courses to discover that many people become focused on just one or two subjects that they think they want to study, making it easy to miss the potential of other, more unusual, courses.

Test 5

Part 1, Question 1 - Model Answer: Essay

Is participation in sport important for young people? Are the benefits of playing sport confined solely to the sporting arena?

Some people would argue that involvement in sport is as critical to young people's development as is their school attendance. After all, through experiencing sporting success and failure, young people can learn to better cope with both these eventualities more effectively in life in general. Moreover, cooperation is at the very heart of sporting achievement, just as it is success in the workplace - both at team and individual level. Indeed, little is gained in life without hard work and a steely competitiveness - lessons we first learn on the playing fields. Clearly, sport has much of value to teach us about life in general.

Yet young people seem to be turning away from the sporting arena in their droves, preferring to slouch in front of the T.V. or sit hunched up over the computer instead. And as they continue to do so, their physical health will become more and more compromised, until, at some point, the alarm bells must surely start to ring.

But who is to blame for their sedentary ways? I'm afraid the finger points squarely at their supposed role models - and parents specifically, who, all too often, can themselves be found slouching in front of or hunched over the very same screens their children sit riveted to. Is this just the modern way of living?

Well, if it is, we had better collectively have a rethink about our lifestyle choices. Otherwise, before you know it, the tubby, sofa-loving generation will be all grown up and cursed for life by the health problems that riddle the clinically obese. We must encourage the young to take to the playing fields again; thereon lie both the solution to the obesity epidemic and a wealth of life skills just waiting to be learnt.

Part 2, Question 2 - Model Answer: Review

Bite the Apple

Bite the Apple is Rowan Donal's latest directorial project, and arguably, if some of the early reviews are to be believed, his best yet. Starring Mel Rocky and Ash Foote as a love-struck teenage couple (Jackie and Ray) who embark on a voyage of discovery together, Bite the Apple focuses on all the temptations put in front of young people today and what happens when the lure proves too strong to resist. So, is the hype justified?

Well, in this writer's opinion, yes. Donal has excelled in casting two of the most gifted young talents in Hollywood, and in basically adopting a hands-off approach and allowing the pair's natural onscreen chemistry to shine. This tale is both believable and compelling - hugely so.

Jackie and Ray meet when they both get summer jobs working at a local diner. They make an instant connection and fall head-over-heels in love. Following a whirlwind romance, they secretly get engaged. For the first twenty minutes or so, this is the stuff of fairytale, but then reality bites.

The day before they are due to go back to school, Jackie discovers she's pregnant and all hell breaks loose when her parents find out. Her father threatens Ray and warns him never to come near his daughter again. Ray, meanwhile, distraught at being kept apart from his beloved, turns to drugs to cope with his emotions - he has little else to turn to as his parents are immersed in a bitter divorce battle. Once among the most promising students in class, he becomes a drop-out and his life slowly begins to fall apart. The fairytale quickly turns into a nightmare.

This is a must-see for all young people over the age of 15. It deals with problems that are real and that unfortunately affect many teens every day: family problems, social problems, school problems, personal problems, you name it. It deals with real issues to which we can relate and there is no Hollywood trademark 'happy ending' - but there is hope; and that, after all, is the fuel of life.

Part 2, Question 3 - Model Answer: Article

Let there be Light

We tend to take it for granted these days; after all, the mere flick of a switch and whole rooms light up - easy! But try to imagine what life would be like without the humble light bulb and suddenly things fall sharply into perspective. Truth be told, we owe Thomas Edison and the other pioneers of incandescent light a great debt of gratitude.

From the moment the light bulb began to be mass produced, our lives forever changed. Gone were the fiddly candles and dim oil lamps of old, and in their place was an intensity of light the likes of which had until then been confined to the daytime. The future really was looking bright!

Programmable street lamps transformed night-time no-go areas into safe inner-city locales; headlamps on motorised vehicles enabled people to venture out at night; multiple rooms in the home could be lit up at once; darkness was no longer a barrier to recreation, and the fire risks synonymous with the open flames of candles and oil lamps were soon a thing of the past. The light bulb completely transformed our everyday existence.

Sure, you can argue that there are other far more important inventions and discoveries, like the computer microchip or the mapping of D.N.A., but you can bet your bottom dollar that good lighting was one of the prerequisites for the conducting of the research which made these breakthroughs possible. Light, you see, is the unsung hero, and when scientists work late into the night, intent on finding the next big innovation or cure, they would do well to remember the debt they owe to the humble bulb - we all would.

Part 2, Question 4 - Model Answer: Report

To: Webmaster
From: Ed Haugh
Date: 30th July 2015
Subject: the Laselton Study-abroad Fair

The purpose of this report is to highlight some of the viable options open to financially-constrained students who want to enrol in study-abroad programmes, as well as to assess the usefulness of the Laselton Study-abroad Fair in general to students looking for more information on such opportunities. In order to produce this report, it was necessary for me to attend the Laselton Study-abroad Fair 2013, which took place in the Resdon Hotel (12th and 13th March).

Options open to financially-constrained students:

(a) University-sponsored exchange

This option is open to students who are presently attending domestic third-level institutes. Many of the country's universities run schemes whereby their students effectively swap places with students from foreign universities for a semester. Such students are expected to cover their own day-to-day costs, but expenses such as college fees and accommodation are covered by their home university. The drawback is that not all students qualify.

(b) Scholarship

Scholarships are typically grade dependent and are available to second-level graduates applying to go to university for the first time. Many foreign universities accept a limited number of overseas students on such schemes.

(c) Student Loan

A student loan will cover the cost of college fees, accommodation and day-to-day expenses. However, if and when you start earning after you graduate, repayments will automatically be deducted from your pay.

The Laselton Study-abroad Fair

The presence of more than 200 exhibitors at the fair meant that ample information was available to attendants wishing to enquire about study-abroad opportunities. Not only were the various application procedures well-explained, but the pitfalls of and challenges to studying abroad were also highlighted.

In summary, if the Laselton Fair is anything to go by, events of this nature are extremely helpful in informing young people about their study options. What is lacking, however, is non-grade-dependent support for those who would like to study abroad but who cannot afford to.

Test 6

Part 1, Question 1 - Model Answer: Essay

Should mummy stay at home? How does having two working parents affect kids? Well, there is conflicting research which seems to suggest that either children whose mothers care for them full-time from birth or children of two-working-parent families develop more quickly and successfully. So which is it?

A group of scientists in Denmark is convinced of the virtues of having two working parents. According to their research, children from such backgrounds quickly mature and grow in confidence, giving them an edge over their mollycoddled peers, and increasing their chances of succeeding in their adult lives. Among the desirable traits they develop are superior proactivity and drive, as exemplified in the greater likelihood that they will have part-time after-school jobs.

That said, evidence has consistently been found which points to the very important domestic role a mother has (or should have) when it comes to her children's upbringing. Proponents of the stay-at-home mum claim that her children also develop more speedily and confidently. They argue that it is irresponsible of mothers to work, unless they must do so out of necessity.

Perhaps the truth lies somewhere in between these two extremes. Perhaps children benefit and lose out to a degree in both scenarios. And perhaps that is why a different approach is needed. Intuitively, we understand that it is a good thing for parents to spend time with their children, so I think it is fair to say that, where possible, efforts should be made to do so.

However, in the world we live in today, financial pressures see both parents in many families having to work, whether they like it or not. So, instead of making mum feel guilty, perhaps the focus should be on getting both parents to spend more time with their children. By sharing the workload in this way, it is surely easier for both mum and dad to juggle their jobs and parenting obligations.

Part 2, Question 2 - Model Answer: Review

Healthy Meal Alternatives

Even if you're not dieting or detoxing, odds are your friends are. Don't let your social circle stagnate; instead, you could organise nights out at restaurants that won't lead anyone astray. Whether you're looking for calorie-conscious menus, determined to dine out in a more sustainable way, or just striving for a bit of inner harmony. In this review I'm going to tell you about a recent visit to one such restaurant called La Gondola.

Ideally situated in the heart of London, the restaurant's decor creates a relaxing atmosphere. With a large availability of healthy options, the menu offers sprightly starters such as octopus, salmon and prawn cocktail with low-fat mayonnaise. Well-dressed salads which share centre stage with meat-free pasta dishes. Several wholemeal risottos are also available at this virtuous Italian vegetarian restaurant.

I found that most of the ingredients are organic and the 'body as temple' philosophy is well grounded. There's a wide choice of grains and I particularly enjoyed the pan-fried spelt cake. The crispy aubergines and salsa verde looked very appetising. Also keeping things 'green' with pennette pasta, healthy broccoli and tofu.

What's more, the wine list is wholly vegetarian or vegan. Dishes such as roasted lobster with ginger, chilli and garlic should keep you on track for the main course.

Unfortunately, not all that's available on the menu would I consider to be a healthy option. You will need a hefty willpower to turn down the puddings such as chocolate tart with salted caramel ice cream and honeycomb!

Overall, I would consider this be the ultimate dining experience without expanding your waist line. I would definitely recommend La Gondola as a healthy-eating and feel-good restaurant.

Part 2, Question 3 - Model Answer: Letter

Dear Sir or Madam:

I am writing with reference to the ski holiday I booked through your company in December of last year - ten days in the French alpine resort of Courchevel, from February 16th to 25th.

My colleagues at the office and I had been so looking forward to this trip. Sadly, however, we have been left with a very bitter taste in our mouths and we feel thoroughly let down.

For a start, our much-vaunted accommodation did not by any stretch of the imagination live up to its billing. It was described as 'a luxurious chalet in the heart of the resort village, offering ski-in, ski-out convenience'. The term 'shed' would have been more fitting, and, speaking of fitting, how on earth were all eight of us supposed to fit in there? It was cramped and tiny - and not in any way luxurious according to the conventional understanding of the word.

And sadly we are but at the iceberg's tip; I have yet to come to the resort itself, your description of which was wildly inaccurate. First off, we were told it was 'a large, self-contained ski village'. Well, what greeted us was more like a ghost town, with just a handful of empty chalets evident. The actual town of Courchevel (which we were led to believe we would be staying in), and the nearest shop for supplies, was a good five-mile hike further up the mountain. And, to make matters worse, we didn't have a car.

I hope I have painted a clear enough picture for you of the farce that unfolded during our stay in France. But, in truth, this is no laughing matter. I am bitterly disappointed, as are my colleagues, and we demand a full refund of our booking.

Should you fail to act quickly in complying with our wishes, rest assured my solicitor will be in touch.

Yours,

Siobhan Ferguson

Part 2, Question 4 - Model Answer: Article

Crime Pays

Youth crime is, sadly I have to say, rampant in my neighbourhood. Just yesterday, a gang of young hooligans sprayed graffiti all over my garage door before forcing their way inside and hotwiring my car. The police found it burnt out some five hours later in a suburb of Manchester, 60 miles away. This was not an isolated incident.

Incidents of youth crime first spiked late last year, coincident with a local police initiative called Operation Spider Web - a campaign to remove hardened criminals from our streets once and for all. The campaign was a tremendous success, but, sadly it seems, lazy, opportunistic youths have been only too willing to fill the gap left by the vacating crime lords. Admittedly, the economic situation hasn't helped either. There are few jobs around, and the reality is that crime is one of the few things that really does pay. For some youths who are supporting their families, they have been pushed into the criminal underworld out of financial necessity.

Now if only the police could have been as successful with these young people as they were in Operation Spider Web. But their mistake was to treat them the same way as the hardened criminals they had replaced, incarcerating them for misdemeanours that warranted little more than a caution. And by the time they were released from prison, they had been transformed into seasoned pros - career criminals. Now the problem is out of control.

What needs to be done is clear: if these young people are to have any chance of escaping from the grip of the criminal underworld, they must be equipped with skills that will make them employable. That means investing money into training programmes - and instead of imprisoning young offenders, they should be put into these training schemes. Otherwise, we condemn such young people to a non-future of crime and violence.

Test 7

Part 1, Question 1 - Model Answer: Essay

While there are obvious benefits from living longer lives, longevity is now becoming a serious issue as we can see from the first text. Not only for governments and individuals alike but stretching resources to the limit. Many now face possible financial risks of running out of retirement resources and struggling to live independently. In times gone by, as mentioned in the second text, it was considered commonplace for the elderly to continue living with their grown-up children.

In pre-industrial times, deaths at a young and middle age were common and life spans over 70 years were comparatively rare. This was not necessarily due to genetics but because of environmental factors. Retirement is a fairly recent phenomenon. For most of history mankind worked until they were physically unable to work anymore and death was typically not long afterwards. For those who could not work, family members were pretty much the only option for survival. Today, with more and more women going out to work, single parents, and a completely different social structure the whole dynamics of the home has changed.

Many are left struggling with the financial burden of astronomically priced private care homes. Grown-up children often feel guilty that they have less available quality time to spend with their ageing parents.

In countries that provide healthcare and welfare systems, governments are now faced with the huge challenge of revaluating already weakened pensions and care for the elderly. But still today, in countries with poor welfare systems and despite the difficulties of living under one roof, families have no option but to care for their parents.

Part 2, Question 2 - Model Answer: Review

A Room with a View

Just back from a two-week holiday in Bermuda, I am absolutely delighted with how it all went, with one fairly major exception - I found the accommodation very subpar. It didn't exactly ruin my holiday, but it did leave me feeling like I'd been had. Where to begin...

When booking my holiday, I had stipulated that I wanted a room with a sea view, so you can imagine how surprised I was when ushered into some rather grimy, basement-level quarters on arrival. 'This is not good', I thought. Apparently, the hotel had overbooked and hadn't seen the need to perhaps accommodate the unfortunate few whose room requirements could not be met in another establishment, reasoning that they would be quite content in the dark confines of the basement instead.

Well, anyway, the kids and my wife, Rosemary, had been looking forward to this vacation for ages, so, rather than let the prospect of our sleeping arrangements for the next fourteen days dampen our spirits, we determined to spend as little time as possible actually in the room so that its condition - rank, rotting, cramped and damp though it was - would be of little consequence.

'Hop to it, kids', I said. 'Come on, Rose. You, too. Let's explore this five-star hotel of ours then. I say we start with the pool'. And we did - though more's the shame for it was, well, conspicuous by its absence. Apparently, we were informed, it was undergoing rebuilding work. As indeed was much of the entire east wing of the hotel - great! So no gym, casino, spa or crèche either then. The hotel should not have been open in this condition and we were benefitting from only about one-and-a-half of its acclaimed five stars.

We ended up having a whale of a time on the island in spite of everything, but readers be warned, the Rossborough Hotel is as shady as they come. Avoid it.

Part 2, Question 3 - Model Answer: Letter

For the attention of the Crèche Owner

Dear Sir/Madam,

Reference: Crèche Assistant and Play Worker

I am writing in response to your request for a character reference for Tina Brown. As her personal friend and previous employer, I have known Tina well for the last five years and I am more than happy to provide this information.

I feel that Tina would be particularly suited to the above position. Tina is a patient and understanding person. She is well qualified having a diploma in childcare and education in which she took a distinction.

Tina has previously worked in several successful childcare fields gaining a lot of valuable experience with young children. She has the ability to handle even the most unruly of children with ease. Tina was employed by myself at my private childcare facility two years ago. She gained her reputation and proved to be a wonderful member of staff until she decided to leave to start a family

Tina is a hard working and reliable employee. After happily raising her own child for the last two years, she is now ready to get back into the work force and a part-time morning position would be most suitable for her. In addition to being organised, Tina has very good social and communication skills which, I feel, is a necessary attribute when dealing with parents, especially overly anxious ones! She would be an ideal addition to your crèche.

Overall, with all of Tina Brown's positive qualities, dedication and experience I feel that she is ideally suited to the position of assistant and play worker. If you would like any more information, please do not hesitate to contact me.

Yours faithfully
Ms Sylvia Parish

Part 2, Question 4 - Model Answer: Report

Improving Customer Service

Introduction

This report has been put together after conducting a feedback survey on how we could possibly improve our levels of customer service. We don't want to be dismissive of any customer complaints but feel it represents a genuine opportunity for our business to improve its service.

The Feedback Survey

On request of the company manager a feedback survey has recently taken place. As a company, we feel it's important to hear what our customers and clients think about our services. With the results and feedback from the survey we hope to make a continuous and contentious effort to improve the quality of service that we provide.

The Survey Results

As we saw from some of the feedback not all of our customers were entirely happy with the service provided. Some customers felt that employees could show more enthusiasm and motivation. There were several comments made about a lack of communication between staff. It was also noted that at times our service was 'slow' and a couple of members of staff 'didn't seem to care'.

Underlying Causes

Behaviour breeds behaviour and happy staff lead to happy customers. Some employees have felt undervalued and have complained at not having clear job descriptions and feedback from us. This has therefore led to some misunderstandings and a lack of communication. Our employees need to know what we expect from them.

What Can Be Done to Improve Things?

We need to build a sense of pride in our company. Training and coaching our employees would ensure that the service is consistently good. Everyone is a link in the chain. Providing friendly, helpful customer service is not only crucial to a successful business but also to building a loyal customer base. Complaints should be handled courteously and swiftly. Making sure that our business has an established procedure for dealing with customer complaints and that it is known to all of our employees.

Test 8

Part 1, Question 1 - Model Answer: Essay

The two texts talk about lying and are presented from two different perspectives. From the one perspective, although honesty is generally believed to be the best policy, as the saying goes, lying is actually integrated into almost every aspect of everyday living. In the first text lying is viewed in a more positive light. While in the second text, lying is viewed as being more deceitful and dishonest.

Reality is, unless we are completely naive, and it's no surprise to most of us, that there is so much dishonesty. Quite often, it just seems so much easier to lie, or 'bend the truth a little', rather than 'rock the boat' or face the truth head on. Could this be that fear lies behind so many 'white lies'. Or could it be the fear of hurting someone, for example, or just being 'polite' and trying to keep the peace. It's quite funny in a way how many consider honesty a virtue, yet, somehow they don't want to hear the truth. Salespeople and politicians, to mention but a few, are renowned for their deceptive and misleading smoke screens. Yet being aware of this, it still seems to be an acceptable part of the mechanics of life.

On the other hand, lying can be extremely damaging in the long term. Many relationships are destroyed due to the lack of trust created by constant lying and untruth. While some people have a natural ability to detect who is telling the truth and who is not, most are not immune from being deceived. So is honesty really a virtue or is it that we just don't really want to hear the truth?

Part 2, Question 2 - Model Answer: Review

3D Film Effects

Three dimensional or stereoscopic films of motion pictures is the latest in technology which enhances the illusion of depth perception when viewing a 3D film. Belonging to an English-language film club, I recently had the pleasure of the 3D experience!

I have to admit that I was slightly put off when the first 3D films came out, probably sometime in the early 80's. I think it was the thought of having to wear those archetypal 3D glasses, with the red and green cyan-coloured filtered lenses. I always felt it made the audience look like they were in a trance of some sort and I wasn't convinced that the effects would actually add anything. But, since the introduction of blu-ray 3D films, 3Ds in general are becoming more and more successful, especially in the last ten years and I too was becoming more curious.

Overall, I have to say, it was a positive experience. The pictures were exceptionally deep and the colours were lively and vivid. The film was extremely realistic. With the latest filming technology, which presents two individual images simultaneously to each eye and provides stereoscopic vision to the viewer. It really enhanced the perception of depth in the image. I felt almost tricked into feeling that the objects in the movie were extending out from the screen.

Some viewers have complained of headaches and eyestrain after watching a 3D movie. I found it to be very enjoyable and can say I felt more than well after the film.

After my experience of watching a 3D film I would definitely recommend them. I feel that it really enhanced the whole experience of the movie.

Part 2, Question 3 - Model Answer: Letter

Dear Editor,

After reading your article regarding the plans to develop a local park near my home and build a supermarket and parking lot I have decided to write you a letter expressing my opinion on this matter. I would also like to take the opportunity to address the likely effects that this development will have on the local community in the short and the long term.

Firstly, much criticism has been expressed by several environmentalists at the prospect of the trees that will be cleared away to make room for the proposed shopping centre and parking lot. The trees are a safe and natural habitat for a large variety of wildlife. There have been several sightings of rare birds in the area and this could be a huge threat to their survival. I feel that this is a serious issue that should most definitely be addressed and taken into consideration. A possible solution needs to be put forward and reviewed.

Secondly, the opening of a new shopping centre would create a lot of traffic congestion in the area. This could lead to a possible increase in pollution.

On a more positive note, the new development would be an excellent opportunity to create more needed jobs in the area. This, of course, would be very much welcome, especially in the present climate.

Finally, although the shopping centre will present some challenges, I feel that if this can be overcome by presenting some reasonable solutions, then the new development will be more than welcome by the local residents.

Yours faithfully

Member of the local community

Part 2, Question 4 - Model Answer: Report

Cheating in Exams

Introduction

The purpose of this report is to highlight reasons why students cheat in exams and their views on the subject. Also what would be considered a 'fitting punishment' for cheating and what could be done to discourage this behaviour in the future.

Why do students cheat?

Some students cheat because they're busy or lazy and want to get good grades without putting in the effort. Others might feel that they can't pass without cheating.

Another reason is pressure from parents to get good grades and be 'top of the class'. Some students are overloaded with extra activities outside school and are just too exhausted and burnt out; so, to avoid disappointing their parents they choose to cheat instead.

It could also be a case of a student being sick or upset about something the night before the exam.

What are the students views?

The majority feel that it is an immoral way of achieving a goal and it's wrong to break the rules. Several students quoted "you are not cheating the teacher or the school, you are actually cheating yourself."

Many viewed it as embarrassing and shameful. While a handful of cheaters thought that they were being clever!

What would be a 'fitting punishment'?

In the case of a student cheating, the results should be withheld and no final certificate should be issued initially. The candidate should be informed and asked to give a statement. All the information should be carefully considered by whoever is responsible for the exam administration.

Before a student is disqualified, a procedure should be designed to ensure that all decisions are consistent, fair and based on the fullest information available.

What can be done to discourage cheating?

Students should be encouraged to talk to a teacher if they are facing any problems managing their studies. We can give positive guidance for students and parents alike on the importance of a healthy balance between school, study and out of school activities.

Choosing to play fair and honest can help students to succeed and feel proud!

Succeed in Cambridge Proficiency

JUSTIFICATION OF THE ANSWERS - READING - PAPER 1

Test 1

31. The answer is B. Par. 1, Line 4: 'The wildcat kitten I had, proceeded to show me that, as far as it was concerned, I was a mere tyro [a tyro is a beginner or novice; someone not yet very skilled – clearly this is someone inadequate] at the game. It was so lithe, quick and strong for its size that after half an hour struggling, I felt a total failure [clearly, if he felt a failure, he felt inadequate].' A, C and D are, therefore, wrong.

32. The answer is D. Par. 1, 6th-last Line: 'The thing that really irritated me was that the kitten had – as I knew to my cost – very well developed teeth [so not B], and there seemed no reason why it should not eat and drink of its own accord [so not A], but, in this stubborn mood, I knew that it was capable of [capable of – so it hadn't yet] quite literally starving itself to death [in other words, it could starve itself to death if it wanted to, but it hadn't done so yet, confirming D].' Furthermore, it was 'lithe, quick and strong', which suggests C must be wrong; an animal in a state of starvation could not be quick and strong.

33. The answer is B. By the process of elimination ... Par.2, Line15: 'The best thing to do is build an entirely new cage, and into this you introduce the weaker of the two animals [the less aggressive one – the tabby]. When it has settled down, you then put the stronger one [the aggressive wildcat kitten] in as well. The stronger one will, of course, still remain the dominant animal [so D is clearly wrong, and since the writer says nothing about A being correct, we can guess that it is also untrue on the basis that the second animal remains the more aggressive one], but as far as it is concerned it has been introduced into someone else's territory, and this takes the edge off any potential viciousness [takes the edge of the viciousness – in other words, makes the second entrant slightly less aggressive – the second entrant, not the first, ruling out A].' C is clearly a distractor. There is no mention of this reason; besides, the writer feeds the two cats together when they have been both introduced to the cage. B is the only remaining answer and is therefore correct. He put it in because while it would still remain dominant, it would not be as aggressive as would be the case if the roles were reversed.

34. The answer is D. 'The tabby was delighted. It came forward to the angry intruder and started to rub itself against its neck, purring loudly. The wildcat, taken aback by this greeting, merely spat rudely and retreated [it spat and retreated, so it rejected rather than welcomed the newcomer, confirming D and ruling out the other three options] to a corner. I covered the front of the cage with a piece of sacking and left them to settle down.' A could be mistaken as the right answer but for the fact that the question asks how the wildcat **ORIGINALLY** reacted, not how it reacted later when the two cats were allowed time to get used to one another.

35. The answer is C. It was the moment at which the writer would see if his plan to get the wildcat kitten to drink milk was going to work or not, so C is clearly correct. A is wrong because if anything the tabby was going to encourage the wildcat to eat, and so it proved: '... eventually the noise the tabby was making over the meat and egg ... attracted its [the wildcat's] attention'. B is clearly wrong as at this stage the two animals were already 'side by side' and had long since stopped being antagonistic towards each other. D is also clearly wrong; the focus of the follow-up paragraph is on eating. Besides, the cat had already begun to be less aggressive towards the writer – 'the wildcat, instead of spitting at me as it had done up until now, contented itself with merely lifting its lips in a

warning manner' – so there is no reason at all to believe the threat of attack was now greater.

36. The answer is D. 'The wildcat stood pondering for a moment [so it wasn't at ease, ruling out C and confirming D] and then, to my delight, sank down by the plate and started to eat. In spite of the fact that it must have been extremely hungry [so it was hungry, ruling out A], it ate daintily, lapping a little raw egg, and then picking up a morsel of meat, which it chewed thoroughly [which you wouldn't do if you disliked your food, ruling out B] before swallowing.'

37. The answer is H. The previous paragraph refers to 'twenty inches of snow [a big storm, then]' and calls the event the 'Surprise Storm'. This paragraph refers to what the writer does in the event of 'big storms [just like the one introduced in the previous paragraph]' and the fact that the inadequate forecast [referred to in the previous paragraph] was made up for by the live coverage.

38. The answer is C. The previous paragraph talks about how a forecaster was unwilling to contradict what computer models were predicting. This paragraph talks about there being no advisory [or weather warning] for the storm because of computer models, and the irony in the fact that a week previous the NWS had been bragging about its new super computers which would bring more accurate forecasting. This leads nicely into the paragraph which follows, which discusses the beginnings of weather-data collection – from the super new to where it all began.

39. The answer is G. The previous paragraph talks about how TV weather presenting has changed in recent years, with live pictures and more dramatic reports. This paragraph continues the theme of change: 'In some respects, these broadcasts [the weather reports just referred to at the end of the previous paragraph] seem more like news than like weather [so they've changed a lot]...'. The paragraph ends by comparing weather reports to politics- and sports-events-reporting in coverage style. The following paragraph begins: 'The weather Channel acknowledged this [this being the change in coverage style referred to in Par. G] in a recent ad created by Chiat/Day which depicted weather enthusiasts in the guise of sports fanatics [further reference to the comparison between sports and weather, continuing the theme of Par. G]...'

40. The answer is B. The previous paragraph talks about the ever-growing number of weather-related news stories. Par. B then goes on to discuss what it was like in the early-to-mid-90s, and how weather news became more and more popular as time went on. The subsequent paragraph continues to speak of this rising trend – 'the weather's upward climb in the newsworthiness...'

41. The answer is F. The previous paragraph talks about the creation of 'a hot market for weather-related disaster stories'. F begins: 'This is not such a new market, though [clearly referring to the already mentioned market for weather-related stories]'. And then it goes on to discuss more novels such as 'Remarkable Providences', in addition to the ones discussed in the previous paragraph.

42. The answer is A. Heat and how hot it has been of late, is discussed in the preceding paragraph. Par. A then continues the discussion: 'But heat doesn't do particularly well on television [which is a reference to a point first made at the beginning of the previous paragraph about how certain kinds of weather get more attention than others]...'. Also, A finishes with a complaint: 'You usually hear about drought only when some rain event comes along to end it.' And the next paragraph begins: 'This is an old complaint [referring to the complaint mentioned in Par. A]'

43. The answer is E. The paragraph talks about there being only one 'tangible threat' in these 'peaceful, prosperous times' – the weather. And the next paragraph continues: 'However grateful we may be for this lack of danger [referring to the lack of threats highlighted in Par. E].'

44. The answer is C. 'Although Grace's death is linked to the rape, Beth, who is unaware of this, questions her involvement in [asks herself if she is responsible for] the death of her daughter. 'Could I have prevented it?'

45. The answer is A. 'Both books sit happily on the shelf labelled "postcolonial literature," but such careless sweeps of the categorising tongue are exactly what such authors are attempting to avoid. Their works don't reinforce the boundaries, leaving readers feeling warm and cosy. Colonialism, precolonialism and a whole set of other blunt "isms" can be argued as being explored by these authors [there are many topics being explored].' In other words, the books are hard to define or categorise.

46. The answer is E. 'By introducing Purple Hibiscus with the sentence 'Things fall apart', Adichie is immediately paying homage [paying tribute] to Chinua Achebe's same-named novel published in the mid-twentieth century'.

47. The answer is B. 'Nonetheless, the precolonial uttered in the colonial tongue renders that colonial tongue as being somewhat altered in the process. The colonial tongue both makes and unmakes itself by using the same tools [the language] for different ends [in different ways].'

48. The answer is E. 'Indeed, in Things Fall Apart, church missionaries come to the hamlet to 'save them from hell and damnation' and Okonkwo, the head of the hamlet, is immediately distrustful. He is closed to change as is the Catholic 'colonial product' of Eugene in Purple Hibiscus.'

49. The answer is D. 'The colonial figure [1st elder] is dead; he doesn't present ways of being to his children that seem acceptable to them; he is too violent, too dominating for their generation. But, as well, Papa-Nnukwu, [2nd elder] who is adored by his grandchildren, seems like an inadequate role model...'

50. The answer is B. 'With Nigeria having been a colony of occupation [1st Type], as opposed to the settler colony of New Zealand [2nd Type].'

51. The answer is A. 'Once Were Warriors was written by a Maori New Zealander, Alan Duff, in 1990 and has since met with international acclaim through the silver screen [the silver screen is a phrase which has come to mean the movie industry or movie theatre in general].'

52. The answer is C. 'Why does the young girl have to die? Is it to highlight injustices [death's role] in the Maori community, to make the community, to an extent, stand up and demand to be heard?'

53. The answer is A. 'Both books sit happily on the shelf labelled "postcolonial literature," but such careless sweeps of the categorising tongue are exactly what such authors are attempting to avoid. Their works don't reinforce the boundaries, leaving readers feeling warm and cosy. Colonialism, precolonialism and a whole set of other blunt "isms" can be argued as being explored by these authors.' So, as many different areas are being explored, the exact subgenre of colonialism being dealt with is very unclear.

Test 2

31. The answer is C. Par. 2: 'That Tennyson, Longfellow and Emerson sold their poems and essays – works in which they had couched the most mystical messages their genius was charged to bequeath to mankind – does not, however, diminish the virtuosity of their achievements. They submitted to the conditions which no one can escape, which are nonetheless the conditions of hucksters because they are generally imposed upon poets and writers [the sense that the conditions by which there were forced to sell their works were imposed on them points to their having profited against their will].' And, also Par. 2: 'It is perfectly true that the real reason that the poem was written was not for the monetary benefit, but it is also perfectly true that it was sold for it. The poet is forced into using his emotions to pay his bills; he has no other means of making a living; society does not propose to pay his bills, for him, after all, so what choice does he really have?' A is not stated anywhere. Nor is B. D is clearly untrue if their only motive for profiting from their work is because they are forced to by circumstances.

32. The answer is B. 'Lament' means 'feel sad about'. We can infer that the author feels sad that these great poets had to sell their works for money given the disdain with which he describes those responsible for 'forcing' them to sell their works. She wouldn't dislike those (the huckster civilisation, as she calls them – society at large) she perceives as having forced them (writers and poets) so much if he didn't feel sad about such transactions. A is clearly wrong; the writer praises 'their genius' while referring to their 'poems and essays' 'couched in mystical messages', so clearly she approves of their so-called mystical writings. C and D are simply not stated anywhere.

33. The answer is A. By the process of elimination... B is not stated anywhere. Furthermore, the text-writer acknowledges that poets etc. cannot withhold their work for the simple reason that they cannot afford to: 'he [the poet] has no other means of making a living', so C is also wrong. D is also incorrect; the writer praises the genius and originality of good poets etc. and defends their decision to profit from what they produce because it (the decision) is taken out of necessity. That is, she excuses writers and poets for commercialising their original work, but she does not encourage them to produce unoriginal material that might sell well. A is true as the writer suggests that since poets will not be looked after by society, they are forced to earn their own money to survive and keep on producing wonderful works. In order to do this, they have to profit from what they produce. The best [that poets and writers continue to prosper], therefore, must be made of a bad situation [that poets and writers have to sell their works].

34. The answer is D. A is wrong because whether artists/writers accept payment or not has nothing to do with whether their works can be justified; the text-writer suggests what justifies their works is that they are original. B is also incorrect; The text-writer clearly blames the 'huckster civilisation' not the writers themselves for the imperfect moral situation the world finds itself in, so clearly she does not attribute blame for the degeneration of society on writers/artists, but on the rest of society. C is obviously wrong. We have already established that the text-writer believes they (artists and writers) sell their works out of necessity, not because they want to, so clearly not solely for monetary gain. D is correct: 'If it will serve to make my meaning clearer, we will suppose that a poet has been crossed in love, or has suffered some bad fortune or some real sorrow, like the loss of a wife or child. He pours out his broken heart in verse that shall bring tears of scared sympathy from his readers'. And 'The poet is forced into using his emotions to pay his bills [Par. 2]'.

35. The answer is A. 'The instinctive sense of the dishonour which money brings to art is so strong that sometimes men and women of

letters able to pay their bills, to pay their way through others means, refuse money for their work, as Lord Byron did [so Lord Byron refused money or wasn't paid for his work; and therefore didn't gain financially], from a noble conscience.' B is clearly wrong since he separated his writing activity from that of his business and did not gain financially from the former. C is also wrong; firstly, we know that Byron did not make efforts to gain from his literary works. Secondly, the only reference to a wife or husband is in what the writer makes clear is another example – 'these two instances [so more than one]'. The Countess Tolstoy presumably profited from her husband 'Count Tolstoy's' works not Lord Byrons'; in other words, Countess Tolstoy, the only wife referred to in the passage, was not the wife of Lord Byron. D is also not stated anywhere.

36. The answer is B. A is clearly not stated anywhere. B is obviously the correct choice. In Par. 2, the writer defends the fact that poets etc. have to sell their works: 'That Tennyson, Longfellow and Emerson sold their poems and essays ... does not, however, diminish the virtuosity of their achievements'. And: 'The poet is forced into using his emotions to pay his bills'. C is not stated; what is stated is rather that literature 'has become business as well as art [meaning that it is commercial]' and that it (business) 'is the only human solidarity [the only thing that unites humans]'. D is not stated either; that business unites people does not mean that literature divides them, especially since literature, according to the writer, is simply another form of business...

37. The answer is F. F mentions that '228 children die from preventable illnesses every hour of every day...'. The next paragraph begins: 'The good news is that we can save these lives [a clear reference to the problem mentioned in F – albeit an imperfect one since the lives of dead people simply cannot be saved; that said, the writer's meaning/intention is clear]'.

38. The answer is A. The previous paragraph ends: 'They [parents] know that their children need some vaccines that parents in developed countries take for granted.' Par. A begins: 'But even the greatest of parental effort can't help if the vaccines aren't available [clearly a continuation of the discussion]'. Moreover, the paragraph ends by noting: 'Our challenge is to provide every child, regardless of where they live or their family's economic status, with access to lifesaving vaccines'. This – the fact that vaccines will need to be supplied to children whose parents can't afford them – implies some form of charity or act of deep human concern will be necessary. The subsequent paragraph discusses other instances of philanthropy – acts of deep human concern/charity.

39. The answer is D. The previous paragraph ends: 'One man has already made a great difference to the world.' Par. D reveals the identity of this man and what he did.

40. The answer is H. The previous paragraph talks of how humanity benefits from the existence of vaccines – in saving 'the lives of some 3 million people each year'. Par. H, however, points out that much work still needs to be done: 'Yet tens of millions of people do not share in these benefits...'. Par. H ends by discussing some of the problems which still exist in places where poverty is an issue: '... children weakened by malnutrition, and parasitic infections, are susceptible to childhood killers – whooping cough, measles, meningitis'. The subsequent paragraph begins: 'Access to safe, effective vaccines to such diseases [a clear reference to the diseases mentioned in Par. H's last line] should not be dictated by circumstances'.

41. The answer is B. The previous paragraph talks about a commitment made by the Global Fund for Children's Vaccines'. This paragraph talks about another effort: 'There has also been a concerted effort by governments and other organisations to raise sufficient funds to save children's lives through immunisation'. And the subsequent paragraph discusses the success of this effort to immunise.

42. The answer is G. The previous three paragraphs outline efforts that have gone on so far, so it is fitting for this paragraph to talk about what still needs to be done. It begins: 'But there is more to do.' And then goes on to highlight the necessity of introducing new vaccines to the developing world more quickly. The following paragraph continues the discussion about what still needs to be done, highlighting the fact that vaccines are urgently needed for some presently incurable diseases, and that when these are found, 'the more daunting challenge will be to distribute them to those who need them most'.

43. The answer is E. Par. E talks about great humanitarian leaders. The subsequent paragraph introduces Gandhi's Golden Rule. Gandhi, of course, is one of the most famous of all humanitarian leaders.

44. The answer is C. 'Gandhi is reported to have been released from prison and is rumoured to be holding one of his 'prayer meetings' in the station.' Although this quote is not entirely clear about what Gandhi was doing at the railway station, this can be inferred if we read on. The text notes: 'The holding of a politico-religious meeting in the railway station further supports the proposition that the railway played a key role in nation building and independence.'

45. The answer is D. 'The witnessing of divided bodies echoes the land that has itself had incisions [= cuts] made upon it.'

46. The answer is E. 'the nationalising of the railway after the Second World War in both India and Britain...'

47. The answer is E. 'It is in this ambivalence that one can read the railway as analogous to the nation.'

48. The answer is B. 'Independence and the conceiving of the nation internationally can be further perceived in the participation of Indian construction workers in the building of railways throughout Africa.'

49. The answer is D. 'In Earth, those waiting for the arrival of the train expect to meet family members and the one-day-old citizens of the newly formed nation of Pakistan...'

50. The answer is D. 'In Earth, those waiting for the arrival of the train expect to meet family members and the one-day-old citizens of the newly formed nation of Pakistan; instead, the unnervingly silent carriages divulge death and dismemberment.'

51. The answer is A. 'Notions of the railway delivering messages of anticolonial sentiment can be found in it presenting a surface which is translatable as a canvas in nationalistic graffiti.'

52. The answer is C. 'Indeed, in post-colonial India, Gandhi's face is printed on the national currency of India...'

53. The answer is A. 'The railway, of course, was not built by the British with intentions towards independence, but can be seen to introduce a particular framework that comes to be appropriated in the movements towards nationhood.'

Test 3

31. The answer is A. 'Until recently, science has been completely in the dark [in the dark = have no knowledge of] about what makes a survivor. Now experts are intensifying their search to demystify the psychology of survival, analysing personality traits among people who triumph over life-threatening crises – and those who succumb [don't survive].' B is clearly wrong. Nor is there any evidence to suggest C or D.

32. The answer is D. The writer talks about several phases: 'In a life-threatening situation the brain immediately triggers a state of shock, sending alarms through the body. Your emergency response system shifts into gear. Blood pressure rises, muscles tense, adrenalin pumps. If you survive initially, you then shift mental gears to longer-term planning – whatever you have to do to survive. Next you go into the resistance phase; a chronic coping state, in which the body tries to maintain balance in the face of threat, danger and deprivation. Later, one of two things happens: you enter an exhaustion phase...'. A is clearly wrong: 'you enter an exhaustion phase, in which the coping mechanisms are overwhelmed [so that phase involves a failure of coping mechanisms, it is not preceded by one]'. B is also incorrect: 'Who survives, it turns out, isn't determined by age, physical stamina [so not to do with health], or experience. Although one would expect [one would expect it, but it is not the case...] people who are fitter to be the best candidates to make it back alive, the mind, that great trickster, isn't ruled by logic.' C is not stated anywhere.

33. The answer is A. 'Last summer, for example, a sailboat sank. It was being sailed by Nicholas Abbott, who often transported pleasure boats from the Caribbean to New York. With him was his friend, Janet Culver, a reserved woman, not a risk-taker, making her first long-distance cruise [her first long-distance cruise, suggests A is the answer]. If you worked for an insurance agency, you'd bet Abbott would be the one to return alive. Yet he's the one who died.' B, C and D are distractors and are obviously wrong, so clearly A is the only one that can be right.

34. The answer is C. 'You have a better chance of survival with other people there. Just being able to say "I'm not going to do what he's doing" helps handle negative thinking.' A, B and D are clearly distractors.

35. The answer is A. 'Highly destructive is the "last chance" phenomenon: rescue is visible, but they don't see you. You start thinking "that was my only chance; they won't be back again!" Then you feel doomed [lose hope].' B and D are clearly wrong. C is incorrect also; 'long-term exposure causes delirium'; it is not said that one single episode of near-rescue does...

36. The answer is B. 'The experts attribute this fighting spirit to an immeasurable factor. They can measure weight, age, sex, swimming ability, flotation, quality of clothing – finite things. But they can't measure the will to live. The only true measure of it is who stares into the abyss and doesn't blink.'

37. The answer is F. The previous paragraph refers to the writer glimpsing the sign that says 'Motorway Traffic Only', which indicates a motorway ahead, and how terrified this makes him feel. Par. F begins: 'The thought of trying to join the relentless stream of thundering traffic gives me the creeps [another clear reference to the motorway he is about to join, so a continuation of the discussion that fits well]'. Par. F ends with the writer explaining how he will often choose an A-road instead of a motorway if possible. The next paragraph begins: 'I will even convince myself that this [choosing an A-road] makes more sense – that, really, the route through a strange town [definitely an A-road] in rush hour is quicker...'

38. The answer is B. The previous three paragraphs talk about the writer's apprehension at the thought of motorway-driving and his tendency to try to avoid it if possible. B begins: 'These are all classic signs of a phobia [which fits in nicely with what was just discussed – the writer's behaviour when it comes to motorway-driving]: a usually irrational fear or hatred of some sort [like his fear of motorways]'

39. The answer is C. The previous paragraph talks about how the writer used to have no fear of driving on motorways. Par. C begins: 'This fear crept up slowly so I hardly noticed it happen [which is a logical progression of the discussion]'. At the end of C, the writer states: 'I was ready to go in search of a cure.' The next paragraph begins: 'My GP was the obvious starting point [a definite follow-on]'

40. The answer is E. The previous paragraph talks about some of the methods he used to try to cure his fear – going to his GP; driving lessons etc. Par. E begins: 'Eventually, I rang the Priory, refuge of the confused, depressed and addicted...'. It then discusses what the doctor there does. The next paragraph begins: 'But that's nothing to do with the phobia [what the doctor at the priory does] – which left two or more esoteric American treatments to sample...'

41. The answer is G. The previous paragraph ends: "... said Gerryts. 'A phobia is a learnt response. At some stage, you have to learn to be scared of whatever it is. You learn quickly and remember forever. But you can also unlearn it.' Par. G begins: 'Brian Lynn, the chief examiner of the institute of Advanced Motorists, agreed [with Gerryts notion that the response can be unlearned]'

42. The answer is A. The previous paragraph ends with the writer telling us how he fared with Gerryts' technique. Par. A continues: 'Next I tried NLP...'. The following paragraph explains the background of NLP therapy.

43. The answer is H. The previous paragraph discusses the method Gary Bean employed to try to cure the writer of his fear, and the progress the writer was making. Par. H continues: 'Together [Bean and the writer], we chose an aspect of my fear...'. The 'Bean method' is then discussed in more detail. And the next paragraph confirms, indirectly, whether or not the method succeeded – it didn't. The writer says, slightly sarcastically, that Blower (from the Priory) 'is the man for' him [which implies his problem isn't yet solved], but that until he can get over his fear of paying him £90 an hour, he'll use the train instead [implying he is cynical about whether Blower's treatment could succeed, too]!

44. The answer is C. 'J. L. Austin's work couldn't be further away from gender studies if it tried [so Austin does not study gender], but Judith Butler made use of his famous theory upon the performativity of certain types of speech or utterances [so Austin studies something to do with speech and utterances – language]. He argued that some utterance had no reference outside of the sentence [language at sentence level – definitely language studies], ... instances of the performativity of language [further evidence].'

45. The answer is E. 'Butler has a very interesting perspective when it comes to the pop-science differentiation between "gender" and "sex" with the latter often being read as "biological" and the former as "cultural" ...'

46. The answer is C. 'Judith Butler arrives at Austin's work through a critique of it by the French philosopher Jacques Derrida. Derrida takes issue with Austin's narrow usage of his theory.'

47. The answer is E. 'Although never explicitly stated in Judith Butler's work, what her work might lead onto is the lessening of the gendering process.'

48. The answer is A. 'It isn't difficult to find perfectly straight house-husbands taking an interest in the decor of the family home and to find misogynistic women in boardrooms and on factory floors alike across the globe today.'

49. The answer is B. 'she argues that gender is performative. This term has, indeed, caused some of the many problems and confusions with Butler's theory, but as a base from which to start, one who would like to understand should soon dispose of the theatrical notion hanging around in your connotational mind [which implies we tend to automatically misrepresent the term in our minds] and turn towards the field of linguistics.'

50. The answer is D. 'She often writes about children who are born with two sets of genitals or whose genitals are ambiguous. For these people, Butler argues, the "gendering" is most cruel. These human beings aren't left as the beautiful products that they are, but quite the opposite – they are mutilated as babies and find it very difficult to live sexually fulfilling lives as adults.'

51. The answer is B. 'any cursory attempt at an introduction to her and her ideas would be to do unto her a great injustice [in other words, it is not possible to briefly introduce her ideas properly]...'

52. The answer is D. 'We don't speak back for a year or so, but the people around us are already dressing us up in the finery of the language [we are surrounded by people using language] we will one day use to decorate ourselves – to create our identities with.' And: 'I suppose a good way to imagine it is through Spiderman's web that he shoots from his wrist. The web is language and language that is inescapable.'

53. The answer is A. 'We might be able to do more within our assigned gender, but we're still very much pinned down by the borders of our gender [so not much has changed really] – we're still only reacting against our strict Victorian predecessors – we've yet to step into the future of our possible selves.'

Test 4

31. The answer is D. Par. 1: 'the Dead Sea area, that intensely salinated body of water separating Israel and Jordan, hostile to all forms of life bar [except for] a few microscopic species of bacteria and a smattering of miniscule fungi...'. And Par. 2: 'In fact, it was not until 1848 that the 'Sea of the Devil', as it was then popularly known, piqued the curiosity of Westerners ... however, the first real exploitation of the area did not begin until more than seventy years later [1848 + 70 years = 20th Century]'. A is clearly, therefore, wrong. B is a distractor and a play on words; the Dead Sea is hostile to life, not the bacteria that live there. C is also wrong; they showed only a 'passing interest' in the area.

32. The answer is D. Par. 3: 'That the Dead Sea region was ignored for so much of modern history is best explained by its reputation [the generally-held belief, confirming A]; after all, people reasoned, if its waters were hostile to all forms of life (as was presumed until the presence of diminutive bacterial and fungal life was confirmed by scientists in the last twenty years), it was surely an area best avoided; an area unfit for mankind to venture into and explore. Besides, the name itself is hardly reassuring, nor are the other variants by which it has, at one time or another, been known – 'The Devil's Sea', 'The Stinking Sea' and so on. [confirming B] Of course, other factors also delayed the area's exploitation, not least of which, the harsh climes of the Middle East, where, in summer, temperatures in the mid- to high-30s are not uncommon [confirming C, and ruling

out D – if they are not uncommon, they are fairly common, so they are definitely not rare] nor is it so rare to see the thermometer registering above 40 [also ruling out D].

33. The answer is C. Par. 4: 'The area was also a favoured retreat for religious ascetics and political fugitives, and figures such as the future King David, King Herod, John the Baptist and Jesus are all thought to have taken refuge along its shoreline [so it provided a place of refuge for religious and political figures, confirming C, and ruling out D]. A is clearly wrong; nothing exceptional happened there (that we are told of) to justify this statement. B is not stated anywhere.

34. The answer is A. Par. 5: 'were it not for the intense heat of the sun, which produces a high rate of evaporation, the sea itself would rise in perpetuum, swallowing up large swathes of the surrounding coastline. But, as it is, the evaporation rate keeps the volume of water in the sea fairly constant and also gives it its uniquely saline character.' B is clearly untrue; the evaporation takes place in the Dead Sea itself. C is also false; the sea would expand and swallow up coastline if it wasn't for the Sun's heat. D is wrong by virtue of the fact that the mineral content is not like other waterflows; it is far more salty.

35. The answer is C. 'Together, Jordan, Syria and Israel divert more than 1.3 billion cubic metres of water from the Jordan River annually to satisfy their needs for domestic consumption purposes, as well as for irrigation and other water-guzzling activities, and, while it is true that the people must eat and drink – so no one denies the importance of water used for consumption and crops – what is also becoming more and more apparent is that the Dead Sea is being starved of liquid replenishment, and, as it starves, it is slowly but surely disappearing.' A and B are clearly wrong as the writer neither accuses nor questions anyone's actions. In fact, he sees their (the Jordanians, Syrians and Israelis') point of view; 'so no one denies the importance of water used for consumption and crops'. D is wrong because the water is being pumped out of the Jordan River, not the Dead Sea itself.

36. The answer is A. '...The Dead Sea's Revenge, a number of these openings have resulted in fatalities, and the main road linking Ein Gedi – one of Israel's most attractive oases, known for its spas offering packages of mud treatments and Dead Sea bathing – with the rest of the country is now dangerously close to some of the sinkhole openings, which suggests its days of car-ferrying may be numbered [if its days of car ferrying may be numbered, this implies the road may not function as one – a road – much longer, confirming A]'. B is wrong because that has happened 'In the last 30 years' according to the writer, so it is not a prediction of what will occur in the next 30... C is incorrect because the rainwater does not produce large deposits of brine; the brine is there already; the rainwater just exposes it. Besides, freshwater run-off also does this, so the problem is not exclusively down to rainwater... D is also false; it is dangerously close to the sink holes, not perilously close to being destroyed by them; the point is that the more dangerous the road becomes, the more likely it will have to close; but that is not to say the entire road is likely to be destroyed by sink holes either.

37. The answer is A. Par. A begins by answering the question posed in the previous paragraph's last line, so should clearly be placed here; it goes on to outline what there is to do in the area. It ends with a discussion of the flight options for getting to Iceland – providing two; either a budget flight or first-class journey. The following paragraph continues: 'But, be warned, do the latter [referring to the latter option mentioned in Par. A – pay for an expensive flight] and you will soon conclude that your money could well have been much better spent...'

38. The answer is C. The previous paragraph discusses the pitfalls

of flying first class – spending more money on your flight and having less for your holiday. This paragraph moves the discussion on; 'But whether you emerge penny savvy [having saved money by flying with a budget airline] or penniless [having spent a lot of money by flying first class]; you'll have made a good choice...'. Par. C ends by encouraging travellers to admire the view as they disembark from the airplane. The following paragraph then goes on to describe this view.

39. The answer is E. The previous paragraph mentions 'the devil-creature Sauron' and likens the landscape of Iceland to that of Sauron's homeland in literature. Par. E begins: 'But there are no foul creatures here [a clear reference to the already-mentioned Sauron]'. It also ends by describing the landscape as 'almost mystical'. The next paragraph then goes on to further talk about the sense of mysticism of the place; remarking that 'It is said that 60% of Icelanders believe in elves' and that 'it is not hard to see why'.

40. The answer is G. Par. G brings the reader back to the present; they have, in the last few paragraphs been lost in admiring the views of the landscape from the aircraft. Now the writer moves the discussion along – our imaginary tourist disembarks the plane. G ends noting: '...if you thought that [the sight of the lava fields] was impressive, you are going to be truly wowed by what lies ahead'. The subsequent paragraph goes on to discuss some of what lies ahead, beginning: 'Iceland is no one-trick pony... [meaning it offers much and has a lot of variety...]'.

41. The answer is H. Par. H is the logical next step in the discussion; the imaginary tourist has got off the plane and exited the airport, so now they will get into their rental car, ready to start their holiday. The subsequent paragraph refers to 'your newly-acquired wagon', which is the rental car introduced in H.

42. The answer is F. A 'sojourn' is a temporary stay or short visit; that is what the writer suggests you should do in the capital city – have a temporary stay... In the previous paragraph he talks about visiting the museums and attractions of the city, but only for the afternoon. So it makes sense that he continues in Par. F: 'End you sojourn with a delightful sea-food dinner at one of the city's excellent fish restaurants.' The writer then describes the standard of food on the island. The following paragraph talks about where to sleep – a natural progression; from the evening meal to bedtime... Par. D also seems like it could fit here, but we can rule it out because the first line ('Or perhaps, on second thoughts, stay put for now. Tomorrow is, after all, another day') doesn't fit with the idea that the writer has just suggested – that the visitor use the afternoon to explore the city. So, if the writer suggests they use the afternoon to explore why would he then say 'stay put for now' – they aren't thinking of leaving the city just yet and nor is it time to relax for the evening? And stay put where? Surely they would have to get there accommodation first. Besides, if they do stay put, they are essentially wasting the afternoon; what travel writer would encourage readers to do absolutely nothing and waste their day? Furthermore, if they 'stay put for now' and don't see anything on their first day, they couldn't even be said to have 'scratched the surface'. So this advice simply does not fit within the context of the discussion as well by any means as the other option.

43. The answer is B. Par. B continues the story on nicely from the previous paragraph, where the visitor has risen from bed early and is ready to leave the capital and explore the rest of the island. It begins: 'Heading inland, just north of the capital...'. At the end of Par. B, reference is made to a sense of 'bedlam'. The subsequent paragraph begins: 'But at least it's organized chaos [chaos is another word for bedlam, so this is a clear reference back to Par. B]'.

44. The answer is A. 'Churchill, Manitoba, has much to offer in the way of sightseeing, and its natural surrounds are truly spectacular,

but its beauty is nothing but a side-show; the polar bears are the main event in these parts, Churchill being the unofficial polar bear capital of the world. Every year, from October to early December, these giant carnivores gather at the mouth of the Churchill River...'.

45. The answer is D. 'it can also boast some of the best ski terrain in North America' – Skiing is a definite seasonal sport; the only one mentioned... Also, there is further evidence. The writer suggests the golf is only played in the summer season: 'and excellent golf – the main attraction of which is playing against this stunning backdrop no doubt, though the courses are not too shabby either – in the summer season.' This is a long sentence segment, but if you ignore the text between the dashes, it simply reads: 'and excellent golf in the summer season.'

46. The answer is A. 'most of the visitors, once they have seen their share of bears and taken the obligatory been-there-done-it photo, head home without even pausing to scan the horizon for the other spectacular creature that can be seen in relative abundance here, the Beluga, whose sleek profile is frequently spotted breaking the surface of the water in the bay, offering up a perfect opportunity for whale-watching that only those who have really done their homework will ever get to take advantage of.'

47. The answer is A. 'The town of Churchill has a mere 900 permanent residents, but, during peak bear-spotting season, the population swells to more than 10,000, as visitors from near and far come...'.

48. The answer is E. '... and an excellent excuse to take in some water-based activities, too, with yachting, canoeing, scuba diving and much more to choose from.'

49. The answer is C. 'A honeymooners as well as nature-lover's paradise, Niagara should form part of every visitor's itinerary.'

50. The answer is C/E. C – 'there is a very good reason why Niagara Falls, or, be more precise, Canadian Falls, the horseshoe-shaped section of the gorge this side of the border [so presumably it borders two countries...]' E – 'Their volume is distributed more or less equally between the States and Canada, with the exception of Lake Michigan which is completely contained within the former country.'

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52. The answer is B/D. B – 'and offers first-rate hiking trails with sufficient variety of terrain so as to ensure that both the novice and experienced trekker are kept satisfied'. D – 'it can also boast some of the best ski terrain in North America (with slopes to cater for every level of enthusiast)'

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Test 5

31. The answer is B. Par. 1: 'But Tayrona has developed a reputation as something of a tourism hotspot not just because of its abundant and diverse wildlife but as much [so equally...] for the smattering of golden, sandy beaches dotted along its Caribbean coastline.' A is, therefore, clearly wrong. The writer states: 'Its tropical dry forests boast a fascinating array of wildlife', not that the beaches do, so we can't choose C. D is clearly wrong as the area is described as an existing tourism hotspot'.

32. The answer is D. Par. 2: 'Buses bound for Tayrona depart from the city centre [of the region's capital] every half-hour, delivering passengers to the park entrance, and from there a walk of roughly four kilometres is required to get to the heart of the reserve.' A is wrong: 'taxi prices are by no means extortionate here and the trip from Santa Marta won't leave your wallet feeling prematurely light [if it won't leave your wallet feeling light, then it won't take much money out of it; in other words, it is not so expensive...]' B is also untrue: 'Car-hire prices are not prohibitive either, though you will need something a little more robust than the typical rent-a-car 1.3 litre [In other words, you will need to rent a tougher car than the typical rental, but that is not to say such a car cannot be rented]' C is wrong. Busses 'depart from the city centre every half-hour'; this does not mean that the journey last 30 minutes; it means that there is a bus every 30 minutes.

33. The answer is B. Par. 3: 'A word of warning though; don't come expecting to find yourself laying pool-side at some plush Caribbean hotel for your 'week-to-ten-days' (which, incidentally, is not nearly enough time to do this trip justice) [so you will need to spend more than the typical number of days, confirming B]; the park interior is a conservation area, and not just in name; officials take their work seriously [so clearly A is wrong]. The only overnighting options [so you can stay the night, ruling out C] are the campsites and the very modest and aptly-named eco-tourist hammock huts [so D is clearly wrong]. For those who like their mod cons and for those for whom the word holiday equates to indulgence, better, perhaps, to travel in and out of the park by day and stay in one of the surrounding townships, which offer lodgings of a more luxurious nature [outside the park, not inside it, ruling out D].

34. The answer is A. Par. 4: 'The Arrecifes area, for example, while quick to beguile you with its natural splendour [so it is full of charming natural beauty] and infect you with a sort of reggae-induced repose [repose = calm; so the charming natural and beauty and calm of the area as stated by the writer clearly confirms A], is not a place where it pays to be careless. So, while the beaches may look inviting, think twice before swimming in the marked sections as even an expert would do well to overcome the area's notoriously powerful riptides [so not-so-safe-and-inviting beaches, ruling out B, but there are sections where people can swim, ruling out C].' D is not stated explicitly and it is too strong a leap to confirm it based on the above quote about the 'sort of reggae-induced repose', especially when there is a more correct answer present in A.

35. The answer is D. 'But irrespective of when you travel - rainy season or dry - be aware that you will have to pay for the pleasure of your visit - roughly £12 each time you pass [each time, ruling out C] through the entrance-gate. Also worth remembering is that refreshment prices inside the park do not correlate with those in the rest of the area, so visitors would be well-advised to stock up on essentials before they go inside and carry them with them [if you should stock up before going in, then clearly the park is more expensive, so D is true and A and B are incorrect].'

36. The answer is A. 'this is the road less travelled, and it rewards those intrepid and adventurous types who go the extra mile [put in a little extra effort] in search of something real in spades [very much].'

B is not true as the writer encourages people to go the extra mile to find an inspiring experience - 'Take the road less travelled; hike her forest paths; camp in her belly; lay on her golden beaches; listen to her wild music - do so and you simply cannot fail to be inspired [but presumably if you don't do so, you may not be so inspired...]' C is clearly wrong: 'You will not have hordes of noisy tourists following in your wake and trampling over your dreams of peace and tranquility...'. D is a distractor; 'to go the extra mile' does not literally mean to travel an extra mile; it means to put in a little more effort.

37. The answer is D. The previous paragraph talks about the footballer's transfer to Inter Milan. Par. D talks about 'after this transfer' - a direct reference back to the transfer spoken about in the first paragraph - when Balotelli met Mancini as a manager for the first time at Inter Milan before his (Mancini's) sacking by the club. The subsequent paragraph begins: 'It wasn't long before Mancini was back in football however [a clear reference to his sacking by Inter, mentioned in Par. D, and how he responded to same]'

38. The answer is A. The previous paragraph makes reference to City's acquisition of Balotelli, and Par. A discusses this further. Par. A ends by talking about Balotelli's volatility. The following paragraph continues this discussion, beginning: 'That Balotelli was a loose cannon [was volatile] was never denied'.

39. The answer is C. The previous paragraph talks about Manchester City's Board of Director's and the club manager's concerns over Balotelli's behaviour and implies that so long as he performed well on the field, they wouldn't worry too much about his off-field capers. Par. C begins by saying: 'As things turned out, they [referring to the Board and Mancini] needn't have been too concerned anyway.' And it then goes on to describe how well Balotelli settled in and performed at his new club. Par. C finishes by talking about how much the fans like Balotelli and how 'All the kids want to be him'. The following paragraph continues the discussion - 'And perhaps that is what attracts young people to him [a clear reference to Par. C]'

40. The answer is E. The previous paragraph talks about his life as a story in a book and says that once you pick up the book, it is hard to put down; in other words, his life is very interesting... Par. E continues to refer to his life as a story in a book, beginning: '... much of his story has yet to be written'. Par. E ends: '... whatever happens, his readership [his fans] won't abandon him at least.' The following paragraph begins: 'Their loyalty aside [a clear reference to the last sentence in Par. E - 'their' being his 'readership' or 'fans'], serious doubts remain...'

41. The answer is B. The previous paragraph refers to Balotelli's recent success, ending: '... his stock is on the up and up.' Par. B continues: 'Just how much this newfound success [a reference to the recent success discussed in the previous paragraph] meant to him on a personal level was plain to see...'. Par. B then talks about how the footballer dedicated his performance for Italy against Germany to his mother. The following paragraph begins: 'It is, in many respects, refreshing to see a player in the glare of the media so confidently cast off the veil of machismo [something he did by dedicating his performance to his mother, as described in Par. B]...'

42. The answer is F. The previous paragraph praises Balotelli's show of emotional vulnerability in dedicating his performance against Germany to his mother. Par. F continues: 'But, delve deeper, beyond this fleeting show of emotion [a clear reference to the previous paragraph]...'. It ends by revealing that Balotelli suffered from a life-threatening intestinal condition as a child. The following paragraph begins: 'Sylvia nursed him back to health [presumably with reference to the life-threatening illness referred to in Par. F]...'

43. The answer is H. In the previous three paragraphs, Balotelli's traumatic childhood experiences are discussed. Par. H begins: 'Some experts believe that Mario, scarred by his early-life experiences, behaves eccentrically to draw attention to himself...'. Clearly, the effects of his childhood experiences on Balotelli today are being discussed in Par. H – a logical progression. Par. H develops the idea that Balotelli is so eccentric because he is really a vulnerable person who can be hurt easily and is trying to hide this vulnerable side of himself from the world. The final paragraph makes reference again to 'the little boy hurt' – an idea developed in Par. H.

44. The answer is B. 'Nadal... set about reinventing himself as an allrounder. And what a transformation it proved to be, one which must surely have surpassed the expectations of even his most optimistic and faithful supporters, for adapt his game he did, and so successfully that, by 2008, he was ready to do the unthinkable, beating a peak-of-his-powers Federer on his favourite surface (grass) in a Wimbledon final...'

45. The answer is D. 'Andy Murray bounced back like a Trojan from his loss to Federer in the 2012 Wimbledon final, claiming Olympic gold and his first Grand Slam the same year. The ghost of his near-miss at Wimbledon was also banished in 2013, when, somehow, amid a nation's furore, he kept a cool head and gave what must go down as one of the greatest performances by any athlete in history to beat Federer in three straight sets to claim the holy grail of tennis.'

46. The answer is C. '2012 also started well for the new poster boy of tennis, but Djokovic's level has since dropped enough to have enabled Nadal to enjoy success over him in their more recent slamfinal tussles. His tally of six major titles is not to be sniffed at, but the Serb has much yet to prove if he is to one day be considered the very best.'

47. The answer is B. 'Still a young man, he could potentially even surpass Federer's achievements on paper, but it remains to be seen if his career can have the longevity of the Fed's, so demanding is his style of play on the body.'

48. The answer is A. '...there are other things to consider here, such as the fact that his rise to prominence coincided with a time of transition in the sport when the existing powers – Sampras, Agassi etc. – were on the wane and ready to pass on the baton to a new generation. Federer was a very willing recipient of course, but, truth told, he beat a lot of second-rate players and players past their prime in the process of amassing over half his total haul of slams in those early years.'

49. The answer is D. 'And, consider this: unlike his three rivals, who faced debutants when winning their first slam finals, Murray has had no such luck, and, in fact, on every occasion he has made it to the last two, has faced the daunting prospect of having to overcome one of the aforementioned trio. [the trio being Nadal, Federer and Djokovic – all major title winners already].'

50. The answer is B. 'Still a young man, he could potentially even surpass Federer's achievements on paper, but it remains to be seen if his career can have the longevity of the Fed's, so demanding is his style of play on the body. And shock early-round losses at both the 2011 and 2012 Wimbledon championships remain serious blots on an otherwise stellar career to date.'

51. The answer is D. 'Andy Murray bounced back like a Trojan from his loss to Federer in the 2012 Wimbledon final, claiming Olympic gold and his first Grand Slam the same year. The ghost of his near-miss at Wimbledon was also banished in 2013, when, somehow, amid a nation's furore, he kept a cool head and gave what must go down as one of the greatest performances by any athlete in history to beat Federer in three straight sets to claim the holy grail of

tennis. He may never reach the heights of success of his great rivals, but this brave Scot has already made his mark on tennis history, and there will, no doubt, be more slams to come.

52. The answer is A. 'Now 30, he has had a pretty barren spell [a period during which he was not doing well] by his lofty standards of late, but did manage to break a two-year major-title drought [an unusually long period out of the winner's enclosure] at Wimbledon, in 2012, beating Andy Murray in the final.'

53. The answer is C. 'For him, 2011 was a watershed year, and his performances and the manner of his victories were so utterly emphatic that he was instantly catapulted right to the top of the game, prevailing over the once invincible Nadal in three consecutive slam finals...but Djokovic's level has since dropped enough to have enabled Nadal to enjoy success over him in their more recent slam final tussles.'

Test 6

31. The answer is C. Par. 1: 'The so-called experts, the most esteemed minds of the art world, were both adamant and unanimous in their insistence that The Young Anthony was a Rubens masterpiece, but now, it seems, technology has proven them all wrong [so it's not a Rubens, ruling out B] in their assertions, with an X-ray study of the painting confirming it as a self-portrait of Sir Anthony Van Dyck [critics had thought it was a Rubens not a Van Dyck, ruling out D]. The Rubens connection is still there ... but this will be scant consolation for the critics who have espoused for so long the notion that only Rubens could have produced such a work. For them, embarrassment and a large serving of humble pie await [the fact that they are facing embarrassment and will have to eat humble pie implies that this is a source of humiliation for them, confirming C].' A is clearly wrong; why would the critics be embarrassed about having claimed it was a Rubens if the matter of who painted it was still up for debate.

32. The answer is B. Par. 2: 'In one recent case, a new Rembrandt piece [so it IS the work of Rembrandt, ruling out A and C], Old Man with a Beard, was discovered. Critics had long dismissed this painting as a crude imitation by one of his students [so they were wrong again, ruling out D and confirming B]. Cue another large portion of humble pie.'

33. The answer is A. Par. 2: 'But they [the critics] do not always get it completely wrong, as an examination of Still Life with Meadow Flowers and Roses revealed.' B is wrong; the point is definitely not to highlight questions over the authenticity of some Van Gogh works as the particular one mentioned was shown to be authentic and an authentic example would hardly be used to do this. C is wrong as Meadow Flowers and Roses is the overpainting painted 'atop another of his works featuring a depiction of two half-naked wrestlers, a painting he had described in letters but which was presumed destroyed.' D is also clearly wrong if Meadow Flowers and Roses is the overpainting.

34. The answer is B. Par. 3: 'Rubens was rather a prolific painter of self-portraits, so despite his name being attached to The Young Anthony, its value was estimated to be only about €1 million - a mere trifle for a Rubens - on account of the relative abundance of such pieces. On the other hand, as the work of Sir Anthony, its value could rise considerably - as much as double [confirming B and ruling out A and C] - by virtue of the fact that he was not nearly as prolific as Rubens'. D is a distractor.

35. The answer is B. Par. 4: 'As to the technology to which we owe this discovery, Synchrotron radiation, it was initially regarded by scientists as little more than a nuisance, and only came to their atten-

tion because it was the cause of energy being drained from the first particle accelerators (precursors of The Large Hadron Collider physicists at CERN used to discover the elusive Higgs Boson). A is clearly wrong, therefore, as it caused rather than stopped the drainage problem. For the same reason, C cannot be correct. D is clearly wrong – it was INITIALLY regarded as a nuisance, which implies this is no longer the case. Besides, we know of its usefulness to art etc...

36. The answer is B. 'It can provide data accurate at microscopic levels of analysis, which is what makes it so useful for the inspection of works of art. And, as well as being used to authenticate works, Synchrotron radiation also has a role to play in conserving the world's masterpieces for generations to come, by helping us to understand the reasons why and manner in which some paints fade...'. A is wrong because the writer begins by labelling them 'so-called experts' on line 1 of the text and then goes on to outline some occasions on which they have, embarrassingly, been proved wrong. C is also wrong, however, as he is not overly keen to criticise them – it is not the focus of the text. Besides, in Par. 2, he points out one instance where they were proved right, so he is clearly not focusing entirely on examples of mistakes. D is also wrong as the writer doesn't comment on the value of the painting other than to state the facts.

37. The answer is G. The previous paragraph talks about the expectation of a loss in round 3. Par. G introduces the 'But' – Martin played very well – and ends by saying he played without fear. The following paragraph begins: 'Indeed, the trepidation [the fear referred to in Par. G] – what of it there was – was more inclined to be coming from the other side of the net.'

38. The answer is A. Par. A talks about Martin sending George Sandeman, the biggest name of the all, packing [in other words, that he beat George Sandeman]. Presumably then, Sandeman, as the biggest name of them all, must have been the defending champion and world number one referred to in the previous paragraph. Besides, the 'They' referred to in the first line of the next paragraph is clearly a reference to 'his [Sandeman's] adoring Stateside public', mentioned in the last line of Par. A. It also talks about the 'Brits' 'celebrating having got one over on those cocky Yanks'. A clear reference to Martin having beaten Sandeman, as described in Par. A.

39. The answer is B. The previous paragraph describes Martin as 'champion-elect', i.e. implying people expected him to be champion – very high expectations... Par. B continues this notion of high expectations noting, in line 1, that 'The ecstasy was reaching fever pitch'. B then goes on to explain that 'Martin the person' was largely ignored, ending 'no one really cared what he had to say anyway.' The next paragraph continues where B left off; 'It was not that they were cheering Martin the player as such at all...'

40. The answer is C. The previous paragraph continues to describe the 'hype' surrounding Martin's success. Par. C then focuses on how this could have been affecting Martin, starting: 'It was hard, amid all the hype and the intensity, to remember that David Martin was just some ordinary Joe...'. It finishes by speculating that, due to the pressure and the attention, 'He was surely suffocating'. The following paragraph continues by saying: 'But his angst was well hidden, that much is sure.' And goes on to talk about how he dealt with this pressure he was under.

41. The answer is F. The previous paragraph describes how it was Martin's opponent and not Martin who seemed to perform like the inexperienced player, and how well Martin coped during the match. Par. F continues: 'The atmosphere in the crowd was electric and perhaps this cowed [put fear into] the Number Five seed.'

42. The answer is H. The previous paragraph describes how the fans were expecting Martin not just to win, but to win in a stylish way. Par. H makes reference to this desire for Martin to exhibit style,

saying: 'It was clear that any reserves of pizzazz or panache [both alternative words for style or acting in a stylish manner] or whatever you want to call it were being saved for this moment'. Par. H ends by describing how the couple greeted each other with 'Just a big old simple hug' because they were too tired and the events unfolding too draining to warrant anything more dramatic. Continuing the story of their evening together, and the theme of understated affection, the next paragraph begins: 'Then, quietly and with little fuss, Martin stepped inside his home, back into the real world. [In Par. H, he had been met at the door, so this reference to stepping in is a further clue.]'

43. The answer is D. The previous paragraph refers to Martin preparing 'Cheese and bread' for supper. Par. D begins: 'Martin put a plate of Gorgonzola and toast on his wife's lap [cheese on toast...]'.

44. The answer is A. 'I believe the 11-Plus exam is morally reprehensible [unethical]. Children develop at different speeds, so to promote a situation where we divide up our young so early based on their performance in one stupid test seems to me ridiculous.'

45. The answer is A. 'I believe the education system in this country is biased towards the privileged. Let's face it, the best education is the one which money can buy. Fee-paying schools consistently outperform schools in the state system, and only the wealthy can exploit the unfair advantage enjoyed by students who attend these exclusive institutions.'

46. The answer is B. '...students have private lessons in the evenings to help them improve their state school grades, and sometimes, between state school classes, private lessons and homework, there are literally not enough hours in the day, leading to exhaustion and burnout in a worst-case scenario, and, even in the best one, a significant reduction in the amount of leisure time available...'

47. The answer is D. '...either students today are smarter than ever before, or their examinations are watered down and do not represent a fair test. I personally believe the latter is true and I am incensed that this is being allowed to happen. In ten or fifteen years' time, it will have gotten to the stage where an A is meaningless if this continues... [if the result is becoming increasingly meaningless, then a mockery is being made of the testing system]'. And: 'But, in this politically correct world-gone-mad of ours, assessors seem to think the only way forward is to give more and more of us the best grades, devaluing the grading system completely.'

48. The answer is D. '...either students today are smarter than ever before, or their examinations are watered down [watered down = made less difficult] and do not represent a fair test. I personally believe the latter is true and I am incensed that this is being allowed to happen. In ten or fifteen years' time, it will have gotten to the stage where an A is meaningless if this continues...'

49. The answer is C. 'Besides, the children of the information age are becoming so accustomed to using technology in the other areas of their lives that they will more likely respond well to technology-based lessons than the traditional kind, which will ultimately see them learning more effectively, engaging more genuinely and developing more speedily.'

50. The answer is C. 'I mean, sure, our [third level] are state-of-the-art, but the formative years are the most important of all [and they are the years during which children attend primary school], and, as far as education is concerned, this means that it would be wise to invest more in the facilities and resources of primary schools where young children will reap the benefits. Technologically speaking, I would say a lot of our schools are behind the rest of the developed world.'

51. The answer is B. 'In Britain, we go to school from 9 a.m. until 4 p.m.; we have the evening to enjoy being young and that is how it

should be; to quote a well-known proverb, 'you're only young once'.

52. The answer is B. 'People often groan [complain] about the faults of our education system, but I think we just like to complain; my gut feeling is that most people are actually only too aware of how lucky they are [most people appreciate how lucky they are...] to have such a high quality of formal education open to them for free all the way up to the end of secondary school.'

53. The answer is A. 'And if that wasn't bad enough – as if ordinary working class people didn't face an uphill struggle already, if they do manage to make it through to university, they are then expected to pay astronomical fees. In many cases, they are simply priced out of a third-level education or are forced to take on a massive burden of debt to finance their studies.'

Test 7

31. The answer is B. Par. 1: 'Tiger's father Earl is to thank not only for gifting his son to golf, then, but also, now it seems, instilling the same love of the game in his grandniece, who, when barely old enough to walk, he placed a club in the hand of and began to teach.' A is wrong because the writer says: 'were it not for the long hair, you'd almost be forgiven for mistaking her profile for that of her legendary uncle, Tiger - in his prime.' The emphasis is on 'in his prime', meaning she bears a striking resemblance to a young Tiger, not her uncle as he looks today. C is also wrong. The physical features of Tiger and Cheyenne are discussed, but not those of any Woods from a third generation. D is not stated anywhere.

32. The answer is A. Par. 3: 'And in the wake of his achievements, the pressure on Cheyenne must be immense, which might, perhaps, explain her poor debutant showing [poor first performance], when she missed the cut in her first tournament as a professional at the LPGA Championship earlier this year.' Clearly B and C are false if A is true. As for D, this is not stated anywhere.

33. The answer is D. By the process of elimination... A is true [Par. 4]: 'he might well welcome the distraction Cheyenne creates. It may even make it easier for him to rebuild his game with the minimum of fuss and attention, away from the spotlight'. B is true: 'and signs are that he will soon have the majors [big tournaments] back within his sights [if you have them within your sights, you are in contention to win them], so that may not be very long at all now.' C is true: 'in light of his rather ignominious fall from grace in recent years following the release of the lurid details of his private life and the extent of his unfaithfulness to his ex-wife'. D may confuse some who misread the quote used to justify A. The only mention of attention and the spotlight is in relation to now – we learn that he would be pleased to have as little attention as possible at the moment, but the writer doesn't say what his attitude was to drawing attention to himself in the past so the use of the word 'never' in D immediately rules it out as false.

34. The answer is C. From Par. 6: 'Similarly, Cheyenne is very keen not to be compared to her uncle, stating that 'not everyone can be Tiger Woods. [ruling out A, and by implication B]' From Par. 5: 'it will not have been for the want of trying because, from watching her on the practice ground during tournaments, it is clear that the famous Woods' work ethic has certainly rubbed off [if the work ethic has rubbed off on her, it means she has developed the same work ethic as Tiger, confirming C].' D is a distractor. The writer does not say that her practice-ground form is good as such compared with her on-course play; rather that she is practising a lot to improve her golf in general.

35. The answer is A. From Par. 6: 'In truth, only the media will pitch these two against one another though - purely for dramatic value, as I am perhaps guilty of having done here. The reality is that Woods is none too bothered by what his young niece is up to, and, in fact, he

likes to support her ... Similarly, Cheyenne is very keen not to be compared to her uncle'. If A is true, B is clearly not. And since there is, therefore, no rivalry to potentially distract them, neither is C. D is also clearly untrue as Tiger and Cheyenne's attitudes to the supposed 'rivalry' are shown to be similar.

36. The answer is B. 'In truth, the early signs are that she will hardly set the world alight [so not A], but then, how can you dismiss [in other words, you can't dismiss or discount her, confirming B] a player with that unmistakably Woods-esque glint in the eye. She will probably hate me for saying this, but Cheyenne Woods very definitely has the eye of the Tiger, and, with that in her arsenal, anything could happen [the statement that anything could happen is a way for the writer to express the notion that it is possible Cheyenne could become a big star – a positive thing – even though the early signs suggest otherwise, so C is wrong; the writer does not accuse her of being volatile or unpredictable as a player; he just says her future is hard to predict]...'. D is also false: 'Well, as she made no bones about declaring pretty forthrightly herself, not everyone can be Tiger Woods... [she has declared forthrightly that not everyone can be Tiger, which suggests her expectations are low rather than high]'

37. The answer is F. F discusses the idea of the father's role [compared with the mother's], first introduced in the opening paragraph, and ends by saying that research has shown that the role of the father is very important. The following paragraph then discusses some of this research in detail.

38. The answer is G. 'The study' referred to in the first line of G is that of the Oxford research team, first mentioned in the previous paragraph. G also reinforces an idea introduced in the previous paragraph; that dad must be active instead of passive: 'dad is critical from day one, and he has to be prepared to make time to spend with his children'.

39. The answer is A. The previous paragraph talks about the notion that 'dad' doesn't have to necessarily be the biological father, just a father figure who is there. A develops on this idea, and refers to it in the opening sentence: 'That last point [that any manifestation of dad will do] is interesting because it also has implications for children from broken homes; basically, what the research suggests is that whether dad is 'real dad', 'new dad' [more talk about the notion of different types of dads introduced in the previous paragraph]...'

40. The answer is C. Par. C answers the question posed in the previous paragraph – when should dads start to become active in their children's upbringing?: 'Well, just as is the case with mother and child, the Oxford study found that it is during the first year of life ... that it is most important to develop the bond between baby and father'. Furthermore, Par. C introduces what it calls 'the noughties' – the period from zero to twelve months old. The following paragraph talks about 'the ouchies' – ages 1 to 4 – which fits in perfectly next in the discussion.

41. The answer is H. H begins: 'But, truth told, that is easier said than done'. 'that' refers to the last point of the previous paragraph – 'an extra effort should be made to be present and involved in the first few months of life'. H then explains why it is difficult for a father to get involved at this time, mentioning the bond between new-born and mother etc., so is clearly a continuation of the discussion from the previous paragraph. The paragraph ends with a discussion of the difficulties mums have in allowing fathers access to their new-born children. The subsequent paragraphs continues the discussion perfectly by talking about difficulties dads have – 'For dad it can be hard too...'

42. The answer is B. The previous paragraph talks about ways for dads to get involved. Par. B begins: 'Apart from making a concerted effort to get involved [clearly a continuation of the discussion]...

Par. B ends by talking about the 'cuddle chemical' that rewires 'pop's brain for his new role in fatherhood'. The subsequent paragraph begins: 'Mind-altering fluffy chemicals aside', which is a clear reference to the last point in Par. B.

43. The answer is E. The previous paragraph talks about the difficulties fathers have juggling a job and fatherhood at the same time. Par. E begins: 'Their plight [their difficult situation] is not much helped by archaic and heartless employment laws' – clearly, a continuation of the discussion. The final paragraph talks about the problems dad's difficulties cause for mum – so the flow of the discussion is very logical with Par. E [which discusses dad's difficulties] placed prior to that.

44. The answer is D. 'Everyone is very quick [if everyone does it, then you could call it a culture] to point the finger of blame [a culture of blame] for our economic woes at anyone but themselves – the easy targets usually; the politicians, the bankers and so on.' And: 'But that is what got us into this mess in the first place – people not taking responsibility for their actions. The way I see it, it is about time that we all started to take a little bit of responsibility and instead of blaming the rest of the world for our problems, perhaps we should start by looking at ourselves.'

45. The answer is C. 'The extent to which we have lost hope is, I think, reflected in voter apathy [voter apathy is a lack of interest in voting or participating in the electoral system among the members of the general public]. Every time there is an election now, the number of people who turn out to vote is less and less. Surely this is a sign that people feel totally disenfranchised – powerless [disenfranchised and powerless = helpless] to make a difference.'

46. The answer is D. 'Okay, so the bankers did wrong; they were careless with money, but so were we. Who put a gun to your head and made you buy a house that was so overpriced it was obvious [if it was obvious to the house-buyer then this suggests it was obvious to the general public as well as banking experts] there was going to be a dramatic downward correction? Is it the bank's fault or your own that you are in negative equity now? Now, just because you made a mistake with your money doesn't mean you are some kind of monster – and the same goes for the bankers...'

47. The answer is A. 'I wouldn't be surprised if [if you wouldn't be surprised if something happened, it means you think it is quite likely to] there was an increase in civil unrest [civil disturbance] in the coming months and years, especially if the economic crisis continues to hit ordinary people hard.'

48. The answer is A. 'I find it infuriating to reflect on the fact that bankers [people in finance], at least the ones at the top, continue to be paid huge sums of money [are well rewarded] every year and receive massive bonuses [further big rewards] despite the fact that they are largely responsible for the poor state of health of the economy, and, let's not forget, the toughest and longest recession since the 1930s. I mean, where is the justice in that [it is not fair]? While ordinary decent folk [ordinary hard-working people] are losing their jobs and struggling to put food on the table...'

49. The answer is B. 'Politicians clearly have a vested interest in maintaining low tax rates for the wealthy. The only way we are ever going to create a situation where this is not so is if we ban all private donations [so no funds from private sources] to political parties and fund them instead with money from the state's coffers [in other words, the state should fund them].'

50. The answer is B. 'The logical thing to do then would be to increase taxes to generate more [revenue], and obviously this obligation to pay extra tax should fall on those who earn the most [the highest earners].'

51. The answer is C. 'Okay, fine; the bankers were definitely at fault, but they hardly have a monopoly on corruption. I mean, think about the expenses scandal from a couple of years ago – politicians were trying to claim huge sums of money they weren't entitled to [trying to defraud the state]; let's not kid ourselves; the whole system from the top down is corrupt [so corruption is widespread], not just the bankers.'

52. The answer is C. 'Besides, nowadays, all the main parties have centrist policies; the whole political system might just as well join together into one big party and then we wouldn't even have to hold elections anymore.'

53. The answer is D. 'Let's stop trying to find scapegoats and instead try to work together to pull ourselves out of this crisis. We do not need the cynicism of naysayers, we need people to think positively and try to make good things happen to get this recovery underway.' C also mentioned the fact that bankers are scapegoats, but only in criticising politicians and society at large as well, not to call for more positive and proactive efforts to be made to create a situation conducive to recovery.

Test 8

31. The answer is D. The phrase 'coming of age' means 'starting to mature and fulfil your potential'. A is clearly not stated; the writer doesn't speak of 'a right age' for competitive cycling. B is also untrue. Armstrong is described as 'still a relative baby in cycling terms', so clearly he was not yet expected to be a mature and dominant force, winning a lot. C is wrong for the same reason.

32. The answer is D. A is clearly untrue – 'Months of spirit- and body-breaking chemotherapy' were experienced by him. B is also false – 'the cancer metastasized to the lungs and the brain', meaning it spread to both these areas, so did not start in either of them. C is also untrue – 'The prognosis was not at all good [meaning the experts were not confident of his prospects of recovery]'. D is true – 'Cycling mourned the surely permanent loss of one of its most promising young disciples [saying the loss was surely permanent implies no one expected him to return to the sport].'

33. The answer is C. 'But surely his would now only be a cameo role; after all, what could one expect from a cancer survivor with a compromised liver and the other familiar scars of cancer therapy? Except Armstrong had other ideas.' A cameo role is a small part. If Armstrong had other ideas than to have a cameo role, it means he wanted to have a big part; in other words, to do very well – to be a real contender. The text then confirms how well he did immediately after. A is wrong as he was determined to play a big role, not just some role. B is not stated. D is clearly wrong as his desire to win was very strong.

34. The answer is A. '... his annual battle [Tour de France campaign struggle] with the French Alps came to represent the struggle against the deadly disease [cancer in general, confirming A and ruling out D]'. B is clearly wrong; he compares his campaign with fighting the actual disease, not a cancer organisation. C is, therefore, also incorrect.

35. The answer is A. 'his book a must-read for all cancer sufferers – their ray of hope'. B is a distractor; the 'light at the end of the tunnel' – or 'hope' – is what the writer is alluding to, not actually cycling through a tunnel. C is wrong as he gave cancer sufferers hope of survival, not hope of becoming athletes. D is clearly a distractor. We learn that Armstrong was accused of drug-taking, not that he cam-

paigned against it.

36. The answer is D. 'some say his failure to contest [so he chose not to contest, which means he passed up the opportunity to prove he was innocent] is indicative of his guilt. At any rate, because he pleaded no-contest, he will now be stripped of all his titles; his legacy has been pulled from under him.' A is wrong; the federal or state case was 'abandoned', but this does not mean the allegations were disproved. B is clearly not true; the writer says 'his legacy has been pulled from under him'. C is also incorrect. The state case was abandoned and the ASADA case was never heard because Armstrong chose not to contest it, so the charges have not had the chance to have been proved beyond doubt.

37. The answer is E. The previous paragraph begins 'Louis Braille's early life was ordinary.' This paragraph, Par. E, then introduces a significant change from the ordinary – 'Then in 1812, when Louis was three years old, everything changed.' – and goes on to discuss what happened and how he 'pierced his eye'. The following paragraph then describes what occurred next [after the eye-piercing], and how Louis was not given effective treatment for his eye injury.

38. The answer is A. The previous paragraph confirms he 'lost sight in both eyes'. Par. A continues 'In spite of his blindness Louis attended his local school for some time...' At the end of Par. A we read about Louis' nomination to attend the National Institute of the Blind. The following paragraph then explains what the Institute did/does for blind children.

39. The answer is C. The previous paragraph highlights the impractical method of making books for the blind that was in use. Par. C explains that Louis was 'hungry for a more practical way to read' and 'began searching for a new reading method' and introduces Braille. The following paragraph then clarifies that despite his efforts and association with the term, it was not actually Louis who invented Braille.

40. The answer is H. The previous paragraph refers to Braille's military use. Par. H continues to explain this and gives the name of the original code for Braille writing. It finishes by highlighting the problems with the military code. The subsequent paragraph states 'Louis immediately saw the potential, as well as the problems [referred to in Par. H] with the system'.

41. The answer is F. F highlights how popular the Braille system has become. The following paragraph continues to speak about its popularity and explains why it is so popular – 'Its popularity may be attributed to the ease with which it can be used...'.

42. The answer is B. The previous paragraph talks about how effective Braille is and how quickly people can read using the system. Par. B begins 'Because it works [because the system is so effective – a fact highlighted in the previous paragraph], Braille has remained basically as Louis invented it...'.

43. The answer is G. The previous paragraph talks about the importance of Braille to the blind and lists some benefits, such as increased educational opportunities and the ability to study and review the written word. Par. G continues, 'But most important of all, Braille gives blind individuals access to a wide range of reading materials [so clearly carries on from the previous paragraph in discussing benefits of Braille]'.

44. The answer is E. 'The similarity of Creole to English has led Creole speakers to be labelled as socially and linguistically inferior [if society in general considers something inferior, it is implied that it looks down upon it]'.

45. The answer is D. 'The heyday of sugar, between 1700-1834, is the period thought to be most responsible for the forming of Patois

... but English continued to influence Jamaican Creole in the form of biblical language and prayer book language [biblical and prayer book language = sources].'

46. The answer is B. 'The majority of the population speaks a language which falls in between the two. At one end there is the educated model spoken by the elite, which follows the "London Standard". At the other extreme is what linguists call "creolized" English'.

47. The answer is A. 'The local Jamaican language is a reflection of a history of contact with a variety of speakers, but the official language remains Standard English.'

48. The answer is C. 'Within 100 years very few Arawaks survived due to a deadly epidemic.'

49. The answer is B. 'At one end there is the educated model spoken by the elite, which follows the "London Standard".'

50. The answer is C. 'The birth of population centers [population centres = places where a lot of people live], such as Port Royal, Passage Fort, and Kingston, served as a mixing pot of many different speakers.'

51. The answer is D. 'The heyday of sugar, between 1700-1834, is the period thought to be most responsible for the forming of Patois.'

52. The answer is A. 'The most influential speakers were immigrants from Africa and Europe. Kwa, Manding, and Kru are amongst the variety of prominent African languages apparent in Jamaican history.'

53. The answer is B. 'In the middle of the language scale there is the inclusion of Jamaican rhythm and intonation of words, which evolved within the country, as well as the presence of other uniquely Jamaican traits including retention in common speech of English words now rare or poetic as well as new formations such as alterations of existing words.'

AUDIOSCRIPTS - Succeed in Cambridge Proficiency

TEST 1

I am going to give you the instructions for this test. I shall 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: *** You will hear each piece twice. Remember, while you are 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. [pause 5 seconds]

Part 1

Now open your question paper and look at Part 1. [pause 5 seconds] 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.

Extract One [pause 15 seconds]

When my flight is finally called, I gather my books and hand luggage. Since there is no one to see me off, I do not look back to see where I have come from. Instead, I think of my husband at work wondering if I have left yet, and my daughter at the other end wondering the same thing. [1]

As I head towards the plane, I find myself remembering yet another arrival and departure. When I was a newlywed, my 91-year-old grandfather died. We had been very close, and one evening, returning from his funeral, I arrived at the airport crying. My husband of only a year was waiting at the gate to take me in his arms. Because of my tears, everyone was looking at us, but I didn't care. Somehow the emotion I felt seemed not at all out of place for the airport. Life needs to be this important all the time. I wish that all the people who went on a journey could come back to find someone waiting for them. [2] I also wish they could leave with someone to see them off. I think of my grandfather and realize that if dying is like this - a passage - then I am unafraid.

[pause 5 seconds] REPEAT EXTRACT ONE [pause 2 seconds]

Extract Two [pause 15 seconds]

Interviewer: Born in Arles in the south of France on February 21, 1875, Jeanne has lived through a total of 21 French presidents. When she gave birth to her daughter at 23, electricity and the telephone had only just been introduced. She was 43 at the end of the First World War and 70 at the end of the Second World War. What is the reason for your exceptional longevity Jeanne?

Jeanne: I was certainly born with genes conducive to long life. Eighteen of my 30 direct ancestors lived to 70 or older. My father died at 93, my mother at 86, and my brother Francois at 97. I was always active; a keen walker and tennis player, I have also enjoyed a healthy "Mediterranean" diet. I love opera, have a curious mind and have kept my brain active. [3]

Interviewer: But Jeanne's real secret seems to lie in her natural inclination to be happy. She takes a lively interest in the other residents of the retirement home and the nurses who look after her. In February she entered the world of pop music, releasing a rap record on which she tells stories of her past to a background dance beat, and all the proceeds are going towards a minibus for the home. She has had her share of ordeals - in 1934 her daughter Yvonne died suddenly of an illness at 36, and she has also lost her husband, her son-in-law, her brothers and her only grandson, Frederic. [4]

Jeanne: There are happy and sad times in each era. I've lost my sight, I can hardly hear, but I never complain. I make do with what I have. I think about the good times of my life, and I never get bored. [4]

[pause 5 seconds] REPEAT EXTRACT TWO [pause 2 seconds]

Extract Three [pause 15 seconds]

Has it ever crossed your mind that your child might take drugs? Or do you merely dismiss drugs as a problem that will only ever happen to other people's children?

In fact your child will almost certainly come into contact with drugs, regardless of background, education or upbringing. So even if you can't stop your child taking an interest in drugs, how can you

stop him or her actually taking drugs? Don't start by using threats. As a parent you may fear drugs and everything to do with them, and it's tempting to pass that fear on. But this won't help either of you.

Teenagers tend to experiment with the things that frighten them. And as you'll probably remember from your own childhood, activities which are forbidden seem that much more attractive. Listen to what your child has to say. [6]

Encourage your child to explain their views. Only when you understand what your child thinks about drugs can you start to influence them. You might find your child wants nothing to do with drugs. In which case you'll feel happier having cleared the air. (But be careful not to assume that talking about drugs once, is enough). You might find that they see it as something glamorous and exciting; something that their favourite film stars, rock stars, sports stars and TV personalities do.

Or that what they read in magazines, what they watch on television and in the cinema, make it seem that much more of an interesting thing to do. All these TV programmes and magazine articles make a parent's job so much harder. But don't despair. At least now you've an idea of what to expect, so make sure what you've got to say about drugs and the effect of drugs, makes sense.

Firstly, you should talk about why they would even want to take drugs. Secondly, explain to them why they shouldn't take them. Above all, listen, then put forward your thoughts.

[pause 5 seconds] REPEAT EXTRACT THREE [pause 2 seconds] That is the end of Part 1. Now turn to Part 2. [pause 5 seconds]

Part 2

You will hear a radio report about Mensun Bound, a world-famous marine archaeologist. For questions 7–15, complete the sentences with a word or short phrase.

You now have 45 seconds in which to look at Part 2. [pause 45 seconds]

Mensun Bound is one of the world's most experienced marine archaeologists. As director of Oxford University's Marine Archaeological Research and Excavation unit (MARE), he has dived on wrecks in most of the oceans of the world. But while his interest is purely scientific, like Indiana, he has faced dangerous competitors for the treasures of the seas. Mensun, who also hosts the Discovery Channel's *Lost Ships* series, grew up in the Falklands' capital, Port Stanley, in the 1950s. From his bedroom, Mensun looked out on the wrecked Cape Horn square-riggers that had been turned back, battered and torn apart by the fierce westerlies, to die here within sight of land. The view from that window would determine the course of his own career.

As a teenager, Mensun Bound left the Falklands for the British School in Montevideo. After that he decided to travel. Working in the engine room of a tramp steamer plying the South Atlantic, he jumped ship in Patagonia, and hitched the eight-month journey north, arriving footsore and penniless in New York. He got the lucky break of a scholarship from a charitable foundation on Fifth Avenue, and ended up with a starred degree in Ancient History. He eventually got an internship at the Metropolitan Museum of Art, which taught him his trade, researching Greek pottery. Then, with a student visa to Britain, he enrolled in a higher degree course at Oxford, where he met his wife, Joanna. [11]

Today, Mensun Bound is Triton Fellow at St. Peter's College, Oxford. Over the last twenty-five years, his work has taken him from academia to some of the most exciting underwater sites in the world. [12]

Wreck diving often conjures images of scuba cops and robbers. The bad guys are the treasure hunters, the smash-and-grab merchants, looking for a quick buck. The good guys are Indiana Joneses. The truth is somewhere in between. "The purpose of archaeology is to advance knowledge," says Mensun, "not to collect objects for display". Yet he recognises that "in Third World countries, archaeology has a whole other meaning". Mensun's latest quest took him to the pirate-infested waters of the South China Sea, off Vietnam, for "the biggest thing I have ever done". The accidental discovery of a wrecked junk boat by local fishermen, yielded a trove of blue-and-white porcelain, on a par with Ming China. [13]

Of a design that would already have been familiar to Marco Polo two centuries earlier, the junk and its contents shed totally new light on a brilliant 15th-century Vietnamese civilisation, thought gone forever. [14]

MARE is receiving new proposals almost every week, and, for lack of time or resources, has to let some of them go. "It upsets me when I have to turn my back on a project," says Bound. Without access to their history, whole civilisations may veer rudderless towards shipwreck. With his team, Mensun Bound is doing his best to rescue some of them from oblivion.

[pause 10 seconds] Now you will hear Part 2 again.
[repeat Part 2] [pause 5 seconds]

That is the end of Part 2. Now turn to Part 3. [pause 5 seconds]

Part 3

You will hear an interview with Kip Keino, a Kenyan Olympic athlete. For questions 16-20, choose the answer (A, B, C or D) which fits best according to what you hear.

You now have a minute in which to look at Part 3. [pause 60 seconds]

Interviewer: In 1973, the Kenyan runner Kip Keino was in his world-beating prime. Today, he lives modestly on a farm caring for dozens of young orphans. Kip, over the past quarter of a century, runners from the African continent have gradually established a stronghold on middle distance running to the point where the rest of the world has been starved of success. [16]

Kip: I'm not sure that's entirely true. There have been exceptions. The British world record beaters, Sebastian Coe, Steve Ovett and Dave Moorcroft come to mind. It is true to say however, that in the World Athletics Championships in Athens, African men won 11 of 15 medals at distances from 800m to 10,000m.

Interviewer: Exactly. Imagine if the International Olympic Committee ever opened the Olympics to all the best athletes instead of restricting each country to three representatives. And now Kip, you won your first Olympic gold medals in Mexico City in 1968, didn't you?

Kip: That's right and then again at Munich four years later.

Interviewer: You've made an enormous impact on athletics but you've also done a lot to help the poorer people of your country. You've become a kind of icon to the people of your country and an example to all Africans. Tell us about your farm.

Kip: Every penny I ever earned from running, has been invested in this farm, together with the profits from a sports shop I operate in the nearby town of Eldoret. I don't crave material possessions. The 50-acre farm is home to my immediate family, true, but it also provides shelter for orphans of all ages. There were 74 at the last count but we will never turn anyone away. It's been this way for 30 years. I think it is important to assist those who need assistance. We share what we have. You see, in the world today there are a lot of people who don't have any assistance. Mainly we assist those who don't have any parents. For example, a mother dies in the hospital and nobody comes for the child. The child is not sick! Abandoned kids and others who live on the street, they have nobody to take care of them. They need education. They need to have a father and a mother so they feel like any other children in our society. [17]

Interviewer: Your own mother died when you were very young, didn't she? What effect has that had on the way you help the children here?

Kip: I just want to spare others the emotional pain of growing up without a parent. All the children are treated as though they are our own. They are fed, clothed and sent to school; but more importantly, they are loved. They will remain at the orphanage until they have finished high school. Afterwards, their decisions are their own, some stay and some go. [18]

I'm very proud of them all. They have all overcome terrible problems and I'm particularly proud of the way they work in order to get a good education. Some have gone on to become teachers, soldiers, doctors, accountants and are themselves raising families.

Interviewer: Donations from Christian ministries and from private donors supplement Keino's own income, which has allowed a 20-room dormitory to be built adjacent to the original farmhouse. It has a library and a chapel. There are plans in the works to build a primary school on the farmland too. [20]

[pause 10 seconds]

Now you will hear Part 3 again. REPEAT PART 3 [pause 5 seconds]
That is the end of Part 3.

Now turn to Part 4. [pause 5 seconds]

Part 4

Part 4 consists of two tasks. You will hear five short extracts with different people talking about adventure holidays. Look at Task 1. For questions 21-25, choose from the list (A-H) what each speaker did on their adventure holiday. Now look at Task 2. For questions 26-30, choose from the list (A-H) which benefit of going on an adventure holiday each speaker mentions. While you listen you must complete both tasks. You now have 45 seconds in which to look at Part 4. [pause 45 seconds]

Speaker 1 [pause 2 seconds]

Me and my daughter were looking to do something different. We were surfing the net one evening when we both saw one of the most beautiful photographs of a river. It isn't often that anything is that impressive on the net these days, but we were both enchanted. Well, we did a bit of research and we found that it was a river in Kashmir, north India. Well, I liked the idea of a different type of holiday, but the idea of sleeping on a canal boat put me off a bit, but it soon turned out that the accommodation was a houseboat. Well, we booked it and came back a couple of weeks ago and I have to say it was one of the best holidays I've ever had. It was difficult to get to, but it was worth it when we got there. I'm sure I've never been so far away from the hustle and bustle of everyday life. [21]
[pause 3 seconds]

Speaker 2 [pause 2 seconds]

Well, the Easter holidays were coming up and with it being the end of term, I didn't have much money left, but I desperately needed a break. I'd heard of couch surfing, but a part of me was concerned about sleeping in strangers' living rooms – it was free and I wanted a holiday, so I didn't have much choice. I soon got over my initial apprehension after the first night of staying with Brian in Barcelona. I had spent the day wandering around the city whilst he was at work. At the end of exhausting days craning my neck to look up at so much inspiring architecture I had somewhere to lay my head. I then hitchhiked up to Paris and stayed there for a couple of nights. I'll never forget the time I had on this trip. It was almost two years ago, but I still speak to most of the people I met on it. [22]
[pause 3 seconds]

Speaker 3 [pause 2 seconds]

I've always been an outdoors type of person. When I am at home, I spend most of my time in the garden. I don't like how people today spend all of their time sitting and doing nothing. I've spent all my life up and about and I can't imagine it any other way. It's the same when I go on holiday. I don't sit around on a beach all day. I like to do things, get in touch with natural landscapes and see the actual places where the photographs in the glossy magazines are taken from. Lying around all day makes you fat and lazy in my opinion – a fresh early morning every day is what I call a good holiday. The most important thing though is that I feel healthier from living a life outdoors and taking holidays in the great outdoors just adds to that. [23]
[pause 3 seconds]

Speaker 4 [pause 2 seconds]

It's a daydream for many of us and we put it off and put it off. It's so expensive to go on a trip out there that it's understandable why so many don't realise the dream of it, but me and my wife went once our children had grown up. It would have been impossible to pay for the kids as well, but with it just being the two of us, it wasn't so bad. When we arrived, we didn't know what to expect having never been outside Europe, but our host was particularly hospitable and drove us through the Kenyan landscape to our accommodation, which was simply superb. It had the luxury of a hotel, but had been built using local traditions and materials, so it was perfect for us. I'll never forget the first morning I woke up in that landscape. The competition between what seemed like hundreds of birds singing their hearts out. It was this: the sheer number of different species that made the experience something I will never forget. [24]
[pause 3 seconds]

Speaker 5 [pause 2 seconds]

My working environment is a high-pressured one in which I compete through most minutes of my working day, which is fuelled by excessive amounts of caffeine. What I want when I usually go on holiday is luxury and ease – I don't want to lift a finger when I'm on holiday, but this year I tried something different. I felt like I was becoming a bit

set in my ways and wanted a change, so I went on a volunteer programme to Kalutara in Sri Lanka. It's a place that is still in the process of rebuilding after the tsunami there. I don't regret my decision to go on a more active holiday at all. Of course it can be tiring, but the rewards far outweigh the disadvantages. I helped in the maintenance of a community centre, which is vital to the villagers. It wasn't just the work that was worth it either. I enjoyed spending my time with the other volunteers. I felt like I was gaining as well as giving. Living communally made me realise how important it is for human beings to co-operate in the world. [25]

[pause 10 seconds] Now you will hear Part 4 again. [repeat Part 4]
[pause 5 seconds] 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 shall remind you when there is one minute left, so that you are sure to finish in time. [pause 4 seconds]
You have one more minute left. [pause 1 minute]
That is the end of the test. Please stop now. Your supervisor will now collect all the question papers and answer sheets.

TEST 2

I am going to give you the instructions for this test. I shall 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: *** You will hear each piece twice. Remember, while you are 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. [pause 5 seconds]

Part 1

Now open your question paper and look at Part 1. [pause 5 seconds]
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.

Extract One [pause 15 seconds]

Dreams, as new research is showing, are often distorted reflections of our daily lives - not necessarily symbolic pictures of our unconscious wishes, as Freud believed, or random, nonsensical images caused by brain signals. Many experts now believe our dreams are so closely related to our waking lives that we can use them to help recognize and work out inner conflicts. Men and women dream differently. Why? It's biology and social conditioning. In a study of 1,000 dreams, half from each sex, it was found that men more often have action dreams involving strangers identified mostly by their occupations. Usually these dreams are set outdoors or in unfamiliar surroundings. Women dream more of emotional one-to-one struggles with loved ones, usually in indoor settings. As more women have careers, their dreams might start to become more like men's, according to studies by a professor at the University of Ottawa in Canada. She found that while stay-at-home mothers dream more about children, women in the workplace dream about bosses and colleagues. [2]

[pause 5 seconds] REPEAT EXTRACT ONE [pause 2 seconds]

Extract Two [pause 15 seconds]

Presenter: Most people have, at some time, looked into the mirror and flinched at what they see. Who hasn't fantasized about which features they would change given the chance? Small eyes, a big nose or bad skin. There's nothing wrong with a little vanity but, for some, the belief that they are ugly and totally unattractive is more than just a passing niggle. It is a belief that can turn into a destructive obsession that ruins their lives. Dr Robbins, tell us about this terrible illness.

Dr. Robbins: Body Dysmorphic Disorder or BDD is a little known syndrome in which sufferers imagine and believe they are so ugly they can think of nothing else. Symptoms include constant mirror checking or the avoidance of mirrors altogether, irrational fear of social situations and an obsession with their perceived physical flaws. If you've never heard of BDD you are in good company because, despite the fact that the condition was first diagnosed in 1886 by an Italian psychiatrist called Dr Morselli, neither have many people working in the medical profession. [3]

Presenter: How do sufferers deal with their problem?

Dr. Robbins: Many sufferers will go to cosmetic surgeons before going to their GP. But having plastic surgery on the feature they hate rarely solves the problem - they simply fixate on something else. [4]

Presenter: What kind of people suffer from BDD?

Dr. Robbins: Anybody can be a potential BDD sufferer, regardless of sex, status or background. These people aren't ugly - they look like you and me. But they have chronically low self-esteem. They may have been teased and called ugly as youngsters, but instead of developing a thick skin, they are still unable to deal with those remarks and have become fixated on them. [3]

[pause 5 seconds] REPEAT EXTRACT TWO [pause 2 seconds]

Extract Three [pause 15 seconds]

Presenter: How important is body language? [5]

Sociologist: A quick way to end a conversation before it even starts is to fold your arms, lock your face into a grim expression and dart your eyes. Whether you mean to or not, you appear uninterested or aloof. Instead, make eye contact, keep an open posture and smile. Body language speaks before you do. If you send out friendly messages, you get back friendly messages.

Presenter: What kind of things should you talk about with strangers?

Sociologist: Turn the spotlight on others. We've all been bored by proud parents who talk on and on about their wonderfully talented son, never bothering to ask us about our equally special child. At some point the person who is talking has an obligation to turn the conversation round and ask, "How are your children?" [6]

People will think you're fascinating, if you get them to talk about themselves. Ask questions. Discover the person's interests. If you don't understand what he or she is talking about, say so. People are usually so flattered by your interest they don't notice if your questions aren't brilliant.

[pause 5 seconds] REPEAT EXTRACT THREE [pause 2 seconds]
That is the end of Part 1. Now turn to Part 2. [pause 5 seconds]

Part 2

You will hear a radio report about how to develop your brain. For questions 7-15, complete the sentences with a word or short phrase. You now have 45 seconds in which to look at Part 2. [pause 45 seconds]

Presenter: The brain is an amazing organ and probably the most misunderstood. Martin Clark has spent the last thirty years of his life studying both human and non-human brains. Here is his report.

Martin: On average the human brain weighs only 1.3Kg. Yet this mass of grey blanchmange is central to everything we do. It is the home of our thoughts, our memories and our emotions. It controls the activities of our bodies and allows us to experience the senses of touch, taste, sight, sound and smell. The brain is made up of around 100 billion cells known as neurons. Each neuron has up to 10,000 connections to other neurons within the brain. These connections are known as synapses. Everything we do, from scratching our nose to listening to this report, is controlled by our brain's circuitry. With every thought and every action, minute electrical pulses travel through the complex network of neurons in the brain. [7]

In the nineteenth century, scientists believed that particular parts of the brain corresponded to particular functions. This theory was called phrenology. Phrenologists believed that there were particular areas of the brain regulating such character traits as sloth, happiness and intelligence. [9]

Now we know that the brain isn't so easily mapped. Much brain activity uses several parts of the brains simultaneously. [10]

As every person's experiences are unique the connections made between our neurons are as individual as a fingerprint. But there are some broad similarities between all human brains. Our current understanding of the brain recognises that certain areas of the brain have particular functions. In the foetus a cluster of cells grows into the familiar walnut-shaped form of the human brain. A new born baby's brain is about one third the size of an adult brain. The brain's growth comes from the billions of synapses between the neurons. We have the same number of neurons in our brains as adults as we have at birth. Although we don't realise it, most of us probably use only a tiny portion of our available brain power. Every human brain is capable of logical deduction, visual and abstract manipulation, near-mystical feats of intuition and meticulous organisation.

Yet most of us think our brain skills are limited. We are, we say resignedly, "hopeless" at analysing problems or "useless" at organisation. But we need not limit our abilities. We just have to learn to use our whole brains. 11

The brain is divided into four sections or quadrants, each with particular skills and functions. The left frontal area tends to be logical, analytical and good at making decisions, while the left back (left basal) is tuned in to fine detail and well-equipped to follow instruction; the right front generates creative, visual and imaginative ideas, while the right back is closely connected to our emotions. Although most people use all four quadrants of the brain in some combination, nearly all of us favour one section, making us more adept at some activities than others. This is partly due to genetically determined leanings, but much of it is learned. As children at school, we are taught to use mainly the left side of our brains, cutting us off from the intuitive right side quadrants, sometimes for life. Girls are given dolls, which encourages them to be caring and kind, developing the right back brain quadrant. But they tend not to be encouraged to use Lego or to make models - activities which would stimulate the visual creativity dormant in the right front quadrant. Boys are discouraged from showing emotions - damping down the right back quadrant - but encouraged to be critical, stimulating the left front quadrant. People who can bring all four brain sections to bear on a problem have a huge advantage over those who use just one or two. Luckily, the sections are like muscles - exercise them and they will become stronger. 12 13 14

LEFT FRONT EXERCISES

To develop logic, analytical thought and critical faculties

- Predict ten events, however small, about tomorrow, based on things that have happened today.
- Find out how your washing machine, CD player or TV works.
- Learn to play chess, backgammon, bridge, or a computer game.

RIGHT FRONT EXERCISES

To stimulate imagination

- Run across the park, down a grassy slope, or up and down stairs, just for the heck of it.
- Take a whole reel of photos of a single subject without counting the cost of film or processing.

LEFT BACK EXERCISES

To develop discipline and attention to detail 15

- Assemble a model kit, following the instructions.
- Draw up a personal budget.
- Arrange your books, videos and CDs in alphabetical order.

RIGHT BACK EXERCISES

To develop emotions and intuition

- Eyes closed, imagine yourself dancing - but without moving your body.
- Take ten minutes every morning to imagine how each member of your family is feeling at that moment.

[pause 10 seconds] Now you will hear Part 2 again.

[repeat Part 2] [pause 5 seconds]

That is the end of Part 2. Now turn to Part 3. [pause 5 seconds]

Part 3

You will hear an interview with a hypnotist. For questions 16-20, choose the answer (A, B, C or D) which fits best according to what you hear. You now have a minute in which to look at Part 3. [pause 60 seconds]

Interviewer: Today we have Lynn Burns in the studio. Lynn is a hypnotherapist and has been practising hypnosis for nearly twenty years. Lynn, misconceptions about hypnosis abound. Many of these fallacies can be traced back to the unfortunate early use of not-always-ethical demonstrations of hypnosis as a form of entertainment on stage and television. 16

Lynn: Leaving aside that rather specialised form of hypnosis, the best way to view hypnosis is as a state of intense relaxation and concentration, in which the mind becomes remote and detached from everyday cares and concerns. In this relaxed state the subconscious part of the mind is best able to respond creatively to suggestion and imagery. It can focus on the things you wish to change and on the ways you can best do so, free from analytical or anxious thoughts. You are, however, not asleep nor are you unconscious. You are in an altered or alternative state of consciousness in which you "let things

happen" through your subconscious mind rather than trying to make them happen with your conscious mind. Because you are deeply relaxed, the suggestions given to you by the hypnotist will be acted upon more easily by the subconscious. Post-hypnotic suggestions are those that will be carried out by you when you come out of the hypnotic state.

Interviewer: Can anyone be hypnotised? 17

Lynn: Yes, but only if they want to be. The only requirement is the desire to be hypnotised (or at least allow it to happen) plus an understanding of what they need to do in order to achieve the hypnotic state. The degree, however, varies from person to person. Occasionally a different induction method or a different therapist may be necessary. Most therapy sessions do not require more than a light trance state which everyone can easily achieve with training. The only people who cannot be hypnotised are those who are drunk or who are below-average intelligence or who don't want to be hypnotised. Just remember that being hypnotised may not feel as you expect it to feel, but that does not mean that you are not in hypnosis. 18

Interviewer: What's the difference between hypnosis and hypnotherapy?

Lynn: Hypnosis has been around for thousands of years. Hypnotherapy is simply therapy which uses hypnosis as a powerful tool to facilitate change. It is used world-wide. The natural power of your own mind is used to relieve symptoms and alter unwanted behaviour patterns. Hypnotherapy is non-addictive and safe, with no unwanted or unpleasant side effects. You do not go "out", "under" or "to sleep". You are not unconscious. You are in an alternative state of consciousness with a very narrow focus of attention. You can hear everything that is being said. Nothing happens without your consent. You have absolute control. However, you are extremely relaxed.

Interviewer: Do people remember what happens during a session?

Lynn: Ninety-nine per cent of people remember everything they or the therapist said during the session. In rare instances the therapist might need to remind them of one or two points that were talked about in order to trigger the rest of the memory.

It is possible for the therapist to give a post-hypnotic suggestion to forget what was said but this is rarely used in therapy.

Interviewer: Is it possible for someone to stay "frozen" in one position and not come out of it? I mean, can hypnosis be dangerous?

Lynn: The trance state can be terminated at any time you choose. It is your choice to enter the trance state and you can always choose to leave it. If you were left in a trance state by your hypnotherapist or by a hypnotic tape, you would either return to full consciousness on your own or enter a natural sleep and awaken after a short, pleasant nap. In any case, professional therapists are trained to awaken clients reluctant to leave the trance state - in their own interests - after all, there may be another client waiting for their session! 20

[pause 10 seconds]

Now you will hear Part 3 again. REPEAT PART 3 [pause 5 seconds]
That is the end of Part 3.

Now turn to Part 4. [pause 5 seconds]

Part 4

Part 4 consists of two tasks. You will hear five short extracts in which different people are talking about reading. Look at Task 1. For questions 21-25, choose from the list (A-H) what each speaker is speaking about. Now look at task 2. For questions 26-30, choose from the list (A-H) which main purpose reading serves for each speaker. While you listen you must complete both tasks.

You now have 45 seconds in which to look at Part 4. [pause 45 seconds]

Speaker 1 [pause 2 seconds]

I read them while I'm on the train. I live in the countryside you see, so I have to get the train to work. A lot of people read novels on the train, but I find them too heavy for such journeys. It's the juicy gossip and the articles on cookery that I really buy them for. I know I should probably aim to spend my reading time more productively reading the works of Shakespeare or something, but I see the train as my chance for a rest from the family at one end and work at the other. Reading has never been a keen interest of mine - it's just something to fill in the time between A and B. [pause 3 seconds]

Speaker 2 [pause 2 seconds]

I'm just like my mother in this way. I tear away the packaging in order to get to the product. I'm excited and interested in new gadgets and the like. When I get a new gadget, I want to explore its various func- 22

tions and modes – I want to experiment and learn about it myself, so the last thing I'm interested in is reading the endless literature that fills half the packaging these days. It's true, if I arrive at too many dead ends within the first couple of hours of experimenting with a new toy, I will begrudgingly rifle through the recycling box to find the magic blueprints. [pause 3 seconds]

Speaker 3 [pause 2 seconds]

I know it's rather unfashionable these days to be seen with a book of verse in your hand, but I still can't resist a dip into a world less rigid and prosaic than that of the modern world. It is the highest form of art for some and for me a way in which to hear the leaves whisper down your neck, the woodpecker swoop across a landscape or the delicate fingertips of a lover fluttering across another. There is no comparison to it. Those who slip a newspaper into their pockets every morning are missing out on the truth of the human soul. [pause 3 seconds]

Speaker 4 [pause 2 seconds]

It is a necessary part of my job that I read several a day. I need to know the ins and outs of both the political and the financial world to be able to buy and sell at the right moment. I work on the stock exchange, which is incredibly demanding and, indeed, risky. In order to avoid making too many blunders in a day I use the dailies as guidelines and sometimes even direct instructions of how I should behave in the day. I don't just read them for pleasure either. I have a lunch break to fill too and I enjoy perusing some of the more gossip-oriented pages as much as the next man. [pause 3 seconds]

Speaker 5 [pause 2 seconds]

They were always around the house when I was growing up so it seemed natural to start reading them as I got older myself. Sometimes I find them boring, but on the whole they've opened up totally new worlds for me. Some of the more modern ones are less traditional in the way they're narrated and so can be more difficult to read at first, but after a while you get used to new formats and so come to appreciate common ideas of the world being questioned by the very formats themselves. I can't ever imagine myself not reading for any extended amount of time – yes sometimes I can't stand to even look at a book for a couple of weeks – but, it's never any longer than that. I can't imagine my life without reading.

[pause 10 seconds] Now you will hear Part 4 again. [repeat Part 4]
[pause 5 seconds] 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 shall remind you when there is one minute left, so that you are sure to finish in time. [pause 4 seconds]
You have one more minute left. [pause 1 minute]
That is the end of the test. Please stop now. Your supervisor will now collect all the question papers and answer sheets.

TEST 3

I am going to give you the instructions for this test. I shall 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: *** You will hear each piece twice. Remember, while you are 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. [pause 5 seconds]

Part 1

Now open your question paper and look at Part 1. [pause 5 seconds]
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.

Extract One [pause 15 seconds]

Reporter: Spare a thought for the Swansea sculptor Peter Nicholas. In the early 1970s, the Welsh artist created a celebrated work in aluminium, entitled *Seagulls*. This was commissioned for 4,000 pounds by Glamorgan county council and has hung in the departure lounge

of Cardiff Airport ever since. That's what Nicholas assumed, anyway, until he received a phone call from a woman who had found a pair of twisted metal birds lying in a skip and wondered if the sculptor would give her a hand with some welding. Peter, how did you feel when you realised what had happened?

Peter: "I was absolutely devastated. And I really didn't believe it. I couldn't believe it. This was a major piece of sculpture I had made. Probably it would be worth about 40,000 pounds today. But after the airport was sold to the consortium TBI, the sculpture had to be taken down, broken up and dumped in a skip."

Reporter: Has anyone explained how this could have happened or offered you an apology?

Peter: Nobody will take responsibility, let alone offer me an apology. I would have liked the opportunity, at the very least, to reset or even to recycle the sculpture in another public place.

Reporter: It seems to me that artists in Wales are neglected at the best of times, but for the region's international airport to have treated one of its home-grown artists so shoddily is particularly disgraceful.

[pause 5 seconds] REPEAT EXTRACT ONE [pause 2 seconds]

Extract Two [pause 15 seconds]

Speaker: West End theatre has something to offer everyone. To find out what's on, pick up a free London Theatre Guide available at all West End theatres or your hotel. The Guide also has information on the many concessions available for students and senior citizens. Students should call the Midland Bank Student Theatreline on 0207 329 8900 for standby concessions, after 2pm.

Another great bargain is the Half Price Ticket Booth in Leicester Square which sells tickets, on the day only, for a wide selection of shows at half price plus a small service fee. Matinee tickets go on sale at 12.00 noon; evening performances from 1pm. The brand new Theatreland Walking Tour Map offers a fascinating journey around the most famous West End theatres providing historical vignettes and anecdotes about the West End's most illustrious personalities.

For a clear seating plan of all 50 West End theatres plus information on how to book, transport, restaurants, disabled access, etc. purchase a copy of the Complete Guide to London's West End Theatres. Both publications can be purchased at the British Travel Centre in Regent Street. Whatever your plans in London, don't leave without seeing a West End show, one of the true highlights London has to offer.

[pause 5 seconds] REPEAT EXTRACT TWO [pause 2 seconds]

Extract Three [pause 15 seconds]

Interviewer: When abstract artist Sir Terry Frost discovered his flair for the artistic, his "canvases" were hessian pillows, and his paints were stolen and mixed with oil from Red Cross sardine tins. But you have to make do when you're a prisoner of war. It would be easy to understand any feelings of residual bitterness from the artist who spent four years in his mid-20s holed up in a prison camp, yet Frost, now 82 and knighted earlier this year, describes the experience as, the best education he could have had. Terry tell us something about your career.

Terry: My first exhibition – comprising still lifes and portraits of my fellow prisoners – was held in my absence in 1944 at my home town of Leamington Spa. It was not until the 1950s that I had, with my new wife Kathleen, moved to Cornwall to study at the St Ives School of Painting and developed my vocabulary of shapes: arcs, wedges, circles and chevrons in pulsating colours, which reflected the surrounding seascape. What I do is a lot more than just making shapes. It's a philosophical thing; a way of life. It's a matter of letting yourself go and not having any inhibitions or pre-conceived ideas.

Interviewer: You spent some time as Professor of Painting at Reading University, didn't you?

Terry: That's right. Then, in the early 1970s we returned to Cornwall and settled near Penzance. Where I've continued to live ever since.

Interviewer: Tell us about your latest piece.

Terry: Each colour and shape stands for itself and has to be accounted for. I used collage because I wanted to have positive shapes as well as positive colour, rather like two-dimensional sculpture. With a piece like this, your head is on the guillotine with every mark you make. But it is one of the best I have ever done.

[pause 5 seconds] REPEAT EXTRACT THREE [pause 2 seconds]
That is the end of Part 1. Now turn to Part 2. [pause 5 seconds]

Part 2

You will hear a radio report about the Getty Museum in Los Angeles. For questions 7-15, complete the sentences with a word or short phrase. You now have 45 seconds in which to look at Part 2. [pause 45 seconds]

Presenter: Today, Ruth Adams will be reporting from the famous Getty Art Museum in Los Angeles. It is a modern museum with an impressive collection of both Old Masters and Contemporary works.

Ruth Adams reports:

Ruth: From the motorway - the San Diego Freeway, Interstate Highway 405 - it looks as if a great ocean-going liner has been dumped inland on a hillside after a flood. White and silver-tinted office blocks tumble down the landscape like a shiny shantytown. From a distance, the new Getty is not beautiful. Once the hill has been achieved, however, via the four-car tram (or ultramodern funicular), which is the obligatory mode of approach, everything changes. Everything is modern, high-tech, yet has the feel, too, of a Tuscan hilltop village. You half expect flat-hatted senators from Piero della Francesca to be strolling on the arrival piazza where the tram deposits you.

The new Getty consists of six structures, and architecture buffs will want to pore over every one. The shapes and materials could only be the work of Richard Meier, and the locals are already talking of this as his masterpiece. That's LA for you.

For the rest of us, there are four attractions, in this order: the museum, the view, the garden and the restaurant.

For all the noise being made just now about the Getty's opening - the culmination of 15 years of planning and building - the museum is not large, and one does not really need instructions on how to structure a visit, other than to warn you not to arrive before 11 am, the first two hours of the day being devoted to school groups.

The museum's strengths are European painting (mainly 15th to 19th centuries), European sculpture, the decorative arts (predominantly French 18th century), and antiquities. In the centre of mass culture we have a high-culture temple. Each specialism is housed in its own pavilion grouped around a central courtyard, so you can do them one at a time, taking a break every so often to admire the view.

Never was a museum set in such a sensational location. To the west there is the Pacific Ocean - vast, deep blue or shimmering gold, depending on the sun. To the south, the eye follows the San Diego Freeway, all 10 lanes snaking past LAX, Los Angeles Airport, until it is swallowed by the smog. East, lies the desert and the mountains. The high-rises of downtown LA are dwarfed by this magnificent theatre of nature. Only the Old Masters can compare in beauty.

The Getty's garden is, for the moment, a disappointment. And this being California, the restaurant is long on salads, pulses, designer water - a post-tobacco world, where alcohol is already the love that dare not speak its name. Never mind: there is always the view. There is one important structure that is easy to overlook. The "parking structure", despite its unlovely name, says more about LA than Van Gogh or Piero della Francesca ever could. This building, all seven levels of it (six below ground), is highly efficient, well-lit and clean. It is itself a work of art.

[pause 10 seconds] Now you will hear Part 2 again.

[repeat Part 2] [pause 5 seconds]

That is the end of Part 2. Now turn to Part 3. [pause 5 seconds]

Part 3

You will hear an interview with the painter, Bridget Riley on how her work is influenced by travelling. For questions 16-20, choose the answer (A, B, C or D) which fits best according to what you hear.

You now have a minute in which to look at Part 3. [pause 60 seconds]

Interviewer: Today we have the celebrated artist Bridget Riley in the studio. Bridget, how does such a hardworking painter of your fame relax? What do you like to do when you have the time to go on holiday?

Bridget: I don't go on holidays just to relax. I would find lying on a beach hot, uncomfortable and pretty unendurable. The sort of holiday I take is part and parcel of my work as a painter. Working in a studio is the heart of the matter - as with any artist - but going out and "looking" has been vitally important to me for as long as I can remember.

Interviewer: Is it true then that your mother had a strong influence on you, artistically, when you were young?

Bridget: Yes, indeed. I was first encouraged to "look" by my mother: we were in Cornwall during the war, which was in itself a kind of wonderful holiday, and she used to take my sister and me on long

walks, pointing things out:

"Look at the shape of the cloud." The lovely thing about walking through the country is that nothing looks the same twice. If you walk with the sun behind you, the colours are saturated - the sky is solid blue, the sea resplendent in turquoises, greens, even violets. And, along the paths, tamarisks, gorse and stony lichen are like a moving frieze of pinks, greens and yellows. But walking along the same path into the sun, the colours are virtually bleached out - almost black and white.

Interviewer: I see, what was it like, growing up in the 40s and 50s?

Bridget: In post-war Britain, with rationing, clothes coupons and 35 pounds a year travel allowance, people didn't travel a great deal. My first trip abroad was in the 1950s, to Paris. We stayed at the Hotel Louisiana, a run-down place in the Rue de Seine.

Interviewer: What was your trip to Paris like? What did you do there?

Bridget: We looked at exhibitions, read books - until then, there were very few books on modern art. I simply devoured John Rewald's books on impressionism and post-impressionism, Roger Shattuck's *The Banquet Years*, about Paris at the beginning of the century, and *Documents of Modern Art*. But most of all we argued furiously over dinner about what we had seen. I vividly remember seeing Manet's *Olympia* and *Le déjeuner sur l'herbe at the Jeu de Paume* - staggering! And all those Monets. It was a feast, and I just couldn't get enough of it.

Interviewer: Do you still visit museums and galleries often? Ehm, I mean, do they influence and inspire you?

Bridget: For me, visiting museums is a special holiday. A journey in time through which one discovers partners in imagination and whole new areas of creative adventure. It is extraordinary how, by looking at works of art, remote though they might be, one finds a way through to the unique character of a place, a culture - even under a guise.

Interviewer: And, you've been to Egypt recently haven't you?

Bridget: Yes, and I went in the Spring but it wasn't the first time I'd been there. On my first visit to Egypt I travelled with my sister and the art historian Robert Kudielka. Of course, we saw all the great monuments - Sakkarah, El Giza, Karnak and Luxor. But I couldn't help noticing how the strips of vegetation on each side of the Nile stood out against the white escarpment of the desert - it was like the beads and bands of their ancient jewellery.

The desert became a stupendous stage for their ancient civilisation. Suddenly I saw the role those reds, blacks, blues, turquoises and whites played in ancient Egypt's everyday equipment, the wall hangings, illuminations, sarcophagi - they were the colours to celebrate life and wellbeing - the gifts of sunshine. Although I later re-created those colours in my paintings, I never deliberately search for material that may be useful to me in the studio. It would spoil the very sensation that I take back. Sometimes, the experience has proved so powerful that it was, and still is, practically inaccessible.

Interviewer: Bridget, thank you very much. It's been fascinating talking to you.

[pause 10 seconds]

Now you will hear Part 3 again. REPEAT PART 3 [pause 5 seconds]

That is the end of Part 3.

Now turn to Part 4. [pause 5 seconds]

Part 4

Part 4 consists of two tasks. You will hear five short extracts in which different people talk about holidays they prefer. Look at Task 1. For questions 21-25, choose from the list (A-H) what type of holiday each speaker went on. For questions 26-30, choose from the list (A-H) the reason why each speaker prefers that particular type of holiday. While you listen you must complete both tasks.

You now have 45 seconds in which to look at Part 4. [pause 45 seconds]

Speaker 1 [pause 2 seconds]

When I go on holiday I don't want to venture far for things. This is why I prefer to spend my holidays with my husband on a liner. This way we get to see everything we want to see, but we have the same luxuries as we have back home. I know some people disapprove of them, and I would have agreed with those dissenters when I was younger, but I've found as I get older I can't fight my body anymore - I don't need thrills at my time of life; I need comfort.

[pause 3 seconds]

Speaker 2 [pause 2 seconds]

It's so easy just to pop over to an almost unending number of cities

across the globe these days. I suppose I belong to the no-frills-airline generation who see travel as an essential part of life. I don't have as much time as I had when I was a student to lounge around the world at my leisure, but I refuse to give up my love of seeing new things and meeting new people. Some people might not think I spend in them enough time to be able to genuinely appreciate the places I visit, but I don't really have a choice – it's a compromise between my career and my love of travel.

22/27

[pause 3 seconds]

Speaker 3 [pause 2 seconds]

We're pretty typical as a family in terms of what we do on holiday. We usually simply book a package deal and go. It's the cheapest way when you've got a family. As much as I would love to go trekking in the Himalayas and bungee jumping in Australia, it would be too expensive to take the kids along as well. I mean I suppose we could leave the kids with my parents, but I don't think it would be fair to leave them without a holiday, so package holidays making sand castles is what we have to put up with for now.

23

[pause 3 seconds]

Speaker 4 [pause 2 seconds]

I've been doing it since I was a kid. In the summer holidays we used to go into the countryside picking blackberries and generally causing havoc with the farmers. It was always in good humour though – we were naughty, but never cruel. When we got tired we simply pitched a makeshift tent and slept where we were. Our parents would be worried sick about us – these were the days before mobile phones remember, so they never knew where we were. That was the appeal of the countryside – the feeling of being free and that is why I still pack up a sleeping bag every now and then and head into the wilderness.

29

[pause 3 seconds]

Speaker 5 [pause 2 seconds]

The first time I went was on a school trip. Such trips were organised once a year and I fancied not having to attend lessons for a few days so I persuaded my mother and signed up. At first I found all the equipment and specialist clothing cumbersome and unfashionable, but after a while I got used to them. I'll never forget the feeling the first time I slid down a piste without falling. It really was exhilarating. The thing I love the most about it is that you can challenge yourself with more and more difficult slopes each time you go.

25

[pause 10 seconds]

Now you will hear Part 4 again. [repeat Part 4]

[pause 5 seconds]

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 shall remind you when there is one minute left, so that you are sure to finish in time.

[pause 4 seconds]

You have one more minute left.

[pause 1 minute]

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

TEST 4

I am going to give you the instructions for this test. I shall 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: *** You will hear each piece twice. Remember, while you are 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.

[pause 5 seconds]

Part 1

Now open your question paper and look at Part 1. [pause 5 seconds]

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.

Extract One [pause 15 seconds]

1

Tax Law, as it pertains to couples, remains rather complex. Civil partners whose relationship was registered since December 5th, 2005, are, however, now entitled to the same treatment as a married

couple, where income tax, inheritance tax, and pension and tax credits are concerned. And while this is of little relevance to the latter, it is of great significance to the former as it gives civil partners the opportunity to take advantage of a simpler taxation method, and one which will, in many cases, considerably reduce their joint tax liability.

This is particularly true in the case of personal allowances. Both partners are set an individual allowance, as is every taxpayer, and while this allowance is non-transferable, which means that if either partner is not working, their allowance will be effectively going to waste, being in a recognised civil partnership enables the couple to limit their tax liability as follows: If, say, one partner is a stay-at-home parent, then rather than see his or her tax allowance go to waste, the couple can transfer assets into his or her ownership, so that any interest or dividends earned, for example, by the couple which would otherwise have been taxed will then be tax free because the stay-at-home parent's tax-free allowance can be invoked.

2

[pause 5 seconds]

REPEAT EXTRACT ONE [pause 2 seconds]

Extract Two [pause 15 seconds]

F: Why are you so against Free Schools?

M: It is a matter of principle really, Emily. You see, the idea behind a free school is that anyone – parents, teachers, charities, businesses – can set up their own school, which, though not managed by the local authorities, will be entitled to state funding. This creates a situation where the government is funding schools over which it has little control. Sure, it can send inspectors in to check that standards are being upheld and that the broad curriculum is in line with government guidelines, but its powers to control what any given Free School really stands for are very limited indeed.

3

F: And why is this a problem?

M: Isn't it obvious... First of all, what working-class mother or father really has the time or resources to set up their own school? Clearly, these Free Schools will be run by and for the middle and upper classes, creating a further divide in society. Secondly, while, on the face of it, it appears that anyone can go to them, imagine the scenario where a religious charity sets up a Free School. Since the religious teachings within the school will naturally be weighted to reflect the beliefs of the administrative charity, how many parents of differing religious persuasions will really send their kids there? Whether or not, on paper, they can is irrelevant. The truth is they won't. And so we will also have segregation by religion.

4

[pause 5 seconds]

REPEAT EXTRACT TWO [pause 2 seconds]

Extract Three [pause 15 seconds]

5

The SLR camera, or Single Lens Reflex Camera to use its full name, has been the mainstay of amateur photography for many years. Of course, as technology has steadily progressed, this has necessitated the adding of a D to the initialism, and so today we have DSLR cameras, the D standing for digital – a camera type which has more or less caused the terminal decline of the original film-dependent version.

5

And there are good reasons for the popularity of DSLR cameras, and indeed, even today in some respects, their SLR predecessors. For starters, they have unrivalled ease-of-use, considering their multi-purpose functionality – they offer point-and-shoot simplicity as well as more advanced options for the experienced user. Of course, where the DSLR gets one-up on film-dependent devices is in the cost-efficiency stakes. Not having to pay a professional to process your films is, well, a huge saver. There are also more practical benefits, such as LCD screen or digital display, which enables users to frame their shots effortlessly and to review them instantly. And digital imagery is fast catching up in terms of quality, too; the difference between the two formats today being barely perceptible.

6

[pause 5 seconds]

REPEAT EXTRACT THREE [pause 2 seconds]

That is the end of Part 1. Now turn to Part 2.

[pause 5 seconds]

Part 2

You will hear a scientist talking about an important discovery in molecular biology. For questions 7–15, complete the sentences with a word or short phrase.

You now have 45 seconds in which to look at Part 2. [pause 45 seconds]

It was a milestone in the history of science and yielded groundbreaking insights into the genetic code; it was, of course, the discov-

ery of the double helix, the twisted-ladder structure of DNA. It essentially gave birth to a whole new scientific field in molecular biology and laid the groundwork for further discoveries which helped produce revolutionary new techniques, such as genetic engineering. Modern forensic science, human-genome mapping, and gene-therapy research all owe an incalculable debt to the double helix, for, without it, the rapidity of advances in these areas would have been very much slacker indeed.

The repercussions of Watson and Crick's discovery were clearly profound, and the monumental achievement it is credited as being was duly recognised by the awarding to them jointly of the Nobel Prize for Physiology or Medicine in 1962. But surely there is more to the story than these two men alone. As early as the 1950s, the term 'gene' had been coined by researchers to define the smallest unit of genetic information. Oswald Avery was one of the pioneers in the field, and it was he who, while studying the properties of pneumococcal bacteria, first demonstrated the hypothesis that DNA was the carrier of hereditary information, so proving it to be true. But for all the progress there had been, the structural and chemical make-up of genetic material remained a mystery.

By the time Crick and Watson embarked on their careers, other researchers had already made many of the what would prove to be important discoveries related to the composition of DNA, so it is not so much that the pair excelled in the discovery of the new, but rather in unifying and making sense of the existing. What marked the pair out, in truth, was their single-mindedness and their unrelenting focus. They had set their sights on the prize and their rendezvous with the answer and resultant immortality was, in hindsight, a foregone conclusion. They were helped by their complementary expertise; Crick being quite accomplished in the fields of physics and X-ray crystallography, and Watson being a viral and bacterial genetics man. Their qualifications aside, the other ingredients their chances of success relied upon were their intuition (which as it turns out was quite brilliant), their persistence, and a rather big dollop of luck.

The chemist Alexander Todd had already determined much about the composition of DNA, and the roles of the phosphate and deoxyribose sugar groups respectively. And the world's most eminent physical chemist, Linus Pauling, had only recently discovered the single-stranded alpha helix, and, most significantly, had done this using a new method of model building in chemistry, one which Crick and Watson were not slow to embrace and which would lead them to their eventual discovery. In short, the wheels were long in motion before Crick or Watson ever came along. And, indeed, it took the intervention of a visiting chemist from the States called Jerry Donohue, who pointed out a glaring flaw in conventional theory of chemistry, to make their breakthrough possible. Nonetheless, it was they who fitted the final pieces together and solved the puzzle, and their one-page paper in the British scientific weekly, Nature, set the whole of the scientific world abuzz.

[pause 10 seconds] Now you will hear Part 2 again.

[repeat Part 2] [pause 5 seconds]

That is the end of Part 2. Now turn to Part 3. [pause 5 seconds]

Part 3

You will hear part of a discussion on a radio talk show between a professor, Max Mantle, a representative of students, Pauline O'Boyle, and their host with regard to a recent increase in university fees.

For questions 16-20, choose the answer (A, B, C or D) which fits best according to what you hear.

You now have a minute in which to look at Part 3. [pause 60 seconds]

F1: Joining me today to discuss the government's latest college fees hike are Professor Max Mantle from Cambridge University and Pauline O'Boyle, head of the Student's Union at Brighton University. So Pauline, what's your take on this latest development?

F2: Well, needless to say, Jeff, I am always disappointed to learn of fee increases; I mean, a third-level education is already beyond the financial means of many, so further increments are just going to exclude more and more would-be college-goers and see them driven to the margins. That said, I think my overwhelming feeling today, strange as it may sound, is a sense of relief. After all, the rumour mill has been rife with talk of an imminent hike for months now, and the figures being bandied about were generally far higher than what has actually been announced. So, in one sense, knowing that it could have been worse, and rather expecting it to be, I am not as upset as I

might have been.

F1: And you, Professor Mantle, what do you make of this latest announcement?

M1: Well, while I sympathise with Pauline and what she represents, I cannot but express my satisfaction with the news; after all, what members of the public fail to understand is that universities rely on fees for funding. Government grants to third-level institutions are not what they once were, so, the big question is, who is going to pick up the shortfall if not the students themselves? If our universities are to remain world-class institutions then we must invest in them and they must have the financial wherewithal to continue to sponsor research and development, learn and employ cutting edge teaching methods, and equip their facilities with the most up-to-date technology. This is essential, otherwise we will become a laughing stock and fall well behind our foreign peers.

F2: Heartfelt though I'm sure your sympathy is Max – please, you have been one of the harshest critics of the unionisation of students for years and perhaps the biggest proponent of a rise in university fees in academia – I am going to say to you this, and I want you to look me in the eye when you answer, if you can:

Can a child from, for argument's sake, Croydon, living in a council house, whose mother works at the local grocer's and whose father draws the dole afford to pay £8,507 a year to go to university – and that is before taking into account accommodation and day-to-day expenses, so add on another £5000 to that if you want to arrive at the real sum? If, by some fluke, this child, educated at a state comprehensive, somehow manages, through sheer hard work and determination, to get the grades he needs to go into higher education, are you going to tell me that the system, in its current form, will support him?

M1: Indeed I will look you in the eye Pauline, and I would ask you to stop being so populist and dramatic. If this young man or woman has done what you said, you can bet there are mechanisms in place, and by that I mean forms of financial assistance like grant aid etc., to ensure that he or she will most definitely get to pursue further study – unquestionably, and that is the end of the matter.

F2: Really Max, did you come down with the last shower? Are you honestly going to stand there and pretend that the system is so when it is patently clear that both of us know it is not? Grants, scholarships and so forth are, by and large, grade dependent, and everyone knows that grammar and private schools get the best grades and thus, unfairly, have a monopoly on this form of assistance, despite the fact that the very students who go to grammar and private schools are the ones least in need of our support.

M1: I appreciate it's an imperfect system, but there is also the university loan facility as a last resort.

F2: So you would have this impoverished student further saddle himself and his family with debt, would you?

M1: Pauline, we live in the real world, and in the real world money doesn't grow on trees; how on Earth do you expect us to finance universities then with all your airy-fairy nonsense about injustice? If fees don't go up, we might just as well try to pluck the money out of thin air, and, what's more, the standard of education and the quality of our graduates will nosedive. Is that what you want?

F2: No. What I want is for universities to bear some of the responsibility themselves. You guys are like a broken record with your pleas for more state funding and higher fees. Ever thought perhaps about putting your house in order first before running to the government with your begging bowl? I mean, universities in this country are infamously bureaucratic and inefficiently run. Lecturers are on these exorbitant salaries, have amazing conditions of employment and are virtually 'unfireable' – which is hardly providing them with any incentive to offer value for money now, right?

M1: Ehem. The vast majority of university lecturers do an excellent job. True, salaries and terms of employment do need to be reviewed, and the process of doing so has already begun, but we need funding in the region of billions per annum and slicing a thousand or two off lecturers' per-annum fees isn't going to make a blind bit of difference I can assure you.

F1: Okay, thank you Max – and Pauline. Fascinating stuff so far; now we're just going to pause for a quick commercial bre[ading]...

[pause 10 seconds]

Now you will hear Part 3 again. REPEAT PART 3 [pause 5 seconds]

That is the end of Part 3.

Now turn to Part 4. [pause 5 seconds]

Part 4

Part four consists of two tasks. You will hear five short extracts in which employees express their views on overtime and their work colleagues. Look at Task 1. For questions 21–25, choose from the list (A–H) how each speaker feels about doing overtime.

Now look at Task 2. For questions 26–30, choose from the list (A–H) what is said about the speaker's work colleagues.

While you listen you must complete both tasks.

You now have 45 seconds in which to look at Part 4. [pause 45 seconds]

Speaker 1 [pause 2 seconds]

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I am not inclined to work long hours as much as I used to; it is not that I have swung against the idea of doing overtime, but, on medical grounds, I have been advised not to overextend myself. I think, in general though, I am very willing to pitch in in support of the company and the team and I put that down to the culture that my boss has tried to foster over the last 20-odd years. We share success and failure as a team. Whether you are a director or an entry-level clerk matters none; if the company is doing well, you will be amply rewarded for your contribution. As a result, there is a great sense of togetherness here.

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[pause 3 seconds]

Speaker 2 [pause 2 seconds]

I am not one to judge other people and if they want to let their private lives suffer on account of their work, then that's their decision, but, while I work exceptionally hard during office hours, I draw the line at having to stay late. I am not prepared to see my work take over my whole life and I will not allow anyone to tell me I should put it before my wife and kids, who are waiting for me at home every night. Sometimes I sense some friction within the team on account of my position, but I wonder is it actually just resentment at how effectively I manage my workload throughout the day, which means I seldom have any cause to stay after hours.

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[pause 3 seconds]

Speaker 3 [pause 2 seconds]

For me, it is a matter of principle. If I am going to spend the evening in the office, then I expect to be properly compensated for that. My employers don't seem to agree, however, and their position that all overtime must be voluntary is at odds with my own. The fact is, sometimes there aren't enough hours in the day to get everything done, and while I would have no qualms about catching up after dinner, I would only do so in an environment where the hours counted on my payslip. My team is totally united on that, too – despite the fact that we can't agree on much else. We collectively clock off at 5:30 on the dot every evening whether or not we have tasks outstanding.

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[pause 3 seconds]

23

Speaker 4 [pause 2 seconds]

When you are on the bottom rung of the ladder like me, you can't be too precious. I am very willing to pitch in whenever called upon – anything that scores me a few extra points with the boss. I mean, it's the last thing I want to be doing with my evenings, truth told, but there's such a thing as working your way up in life and I believe my commitment will get rewarded; at least, that's what I'm banking on come the next round of bonuses, otherwise I will feel thoroughly let down and won't be nearly as obliging in future. Every time I work late, the other newbies look bemused. They have a different attitude and I think they're a tad self-important; it's like they think they're doing the boss a favour just by gracing the premises with their presence; they may be in for a rude awakening when our contracts come up for renewal.

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[pause 3 seconds]

Speaker 5 [pause 2 seconds]

Where I work, there's a culture of doing extra hours, so naturally I go along with this. Besides, the company is fairly generous in how it compensates us for overtime, so why not; it's nice to get a little extra come payday; helps me accumulate a little nest egg, you know. What strikes me as strange though is that while our managers view a willingness to do overtime as a very positive trait in their staff, if they were to take a step back a sec and analyse the workload, I'm sure they'd realise the amount of overtime actually carried out is hard to justify. Ever since I joined the team, I've noticed a lot of inefficiencies and a sort of 'work to rule' attitude, which often leaves me wonder-

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ing how much work we'd actually get done if we got our stuff together. But I'm new and the last thing I want to do is fall out with my colleagues, so when in Rome...

[pause 10 seconds]

Now you will hear Part 4 again. [repeat Part 4]

[pause 5 seconds]

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 shall remind you when there is one minute left, so that you are sure to finish in time.

[pause 4 seconds]

You have one more minute left.

[pause 1 minute]

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

TEST 5

I am going to give you the instructions for this test. I shall 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: *** You will hear each piece twice. Remember, while you are 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.

[pause 5 seconds]

Part 1

Now open your question paper and look at Part 1. [pause 5 seconds]

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.

Extract One [pause 15 seconds]

Dubai's transformation over the past four decades has been quite incredible. It has gone from being a small Gulf trading centre to one of the most glamorous, futuristic and, most significantly, popular tourist destinations on the planet. Many see it as a panegyric to capitalist living and a consumerist mentality. After all, the city is the pinnacle of indulgent luxury and decadence, where money does not talk, but rather bellows brazenly until its yielder's every demand has been satisfied. There is nothing in this Emirati state that money cannot buy.

And Western tourists are the greatest proponents of the paradigm, flocking in their millions each year to the state's busy beaches and gold-clad shopping malls. But what is disturbing is not so much their eagerness to embrace the paradise they call Dubai, but rather their shocking ignorance of the injustices that are hidden barely beneath the surface. Indeed, so close are they that, in truth, it must be that rather than being ignorant, most tourists choose to turn a blind eye. For example, ask your taxi driver about his living conditions and you will soon discover that he lives in a room with seven other occupants (on average, and has little, if any, status and protection afforded to him by the law of the land. Foreign building workers go months without being paid, often having their passports confiscated so as to be trapped by their employers. Surely you've noticed their state of ill-health as you've passed them by – or were you looking the other way at the time? Every time?

[pause 5 seconds]

REPEAT EXTRACT ONE [pause 2 seconds]

Extract Two [pause 15 seconds]

M: What can we learn from the recent scandal that has damaged the reputations of some of the UK's largest banks?

F: Well, I think the first thing is a stark reminder that no institution, no matter how well respected, is beyond suspicion. After all, there have been high-level failures here resulting in, effectively, banks turning a blind eye to money laundering. The U.S. report has revealed that all the major U.K. banks are culpable, too; this has not been an isolated case. Literally billions of pounds have been laundered by corrupt regimes and organizations in places like Iran and North Korea.

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M: Should those in charge face criminal prosecution?

F: I think that question is somewhat irrelevant. The reality is, whether court proceedings are taken or not, guilt would be nearly impossible to prove. I mean, a court would have to find clear evidence of a deliberate attempt to deceive, rather than just gross incompetence. I don't think it can be done. If you are asking me should

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they face a judge, then I would have to say yes, they should. But it isn't going to happen. All we can hope for, at best, is that those in charge of these banks are forced to step down.

[pause 5 seconds] REPEAT EXTRACT TWO [pause 2 seconds]

Extract Three [pause 15 seconds]

The choice of running mate is one that seldom makes the news, but, truth told, this can be one of the most crucial decisions a candidate makes during the race to the White House. Take, for example, John F. Kennedy's decision to choose Lyndon Johnson. On the face of it, this must have seemed a ludicrous choice. After all, Kennedy and Johnson had zero trust for one another, and were of pretty different mindsets politically. But, you see, Kennedy's decision was a tactical one. He knew that Johnson could win him the key swing states of the South, especially Texas, and so it proved. 5

But sometimes these kinds of political gambles don't pay off. John McCain's running mate, Sarah Palin, was a PR disaster and more or less buried his campaign. McCain had chosen her in the hope that by nominating a female as his vice-presidential candidate he would appeal to moderates, swing voters and women. Instead, all three of these categories were left less-than-impressed by Palin's political expertise, and her infamous public-speaking gaffs made her look a far-from-credible candidate. The public turned on McCain, because, by association, he too appeared incompetent. After all, he had endorsed this woman in the first place... 6

[pause 5 seconds] REPEAT EXTRACT THREE [pause 2 seconds]
That is the end of Part 1. Now turn to Part 2. [pause 5 seconds]

Part 2

You will hear a journalist talking about the life of a famous Scottish poet. For questions 7-15, complete the sentences with a word or short phrase. You now have 45 seconds in which to look at Part 2. [pause 45 seconds]

Born in the quaint little village of Alloway, two miles south of Ayr, on the 25th of January 1759, Robert Burns came from very humble beginnings indeed, with both his parents, William Burnes and Agnes Broun, working as tenant farmers at the time of his birth. But the young Burns was a fortunate child because his parents determined to ensure that he received a good education. With their encouragement, he was soon immersed in his studies and quickly became an avid reader; the works of Pope, Mackenzie and Sterne being his main literary inspiration at the time. Nevertheless, Burns' upbringing was far from privileged and the hard physical labour he was required to perform soon began to take a heavy toll on the young man, who, as he grew up, and perhaps in frustration at his plight, increasingly turned his attention to the bottle and the opposite sex, passions which would remain with him for the rest of his days, together with a love of poetry and nature. Despite fathering twins with his soon-to-be wife Jane Armour at the age of 26 – something of a scandal for both the Armour and Burns families on account of the children having been conceived out of wedlock – Burns was of a mind to emigrate to the West Indies with a mistress by the name of Mary Campbell not long after, in part at least due to a rift in his relationship with Jane. But Ms Campbell's sudden death put paid to that idea and the unprecedented success of his first published collection of verse in his homeland ensured that Burns would remain there. Only 27, Burns had already become one of Scotland's most famous and beloved bards. 7

Burns soon relocated to Edinburgh, there to be welcomed with open arms into high society, where he would quickly make a number of wealthy and important friends. But where Burns went, controversy was never far behind, and his time in the city was marked as much by tales of his illicit affairs and accusations of his fathering illegitimate children as it was his prolific and, at times, inspired writing. 8

Burns' fling with high society was short-lived however, and it was little more than a year and a half before he had spent almost his entire fortune earned from the popularity of his published poetry. By 1789, he was forced to take up employment as an Excise Officer in Dumfries, at which point he resumed his relationship with his wife Jane. 9

As time passed, an embittered Burns became more and more radicalised in his political views, a fact that was reflected in his writings. He continued, however, to produce a huge body of work, and, indeed, some of what would later become his most famous pieces, such as 'For a' that and a' that'. But by the mid-1790s the strain of Burns' job and his wild lifestyle had begun to catch up with him, and, 10

combined with the toil he had endured in his early life, they proved his eventual undoing. Burns' health deteriorated rapidly and he died aged just 37 on the 21st of July 1796. He was buried with full civil and military honours on the same day as Jane gave birth to his last son, Maxwell. 14 A memorial edition of his work was released with a view to raising funds with which to support the wife and children he had left behind. And though he is best remembered for the legacy he left to Scottish poetry, the fact that Burns had 12 children resulted in a legacy of another sort; an estimated 600 descendants of his are thought to be alive today. 15

[pause 10 seconds] Now you will hear Part 2 again.

[repeat Part 2]

[pause 5 seconds]

That is the end of Part 2. Now turn to Part 3.

[pause 5 seconds]

Part 3

You will hear part of a discussion between two well-known business people, Sam Boland and Jimmy Glynn, and a radio current affairs show host about a recent newspaper article on the subject of jobless graduates. For questions 16-20, choose the answer (A, B, C or D) which fits best according to what you hear.

You now have a minute in which to look at Part 3. [pause 60 seconds]

FI: I have Sam Boland and Jimmy Glynn here with me today to discuss an astonishing article that appeared in the *Herald* yesterday about how Job Centre staff are actually advising graduates to dumb down their CVs to stand a better chance of gaining employment. Your thoughts, gentlemen? Jimmy?

MI: Hmm, yes, I have to admit that my initial reaction when I read this article was, well, 'you've got to be kidding me, right?' I mean, why in heaven's name would Job Centre employees, who are supposed to be helping jobseekers to showcase their skills and find a job, be trying to deter them from highlighting their achievements. It sounds, well, ridiculous actually. But then I thought about it some more, and I could see where they were coming from on this. I mean, in its present state, the economy is in dire straits, and all most graduates can hope to secure is a 'survival job'; one that they are probably overqualified for, but which they desperately need to pay the bills. Their qualifications are largely irrelevant and these advisors may be trying to do them a favour. 16

M2: Exactly Jimmy. I have to be honest with you, as an employer myself, I would be very wary of hiring someone who is overqualified for a position; it can lead to all sorts of headaches for HR. The employee might consider themselves 'above' the role and if that sort of sense of entitlement is detected in their work colleagues, the work environment can become very hostile indeed. Moreover, if that is their attitude, they are likely to resent what they do and this will inevitably lead to motivation issues and issues with poor productivity. I would rather have someone less skilled who is grateful for the opportunity than that attitude any day; there are no doubts that there is a stigma around graduates. 17

MI: But it is odd, isn't it, that they are being asked to dumb the old CV down? I mean, when we were fresh out of college, the trick to landing a job was always to embellish your achievements. How times have changed! I agree with Sam that the advisors are probably trying to be helpful and do graduate jobseekers a favour – and, goodness knows, they need all the help they can get. Nearly a quarter now remain unemployed for at least a year after they graduate, while one in ten is still on benefits 18 months later. The situation has hit crisis point. 18

M2: It's sad actually – really heart-rending; to see a generation, who grew up being fed ideas about the importance of getting a degree and how it would open all sorts of doors up to them in later life and more or less make success a foregone conclusion, well, to see them being humiliated, and to see their hopes being crushed is just tragic. I agree that some probably do feel a sense of entitlement and are bitter, but I can empathise with them in the sense that it is the government that built up their hopes promoting the degree route as a highway to success, and now there is nothing for them out there. In good faith, many of these kids have slogged their guts out to get these paper qualifications, only to discover that, in the real world, they count for nothing anymore. 19

MI: That's a very good point. We do need to help these people and not ridicule them and paint them as privileged and spoilt failures, which the vast majority are most certainly not. And we should also remember that it is because of our generation's mistakes that they are in the precarious situation they find themselves; the new genera-

tion is paying for our incompetence. Graduates were not complicit in the banking crisis, our banking peers were. Graduates did not enact the misguided policies which burdened this nation with debt for generations to come, our political peers did. And we, the members of the ordinary public, voted for them, so we have a hand in the chaos, too. In truth, we owe them something, so their sense of entitlement, although very unbecoming, is not entirely misplaced.

M2: Agreed; we need to help them not criticise them. Personally, I am in favour of some sort of scheme where companies are encouraged to take on unemployed graduate interns, on a temporary basis.

M1: Very nice; hear, hear! I would also suggest a shift in focus for future education campaigns. This generation was duped by the government into believing that any old degree would do, but the truth is, college-goers need to be very selective in this competitive age about what course they study. We need to be encouraging people to get into I.T., maths, the sciences and so forth. The Arts and Humanities are all very nice, but, in the present job climate, they won't take you too far, know what I mean? Besides, we should be trying to turn Britain into one of the world's leading centres of excellence in the fields of science, technology, and research and development, but, at present, we have a dearth of qualified persons capable of filling these kinds of roles, and companies – foreign ones especially – recognise that and are slow to invest.

[pause 10 seconds]

Now you will hear Part 3 again. REPEAT PART 3 [pause 5 seconds]
That is the end of Part 3. Now turn to Part 4. [pause 5 seconds]

Part 4

Part four consists of two tasks. You will hear five short extracts in which athletes talk about how they got into their sports and what they put their success down to. Look at Task 1. For questions 21–25, choose from the list (A–H) how each athlete became interested in their sport.

Now look at Task 2. For questions 26–30, choose from the list (A–H) what each athlete says is behind their success. While you listen you must complete both tasks.

You now have 45 seconds in which to look at Part 4. [pause 45 seconds]

Speaker 1 [pause 2 seconds]

I sort of happened upon archery by chance on a summer holiday to Korea. The sport is like a national obsession there, and I had countless opportunities to give it a shot, which I duly did. I'd like to say I was a natural, but, truth told, I had to endure the humiliation of a club-full of local Korean kids showing me up. Needless to say, I wasn't too keen to try again on that trip, but it wasn't a case of once bitten, twice shy; if anything, the taste of the sport I'd gotten in our brief stay there piqued an interest I didn't know I had, and soon this grew into a love and an obsession; I mean, I was proper die-hard and would have given any Korean a run for their money in that sense. So, anyway, I continued to improve on my return to the States and made rather unexpectedly swift progress. I'm not someone who claims to just turn up and win though; I've dedicated my life to the sport and made many sacrifices in order to become what I am today. [21]
[pause 3 seconds]

Speaker 2 [pause 2 seconds]

I didn't have the most orthodox of upbringings, you could say, and my parents were a bit zany; they pretty much gave me free rein to do what I liked. And, well, what I liked was the power; the thrill of speeding down the slopes at speeds the like of which I'd never felt before. I mean, there are much worse things an idle kid can turn to, such as alcohol or drugs, so I think I was lucky to find a positive way to fill the boredom. I had no coaching at all until my twelfth birthday. One of the national coaches was over at Whistler with a bunch of these kids. I didn't know what they were up to, but they had this slalom course set out. Well, being a bit of a show-off, I invited myself to have a go and he must have been pretty impressed because I was fast-tracked into the winter sports scholarship programme. The secret to success for me has always been my love of the sport; it's not about competing with everyone else, it's about trying to be the best I can and pushing myself further and further in a discipline I love. [22]
[pause 3 seconds]

Speaker 3 [pause 2 seconds]

I was four years old. My dad put a club in my hand and took me out onto the practice range and just let me hit balls, here, there and any-

where I wanted. He gave me no coaching and let me figure it all out for myself. By the age of 6, I was the best junior in the club, but while I did find the game pleasant, I was never really that pushed to compete either way; my dad was the driving force behind all that. By my sixteenth birthday, I had become the youngest national champion in history. I put my success down to the aura that built up around me playing as a junior. Remember that all the guys I compete with now were out on the junior circuit at the same time as me and, well, I left them for dead every time. When I am teeing off in the final round of a tournament, I expect to win; I think my opponents are convinced of that, too, by the way I conduct myself before play even commences. The battle is won before the round has even begun. [28]
[pause 3 seconds]

Speaker 4 [pause 2 seconds]

My mother put a lot of pressure on me to be a ballerina and follow in her footsteps. Well, I was having none of it; her insistence that I should train sort of put me off if anything. I found the discipline rather poncy and contrived performance-wise, if I'm honest. I just didn't get it. But that all changed when I met Mark. Mark was 15 – the same age as me, and gorgeous. And guess what? Right... He was a ballerina. Well, I did my best to get his attention in the schoolyard but he had eyes for nothing but dance. So I started to train seriously for the first time. The school had a talent contest at the end of the year and I performed a piece from Swan Lake, and, well, suffice to say I guess it must have done the trick. We have been together ever since and he has been the driving force behind my success. We train together and the chemistry is wild. [29]
[pause 3 seconds]

Speaker 5 [pause 2 seconds]

I never really thought about it if I'm honest; I mean, Taekwondo is a part of my culture; every kid does it. Sure, I went to the States on what my parents called at the time 'an extended holiday', and it was hard back in those days to find somewhere to train and other artists to spar with, but my dad solved the problem by setting up his own Taekwondo club and training the locals. Eventually, I had some decent sparring partners. I think what's behind my success is the association I make between my sport and my country. It's a matter of extreme pride for me that I am the best Taekwondo practitioner in the world; after all, my people invented the sport so I should be; it's in the blood. Every win for me is a nod to my background; it allows me to honour who I am. [30]

[pause 10 seconds] Now you will hear Part 4 again. [repeat Part 4]
[pause 5 seconds] 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 shall remind you when there is one minute left, so that you are sure to finish in time. [pause 4 seconds]
You have one more minute left. [pause 1 minute]
That is the end of the test. Please stop now. Your supervisor will now collect all the question papers and answer sheets.

TEST 6

I am going to give you the instructions for this test. I shall 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: *** You will hear each piece twice. Remember, while you are 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. [pause 5 seconds]

Part 1

Now open your question paper and look at Part 1. [pause 5 seconds]
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.

Extract One [pause 15 seconds]

A group of international experts has found firm evidence that new virulent strains of bacteria are populating the seas of Northern Europe in large numbers, putting this down to the effects of man-made

climate change. The study, conducted on the Baltic Sea, concluded that warming patterns have coincided with the emergence of *Vibrio* infections. *Vibrios* is a group of bacteria more typically associated with warm, tropical marine environments than the icy waters of Scandinavia and the Baltics. The Baltic Sea was chosen as the site on which the study would be carried out on account of it being the sea which has warmed the quickest and most over the last century. Warming is estimated to have taken place at a rate of 0.08 degrees per year. Scientists have now established that the number of *Vibrio* cases increased almost 200% annually at the same time, which appears to confirm their hypothesis that the two events are directly related.

And this is just the beginning, class. Expect all European marine and land environments to undergo what can only be termed extreme change in the near future if the rate of global warming does not slacken. The example of the *Vibrios* invasion is but a microcosm of what is happening everywhere. The changes, if they manifest as expected, will affect local human populations considerably. For example, the British Isles may see a rise in the prevalence of mosquitoes, and these insects may bring with them tropical diseases heretofore confined to warmer climes, posing local health officials all sorts of new challenges to which it will take them some considerable time to adjust.

[pause 5 seconds] REPEAT EXTRACT ONE [pause 2 seconds]

Extract Two [pause 15 seconds]

F: What motivated you to undertake this project?

M: Well, I think it is in the scientist's DNA to push the boundaries of what we know to be possible. In my field, notwithstanding the great strides biologists have made, no one, as yet, has managed to create a new form of life, and this is something that I have always dreamt of doing.

F: And have you succeeded?

M: Well, we are a step closer; that much is for sure. What we have done, effectively, is create a brainless creature; our artificial jellyfish is capable of swimming thanks to the rat's heart at its core which pulsates and stimulates movement. I mean, sure, this is a very primitive form of life – if you can even call it that – but our silicone-bodied fish is a giant leap for biology in much the same way as the moon landing was for space science.

F: And what of the future?

M: Well, of course, the next step would be to equip our experimental life form with some type of brain. We need it to be able to respond to its environment, seek out energy and food sources, and possess the ability to sustain itself before we can consider it a true artificial life form. Until then it is a crude sort of robot; a mishmash of biological and synthetic parts.

[pause 5 seconds] REPEAT EXTRACT TWO [pause 2 seconds]

Extract Three [pause 15 seconds]

We've heard of the kitchen sink and the dreaded dishcloth being refuges for germs, but what about your beloved handbags ladies? Well, suffice to say that a simple swab analysis of either the outside or inside-bottom of the same would confirm the presence thereon and therein of an abundance of all sorts of bacteria; we are talking literally millions, including some fecal bacteria and viruses capable of causing colds and stomach upsets – I did warn you today's lecture would not be for the fainthearted!

But, putting the handbag itself to one side for a moment, let's reflect now on what's in it, too, shall we? How many of you carry a water bottle around with you? Quite a few, I can see from the show of hands. Well, I'm afraid that repeatedly drinking from the same plastic bottle can play havoc with one's health – dangerous chemicals contained in the plastic can, over time, pollute the water and transfer into the drinker's body, leading to possible health complications such as hormone imbalances and fertility problems.

Mascara, something I think it's fair to say that is found almost universally in ladies' handbags, is also a harbourer of germs. Much like food has a use-by date, so too does make-up, after which certain types – and mascara, in particular – can harbour dangerous bacteria that can cause infection to areas of the face around which it is applied, most commonly to the eye. Most make-up has a safe-use life of approximately 18 months. After that, it's time for the waste basket.

[pause 5 seconds] REPEAT EXTRACT THREE [pause 2 seconds]
That is the end of Part 1. Now turn to Part 2. [pause 5 seconds]

Part 2

You will hear a journalist talking about the life of a famous country and western singer. For questions 7–15, complete the sentences with a word or short phrase.

You now have 45 seconds in which to look at Part 2. [pause 45 seconds]

She blazed a trail which put women on the map in the once-male-dominated scene of country music, became the first female country star to top the American charts, and paved the way for fellow Nashville singers such as Dolly Parton and Patsy Cline to follow. Kitty Wells was the original and best; the first true female icon of the genre. Hardly the most obvious choice of champion for the cause of feminism, Wells was outwardly modest and had a very wholesome image. Indeed, not long before her surprise first major hit of 1952, entitled *It Wasn't God Who Made Honky Tonk Angels*, she had contemplated retiring from the music industry to become a full-time wife and mother.

But the song was one that other female listeners could instantly relate to, and, after its success, all thoughts of abandoning her music career were put aside by Wells. The song had been penned in response to another country anthem sung by male performer Hank Thompson. Thompson's lyrics in *The Wild Side of Life* pointed an accusatory finger at single women for their role in marital breakdown.

Well's riposte in her hit was to deflect the criticism away from women and turn the finger of blame in the direction of what she termed the male misogynists who themselves pretended to be single in order to deceive naïve young ladies into having affairs with them. Despite the record being banned by several radio stations on account of lyrics that were deemed too controversial and suggestive, Well's hit spent six weeks at number one in the charts and sold over a million copies. More hits followed for the Nashville native, though none would prove to be as controversial as the debutant release that had put her on the map, being, for the most part, rather more conventional in theme, and romantic in nature. To this day, Wells remains the sixth most successful female country music vocalist of all time. In terms of success, that she has been eclipsed by several of the performers who came after her, at least in the commercial sense, cannot be disputed therefore. But her role was instrumental in giving women a voice in the industry, so those performers who did surpass her success-wise would do well to remember that they owe a debt of gratitude to Wells, a woman who carved out a niche for herself at a time when the credibility of female country and western musicians was, well, simply non-existent.

In what was a long and, for the most part, distinguished career, Wells followed her first hit up with a string of songs which charted well, and went on to duet with some of the genre's greatest legends. Her success continued on into the next decade, and it was not until the late 1960s that it began to wane some, which prompted her to explore new directions in which to take her fame. The direction she found was T.V. Wells appeared as co-host on the Kitty Wells and Johnnie Wright Family Show for several seasons. The show was relatively popular in its timeslot and made Wells even more of a household name. But eventually her love of music brought her back into the studio to record again, though in the meantime she had ditched her existing record label, Decca Records, and formed her own with husband Wright. Rubocca, as it was known, was soon churning out new hits. Well's finest hour came in 1991 when she became only the third country music artist to be presented with a Lifetime Achievement Award at the Grammys. But this did not stop her from performing, which she continued to do, alongside her beloved husband, until the end of the year 2000, at which point the couple announced their retirement.

[pause 10 seconds] Now you will hear Part 2 again.

[repeat Part 2]

[pause 5 seconds]

That is the end of Part 2. Now turn to Part 3.

[pause 5 seconds]

Part 3

You will hear part of a discussion on a current affairs programme between Nick Barnes and Alison Tempra about the performance of the company Facebook since it floated on the stock exchange, hosted by Emily Dunne. For questions 16–20, choose the answer (A, B, C or D) which fits best according to what you hear.

You now have a minute in which to look at Part 3. [pause 60 seconds]

FI: So, Nick, Alison, what of the FACEBOOK floatation – is it too early to call it a disaster? Or is that too strong a word even?

MI: I think probably so Emily, though certainly there have been major mistakes made in the handling of the company in the lead up

to, during and since the flotation took place. And there doesn't seem to be any good news on the horizon either, what with the company announcing a narrower profit margin this quarter – news which comes as a surprise to analysts and which highlights the unpredictability of the FACEBOOK business environment and the fact that the potential of internet advertising as a means of generating revenue is as yet largely unknown and untested, so the values we put on the companies like FACEBOOK and so on are little more than guesstimates.

F2: Right Nick, and high-end guesstimates at that; there's been none of the usual conservatism in valuing FACEBOOK. Its flotation-day share price was top-end and left little room for investors to cash in on potential future gains, since none are likely in the short-to-medium-term. But it's not all bad news. After all, the company is making money and increasing its revenues, albeit at a slightly slower pace than anticipated, and the revenue results for the last quarter were not bad; I mean, \$1.18 billion is not an inconsiderable sum. Sure, of that everything and more was consumed by rising costs and by efforts to keep shareholders happy with a sweet dividend pay-out – hence the net loss of \$157 million generated – but FACEBOOK is proving that there is money to be made from internet advertising, which suggests there is still, perhaps, much untapped potential.

M1: But there's a caveat surely, Emily; users are moving away from traditional platforms like laptops and PCs to small-screen smartphone and tablet devices. This poses a very big problem for any company looking to increase its revenue from online advertising sources though, and especially one like Facebook whose entire business model revolves around the assumption of an ability to make money from such sources. After all, smartphone and tablet devices have much smaller screens, so where is the room on the user interface for advertisements? There simply isn't any...

F2: To be fair, the company has admitted that this is a problem for them and they are working on ways to overcome it. I think they will come up with a solution, but the difficulty lies in finding the right balance. For example, if they come up with a way of forcing smartphone users to watch ads before they can use certain applications or access certain sites, this could well turn them off the FACEBOOK model and they may very quickly switch their loyalty over to one of the many other free social-network sites there are available on the web.

M1: I am not even optimistic that they can find a way of exploiting the advertising potential of smartphone interfaces, mainly because I don't think there is any. And I am very pessimistic about the company's prospects, truth be told. In fact, I think it has the potential to become the biggest stock-market flop in history. Already, before the news of the tightening profit margin was released, share prices had dropped by more than 30% since the initial offering at \$38 was made, and now we have seen a further 6% dip in the share price overnight.

F2: The markets are nervous generally at the moment though and it's not just FACEBOOK that's suffering. I don't deny the problems you have highlighted exist, but my gut feeling is that a way will be found to overcome them. FACEBOOK is a visionary company and it has led rather than reacted to trends for the best part of a decade now. I feel that so long as it continues to do this it will stay one step ahead of the game and thereby open up new ways to increase revenue through the new business opportunities that are bound to present themselves the further down the road of online interaction we go and the more connected we as a society become through these networking facilities.

M1: I can't agree with you on that; I think you are in denial. Both Google and Twitter are nipping at FACEBOOK's heels and it is having to look over its shoulder far too much, I'd say, for its own liking. Google is a profit-making firm with proven revenue potential; it is only a matter of time before it either exposes the frailty of its rivals or comes up with new technology that makes what it offers users redundant. There is only one winner of this rivalry between the tech giants, and victory will go to the one which didn't dump all its eggs in one basket.

[pause 10 seconds]

Now you will hear Part 3 again. REPEAT PART 3 [pause 5 seconds]
That is the end of Part 3. Now turn to Part 4. [pause 5 seconds]

Part 4

Part four consists of two tasks. You will hear five short extracts in which London residents talk about how they came to be living there and how they feel about the city. Look at Task 1. For questions 21-25, choose from the list (A-H) what brought the speakers to London to begin with. Now look at Task 2. For questions 26-30, choose from the list (A-H) how each speaker feels about living in London today. While you listen you must complete both tasks.

You now have 45 seconds in which to look at Part 4. [pause 45 seconds]

Speaker 1 [pause 2 seconds]

I have lived in London since birth – well, almost; my mum had me on the boat over – technically in French waters, but let's not dwell on that! I had a fairly eventful first few moments of life I guess you could say. And then I was holed up in this sort of military base for two months while officials were considering our case – not the perfect environment for a new-born baby. But eventually my mum was let in as they accepted that her life would be in danger if she went back. To me, London was always home. I think my mother still yearns for Cambodia sometimes, but I know nothing of her old world and ways, so how can I miss it? My world is here in the Big Smoke.

[pause 3 seconds]

Speaker 2 [pause 2 seconds]

Yes, I guess you could say it was a second economic decision. I mean, in Ireland there were no well-paid jobs and I couldn't support my wife and two children. We were killing ourselves just to make ends meet; she was working two jobs and I was holding down three. But emigration was never on the agenda until a distant relative of mine left us a plot in her will. It was too good an opportunity to pass up, so over we came and we built a beautiful house for ourselves and haven't looked back since. There's always work for a civil engineer in these parts with construction projects seemingly going on all the time and cranes visible on the horizon everywhere you look, so job-wise it's been great. I have made many friends and am quite at home here, and, well, for my children it really is home, but perhaps, someday, I'll journey back for good when they're all grown up.

[pause 3 seconds]

Speaker 3 [pause 2 seconds]

I met this girl on a chat site and we really hit it off. Problem is, she was in London and I was in the States. Sod's law... Anyway, eventually things got quite serious and the possibility of us meeting in the U.K. was mooted – first by me, I think. But we kept putting the face-to-face on the long finger until finally a work commitment forced my hand. I had a couple of business meetings to attend in London and we met for the first time in the flesh while I was on that trip. I never went back, needless to say. From time to time I do test out the water somewhat, but she isn't even lukewarm on the idea of coming back with me, so I guess we are here to stay.

[pause 3 seconds]

Speaker 4 [pause 2 seconds]

Nick and I had got quite serious during my Erasmus year in Berlin – my first time outside London for any length of time – so much so that he travelled back with me that summer; we were inseparable, you see. Anyway, he transferred over to my university and the rest is history; here we are twenty years and five kids later. I often toyed with the idea of upping shop and moving over there, but for financial reasons that would be a non-runner; besides, maybe it wouldn't be great to take the kids away from everything they are familiar with at such a young age; it could be quite traumatic for them. Though, saying that, they're an adventurous bunch and probably wouldn't mind one bit.

[pause 3 seconds]

Speaker 5 [pause 2 seconds]

I arrived on a student visa and spent seven years at the Royal College of Surgeons. Well, when my time was up, I had a job lined up back home, but they offered me a professorship out of the blue and I really couldn't turn that down. I committed for a further three years as part of the terms of employment. It's been a period during which I've definitely learned a lot and developed professionally speaking. But I won't be sorry when my contract's up, that much is sure; ten years is a very long time...

[pause 10 seconds] Now you will hear Part 4 again. [repeat Part 4]
[pause 5 seconds] 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 shall remind you when there is one minute left, so that you are sure to finish in time. [pause 4 seconds]
You have one more minute left. [pause 1 minute]
That is the end of the test. Please stop now. Your supervisor will now collect all the question papers and answer sheets.

TEST 7

I am going to give you the instructions for this test. I shall 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: *** You will hear each piece twice. Remember, while you are 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.
[pause 5 seconds]

Part 1

Now open your question paper and look at Part 1. [pause 5 seconds]
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.

Extract One [pause 15 seconds]

In today's class I want to convey to you the importance of critical thinking, and of being able to think for oneself and not being influenced by normative perspectives. After all, unless we encourage in ourselves the ability to think outside the box and beyond convention, we scientists will never make the discoveries necessary to move society forward to a place of better understanding. 1

To use an example from the behavioural fields, it has long been accepted that brothers and sisters up for adoption should, where at all possible, be kept together. A reasonable assumption you might say.

Or then again is it? Because, in fact, stipulating that they must is actually putting such children at a significant disadvantage. Think about it; how many parents looking to adopt are either willing or indeed able to take on more than one child at a time? Exactly. If you complicate the selection criteria, you shrink the pool of prospective adopters and lessen the chances of the children concerned being successfully homed, which is, I think you'll agree, both counterproductive and to the detriment of the welfare of the affected children. 2

[pause 5 seconds] REPEAT EXTRACT ONE [pause 2 seconds]

Extract Two [pause 15 seconds]

M: So what do your findings mean for parents – specifically fathers?

F: Well, it is quite simple really; if you want your child to develop normally and to have the least possible chance of encountering behavioural difficulties later on, engage with them regularly in a positive manner. This is especially important for male children, though young girls are also shown to benefit from greater interaction, albeit to a lesser degree. 3

M: But wasn't your study based on the behaviour of a group of babies – how can we possibly accurately interpret behaviour in those so young? I mean, we can't even be certain of what they are doing most of the time.

F: Of course we can't ask the babies how they are feeling and it's not like they can be seen to be behaving in an outwardly aggressive manner or anything like that; we are not looking for something that obvious; more for subtle clues and connections. For example, the study clearly showed that if the father was active in a positive manner in the care of the baby at three months, then, by twelve, it would be far less likely to cry a lot, would have a more stable sleeping pattern, be easier to feed, and be willing to engage with its environment and demonstrate a high level of curiosity for its age. I think, therefore, that the connection is very clear; fathers who involve themselves in their children's upbringing from the earliest point possible are significantly more likely to have well-behaved and well-balanced children. 4

[pause 5 seconds] REPEAT EXTRACT TWO [pause 2 seconds]

Extract Three [pause 15 seconds]

The setting up of these new so-called 'studio schools' on a trial basis in various towns across the U.K. is a welcome development indeed. Their endorsement by such prominent businesses as the Hilton Hotel Group, IKEA and Aston Villa Football Club is further evidence, if any were needed, of the widespread belief that this can only be a good thing. I firmly believe that these schools will offer pupils ill-suited to a conventional education the best chance to progress and succeed in life. 5

While still offering students the option to study for GCSEs and A-levels, what will mark these schools out as different is their approach to learning, which will place far more emphasis on the practical rather than the theoretical side of things. They will also help to better prepare students for the life that will be in store for them after graduation by providing them with work experience 6 a compulsory element of their weekly timetable. Even the hours these schools will keep are designed to be employment oriented 7 with students attending school from 9-5 every day, just as the typical office worker would.

[pause 5 seconds] REPEAT EXTRACT THREE [pause 2 seconds]
That is the end of Part 1. Now turn to Part 2. [pause 5 seconds]

Part 2

You will hear a golf reporter talking about the special association a well-known player had with a certain golf course. For questions 7–15, complete the sentences with a word or short phrase.
You now have 45 seconds in which to look at Part 2. [pause 45 seconds]

Severiano Ballesteros, or Seve, as he was better known to his legions of loyal fans, is synonymous with Royal Lytham and St Annes golf course, which has played host to the British Open on no less than 11 occasions, to a greater extent than any other golfer; such has been his love affair with the Lancashire links. 7

It all began in the summer of 1979 when Seve, just turned 22, teed off in the Open Championship with Dave Musgrove, his loyal caddie and friend, in toe on the bag. The experienced Musgrove informed Seve that the bunkers were 'the thing about Lytham' and that they were 'trickier than a sackful of monkeys'. 'Great bunker players win at Lytham', he continued, as the young Spaniard listened on intently to his pearls of wisdom. After Musgrove had finished his spiel, Seve, chest puffed out, merely replied, 'No problem'. After all, the Pedrena native was known for his adeptness at getting out of sand hazards. He reasoned, therefore, that the challenge would suit him rather well. 8

And if proof were ever needed of his ability to execute an escape from the sand, the fact that he visited a total of 15 bunkers in his four rounds of golf during the competition and got up and down in two shots on all but one hole must surely stand as testament. 9

But the 1979 Open Championship was not called the 'Bunker Championship' or the 'Tournament of Sand'. Hardly! It has gone down in golfing lore as the 'Car Park Open', and that is because the iconic image of the competition has remained that of Seve looming over a golf ball, mid-iron in hand, smack bang in the middle of one of the temporary spectator car parks on the sixteenth hole. Onlookers could have been forgiven for thinking it had all gone wrong for the Spaniard, so wayward did his drive off the tee appear, but Seve conjured up some of his trademark magic and lobbed a high ball beautifully onto the green, subsequently converting the 20-foot putt he had left to make a birdie and widen his lead in the tournament, which he would go on to win by two strokes. What made the whole spectacle all the more remarkable was the fact that his heavy slice off the tee had been planned. Seve deliberately aimed for the car park, knowing that it would give him a good line in to the green. 10

Indeed, he tackled the entire course that week in a similar vein, plotting his own unorthodox route around it with devastating effect. It was a stroke of tactical genius. While his competitors aimed for the middle of the fairway, Seve frequently targeted the wide rough, which, under normal circumstances, would have been unplayable, but not when it had been trodden on by masses of spectators. Time and again the Spaniard had a positional edge on his playing partners who were perplexed to say the least by his wanderings, and more so when they began to understand how effective they were proving to be. 11

By Sunday evening, as he held the Claret Jug in his hands, Seve's approach had been completely justified. But an unwanted result of his feats on Lytham that week was that he earned something of a reputation for being a bit wild with his shots, a reputation he was 12

never quite able to shift. This despite the fact that he would return to the course some eleven years later and play it in the most sublimely conventional fashion anyone had ever seen. In difficult conditions, after more than a day of heavy rain, the final round was played out on a Monday, play having had to be abandoned at midday the Saturday before. And with two of his bitterest rivals, Faldo and Price, nipping at his heels, Seve somehow managed to fend them off.

In the entire round he missed only three fairways and three greens, and carded a mind-bogglingly low score of 65. The charismatic Spaniard had come full circle. To critics of his first victory on the course, he had shown that he was just as capable of winning by the fairway route as he was by the road less travelled; his place as a golfing legend was cemented and the naysayers were silenced for good. To his throngs of supporters, he had repaid their faith in him with some of the most scintillating play ever seen.

[pause 10 seconds] Now you will hear Part 2 again.

[repeat Part 2]

[pause 5 seconds]

That is the end of Part 2. Now turn to Part 3.

[pause 5 seconds]

Part 3

You will hear part of a discussion between two experts in linguistics, Jay Ore and Toll Keane, about learning foreign languages, facilitated by Miriam Potsbarn. For questions 16-20, choose the answer (A, B, C or D) which fits best according to what you hear.

You now have a minute in which to look at Part 3. [pause 60 seconds]

F1: Joining me today are Jay Ore and Toll Keane to discuss second-language acquisition. Toll Keane, of course, is fluent in five languages – Chinese, Japanese, Korean, Italian and Spanish – not to mention, of course, his native tongue, in which, if that's alright with you Toll Keane, we will speak today!

M1: That's perfectly fine, Miriam - wouldn't have it any other way!

F1: And, truth be told, you have no choice in the matter! My A-level Spanish isn't up to much anymore, I can assure you, whatever it was like back in the day. But now, lest I forget to introduce him: of course, the godfather of modern second-language acquisition teaching methodology and speaker of no less than three foreign languages himself, the legendary Jay Ore...

M2: Two and a half Miriam; my Greek is still a work in progress!

F1: Oh look at you trying to come across all humble; say what you like Jay, I feel slightly overwhelmed gentlemen to be in the presence of such greats. But now, I do ramble, let's begin shall we? Jay, taking me as a guinea pig, for example, why is it that my linguistic achievements do not come even remotely close to yours?

M2: Well, it can be as simple as motivation; I mean, do you like languages, Miriam? I love them and have devoted my whole life to their acquisition and to helping others in their efforts to acquire fluency in alien tongues. Do you not think that you would be similarly proficient in foreign languages if you had done the same? ... Eh, before you answer that, it was a rhetorical question by the way.

M1: Jay is right Miriam. There is no secret to language acquisition, but you must possess a desire to and interest in learning. Whether your teachers employ good or bad methods, you will, and in quick enough time, start to pick up the essentials of any language if you are willing to study it. And once the process has begun – that of second-language acquisition – it gets easier every time, until, eventually, the task of learning each new tongue becomes, I would say, exponentially easier.

F1: So I was just too lazy, is that what you are saying?

M1: In a manner of speaking, yes! Although, it may be that you are easily put off, so if your first learning experience was less than promising, that may explain your attitude to language acquisition. But it is in this area where we so-called experts can help. You provide the motivation and the attitude – we are powerless on that front – and we can facilitate the learning process by making it easier rather than harder for you. All too often, what happens is already sceptical students meet with incompetent teachers and this, subconsciously, turns them off the learning process altogether.

M2: And, in our research into what makes a good lesson, an effective course, a good teacher, and so on, we've had to take this into account. Not every student is a natural language lover, so those who find the subject a little more trying need to be incentivised to continue in their studies; they need to see results quickly. In that way, in some cases, they have even grown to become language lovers over time, but only if they associate the learning process with a positive outcome.

M1: And so what we've tried to do is develop a course which pro-

vides fairly instant gratification. We don't teach beginners about grammar and structure and all that, we help them to learn, say, the 100 most common lexical terms used in a spoken context for the language concerned, and then we immerse them in a second-language environment where only the language they are learning is spoken. Suddenly, they perceive themselves as surprisingly competent, and it feels as though this has happened virtually overnight. Because they have been taught to understand fairly common terms, they are able to interact quite successfully. This gives them the encouragement needed to persevere, and then the heavy learning can start because you have them on board.

M2: And this whole process takes no more than three weeks. You spend three weeks teaching them the most practical language so that they can marvel at their success, and then, once they're hooked, you start over and engage in a more orthodox and meaningful form of learning with them. There still needs to be evidence of progress, of course, but it does not have to be so dramatic as the learners now have the self-belief to know that they are, so long as they give it a decent shot, capable of attaining fluency or at least a high degree of competence, which, on average, all of our students do by about the tenth month of study.

[pause 10 seconds]

Now you will hear Part 3 again. REPEAT PART 3 [pause 5 seconds]

That is the end of Part 3. Now turn to Part 4.

[pause 5 seconds]

Part 4

Part four consists of two tasks. You will hear five short extracts in which new film releases are reviewed. Look at Task 1. For questions 21-25, choose from the list (A-H) what is said about the director of each movie. Now look at Task 2. For questions 26-30, choose from the list (A-H) what the reviewer's conclusion is. While you listen you must complete both tasks.

You now have 45 seconds in which to look at Part 4. [pause 45 seconds]

Speaker 1: Anna and I [pause 2 seconds]

Anna and I has an opening sequence which smacks at once of the sublime and the ridiculous, a clue as to what viewers are in for throughout this much anticipated movie. It takes us on an epic journey through the lives thus far of the two protagonists and is, moving, to say the least, and rather an uncharacteristically profound start to a movie, right up until the director Mathew Ellingsford's attempt to interfere with this much-read and much-loved story and stamp his authority on the film-version and shatters the sense of profundity with a crude and, truth be told, ludicrous attempt at adding his own twist. And so the meddling continues throughout, making for a series of horrible interruptions in what is an otherwise well-told and well-adapted piece. Only go to see this if you have done no more than read the back cover of the novel. If you've delved any deeper, you will leave feeling betrayed.

[pause 3 seconds]

Speaker 2: Mike and the Moonpeople [pause 2 seconds]

Mike and the Moonpeople is my kind of movie; it doesn't take itself too seriously and doesn't pretend to be anything other than what it is, subtly paying tribute throughout to the classic 90s sci-fi motion pictures which its story unashamedly borrows from. And it delivers a surprising number of laughs considering how disappointing other attempts at comedy-sci-fi crossover have been. Credit lies with the director here for he has managed to bring together some of the biggest comic actors in Hollywood and get them to bond with genuine on-screen chemistry – no mean feat considering the sheer quantity and mass of egos he has been dealing with and the bad karma which, before their coming together for this movie at least, defined relations between many of the leading members of the cast. If you would like a guaranteed chuckle and fancy a feel-good story, then look no further.

[pause 3 seconds]

Speaker 3: Joan Air [pause 2 seconds]

Sombre throughout, those hoping for feel-good vibes should keep moving as it were; nothing to see here folks... On the other hand, if you are prepared to endure some rather sad and disturbing scenes, and if you'd like to leave the theatre in a more intense mode of contemplation than when you went in, this may just be the ticket. The movie's *Joan Air* adaption into English from the original Norwegian

screenplay which was produced on a shoestring budget and became 'the' surprise indie movie international hit of the year, comes across very well indeed in its new big-budget clothes. Kudos for the success of this translation of language and culture must go to the director, Alison McHugh, who has spent her considerable budget wisely here. The result is a wonderful tribute to the original. Bravo! [pause 3 seconds]

Speaker 4: Eye for Eye [pause 2 seconds]

Word-of-mouth has catapulted this movie into the international headlines, and it is refreshing to think that, even in today's big-money world, a film played out by a cast of unknowns, the financing of which was a day-to-day struggle, can still shock and humble the cigar-smoking executives of the mainstream movie industry and become such an unqualified success. David Jackson's big-screen directorial debut certainly pulls no punches; this is a raw depiction of life in the underworld; there is no attempt to glamorise or romanticise here; what we see is the unvarnished truth. It's dog-eat-dog and some of the content is, well, there's no other way of putting it, quite gruesome. But making it seem so real was an inspired decision by Jackson. And while that may result in fairly heavy censoring of the potential viewership – expect an 18 rating – his documentary-style journey into the dark underbelly of society is right on the money. Jack Sturret's fictitious character, Max Reeves, is particularly bone-chilling. A brilliantly controversial piece of movie-making. [pause 3 seconds]

Speaker 5: Hola Punk [pause 2 seconds]

Charting the rise of one of London's most notorious crime lords, Hola Punk is sickeningly violent throughout, which makes the fact that minors will be allowed into the theatre to watch screenings of this movie seem like one of the strangest decisions ever made. When Director Mike Knash was invited into this murky world by Notorious Jim Henderson there must have been a huge sense of trepidation in him at the prospect of working alongside a hyperactive sociopath with a penchant for blood, but his decision to accept the invitation has, for him at least, paid a hearty dividend. He has had the ear of one of the country's most dangerous criminals for over a year and a half and has produced a fascinating insight into the lunatic's mindset. I have concluded that as a work of cinematography it is hardly flawed, but there is a moral issue here, too, and I would say that rather than line the coffers of the convicted criminal who receives a share of the proceeds from box office receipts, you would do well to wait for the T.V. release instead.

[pause 10 seconds] Now you will hear Part 4 again. [repeat Part 4]
[pause 5 seconds] 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 shall remind you when there is one minute left, so that you are sure to finish in time. [pause 4 seconds]

You have one more minute left. [pause 1 minute]
That is the end of the test. Please stop now. Your supervisor will now collect all the question papers and answer sheets.

TEST 8

I am going to give you the instructions for this test. I shall 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: *** You will hear each piece twice. Remember, while you are 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. [pause 5 seconds]

Part 1

Now open your question paper and look at Part 1. [pause 5 seconds]
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.

Extract One [pause 15 seconds]

Female: Attitudes and expectations about what children with autism can or cannot do can often be inappropriate and negative. Many professionals – teachers, speech and language therapists –

have mentioned this mismatch between these popularly held beliefs and their own experiences of children's abilities. I think the general public regard people with autism as enclosed and trapped within their own world, so I think I came into teaching with that expectation – I expected them not to be able to communicate with me and found out very quickly that it wasn't true. When you read about autism it seems very black and white: 'these children do not form relationships, these children do not interact, these children do not play' and I don't feel it's like that at all. I think that's very misleading. Most professionals who work with children with autism, children who have little or no speech, will tell you that they can and do communicate with others. This highlights the potential of children with autism to communicate spontaneously using conventional means of non-verbal communication. Indeed, it's important to introduce children with autism and minimal or no speech to more conventional ways of communicating as quickly as possible to ensure that they reach their maximum effectiveness as communicators.

[pause 5 seconds] REPEAT EXTRACT ONE [pause 2 seconds]

Extract Two [pause 15 seconds]

Male: More than 2,400 languages around the world are in danger of extinction, according to Unesco, and the US is second only to India in having the highest number of endangered languages. I've got to admit, Jane, I'm surprised by this. I mean, it's not the first association that crosses my mind when I think of the United States.

Female: Yes, it's rather surprising. But the US has already lost more than a third of the indigenous languages that existed before European colonisation, and the remaining 192 are classed by Unesco as ranging between "unsafe" and "extinct". Some 40 languages, mainly in California and Oklahoma, have fewer than 10 native speakers. These are the states, of course, where thousands of Native Americans were forced to relocate as part of the notorious 19th Century Trail of Tears.

Male: Isn't anything being done about it?

Female: Part of the issue is that tribal groups themselves don't always realise their languages are endangered until they're down to the last handful of speakers. But progress can be made through immersion schools; if you teach children when they're young it stays with them as adults and that's the future. 4

[pause 5 seconds] REPEAT EXTRACT TWO [pause 2 seconds]

Extract Three [pause 15 seconds] 5

Male: Academia, in my opinion, is hung up on testing, and giving a survey where somebody clicks off "yes" or "no". I do that because there's required formal documentation. But I think the informal way of doing it is simply to ask, and I ask often. I ask students to talk to me, so we'll do this either through video-chat or telephone, whatever. But I ask them often, you know, tell me what you're thinking. What do you like, what don't you like? Give me your suggestions. So I think it's open solicitation that does the trick. The key to it is that while some things are quantitative, a lot of what I'm doing right now is qualitative because I simply want to know what their reaction is. And I think they find out pretty quickly that whatever their reaction is, or whatever their feedback is, I respond to it. I'll take the time to show them how I've changed something in response to their comment. The more that I do that, the more they believe that I do care about what they're saying, and as soon as they get that feedback, they start to give me even more reactions. 6

[pause 5 seconds] REPEAT EXTRACT THREE [pause 2 seconds]
That is the end of Part 1. Now turn to Part 2. [pause 5 seconds]

Part 2

You will hear a researcher talking about communication in the environmental science fields, and how communication on environmental issues could be improved. For questions 7–15 complete the sentences with a word or short phrase.

You now have 45 seconds in which to look at Part 2. [pause 45 seconds] 7

Female: I think it's deeply rooted in our culture since the enlightenment. You know, knowledge will set you free, right? It will liberate you and empower you to do the right thing. I used to live about three and a half miles away from my place of work. With a bike, twenty minutes in the summer, you know, to ride to work. If I wanted to cross that same distance by public transportation, an hour

and a half. I'm not going to do that. I have things to do. I'm busy. So I'm gonna drive my car. And those are the kinds of real life obstacles all of us face, that need to be addressed; there are many other obstacles we might face, not feeling like it makes any difference, or whatever, there are many obstacles but I think the assumption that knowledge itself will lead to the right behaviour change, I think it's just too simplistic and that's what, you know, all the social scientists keep finding. But if you want to link your... whatever you have to say, to the behavioral change or policy change or management change - whatever you want to achieve, you need to elevate the motivation and give people a really good reason to want to do that and lower all the.... or, er, at least help lower or address the barriers or resistance that people face in making that change. I think the communicators have spent a lot of time focusing on the motivation side but they don't address the barriers people face when they have to make the changes and so I think we need to spend a lot more time really thinking hard about the particular audience we're dealing with, what obstacles are in their way of doing the right thing and only when we are very specifically thinking about that can we actually begin to help them overcome them and that's where our communication should focus; much more than... people have heard, people are convinced climate change is here. People have heard that, yeah, the coast is eroding. I mean, those are established facts; people see it now too. It's, um, what to do about it, people don't know a lot about the solutions, people feel quite disillusioned or pessimistic that their little addition will address this global overwhelming problem. Sometimes they don't even know what the solutions are or what they could possibly do. We as communicators have failed to show them that their action is one of many, many others that can actually shift, um, the trajectory that we're on. You know, when Martin Luther King gave his famous speech about I have a dream, he didn't say "I have a nightmare, people. Here is how bad it is". He said "I have a dream. I have told you a positive vision of what we want to work towards together". That's what he gave people, and he was obviously a rhetorician who was wonderful at doing it, but basically he gave a message of hope. He gave an image of hope.

Let me give you one, sort of, a very optimistic scenario of the future. And that is, we can get together, all of us, collectively, and we work as hard as we can on changing our energy system, changing our transportation system, changing our buildings all over, you know, and we get to a very low CO₂ emitting future. If we do that, with the still growing population we have, if we're really, really lucky and working really hard, we might get to a scenario that is on the lower end of what the intergovernmental panel of climate change is projecting - you know, 550 parts per million of CO₂ in the atmosphere. That is the most optimistic I can come up with at the moment. Well, that is still double prehistoric levels of CO₂. That is still a 2, 3 degree Celsius warming, or four degrees, five degrees Fahrenheit warming. It's a hugely different world to what we have lived in in the past. Basically people will see more negative impact, get negative feedback from the environment, for trying really really hard. It's not going to sustain them in staying engaged in doing the right thing. We need to show people, first of all, the right indicators of change which are gonna be social change indicators, not environmental change indicators, they will all go down negative for a long time. For anyone living today they're going to see degradation rather than improvement in the climate but we might see positive social change and that's where we need to direct our people's attention to and show them how that is actually moving towards that positive vision.

Eventually we might get back to a climate that is far more conducive and less, you know, disruptive, as the one that we're probably creating right now. But we need to give people a vision - a positive vision that's worth fighting for and that will sustain their engagement in working towards it. And it's not gonna be looking at the climate it will be looking at a sustainable community where there's a lot of social interaction, where we're not hitting each other over the head but giving each other, I don't know, a sense of community, of enjoyment, despite a difficult climate, despite a difficult world.

[pause 10 seconds] Now you will hear Part 2 again.

[repeat Part 2]

[pause 5 seconds]

That is the end of Part 2. Now turn to Part 3.

[pause 5 seconds]

Part 3

You will hear a theoretical biologist, Dr. Nowak, being interviewed by a colleague about the evolution of language. For questions 16 to 20, choose the answer A, B, C or D, which fits best according to what you hear. You now have 1 minute to look at part 3. [pause 60 seconds]

Colleague: Dr Nowak, welcome.

Nowak: Thanks. It's great pleasure for me to be here. My background is in theoretical biology, so I apologize to all those who understand much more about language and psychology than I do. But what I'd like to bring into the subject is evolutionary biology, so, I'd like to link thinking about language to models of evolutionary biology; I'd like to talk about mathematical models of evolution of language. And, before I continue, I'd like to tell you a story about a mathematical biologist. There's a man and a flock of sheep, and another man comes by and says, "If I can guess the correct number of sheep in your flock, can I have one?" And the shepherd says, "Sure, try." And the man looks at the sheep and says "Eighty-three." And the shepherd is completely amazed, and the man picks up a sheep and starts to walk away, and the shepherd says "Hang on. If I guess your profession, can I have my sheep back?" And the man says, "Sure, try." "You must be a mathematical biologist." "How did you know?" "Because you picked up my dog."

Colleague: (laughing) Yes, evolutionary biology is a mathematical discipline, because the basic ingredients of evolution, the mutation and selection, are very well described by mathematical models. But language is something else. Why would one want to work on the evolution of language?

Nowak: One reason is that the Linguistic Society of Paris officially banned any work on language evolution at their meeting in 1866. This was only a few years after Darwin published the "Origin of the Species." By the way, Darwin made a number of interesting comments about language evolution. For him, it was totally clear that human language emerged gradually from animal communication. He also compared languages to species in the sense that languages compete with each other and some languages go extinct, and once languages were extinct, they never reappear, like species. Also, I'd like to work on language evolution because Chomsky suggested that language might not have arisen by Darwinian evolution, which is a surprising statement for an evolutionary biologist to hear. We could say we'd like to work on language evolution because one view is that language came as a by-product of a big brain....

Colleague: You mean the theory that Steve Pinker compares to the idea that we have all the parts of a jetliner assembled in some backyard and then a hurricane sweeps through and randomly puts the jetliner into place? Uh, that doesn't sound like such a likely event, does it?

Nowak: Well, exactly; I'd like to convince you that language is a very complex trait, and it's extremely unlikely that such a complex trait can arise as a random by-product of some other process or as one gigantic mutation or something like that. I'd like to say I work on language evolution because language is the most interesting thing to evolve in the last several hundred million years. Maybe ever since the evolution of the nervous system, actually.

Colleague: And why is that? Why is it the most interesting thing?

Nowak: In my opinion, because it is really the last of a series of major events that changed the rules of evolution itself. So if you ask, among all the things evolved, what actually affected the rules of evolution? First, you will talk about the evolution of life, because otherwise there wouldn't be anything, really. Let's say it started 4 billion years ago, but 3.5 billion years ago there were already bacterial cells, so it's a very short time, actually, if you really believe that it started four billion years ago. Because it then took two billion years to go from bacterial cells to higher cells. Approximately 600 million years ago there were multicellular organisms. Then, sometime, who knows when, there was complicated language. Language changes the rules of evolution because it creates a new mode of evolution. It is no longer the case that information transfer is limited to genetic information transfer, as it was for most of the time of life on earth. But we have the ability to use language for unlimited cultural evolution; certainly animals have cultural evolution, but language allows us to bring this to a qualitatively new state and we can transmit information to other individuals and to the next generation on a non-genetic basis, just on a linguistic basis.

[pause 10 seconds]

Now you will hear Part 3 again. REPEAT PART 3

[pause 5 seconds]

That is the end of Part 3. Now turn to Part 4.

[pause 5 seconds]

Part 4

Part four consists of two tasks. You will hear five short extracts in which different people are talking about a time when they were saved by their mobile phone. Look at task one. For questions 21-25, choose from the list A-H, what each speaker was doing at the time of the incident they describe. Now look at task two. For questions 26-30, choose from the list A-H, how each person's phone helped him or her. While you listen, you must complete both tasks.

You now have 45 seconds in which to look at Part 4. [45 second pause]

Speaker 1 [pause 2 seconds]

Male: I got stuck on the phone! No, really, it saved my life. Really,

I was flying down the slope, when my pole caught and I went down, head over heels. Eventually I got stuck between two rocks on the side of a cliff with my phone just holding me in place. If it had been one centimetre thinner, well, there would've been a different ending! I was lucky, though, and I was wedged in there. I had smashed teeth, a broken jaw, and my nose was, shall we say, unrecognisable, but I was alive. After the two worst hours I'd ever spent on the phone, so to speak, I was extracted by a rescue crew and helicoptered to hospital – where, amazingly, I was able to call my family with the very same phone. It wouldn't make a bad phone advert, would it now? [pause 3 seconds]

Speaker 2 [pause 2 seconds]

Female: It happened during my first year at uni and I still wasn't really used to life in a big city; I suppose that's my excuse. I was heading home from a friend's house; it was really late. I should have taken a taxi but I didn't want to spend the money. Anyway, to make a long story short, this creepy bloke started following me and I was slowing down and speeding up, and he was doing just the same. So I stopped completely and he came up and asked me to go with him! I told him I didn't want to talk – told him to stop following me, and he said "okay, okay" but a few minutes later he was there again right behind me. I was really scared, because there weren't many people around. I ended up calling my best friend and she came with her boyfriend, in her car, and picked me up. But just making the call was enough – when he saw that he finally left. [pause 3 seconds]

Speaker 3 [pause 2 seconds]

Male: I caught the last bus on my own, then wandered through Owens Park and got completely lost. Eventually, I came to a 6-foot fence. I took a running jump but only got half way over. At first I didn't realise I had impaled myself. I was so drunk I couldn't even feel it. It wasn't until I tried to wriggle off that it started hurting. I couldn't move. I started shouting and screaming but no one heard. I could have been there all night and bled or frozen to death, but thankfully amid all my stupid behaviour, logic kicked in, and I realised that the only way off was to phone the emergency services. I got my mobile from my pocket and got through to this disbelieving woman, who tried to work out where I was. It took them half an hour to find me. I was just left there contemplating things. If the spike had hit a main nerve, I would have lost a leg. And if it had reached the main artery, I could have bled to death. [pause 3 seconds]

Speaker 4 [pause 2 seconds]

Female: I was quite far out when I turned over and couldn't right myself. Luckily my phone and distress flares were in one of the water-tight compartments. And the phone was in a zipped plastic bag to keep it dry. I managed to call the coastguard and they found my position through my phone's GPS, but I had to break off contact to secure myself to the craft which was helping me stay afloat in the rough sea. At that moment, I got knocked over by another huge wave, and I lost the phone and flares. All I could do was wait. I was in the water for two-and-a-half hours. And because the tide had changed, I floated in the opposite direction to where I was heading originally. They rescued me 20 minutes before dark; I was very lucky. Much later, and they wouldn't have been able to find me. [pause 3 seconds]

Speaker 5 [pause 2 seconds]

Male: Having got my pictures, we tried to extract ourselves. We were running along a track on the side of a hill when we were fired at. I felt something hit me on the side of my stomach. But as we got down and crawled away, I was in no pain. I thought I was fine. I assumed it was either a ricocheted bullet, or that the bullet had flicked a stone up at me. We continued running like mad and managed to get back. My story was going to be on telly, so I thought I had better ring the missus. My mobile was in my pouch with 6,000 euros rolled into a tight ball in a handkerchief. In my pouch I found a slightly squashed and bent bullet, which had gone into the pouch, through the money and embedded itself into the phone's battery. Apart from the biggest bruise you've ever seen and a little blood, I was fine. I reckon the bullet would have gone through the phone without the money, and without either I would have been killed. Unfortunately the phone was no longer working so I couldn't make my call.

[pause 10 seconds] Now you will hear Part 4 again. [repeat Part 4]
[pause 5 seconds] 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 shall remind you when there is one minute left, so that you are sure to finish in time. [pause 4 seconds]

You have one more minute left. [pause 1 minute]

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

Succeed in Cambridge Proficiency - 8 Tests - Answer Key

TEST 1

Reading

1.b 2.b 3.d 4.c 5.d 6.a 7.d 8.c
9.according 10.especially/particularly 11.work/find 12.between 13.on
14.that 15.regardless 16.the/all/these/its
17.botanist 18.unbroken 19.varieties/-ty 20.outsiders
21.director 22.prestigious 23.government(al) 24.students
25.had nothing to do with 26.is apt to be/appear 27.was taken aback by
28.made every (possible) effort to 29.with the exception of the chicken
30.had to be called off because/on account of 31.b 32.d 33.b 34.d
35.c 36.d 37.h 38.c 39.g 40.b 41.f 42.a 43.e
44.c 45.a 46.e 47.b 48.e 49.d 50.b 51.a 52.c 53.a

Listening

1.c 2.c 3.b 4.c 5.a 6.c 7.wrecks 8.host 9.journey north 10.in Ancient
History 11.internship 12.twenty-five years 13.treasure 14.knowledge
15.(new) proposals 16.c 17.b 18.d 19.d 20.a
21.f 22.b 23.h 24.d 25.g 26.a 27.d 28.f 29.e 30.g

TEST 2

Reading

1.c 2.a 3.d 4.d 5.b 6.a 7.c 8.d 9.influence/impact 10.due/thanks
11.doubt/question 12.known/called 13.available 14.date
15.posed/proved/presented 16.moon 17.ridiculous 18.convenience
19.technology 20.founder 21.unknown 22.practical 23.spectacular 24.ap-
plications 25.is/'s no telling how he will 26.bears a close resemblance
27.are not alone in failing 28.is no guarantee that 29.green with envy to
30.is a great/significant improvement on
31.c 32.b 33.a 34.d 35.a 36.b 37.f 38.a 39.d 40.h 41.b 42.g 43.e
44.c 45.d 46.e 47.e 48.b 49.d 50.d 51.a 52.c 53.a

Listening

1.c 2.b 3.b 4.c 5.a 6.a 7.100 billion 8.electrical pulses
9.functions 10.fingerprint 11.limit our abilities 12.right front
13.our emotions 14.muscles 15.attention to detail/discipline
16.d 17.c 18.b 19.b 20.d
21.f 22.g 23.e 24.h 25.c 26.c 27.d 28.e 29.a 30.g

TEST 3

Reading

1.a 2.d 3.d 4.b 5.c 6.c 7.b 8.c 9.into 10.doubt 11.many 12.had/played
13.of 14.but 15.have 16.heavily 17.prediction 18.services 19.unload
20.comparative 21.reduction 22.enables 23.undertake 24.fruition
25.prides herself on being 26.a day goes by that/when I don't call/a day
goes by without my calling 27.had no intention of giving 28.need to pull
your socks up 29.leaves me feeling 30.not averse to going
31.a 32.d 33.a 34.c 35.a 36.b 37.f 38.b 39.c 40.e 41.g 42.a 43.h
44.c 45.e 46.c 47.e 48.a 49.b 50.d 51.b 52.d 53.a

Listening

1.b 2.a 3.a 4.a 5.c 6.b 7.Interstate Highway 405 8.ocean liner/ocean-going liner
9.(the) four-car tram 10.architecture buffs 11.fifteen years 12.school
13.European painting 14.the desert and mountains 15.below ground/under-
ground 16.c 17.d 18.c 19.c 20.a
21.d 22.b 23.f 24.h 25.e 26.a 27.g 28.b 29.e 30.d

TEST 4

Reading

1.c 2.c 3.c 4.b 5.b 6.a 7.a 8.b
9.only 10.hold 11.up 12.far 13.storm 14.turned 15.long 16.wrong 17.en-
durance 18.partake 19.entrants 20.agreeable 21.mindful 22.accus-
tomed 23.improbability 24.visibility
25.have any objection to my changing 26.matter whether it is after my
bedtime 27.chances of qualifying are under threat due to 28.the matter
was no longer open to 29.made his way to the dock 30.called into doubt
the witness'/cast doubt on the witness'
31.d 32.d 33.c 34.a 35.c 36.a
37.a 38.c 39.e 40.g 41.h 42.f 43.b
44.a 45.d 46.a 47.a 48.e 49.c 50.c/e 51.e/c 52.b/d 53.d/b

Listening

1.c 2.c 3.a 4.c 5.b 6.a
7.gave birth to 8.Physiology and Medicine 9.information
10.other researchers 11.foregone conclusion
12.qualifications/complimentary/expertise
13.sugar groups 14.model building 15.breakthrough 16.c 17.b 18.c
19.b 20.d 21.h 22.g 23.c 24.e 25.d 26.a 27.b 28.f 29.h 30.g

TEST 5

Reading

1.a 2.a 3.b 4.a 5.a 6.b 7.d 8.d 9.one 10.who 11.set 12.as 13.being
14.likes 15.down 16.too 17.capability 18.undergo 19.removal 20.storage
21.prolonging 22.enable 23.parenting/parental 24.treatment
25.Jackie know how difficult it is to 26.sooner had they seen the appli-
cant's cover letter 27.put me at ease by 28.choice of expedition
leader was 29.was nothing whatsoever emergency services could
30.left/made a lasting impression on 31.b 32.d 33.b 34.a 35.d 36.a
37.d 38.a 39.c 40.e 41.b 42.f 43.h
44.b 45.d 46.c 47.b 48.a 49.d 50.B 51.D 52.a 53.c

Listening

1.c 2.b 3.b 4.b 5.c 6.b 7.studies 8.the opposite sex 9.scandal
10.great/unprecedented success 11.high society 12.political views 13.wild
lifestyle 14.birth 15.descendants 16.d 17.b 18.b 19.d 20.c
21.a 22.g 23.d 24.c 25.h 26.a 27.d 28.b 29.c 30.e

TEST 6

Reading

1.b 2.d 3.b 4.c 5.c 6.c 7.d 8.b
9.stuff 10.despite 11.paying 12.only/just 13.whole 14.nor 15.more
16.either 17.conviction 18.participants 19.psychological 20.substantially
21.behavioural 22.happiness 23.attractive 24.enable
25.no circumstances will we ever make 26.came to the conclusion that
27.was in no mood to accept an apology/was not in the mood for an
apology 28.were taken aback by the news of her 29.failure to get the
job was down to 30.on/after hearing a full planning appeal was
31.c 32.b 33.a 34.b 35.b 36.b
37.g 38.a 39.b 40.c 41.f 42.h 43.d
44.a 45.a 46.b 47.d 48.d 49.c 50.c 51.b 52.b 53.a

Listening

1.b 2.a 3.c 4.a 5.c 6.c 7.image 8.response/riposte 9.criticism
10.conventional 11.commercial 12.new directions 13.a household name
14.record label 15.finest hour 16.c 17.b 18.c 19.a 20.a
21.d 22.h 23.a 24.c 25.f 26.a 27.h 28.b 29.c 30.e

TEST 7

Reading

1.a 2.b 3.b 4.c 5.b 6.c 7.b 8.a
9.scale 10.with 11.under/amid/with 12.put 13.open 14.turns 15.lost
16.under 17.reality 18.alternative 19.miserable 20.surrounds 21.multitude
22.recession 23.likeminded 24.residence
25.was down to his refusal 26.his fake arrogance lay a hidden/his fake
arrogance lay hidden/his fake arrogance lay his
27.top fifteen players only will advance 28.penalty prevented the/his side
from winning 29.concluded/finished/ended without the goalkeeper having
to 30.be held as a matter of 31.b 32.a 33.d 34.c 35.a 36.b
37.f 38.g 39.a 40.c 41.h 42.b 43.e
44.d 45.c 46.d 47.a 48.a 49.b 50.b 51.c 52.c 53.d

Listening

1.c 2.a 3.c 4.a 5.b 6.c 7.a love affair 8.Open Championship 9.testa-
ment 10.driving 11.line 12.unorthodox 13.the reputation 14.critics (not
naysayers) 15.of supporters 16.d 17.b 18.a 19.c 20.b
21.a 22.c 23.e 24.b 25.f 26.h 27.a 28.b 29.g 30.c

TEST 8

Reading

1.a 2.c 3.a 4.a 5.d 6.c 7.b 8.c
9.every 10.of/for 11.about/regarding/concerning 12.without 13.than
14.into 15.when/as 16.comes 17.wilderness 18.enigmatic 19.opportunis-
tic 20.miscommunications 21.inability 22.inaccessible 23.coverage
24.uncertainty 25.there was no lack of (people to) 26.could not possibly
accept such a 27.was the most impressive thing about/aspect of
28.never fails to remember to bring/will always remember to bring
29.as hard-working as anyone(else) 30.has no drawbacks aside from
31.d 32.d 33.c 34.a 35.a 36.d 37.e 38.a 39.c 40.h 41.f 42.b 43.g
44.e 45.d 46.b 47.a 48.c 49.b 50.c 51.d 52.a 53.b

Listening

1.b 2.a 3.a 4.c 5.a 6.c
7.the right thing 8.addressed 9.simplistic 10.solutions 11.hope 12.lower
end 13.trying really (really) hard 14.degradation 15.engagement
16.c 17.a 18.d 19.c 20.c
21.h 22.c 23.g 24.e 25.b 26.c 27.g 28.d 29.a 30.f