

## Guidance: Parts 1–4

### About the paper

The Reading and Use of English Paper lasts for one hour and thirty minutes. It contains eight parts, and has a total of fifty-six questions.

There are texts of varying lengths, with a range of text type and style of writing, for example extracts from newspapers, magazines, websites and novels, as well as other short texts.

#### Part 1

In Part 1, you read a short text and complete a multiple-choice cloze task. Eight words or phrases have been removed from the text. For each gap, you have to choose from four options the word or phrase which fits best.

#### Part 2

In Part 2, you read a short text and complete an open cloze. Eight words have been removed from the text. You have to complete the gaps.

#### Part 3

In Part 3, you read a short text and complete a word formation task. Eight words have been removed from the text. You are given the base form of each missing word and you have to create the correct form of the base word to fit the gap.

#### Part 4

In Part 4, you read six pairs of sentences and complete a key-word transformation task. The pairs of sentences have the same meaning, but are expressed in different ways. Three to six words have been removed from the second sentence, and one of these words, the key word, is given as a prompt. You have to complete the second sentence, using the key word.

### How to do the paper

#### Part 1

- Read the text, ignoring the gaps, to get a general understanding.
- Only one of the options (A–D) fits the gap.
- Check the words before and after the gap, e.g. some words can only be followed by one preposition.
- Some questions focus on linking words and require an understanding of the whole passage.
- If you are not sure which word to choose, eliminate the options you know are wrong.
- When you have finished, read your completed text again and check that it makes sense.

#### Part 2

- Read the text, ignoring the gaps, to get a general understanding.
- Think about the missing words. Each gap only needs one word, usually a grammatical word, e.g. pronoun, linker or preposition, rather than topic vocabulary.
- Carefully read the text around each gap and think about what type of word is missing, e.g. dependent preposition or part of a fixed expression.
- When you have finished, read your completed text again and check that it makes sense.

#### Part 3

- Read the text, ignoring the gaps, to get a general understanding.
- Decide which type of word is needed in each gap, e.g. noun, adjective, adverb. Look at the whole sentence, not just at the line including the gap.
- Look at the word in capitals on the right of the gap. You may need to add a prefix or suffix, or make other changes. More than one change may be required.
- Check to see if nouns should be singular or plural.
- When you have finished, read your completed text again and check that it makes sense.

#### Part 4

- Look at the key word. What type of word is it? What usually follows it, e.g. an infinitive, a preposition, or could it be part of a phrasal verb?
- Think about the other words that need to change in the new word order, e.g. an adjective may become a noun or vice versa.
- Your answer may include words or expressions not used in the first sentence, but these must express exactly the same idea.
- Remember that contracted words count as two words, e.g. won't = will not.

## Guidance: Parts 5–8

### About the paper

#### Part 5

In Part 5, there is one long text to read. You have to answer six four-option, multiple-choice questions, which follow the order of the text.

#### Part 6

In Part 6, there is a set of four short texts on the same topic. There are four prompts which report the opinions and views of the writers of the four texts. You have to match each prompt to the correct text or writer.

#### Part 7

In Part 7, there is one long text from which six paragraphs have been removed. These are placed in jumbled order after the text along with an extra paragraph that does not fit into any of the gaps. You have to use your knowledge of grammar, vocabulary, referencing and text structure in order to reconstruct the text.

#### Part 8

In Part 8, there is either one long text that has been divided into sections, or a series of short texts on the same topic. There are also ten prompts which report information and ideas from the text(s). You have to match each prompt to the correct text or section of text.

### How to do the paper

#### Part 5

- Read the text quickly to get a general understanding of what it's about and how it's organised.
- Read through the questions or question stems without looking at the options (A–D), and underline keywords in the question stem.
- The questions follow the order of the text. Find the piece of text where a question is answered and read it carefully, underlining keywords and phrases.
- Try to answer the question. Then read the three options (A–D) and choose the one that is closest to your own answer. Look for the same meaning expressed in different ways.
- Check that the other options are all clearly wrong. If you're still unsure, see which of the options can be ruled out, and why.

#### Part 6

- Read the prompts (37–40) first, underlining key words and ideas. There are two main types of question. In most questions you are told which piece of text to read and which idea you are looking for. Do these questions first. In these questions:
  - Read through the section of text mentioned in the question prompt and find the relevant topic or idea. Read this carefully to make sure you understand what the writer thinks about it.
  - The question prompt then asks you to compare the writer's ideas on the topic with those of the other three writers. It may ask you who has the same ideas and opinions, or who expresses different ones.
  - Now read the other three texts quickly to locate references to the topic or idea. Then read these sections carefully to make sure you have found the writer who has the same or different ideas.
- In the other type of question, you are told the topic or idea and asked to find the writer who has a different opinion from the others on that topic. Do this question last. In this question:

- Read all the texts quickly to locate references to the topic or idea mentioned in the question prompt.
- Read these sections of text carefully to see which writer has different ideas on the topic to the other three.

#### Part 7

- Read the base text first, ignoring the gaps, to get a general understanding of what it's about and how it's organised.
- Next, carefully read the text around each gap and think about what type of information might be missing.
- Read paragraphs A–G. Check for topic and language links with the base text. Highlight words that relate to people, places, events and any time references. This will help you follow the development of the argument or narrative.
- Choose the best option to fit each gap. Make sure that all the pronouns and vocabulary references are clear.
- Once you've finished, re-read the completed text to be sure that it makes sense with the answers in the gaps.

#### Part 8

- In Part 8, you don't need to read the whole text or texts first. The text is long and contains information that you don't need to answer the questions.
- Read the prompts (47–56) first, underlining keywords and ideas.
- Read through the text(s) quickly and find information or ideas that are relevant to each question.
- For each question, when you find the relevant piece of text, read it very carefully to make sure it completely matches the meaning of the prompt.
- The ideas in each prompt are likely to occur in more than one section of the text, but only one text exactly matches the idea. You need to read all these sections carefully.

**Tip Strip**

**Question 3:** These words all have a similar meaning, but which one is used to refer to a precise location.

**Question 5:** These are all linking phrases, but only one of them tells you that another surprising thing will follow.

**Question 8:** Only one of these verbs is usually used together with the noun 'opportunity'.

**Part 1**

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

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

**Example:**

0 A hit B knocked C banged D beat

0  A  B  C  D

**The Mysterious Isle**

In the early morning of 23 January, 2009, the most powerful storm for a decade (0) ..... western France. With wind speeds in (1) ..... of 120 miles per hour, it flattened forests, (2) ..... down power lines and caused massive destruction to buildings and roads. But it also left behind an extraordinary creation. Seven miles out to sea at the (3) ..... where the Atlantic Ocean meets the estuary of the River Gironde, a small island had (4) ..... out of the water. Locals soon gave it the name The Mysterious Isle. What was so remarkable, (5) ..... its sudden apparition, was the fact that the island (6) ..... intact in what is often quite a hostile sea environment. It could well become a permanent (7) .....

Scientists quickly realised that the island's appearance (8) ..... a unique opportunity to study the creation and development of a new ecosystem. Within months, it had been colonised by seabirds, insects and vegetation.

- 1 A surplus B advance C excess D put
- 2 A fetched B brought C carried D sent
- 3 A scene B mark C stage D point
- 4 A risen B grown C lifted D surfaced
- 5 A in spite of B instead of C apart from D on account of
- 6 A prolonged B remained C resided D persevered
- 7 A item B issue C matter D feature
- 8 A delivered B awarded C proposed D offered

**Tip Strip**

**Question 9:** Which preposition is used with the verb 'invest'?

**Question 11:** Which word completes the common expression that tells you that another point is going to be made?

**Question 12:** You need a possessive pronoun here.

**Part 2**

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

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

**Example:** 0 G R E A T

**Choosing Binoculars**

For independent travellers, a good pair of binoculars often represents an essential piece of kit. Unless you're planning to do a (0) ..... deal of bird-watching or other specialist activities, however, there's no need to invest (9) ..... a full-size pair. Compact binoculars are fine when (10) ..... comes to general all-purpose viewing in good light. What's (11) ....., they are certainly easier to carry round.

Everyone has (12) ..... own idea of what makes a comfortable pair of binoculars. When you're considering (13) ..... of the many brands and models on the market you should choose, don't base your decision on price alone. A better idea (14) ..... to pop down to your local photographic store and (15) ..... those that fall within your price range a test run.

(16) ..... you might like the look of a particular pair, you may not find the handling and viewing position comfortable. Finally, make sure the binoculars come with a decent case and a comfortable neck strap. These details can make all the difference when you're out in the field.

**Tip Strip**

**Question 17:** You need to add a prefix to create the opposite meaning of this word.

**Question 19:** Add another word to 'let' to form a compound word which completes a common collocation with 'retail'. Your answer needs to be plural.

**Question 23:** What adjective can you make from this verb? It means 'that functions'.

**Question 24:** Add a suffix to make a noun. Which letter from the verb is dropped?

**Part 3**

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

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

Example: 0 D A I L Y

**The Inventor of the Bar Code**

Although you may never have heard of Joe Woodland, you almost certainly use his invention on a (0) ..... basis.

For Joe was the man who came up with the idea of the bar code – that little box containing parallel lines of (17) .....

width and (18) ..... that you find on the packaging

of most products that are offered for sale at retail (19) .....

world wide. Joe Woodland actually invented the bar code

way back in 1949, when the manager of a supermarket in Philadelphia asked him to design an electronic (20) .....

system which would be both simple and effective. The

purpose of the bar code is to store (21) ..... information

about the product, which (22) ..... speeds up the

process of recording sales and restocking the shelves.

The idea was way ahead of its time however, and didn't

find any immediate practical (23) ..... It was the

(24) ..... of laser gun technology decades later which

allowed Joe's invention to come into everyday use.

DAY

REGULAR

LONG

LET

CHECK

CODED

POTENTIAL

APPLY

ARRIVE

**Part 4**

**Tip Strip**

**Question 25:** You need a phrase that talks about time. It also has a definite article.

**Question 26:** The key word is an adjective. Which verb usually comes before it?

**Question 27:** The key word comes first in the gap, and needs to be followed by an adjective and noun combination. Change two words from the input sentence to make this expression. You also need to add an article.

**Question 29:** Find the adjective in the input sentence. Use the noun of this word in the new phrase.

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

Example:

0 'Chloe would only eat a pizza if she could have a mushroom topping'.

ON

Chloe ..... a mushroom topping when she ate a pizza.

The gap can be filled with the words 'insisted on having', so you write:

Example: 0 INSISTED ON HAVING

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

25 We were late arriving at the cinema and so missed the start of the film.

BY

The film had ..... we arrived at the cinema.

26 Simon found the recipe book very hard to follow.

DIFFICULTY

Simon ..... in following the recipe book.

27 The ice-skater performed faultlessly and received full marks.

GAVE

The ice-skater ..... and received full marks.

28 I was just about to call you to see what time you were coming.

POINT

I ..... you to see what time you were coming.

29 Harry was disappointed to hear the news that the match had been cancelled.

CAME

News of the cancellation of the match ..... to Harry.

30 At this time of year, the area is often affected by violent storms.

FEELS

At this time of year, the area often ..... violent storms.

You are going to read an article about the effects of digital media on people's minds. For questions 31–36, choose the answer (A, B, C or D) which you think fits best according to the text.

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

## Is the internet making us stupid?

In an article in *Science*, Patricia Greenfield, a developmental psychologist who runs UCLA's Children's Digital Media Center, reviewed dozens of studies on how different media technologies influence our cognitive abilities. Some of the studies indicated that certain computer tasks, like playing video games, increase the speed at which people can shift their focus among icons and other images on screens. Other studies, however, found that such rapid shifts in focus, even if performed adeptly, result in less rigorous and 'more automatic' thinking.

In one experiment at an American university, half a class of students was allowed to use internet-connected laptops during a lecture, while the other half had to keep their computers shut. Those who browsed the web performed much worse on a subsequent test of how well they retained the lecture's content. Earlier experiments revealed that as the number of links in an online document goes up, reading comprehension falls, and as more types of information are placed on a screen, we remember less of what we see.

Greenfield concluded that 'every medium develops some cognitive skills at the expense of others'. Our growing use of screen-based media, she said, has strengthened visual-spatial intelligence, which can strengthen the ability to do jobs that involve keeping track of lots of rapidly changing signals, like piloting a plane or monitoring a patient during surgery. However, that has been accompanied by 'new weaknesses in higher-order cognitive processes', including 'abstract vocabulary, mindfulness, reflection, inductive problem-solving, critical thinking and imagination'. We're becoming, in a word, shallower.

Studies of our behaviour online support this conclusion. German researchers found that web browsers usually spend less than ten seconds looking at a page. Even people doing academic research online tend to 'bounce' rapidly between documents, rarely reading more than a page or two, according to a University College London study. Such mental juggling takes a big toll. In a recent experiment at Stanford University, researchers gave various cognitive tests to 49 people who do a lot of media multitasking and 52 people who multitask much less frequently. The heavy multitaskers performed poorly on all the tests. They were more easily distracted, had less control over their attention, and were much

less able to distinguish important information from trivia. The researchers were surprised by the results. They expected the intensive multitaskers to have gained some mental advantages. That wasn't the case, though. In fact, the multitaskers weren't even good at multitasking. 'Everything distracts them,' said Clifford Nass, one of the researchers.

It would be one thing if the ill effects went away as soon as we turned off our computers and mobiles, but they don't. The cellular structure of the human brain, scientists have discovered, adapts readily to the tools we use to find, store and share information. By changing our habits of mind, each new technology strengthens certain neural pathways and weakens others. The alterations shape the way we think even when we're not using the technology. The pioneering neuroscientist Michael Merzenich believes our brains are being 'massively remodelled' by our ever-intensifying use of the web and related media. In 2009, he said that he was profoundly worried about the cognitive consequences of the constant distractions and interruptions the internet bombards us with. The long-term effect on the quality of our intellectual lives, he said, could be 'deadly'.

Not all distractions are bad. As most of us know, if we concentrate too intensively on a tough problem, we can get stuck in a mental rut. However, if we let the problem sit unattended for a time, we often return to it with a fresh perspective and a burst of creativity. Research by Dutch psychologist Ap Dijksterhuis indicates that such breaks in our attention give our unconscious mind time to grapple with a problem, bringing to bear information and cognitive processes unavailable to conscious deliberation. We usually make better decisions, his experiments reveal, if we shift our attention away from a mental challenge for a time.

But Dijksterhuis's work also shows that our unconscious thought processes don't engage with a problem until we've clearly and consciously defined what the problem is. If we don't have a particular goal in mind, he writes, 'unconscious thought does not occur'. The constant distractedness that the Net encourages is very different from the kind of temporary, purposeful diversion of our mind that refreshes our thinking. What we seem to be sacrificing in our surfing and searching is our capacity to engage in the quieter, attentive modes of thought that underpin contemplation, reflection and introspection.

### Tip Strip

**Question 31:** Look for what Patricia's work actually involved.

**Question 35:** You need to read the whole paragraph to get this answer.

**Question 36:** Look before the name in the text to see what point his research supports.

- 31 What do we learn about Patricia Greenfield's research in the first paragraph?
- A It focused on problems resulting from use of media technologies.
  - B It did not produce consistent patterns in connection with computer use.
  - C It involved collating the results of work done by other people.
  - D It highlighted differences between people when using computers.
- 32 Two of the experiments mentioned in the second paragraph concerned
- A the amount of attention people pay to what they see on computers.
  - B the connection between computer use and memory.
  - C the use and non-use of computers for studying.
  - D changes that happen if people's computer use increases.
- 33 One of Greenfield's conclusions was that
- A certain claims about the advantages of computer use are false.
  - B computer use has reduced a large number of mental abilities.
  - C people do not care about the effects of computer use on their minds.
  - D too much emphasis has been placed on the benefits of computer use.
- 34 One of the pieces of research mentioned in the fourth paragraph indicated that
- A some people are better at multitasking than others.
  - B 'mental juggling' increases the mental abilities of only a few people.
  - C beliefs about the effectiveness of multitasking are false.
  - D people read online material less carefully than other material.
- 35 What is the writer's purpose in the fifth paragraph?
- A to advise on how to avoid the bad effects of new media technology
  - B to present opposing views on the consequences of use of new media technology
  - C to warn about the damage done by use of new media technology
  - D to summarise the findings of the previously-mentioned research
- 36 The writer mentions Ap Dijksterhuis's research in order to make the point that
- A not all research supports beliefs about the dangers of computer use.
  - B the mind functions in ways that computers cannot.
  - C problem-solving can involve very complex mental processes.
  - D uninterrupted concentration on something is not always a good thing.

## Tip Strip

**Question 37:** Look for words in Extract A that refer to how the building looks, and show the writer's opinion of the design. Read the sentences before and after this word carefully. Does the writer like the appearance of the building? Which of the other writers uses similar language to talk about how the building looks?

**Question 38:** Look at Extract D and underline what the writer says about 'visitors to the city'. Read what the other three writers say about tourists. Which one expresses the same idea as Extract D?

**Question 40:** Underline the sentences in each text that talk about the part of the city where the building is. Three of the writers think it was a good place to build it – which one disagrees?

You are going to read four extracts about a new high-rise building. For questions 37–40, choose from the extracts A–D. The extracts may be chosen more than once.

## The Pinnacle

*Four writers give their opinions about the city's newest high-rise building.*

### A

Inhabitants of our capital city rarely get excited about modern architecture, only really sitting up and taking notice when new structures reach out above the neighbouring roofline and pierce the horizon. So it is with the Pinnacle - the country's tallest new office block which is nearing completion. It seems that, in the world of high-rise architecture, no sooner has a dizzying new height been achieved than work starts on the next contender for that particular crown. By all accounts, however, the height and scale of the Pinnacle will take some beating, and the same can be said for its aesthetic impact. Shaped like a tall elegant pyramid, the building seems set to become a mainstay on the itinerary of visitors to the city, who will be unable to resist its photographic opportunities. Located in the unfashionable east of the city, the building will also bring work and development to an area that has long been in need of it.

### B

Though not yet finished, the Pinnacle's intrusion into our horizon ensures that most citizens are ready to offer opinions about it long before we've had the chance to work in its offices, sleep in its hotel, or visit the viewing gallery at the top. There is something about tall buildings that attracts us, as is witnessed by the queues of day trippers eagerly awaiting their chance to ride to the top of the city's current tallest building on the other side of the river. Some have questioned the Pinnacle's location in an otherwise undeveloped quarter, dwarfing as it does the eighteenth-century houses below it. But I would disagree. The graceful structure blends in remarkably well with its immediate environment, and local people have benefited from the improved public transport links that have been put in place as a result of the project.

### C

Wonderfully designed it may be, but the Pinnacle is hardly a thing of beauty. More important, however, is the wider significance of the project. It's a fool who argues that a city should not grow, should be preserved as a historic monument for the benefit of the tourist industry, but to look upon the Pinnacle is to see a monumental reminder that most citizens have no stake in the way their environment is changing. There's no doubt it stands to regenerate a rather run down part of the city, but how keen are the local residents on having this monstrous structure spring up literally on their doorstep? The central business district, already the site of other high-rise structures, could surely have accommodated the intrusion more easily.

### D

Despite our fascination with the rather brutal visual impact the new structure has on its surroundings, it is the wider impact of the Pinnacle that may prove to be its greatest legacy. And it's a legacy that may endure beyond the building's inevitably short-lived reign as the city's tallest structure. So many people will work in the building that the city's public transport network has had to be radically rethought in order to accommodate it, a move which will benefit commuters and locals alike for years to come, even if they never go up the tower itself. This is why the decision to build the structure in a forgotten corner of the city, originally perceived as rather unwise, has proved a stroke of genius. There can be little doubt that visitors to the city will be drawn to the east bank by the building, not only for the experience of riding in its high-speed lifts, but for the fine view of the city's other skyscrapers that can be gained from the viewing terrace on the roof.

### Which writer

supports the opinion put forward in Extract A about the appearance of the building?

37

expresses the same view as Extract D regarding the probable role of the building as a tourist attraction?

38

disagrees with Extract D about how long the building is likely to hold a particular record?

39

puts forward a different view from others about the choice of site for the building?

40

You are going to read a magazine article about a training session with a stuntman – someone who performs the dangerous and exciting actions in films. Six paragraphs have been removed from the article. Choose from the paragraphs **A–G** the one which fits each gap (**41–46**). There is one extra paragraph which you do not need to use.

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

## Learning to be an action hero

*Alex Benady has a lesson in fitness from a film stuntman.*

'Now see if you can touch your toes,' says Steve Truglia. As a former Army physical training instructor, he is used to dealing with less than sharp trainees. But how hard can that be? Fifteen seconds of blind confusion ensue before I finally locate my feet. The truth is I can't reach much past my knees and the effort of doing even that seems to be rupturing my kidneys.

41

These days, Steve is one of Britain's top stuntmen. You might have seen him in various well-known action movies. Although I have no real desire to enter rooms through the ceiling or drive into walls at high speed like him, I wouldn't mind looking a bit more like an action hero, so Steve is showing me exactly how he stays 'stunt fit'. 'It's a very particular, very extreme kind of fitness,' he explains, 'consisting of stamina, flexibility, strength and core stability, balance and coordination.'

42

Right now, we are working on spatial awareness, a subset of coordination which he says is key to being a stuntman. 'It's easy to get disorientated when you are upside down. But if you have a high fall and you don't know exactly where your body is, you won't be able to land safely. If you are lucky, you'll just end up with some serious injuries.' From where I'm hanging, that sounds like a pretty positive outcome. Yet it had all started so well.

43

He usually does this at the end of the session. 'On set, you can guarantee that if you have a big dangerous stunt, you won't do it until the end of the day, when you are completely

exhausted. So I design my training regime to reflect that.' At first, this part of the session consists of standard strength-building exercises: dips – pushing yourself up and down on the arms of a high chair, for triceps and chest; some bench presses, again for chest; lower back exercises; and curls to build up biceps. Then Steve introduces me to the chinning bar, which involves movements for building strength in your back and arms.

44

We move on to balance and coordination, starting by walking along three-inch-wide bars. Not easy, but do-able. 'Now turn round,' says Steve. Not easy and not do-able. I fall off. Now he shows me how to jump on to the bar. Guess what? I can't do that either. Then he points to a two-inch-wide bar at about waist height.

45

Now it's outside for some elementary falls. He shows me how to slap the ground when you land, to earth your kinetic energy. He throws me over his shoulder and I arc gracefully through the air, landing painlessly. But when it's my turn, I don't so much throw him as trip him up and he smashes into the ground at my feet, well short of the crash mat. Sorry, Steve.

46

At least I'll never suffer from an anatomical anomaly – which is what happens when your thighs are so massive, the other parts of your anatomy look rather small by comparison.

- A** 'We'll just warm up first,' says Steve as we enter the Muscleworks Gym in East London. Five minutes on the recumbent cycle and I'm thinking this stunt lark is a piece of cake. Then we start some strength work, vital for hanging off helicopters, leaping off walls, etc.
- B** It's clear that I have some work to do before I am ready to amaze the world with my dripping physique and daredevil stunts. But I have taken one comforting piece of knowledge from my experience.
- C** Instead, we work on what he calls our 'cores'. 'All powerful movements originate from the centre of the body out, and never from the limbs alone,' he says. So we'll be building up the deep stabilising muscles in our trunks, the part of the body from the waist to the neck.
- D** He reckons anyone can get there with a couple of gym sessions and a couple of runs a week. 'The key is variety: do as many different types of exercise as possible. Even 20 minutes a day will do.'
- E** Much to my surprise, I can actually do a few. Then he says innocently: 'Just raise your legs so they are at 90 degrees to your body.' Pain, pain, pain. 'Now open and close your legs in a scissor motion.' I manage to do that once.
- F** You may think that this sounds a bit feeble. But I was dangling upside down at the time, suspended from a bar by a pair of gravity boots.
- G** With feet firmly together, he leaps on, balances himself, leaps off, on, off. For good measure he circuits the gym, leaping from one to another, using his thighs to generate the power to leap and the power to stop himself from falling when he lands. Despite his heavy build, he has the feet of a ballerina.

### Tip Strip

**Question 41:** Look for a word in the options that means 'weak'.

**Question 43:** The text before the gap says 'Yet it had all started so well.' Look for an option that talks about the beginning of something.

**Question 45:** The base text is talking about a bar. Find this word in the options.

### Tip Strip

**Question 48:** Look for all the years and dates in the texts. Which one is linked to 'a significant event'?

**Question 51:** Look for bad aspects of the jobs that have changed over the years. Which text talks about improvements?

**Question 53:** Look at the end of all the texts. At the end of which text do you find information about the type of people doing it?

**Question 56:** The question talks about Britain. Look for a reference to 'elsewhere'.

## Part 8

You are going to read a magazine article about jobs in Britain that used to be common but are uncommon now. For questions 47–56, choose from the sections of the article (A–D). The jobs may be chosen more than once.

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

In connection with which of the jobs are the following mentioned?

- |   |    |                          |
|---|----|--------------------------|
| how hard it can be to find someone who does this job                        | 47 | <input type="checkbox"/> |
| a significant event involving people doing this job                         | 48 | <input type="checkbox"/> |
| the kind of people who need this kind of expertise                          | 49 | <input type="checkbox"/> |
| a comment on how little interest there is now in this kind of work          | 50 | <input type="checkbox"/> |
| improvements that were made for people doing this job                       | 51 | <input type="checkbox"/> |
| a prediction that proved to be accurate                                     | 52 | <input type="checkbox"/> |
| the kind of people still doing this job                                     | 53 | <input type="checkbox"/> |
| a positive result of not many people doing this job anymore                 | 54 | <input type="checkbox"/> |
| something that people doing the job now find surprising                     | 55 | <input type="checkbox"/> |
| the reason why this job is no longer common in Britain but exists elsewhere | 56 | <input type="checkbox"/> |

## THE WAY WE WORKED

*Britain's disappearing jobs, and the people keeping them alive.*

### A Advertising signwriter

A couple of years into his career, Wayne Tanswell told his father he was in a dying trade. Having left school in 1980, to train in sign-painting, he then watched as high streets moved to plastic shop-front lettering. 'But my dad said: "Wait and stick at it; these things will come back. The more technology comes into it, the more you'll be seen as a specialist." He had a lot of foresight.'

Technology has helped Tanswell. Now that his trade has become such a rare one, he is summoned far from his home, with work ranging from period numerals by the doors of London houses to shop fronts in villages with strict planning restrictions.

Sam Roberts curates an online archive, blog and burgeoning maps of hand-painted wall ads. These signs, painted onto brickwork, once kept sign-painters in demand. Their work remains, faded but unmistakable, in many cities. 'Mention them to people and they'll look quizzical,' Roberts says, 'but next time they see you, they'll have started to spot them.'

### B Typewriter repairer

Though a few thousand new electric models are still sold in Britain each year, the typewriter is not what it once was. Search online for a once-indispensable brand of correction fluid and the first page of hits will be for something completely different. Search your high street for a typewriter repairman and your chances of a result at all are ribbon-thin.

There are still a handful of typewriter repair businesses operating in Britain, mostly on the South Coast. They not only serve septuagenarian retirees and technophobes (and diehard novelists who shun PCs), but are also approached by people weaned on digital keyboards who see typewriters as relics of a distant past.

In 1986, George Blackman set up an equipment and typewriter repair shop. He trained on the old manual machines and Blackman's employees still find themselves working on those beautiful, formidably heavy old machines. 'It amazes us the price the old manual machines sell for on the internet,' one explains, and their new buyers want them spruced up when they've splashed out. They get the old machines gleaming and operational by raiding the vast collection of spare parts they've accumulated over the years (and you can't buy them any more).

### C Matchgirl

There's a light that never goes out, even if it burns less brightly than it once did. Female match-makers have long been a celebrated part of British labour history. In 1888, thousands of matchgirls at the Bryant and May factory in London famously went on strike to protest over conditions. Over subsequent decades, the long hours, tiny pay packets and exposure to toxic chemicals were addressed before the industry largely relocated its production to other countries where labour was cheaper.

Today, there are still female match-makers in Britain – in Bristol, at the country's last match factory, Octavius Hunt. The company long ago diversified into other products but still makes matches. Its commercial director, Kerry Healey, says that the majority of staff are still female. 'Matches are a small part of our business, but an important one. Depending on the size of orders, we have between two and 12 people working in the department, of which two are men – so it's still mainly female.'

### D Lacquerer

Since the first pieces of Oriental lacquer work arrived on the Continent in the seventeenth century, European craftsmen have attempted to replicate the incredible effects of this time-consuming process. But by the 1920s, chemical shortcuts had been developed to replace the Japanese approach of applying, sanding and polishing numerous layers of paint.

Today, there are only a handful of traditional lacquerers. Pedro da Costa Felgueiras, who runs the London Lacquer Studios, has been the capital's go-to guy for authentic lacquer work and period pigments for over a decade. In a world where even 'most paints are just plastic and dye', he's called in to provide historically accurate colours for walls and furniture from the Seventeenth to the Nineteenth century and to lacquer new things the old way, with 30 or 40 coats of paint, each being left to dry and then being polished before the next. 'I remember a friend once telling me to be careful with my recipes as someone might steal and use them,' he recalls. 'My answer was: even if I show them how to do it, no one wants to.'

## Guidance

### About the paper

There are two parts to the paper. In each part you have to complete one task. You have 1 hour 30 minutes to complete the whole paper, and each answer carries equal marks.

#### Part 1

Part 1 is compulsory. You have to choose two from three points on a given topic and discuss them in an essay. You should write 220–260 words. In your essay you may have to explain which of the two points you think is most important. You will always have to give reasons for your opinions.

The focus of assessment is how well you achieve the task, which is discursive. You must cover both points required with enough detail to fulfil the task. The target reader must be able to understand your ideas and opinions, and your reasons for them.

Be careful to write a coherent and logical essay. Don't include things that are irrelevant, as this may mean that you don't cover the required points adequately. This will have a negative effect on the target reader.

#### Part 2

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

You may be asked to write a letter, a proposal, a report or a review.

In this part you are given a clear context, an indication of what to include and a reason for writing, but you can still use your imagination and be inventive.

### How to do the paper

#### General points

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

#### Part 1

- Read the instructions carefully to clarify what the topic is and what you have to write about.
- Make sure you understand the situation, the context and all the points you have been given.
- Process all the information before you choose which two points you want to write about and decide what your conclusion will be. Make sure you have enough ideas to write about the points you choose and that you can think of reasons for your opinions.
- Plan your answer carefully. Make sure your conclusion follows logically from your argument. Remember you can use the opinions given in the task if you want to, but you don't have to.
- Don't copy words or phrases from the input material - just use the ideas.

#### Part 2

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

### Tip Strip

#### Question 1:

- Read all the input and choose which two points to discuss in your essay. It may help you if you think about positive and negative ideas about each one, with examples to support your views.

Decide which one has had the most effect on people's lives. Make sure that your argument and examples support your conclusion.

- Remember to include a clear introduction to the topic, and a conclusion that follows your argument logically

Don't use words or phrases from the given opinions in your answer. If you use the ideas in the comments, rephrase them in your own words.

- Link your ideas clearly and coherently using a range of connectors.
- Use a range of vocabulary and language functions, and remember to explain and justify the points you want to make.

## Part 1

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

- 1 Following a class discussion on how technology has affected the way we live today, you have made the notes below.

### Which aspect of our daily lives has been affected most by technology?

- communication
- relationships
- working life

Some opinions expressed in the discussion:

'It's great to be able to communicate with people 24 hours a day.'

'It's so hard to make personal relationships – everyone's on line all the time.'

'People have an easier working life because they can work from home.'

Write an essay discussing **two** of the points in your notes. You should explain **which aspect of daily life you think has been most affected by technology**, giving reasons in support of your answer.

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

## Tip Strip

### Question 2:

- Your proposal should be written in a semi-formal or formal style.
- You need to give all the information as clearly as possible, so headings may be appropriate.
- Bullet points are useful for making recommendations, but if you use them you must show a range of language in the rest of your proposal.
- Check what language functions you should use. In this task you have to describe the current situation, evaluate what new students need and suggest new activities, giving your reasons.

### Question 3:

- Decide on your film, making sure that you have enough ideas about it to write a complete answer.
- Your aim in this task is to clarify why the film should be included in the set of DVDs, so think of interesting ways of expressing your ideas so that you engage the readers.
- Finish your review with a final reason why your film should be included in the set, and try to make this interesting.

### Question 4:

- Decide whether Jack should apply for the job. Answer his questions based on your own experience and then explain whether you would recommend it to him or not.
- Use your imagination to provide interesting details, and use informal language as you are writing to a friend.

## Part 2

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

- 2 You are on the social committee of your college. You have been asked to write a proposal for your college principal on the kind of social and sporting activities the college should provide for new students. You should assess the current situation, describe the needs of new students and suggest activities the college should provide.

Write your **proposal**.

- 3 You see the following advertisement in a film magazine:

### Reviews wanted: best film ever!

We are planning to produce a set of DVDs of the ten best films of all time. Send us a review of your favourite film. What was it about? What made it so good? Why should we include it in the set of DVDs? The best reviews will be included with the set of DVDs.

Write your **review**.

- 4 You have received a letter from an English friend:

Hi!  
I remember that you worked in a ski resort last winter, and I'm thinking of doing the same this year. Were there any drawbacks? Did you meet interesting people? What opportunities were there for skiing? Would I gain much from doing it for just four months? Should I apply for it?  
Thanks for your help  
Jack

Write your **letter** in reply. You do not need to include postal addresses.

## TEST 1 LISTENING

### Guidance

#### About the paper

The Listening paper lasts about forty minutes and has four parts, with a total of thirty questions. There are texts of varying lengths and types, e.g. extracts from media broadcasts and announcements, as well as everyday conversations. You hear each recording twice. You have time to read the questions before you listen.

#### Part 1

In Part 1, you listen to three unrelated extracts of around one minute each. Each extract has two speakers. You have to answer two three-option multiple-choice questions on each extract.

#### Part 2

Part 2 involves one long monologue of around two to three minutes where the speaker is talking about a particular subject. A set of eight sentences reports the main points from the listening. A word or short phrase has been removed from each sentence. You have to listen and complete the gaps.

#### Part 3

In Part 3, there is one long interview or discussion of around four minutes. You have to listen and answer six four-option multiple-choice questions.

#### Part 4

In Part 4, you hear a series of five short monologues on a theme, of around thirty seconds each. You have to complete two tasks as you listen. Each task has eight options (A-H). As you listen, you match one option from Task 1 and one option from Task 2 to each speaker. You match the gist of what the speakers say to the ideas in the prompts, e.g. their occupation, opinions, etc.

#### How to do the paper

#### Part 1

- The three extracts are not linked in any way. All three are dialogues, but there will be a variety of text types and interaction patterns.
- Before you listen to each extract, look at the context sentence. Think about who the speaker is and about the context, e.g. is it a broadcast interview, an informal chat?
- Before you listen, think about which of the speakers you are listening for in each question and underline keywords in the question stem.
- Listen first to find the correct answer to the question posed in the stem.
- Listen again to match that answer to the correct option (A–C).

#### Part 2

- Before you listen, read the rubric and think about the context.
- You have 45 seconds to read through the sentences before you listen. Think about the type of information that is missing in each sentence.
- Most answers are concrete pieces of information, e.g. numbers and proper nouns.
- The sentences on the page follow the same order as the information in the listening text. Use the sentences to help you keep your place as you listen.
- The words you need to write are heard on the recording. There is no need to change the form of the word or find a paraphrase.
- Write no more than three words in each gap. Most answers will be single words or compound nouns.
- Check that your answer fits grammatically and makes sense in the complete sentence.

#### Part 3

- Before you listen, read the rubric and think about the context.
- You have one minute to read through the set of sentences before you listen.
- Underline the keywords in the question stems and options.
- The questions follow the order of the text. Listen out for discourse markers or interviewer's questions that introduce the topic of each question that you have to answer.
- Listen first to find the correct answer to the question posed in the question stem.
- Listen again to match that answer to the correct option (A–D).
- The words in the options will not be the same as those you hear in the recording.

#### Part 4

- There are five different speakers all talking about the same topic. You will hear all five of them and the listening extracts will be repeated.
- You have 45 seconds to read the two tasks before you listen. Read the options (A–H) in both tasks so that you are ready to choose one from each set for each speaker as you listen.
- The first time you listen, pay attention to the speaker's main idea. Mark the option closest to this idea.
- The second time you listen, check your answers. You may need to change some of them. Remember that in each task there are three options that you don't need to use.
- Don't worry if you don't understand every word. If you're not sure of an answer, then guess. You have probably understood more than you think.

Part 1

Tip Strip

**Question 1:** Listen for the phrase 'I get a buzz from that side of it'. What is he referring to when he says this?

**Question 4:** Listen to everything the woman says. In general, was it a positive experience or not? Which option matches this feeling?

**Question 6:** Listen for the phrase 'for what it's worth'. The answer comes just after it.

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

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

Extract One

You hear two people talking about their work as website designers.

- 1** How does the man feel about the work?
- A** He finds the creativity stimulating.
  - B** He would like to use his academic training more.
  - C** He gets most satisfaction from being part of a team.
- 2** What do they both think about the job?
- A** It's a difficult career to get started in.
  - B** It's important to be able to work flexible hours.
  - C** It's a poorly paid job for the amount of work involved.

Extract Two

You hear two cyclists talking about their sport.

- 3** The man thinks his success as a cyclist is due to
- A** his complete dedication.
  - B** the age at which he started.
  - C** a series of great role models.
- 4** When talking about cycling in a velodrome, the woman reveals her
- A** fear of dangerous sports.
  - B** inability to follow instructions.
  - C** willingness to accept a challenge.

Extract Three

You hear a man called Roy talking about bees on a phone-in programme.

- 5** Why has he phoned the programme?
- A** to raise issues not previously discussed
  - B** to challenge the opinions of other contributors
  - C** to lend his support to a view that's been expressed.
- 6** When talking about gardens, he is
- A** describing what he does in his own.
  - B** encouraging people to grow certain things.
  - C** suggesting that people keep bees themselves.

## Part 2

You will hear a student called Tim Farnham giving a class presentation about a seabird called the albatross. For questions 7–14, complete the sentences with a word or short phrase.

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

### THE ALBATROSS

Tim thinks that the name 'albatross' comes originally from a word in the (7) ..... language.

There are currently thought to be a total of (8) ..... species of albatross.

The fact that it relies on (9) ..... explains why the albatross isn't found in some areas.

By using a locking mechanism in its (10) ....., the albatross can save energy when flying.

Tim explains that the albatross has a surprisingly good sense of (11) .....

Tim was surprised to discover that (12) ..... attack albatross nests.

The albatross used to be hunted mostly for its (13) ..... as well as for food.

Tim gives the example of (14) ..... as plastic objects commonly eaten by albatrosses.

#### Tip Strip

**Question 7:** Be careful. Three languages are mentioned, but only one of them fits here.

**Question 8:** The words 'a total of' in the sentence tell you that you are listening for a number.

**Question 9:** Listen for the word 'found' when you listen. It's also in the sentence.

**Question 11:** What are the five senses? Which of them would you not expect a bird to use?

**Question 14:** Tim mentions three plastic objects, but which does he say is most common?

#### Tip Strip

**Question 15:** Listen for when Dan says 'that really pushed me to do it actually'. What is he referring to?

**Question 18:** Listen for the interviewer's question about critics. Dan's answer follows.

**Question 19:** Listen to the end of Dan's turn. His answer comes here. Go back and check why the other options are wrong.

**Question 20:** Listen to Dan's whole last turn. Does he think it was a good thing to include this scene or not?

## Part 3

You will hear an interview with the television presenter Dan Heckmond. For questions 15–20, choose the answer (A, B, C or D) which fits best according to what you hear.

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

15 Dan was particularly attracted to the idea of working on the programme because

- A it was a way of continuing his academic studies.
- B he agreed with the approach adopted by the team.
- C it involved working with experts in their subjects.
- D he welcomed the chance to visit interesting places.

16 How does Dan feel about the way topics are selected for the programme?

- A keen to ensure that his opinions are taken into account
- B worried that he hasn't time to focus on the issues
- C sorry to play rather a minor role in the process
- D content to leave the main decisions to others

17 Dan says that any topic accepted for the programme must

- A involve filming in a place with many picturesque views.
- B have at its heart a well-known mystery from the past.
- C give him the chance to engage in exciting activities.
- D require only a small amount of additional research.

18 When asked about those who criticise the series, Dan says that

- A they may misunderstand its aims.
- B they are unfair to judge it by its style.
- C they underestimate how much it can achieve.
- D they might learn something from its methods.

19 What does Dan suggest about the first programme in the new series?

- A It was lucky to reach a conclusion.
- B It will fulfil the viewer's limited expectations.
- C It should have addressed a much wider question.
- D It could make a valuable contribution to ongoing research.

20 How does Dan feel about including scenes where things go wrong?

- A certain that it will become a popular regular feature
- B unsure whether it's the best use of programme time
- C worried that it might show his colleagues in a bad light
- D hopeful that it will provide insights into everyday archaeology

You will hear five short extracts in which people are talking about how they gave up office jobs to do other types of work.

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

### TASK ONE

For questions 21–25, choose from the list (A–H) what made each speaker decide to give up office work.

- |                               |           |    |
|-------------------------------|-----------|----|
| A poor motivation             | Speaker 1 | 21 |
| B lack of exercise            | Speaker 2 | 22 |
| C the regular hours           | Speaker 3 | 23 |
| D limited contact with people | Speaker 4 | 24 |
| E overcrowded workplace       | Speaker 5 | 25 |
| F dull colleagues             |           |    |
| G few career prospects        |           |    |
| H stressful deadlines         |           |    |

### TASK TWO

For questions 26–30, choose from list (A–H) what each speaker likes best about their present job.

- |                                   |           |    |
|-----------------------------------|-----------|----|
| A being my own boss               | Speaker 1 | 26 |
| B feeling appreciated by clients  | Speaker 2 | 27 |
| C being able to offer advice      | Speaker 3 | 28 |
| D feeling respected for my skills | Speaker 4 | 29 |
| E being fully qualified           | Speaker 5 | 30 |
| F feeling committed to the work   |           |    |
| G being relatively well paid      |           |    |
| H being able to help others       |           |    |

### Tip Strip

**Speaker 1:** Listen for the phrase 'The thing I couldn't stand'. What she says next explains why she decided to give up office work (Task One).

**Speaker 2:** Listen to what she says about clients – it helps with Task Two.

**Speaker 3:** What 'got him down' in his previous job? This tells you the Task One answer.

**Speaker 4:** When she says 'I love that feeling' about her present job, what is she referring to?

**Speaker 5:** Listen to the first part of what he says. What was his general feeling about his old job?

## TEST 1 SPEAKING

### Guidance

#### About the paper

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

#### Part 1

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

#### Part 2

Part 2 lasts about four minutes, during which you each speak on your own for about a minute. You are given three photographs. You compare two of the pictures and say something more about them. You are also asked a short question about your partner's photographs after they have finished speaking.

#### Part 3

Part 3 is divided into two parts, and lasts around four minutes. You discuss a task with your partner for around two minutes using ideas you are given as written prompts on a mind-map. After two minutes, the interlocutor asks you a second question which is not written down, and you have to make a decision together connected to the topic you have been discussing. You have a minute for this part of the task.

#### Part 4

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

#### How to do the paper

##### Part 1

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

##### Part 2

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

##### Part 3

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

##### Part 4

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

## Tip Strip

### Part 1:

- You should think of answers that tell the interlocutor more about you and your personal opinions. There is no 'right' answer, so relax and try to be interesting in what you say, but remember not to monopolise the time. Think of this as a social meeting!

For the first three questions, you could say:

*I often have to study in the evening because that's the only time I have, but I'm more of a morning person and would prefer to study before breakfast as I feel fresh then.*

*I don't like organised holidays where you go round sightseeing in a group - I like travelling independently so that I can decide where I go and how long I spend in different places.*

*I love travelling - I love arriving at a new place and having the chance to find out about a whole new culture. But I hate it when there are delays and I get stuck in an airport departure lounge for hours because the plane is late!*

### Part 2:

#### Learning a new skill:

- Candidate A, you could say: *it's incredibly satisfying to be independent / it gives life-long pleasure / recipes can be hard to understand / it's probably hard not to be nervous / you'd really need to be well-prepared.*

- Candidate B, don't say too much, but give details, e.g. *I think ... would get most satisfaction because ...*

#### Entertaining others:

- Candidate B, you could say: *they're probably hoping people will give them money / busking / it looks like a school entertainment / families must feel proud / no one watches entertainment at a sports event, which must be frustrating.*
- Candidate A, you could say: *I think .... needs most practice because ...*

## PART 1

The interlocutor will ask you a few questions about yourself and on everyday topics such as work and study, travel, entertainment, daily life and routines. For example:

- What's the best time of day for you to study? Why?
- What kind of holidays do you enjoy most? Why?
- Is there anything you dislike about travelling? Why?
- What kind of magazines or newspapers do you read regularly? Why/Why not?
- What do you like to do when you go out with your friends?
- Are you an organised kind of person? Why/Why not?
- Has the kind of music you enjoy changed since you were younger? Why/Why not?
- Where would you recommend tourists to visit in your country? Why?

## PART 2

### Learning a new skill

Turn to pictures 1–3 on page 170, which show people learning a new skill.

Candidate A, compare two of the pictures and say what you think the people might be enjoying about learning the new skill, and how easy it might be for them to master it.

Candidate B, who do you think would get the most satisfaction from learning the new skill? Why?

### Entertaining others

Turn to pictures 1–3 on page 171, which show people entertaining others in different places.

Candidate B, compare two of the pictures and say why the people might be entertaining others in these different places, and how memorable it might be for the people watching.

Candidate A, who do you think would need the most practice? Why?

## Tip Strip

### Part 3:

- Don't describe the visuals. Decide what they illustrate, e.g. gym = healthy life v/s sedentary, office life.
- Focus your discussion on why these things are important and how important they might be in the future.
- You could say: *education is vital in the current economic climate / we need to make sure there's a planet for our grandchildren / relaxation will become increasingly important.*

### Part 4:

Consider the abstract issues behind the questions. For example, you could talk about:

- *too much focus on earning money, not enough time to spend with friends/family, pressure to buy material things*
- *sports stars are highly paid, but they don't contribute to society, or help others*
- *media creates expectations, young people think they can succeed easily, the media tend to focus on lifestyles of successful people*
- *TV and magazines imply that everyone can have an expensive lifestyle, but they are the minority. This makes people think they can achieve more than is realistic, to have too high expectations*
- *life was simpler for our grandparents, they had fewer aspirations, they expected less from life, they didn't have to deal with global issues or technology but their lives were harder physically, medicine was less good, Our lives are easier and more entertaining*
- *money buys a good lifestyle but not friendship, health, anything worthwhile*

## PART 3

Turn to the task on page 172, which show some things that have become important in many people's lives.

Talk to each other about why these things have become important to some people in today's world. Then decide which two things will continue to be important to people in the future.

## PART 4

Answer these questions:

- Do you think that people have the right priorities in life nowadays? Why/Why not?
- Some people say that certain jobs are overvalued and overpaid. What's your opinion?
- What part does the media play in people's expectations of life nowadays?
- Do you think that people's expectations of what is achievable are too high nowadays? Why/Why not?
- Do you think that life is easier now than it was in our grandparents' day? Why/Why not?
- Some people say that it's only possible to be happy if you have a lot of money. What's your opinion?