Test 1

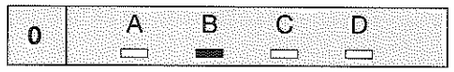
READING AND USE OF ENGLISH (1 hour 30 minutes)

Part 1

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

Example:

0 **A** earns **B** gains **C** wins **D** obtained



Time and the rotation of the Earth

As all school children know, there are 60 seconds in a minute. But every so often, our planet **(0)** ..... a second. The addition of what's called a 'leap second' is **(1)** ..... to allow the Earth's rotation, which is gradually **(2)** ..... to catch up with atomic clocks – the world's most accurate time-keepers. This sounds simple, but according to scientists, because they only get six months' **(3)** ..... of the need to add a leap second, it's difficult to insert it into computers without mistakes being made, **(4)** ..... systems to fail temporarily. In 2012, a leap second was added on a weekend but it resulted in over 400 flights in one country being grounded as the check-in system **(5)** ..... down.

Some countries are in favour of abolishing leap seconds while others **(6)** ..... that the technical challenges are **(7)** ..... if everyone adds the second in the same way and at the same time. They say that we have always taken the Earth's rotation as the ultimate reference for timekeeping and we shouldn't break this **(8)** ..... without considering the consequences.

1	**A**	designed	**B**	targeted	**C**	framed	**D**	drafted
2	**A**	delaying	**B**	lessening	**C**	slowing	**D**	declining
3	**A**	advice	**B**	notice	**C**	information	**D**	instruction
4	**A**	compelling	**B**	making	**C**	causing	**D**	influencing
5	**A**	came	**B**	fell	**C**	ran	**D**	went
6	**A**	argue	**B**	disagree	**C**	dispute	**D**	question
7	**A**	governable	**B**	controllable	**C**	manageable	**D**	adaptable
8	**A**	join	**B**	link	**C**	chain	**D**	union

Part 2

For questions **9–16**, read the text below and think of the word which best fits each gap. Use only **one** word in each gap. There is an example at the beginning (**0**).
Write your answers **IN CAPITAL LETTERS on the separate answer sheet.**

Example: 0 | O | U | T | | | | | | | | | | | | | | | |

Solving problems while you sleep

How often do we struggle to figure **(0)** ..... a problem and then, after a night's sleep, we wake up knowing exactly what to do? We tend to view sleep simply **(9)** ..... a period of recuperation, but it actually has profound implications for a lot of human tasks, including a positive effect on problem-solving. Research now suggests that **(10)** ..... only are we able to come up with answers to life issues while asleep, but these answers are often better than the ones we might think of once the routines of our daily lives take **(11)** ..... . Sleep aids memory too, and it's believed that new information isn't processed and absorbed fully until we've had a good night's sleep.

So, if you're faced **(12)** ..... a difficult problem, set it aside, sleep **(13)** ..... it and return to it the next day. But **(14)** ..... made a complex decision, you **(15)** ..... like to revisit it after a second night's rest on the off-chance that **(16)** ..... could be a better solution waiting to be considered.

Part 3

For questions **17–24**, read the text below. Use the word given in capitals at the end of some of the lines to form a word that fits in the gap **in the same line.** There is an example at the beginning (**0**).
Write your answers **IN CAPITAL LETTERS on the separate answer sheet.**

Example: 0 | S | I | G | N | I | F | I | C | A | N | C | E | | | | | | | |

A wise old owl

Many birds have special **(0)** ..... for humans but none is perhaps more respected than the owl. Owls, often seen as symbols of **(17)** ..... , have a powerful hold on human imagination. — **SIGNIFY** / **WISE**

There are many species of owl and most of them are solitary, nocturnal birds of prey that are **(18)** ..... by their upright stance. They tend to blend in with the colorations and even the texture patterns of their **(19)** ..... , which makes them hard to spot. They have a keen sense of **(20)** ..... and have special ears that can pick up sounds that are **(21)** ..... by the less sensitive human ear, such as tiny **(22)** ..... from small animals on the ground. — **CHARACTER** / **SURROUND** / **SEE** / **DETECT** / **VIBRATE**

Many owls have special feathers on their wings which allow them to fly silently. They are commonly believed to be able to turn their heads a full 360 degrees; in fact, although they have fourteen neck vertebrae in **(23)** ..... with seven in humans, they're only able to rotate 270 degrees. — **COMPARE**

All these features add to our view of the owl as being **(24)** ..... . — **MYSTERY**

Part 4

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

Example:

0 James would only speak to the head of department alone.

ON

James ..... to the head of department alone.

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

Example: | 0 | INSISTED ON SPEAKING |

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

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25 If there are fewer doctors on duty, patients may have to wait longer than usual.

DEPENDING

Patients may have to wait longer than usual, ... of doctors on duty.

26 There's a danger those mountaineers won't be able to make it back to the hut before it gets dark.

RISK

Those mountaineers run ..... able to make it back to the hut before it gets dark.

27 Whatever time he leaves home, John always seems to get to work late.

MATTER

No ..... off from home, John always seems to get to work late.

28 It is Sam's responsibility to ensure everyone has left the museum before closing time.

CHARGE

Sam ..... sure everyone has left the museum before closing time.

29 Martin was going to host an event for the new students, but it appears he has decided against it.

MIND

Martin appears ..... hosting an event for the new students.

30 Up to now, I've never thought of working in any field other than finance.

OCCURRED

The thought of not working in the field of finance ..... now.

Part 5

You are going to read an article in which a young journalist talks about using social media to find a job. For questions **31–36**, choose the answer (**A**, **B**, **C** or **D**) which you think fits best according to the text.
Mark your answers **on the separate answer sheet**.

Keeping pace with scientific publishing

Science correspondent Joe Cushing considers old and new ways of publishing scientific research

Journal-based peer review – the process of subjecting a scientific research paper to the scrutiny of others who are experts in the same field – is generally held up as the quality assurance mechanism for research. It professes to be an essential filter which prevents publishing flawed or nonsensical papers, and indeed is often touted as such in reassuring tones when scientists talk to the media or the general public. Reviewing a paper can delay its publication by up to a year; is that a price worth paying to ensure the trustworthiness of the published literature? Well, yes and no. And picking apart such issues reveals a great deal about the state of scientific publishing, which is very much in flux.

I'm not yet ready to abandon journal-based peer review. I'd still like to see all papers pass some sort of checking stage before formal publication, but I feel the ground moving. The growing use of preprints (drafts of papers which are posted online without having been peer reviewed, found in digital archives) is a crucial part of that shift because they bring academics back to what research publication is all about: the rapid dissemination of new results so they can be read, critiqued and built upon. Publication in journals has become more about renown and career advancement, and this has perverted both the motivations of authors and the job of reviewers.

Competition for prized spots in highly-regarded journals drives scientists to do some of their best work and the best journals certainly publish plenty of outstanding research. But the excessive rewards for publishing in top journals are incentives to corner-cutting, as stories streamlined by the omission of inconvenient data are more likely to be taken up. And the job of the reviewer also becomes distorted: it is more often now to decide, not whether a manuscript is any good, but whether it is good enough for the journal considering publication. For top journals that can depend as much on topicality or newsworthiness as scientific quality.

These problems are well known, but the tragedy for science is that too few people are willing to break away from the present system. However, as the eminent biologist Ron Vale argued recently – fittingly, in a preprint – preprints may be a way out of the impasse because they don't entail a major shift away from the norm. That may seem an odd claim in view of the fact that preprint archives have been in existence for twenty years, yet preprints have not been adopted universally. This slow uptake is not only a reflection of the inherent conservatism of scientists, but also a result of the widespread misconception that journals won't accept manuscripts which have been posted online as preprints. There is also a fear that publication of papers without peer review risks opening the floodgates to 'junk science' – something which, so far at least, has yet to occur. Preprints may not be peer reviewed, but authors know full well that preprints are immediately opened up for critique and discussion by a worldwide community of reviewers.

Tanya Elks, a psychology professor, recalls: 'My paper was a critique of a published paper – a scenario which isn't well handled by the conventional journals. Under their system of anonymous peer reviewing, either the authors of the original paper are chosen as reviewers and there is a risk that the unscrupulous ones might block a critical paper; or they're not chosen and may justifiably complain about misrepresentation. As we posted a preprint, the original authors had their say and we could take their points on board. All the commentary is out in the open so readers can evaluate the quality of the arguments. The possibility of rejection by journals is less of an issue too, given that we'll still have the preprint and comments out in the public domain, so our work won't be wasted.'

Preprint archives enable, on a global scale, the informal scientific discussions once confined to correspondence between individuals. They could also become an effective outlet for negative results – a vital aspect of the scientific process often overlooked by the journals' excessive preoccupation with new discoveries. Furthermore, presence on preprint archives significantly increases the number of times papers are read and cited by others; a potent demonstration of the efficacy of dissemination through preprint. By harnessing the web's culture of openness and accessibility and recalling the collaborative, amateur ethos still at large within the scientific community, preprints should help to refocus attention where it matters – on the work itself, not where it is published.

31 In the first paragraph, the writer expresses doubt regarding the part that peer review plays in

A provoking changes in the process of scientific publishing.
B affecting deadlines for publishing scientific papers.
C ensuring the quality of scientific research.
D reassuring the public about new research.

32 What does the writer feel that many scientists need to be reminded of?

A the absence of peer reviewing with preprints
B the original aim of publishing scientific findings
C the ulterior motives which lie behind reviewers' comments
D the prestige which can be gained by being published in a journal

33 What does the writer accuse scientific journals of doing?

A encouraging scientists to compete against each other
B trying to reduce costs in order to maintain their position in the market
C relying too heavily on reviewers to decide whether to publish an article
D choosing articles for their appeal rather than their scientific value

34 What does the writer admit may be an 'odd claim' in line 45?

A the idea that it was fitting for biologist Ron Vale to argue his case in a preprint
B the assertion that adopting preprints does not require a radical change of behaviour
C the notion that too few scientists are pushing for a rethink of the peer review
D the suggestion that preprints will be readily accepted by the scientific community

35 What point does Tanya Elks make about her experience of posting a preprint?

A Her work is less likely to be rejected now since others have made positive comments about it in public.
B She appreciated the fact that she could see what fellow scientists thought of her paper.
C It was unfair to use the authors of the research she was evaluating to review her paper.
D She chose a preprint because she feared her paper would not otherwise be published.

36 The phrase 'collaborative, amateur ethos' in the final paragraph refers back to the earlier phrase

A 'correspondence between individuals' (lines 75–76).
B 'effective outlet for negative results' (line 77).
C 'preoccupation with new discoveries' (line 79).
D 'efficacy of dissemination' (lines 82–83).

Part 6

You are going to read four commentaries on the subject of living in London. For questions **37–40**, choose from the commentaries **A–D**. The commentaries may be chosen more than once.
Mark your answers **on the separate answer sheet.**

London

A Bridget Atkins

London is a cruel city. A quick walk from the steel and glass money temples of the financial district to one of the rundown estates fifteen minutes away shows you most of what you need to know about its harshness and problems. Depressing as that walk may be, I'd still recommend it more than struggling through the public transport network. It isn't just that the trains are overcrowded, overheated and unreliable – it's that you have to pay such an insulting amount for the privilege of travelling in such misery. Talking of contempt, I haven't even got on to landlords, rent, and the fact that a shoebox in London will cost you more than a palace outside London. That's not to say it's all bad though. I do rejoice in the internationalism of my city, the way I learn so much about different cultures and cuisines just by attending a local street party.

B Tim Christie

London is an endlessly inventive city. We've happily embraced using both the London Underground and Overground, cycling and walking, finding one-bed flats further away from the centre. Until now the trend has been to move further out to find a place to live, but it doesn't need to be like that. Some of the most interesting work going on in London now is around the politics of scarcity. We need to release spare space, as well as investigate new models for flexible living and co-housing. People talk about disparities between the haves and the have-nots, but I'd say there's no other place in the world where it's better to be an entrepreneur. You don't have to be born with a silver spoon in your mouth to make it here, and that's what I see – people who are in the process of making it or who already have – just in different places on a kaleidoscopic spectrum.

C Anna Fry

Aside from the fact that most people can no longer afford to live here, there also seems to be a sad conformity among those that do. The big beard, tight-trousered, hipster phenomenon, for instance, is essentially tribal and conservative. I do love the eclectic transport system though. You can make your way across the city by a multitude of transport modes; the whole city is pretty much anti car. Even if you're happy paying the congestion charge, you've still got to drive around in circles looking for a place to park. Get it wrong and there'll be one of London's finest parking attendants there to remind you with the much despised penalty charge notice. But I'm all in favour of that. We all have to breathe the air no matter if we're rich or poor, and that's what I love about the whole system. It's a great equaliser. Take it or leave it.

D Jon Bennett

I don't get the fascination with London's decrepit housing stock. It's overpriced and falling to pieces. All this talk of old-world charm, character and conservation areas, for what is essentially a totally dysfunctional stock of properties not fit for modern-day living. Unless you're a multi-millionaire that is, with money to burn on heating, only for it to go straight out the hundred-year-old windows. Because that's who's drawn here, unless we're talking about the run-down, gritty areas that attract outsiders from all walks of life. If it weren't for them, this would be a dull place to live. I love the way they colonise an area with pop-ups, cafés and art spaces, until they're priced out. The system seems to favour those living off their inheritance. Why else would you need to pay such a ridiculous sum just to get from A to B on a late-running, museum-piece transport system?

Which commentator

expresses a different view from the other three commentators regarding the housing situation in London?	37
shares C's opinion on London's public transport system?	38
has a different view from A on the multi-cultural nature of London's population?	39
shares A's opinion on the inequality of wealth prevalent in London?	40

Part 7

You are going to read a magazine article about the ecological importance of the semi-aquatic animal, the beaver. 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.
Mark your answers **on the separate answer sheet.**

Beavers

Beavers play an important role in keeping Rhode Island's waters clean

There are an estimated 30 million beavers across North America. As a keystone species, beavers enrich ecosystems around them. By building dams, they control water moving through their habitat, retaining the flow during times of drought and slowing it down during heavy rain and floods. This also creates beaver ponds – areas several meters deep they use for sleeping and eating. However, a study by the American Society of Agronomy says beavers are doing something more: they are now helping to remove nitrogen that has moved its way through soil into ground water and lakes and streams.

41 _____

In time these plants die and decompose, consuming the oxygen from the waters, creating low oxygen levels that kill fish. While these dead zones are common in the Gulf of Mexico, they are also becoming a problem along northeastern U.S. coastlines. However, according to the study findings of Professor Arthur Gold and colleagues of the University of Rhode Island, this problem is less common where there are beavers.

42 _____

Thanks to a naturally occurring bacterium present in the soil of beaver ponds, 5% to 45% of nitrogen in the water can be removed, depending on the pond and the amount of nitrogen present, the study found. This bacterium is able to transform nitrogen in the water into nitrogen gas.

43 _____

This transformative power was tested by taking samples from the beds of beaver ponds, and adding nitrogen to them. These samples were large enough to incorporate the factors that generate the chemical and biological processes that take place in the pond.

44 _____

The experiments also found that 12% of the nitrogen gases created in the samples were nitrous oxide, a very potent greenhouse gas and air pollutant. To put this into perspective, considered over a 100-year period, nitrous oxide is calculated to have between 265 and 310 times more impact than carbon dioxide does. However, the scientists pointed out that the high amount was likely to be a result of some unique laboratory conditions and that it is unlikely these ponds would release that much of the gas in nature.

45 _____

Most of these semi-aquatic animals are in areas with small streams, rather than big rivers, and the beaver dams in these smaller streams are usually the first to be removed. They are considered a nuisance because they block the waterways. This causes a decrease in beaver populations. It is therefore important that these areas remain untouched so they can positively affect nitrogen levels downstream. Professor Gold now hopes to study the ponds over a longer period and to investigate abandoned ponds to see if the nitrogen-retaining qualities remain after the beavers have gone.

46 _____

In addition, these areas of water also attract other wildlife such as insects and birds which are vital to the ecosystem. Studies like the one carried out by Professor Gold may well give people a new-found appreciation for the beaver.

A These results have interesting implications. According to Julia Lazar, who was involved in conducting some of the work as part of her doctoral dissertation and is now working as an environmental consultant, it might change our attitude to beavers and their ponds.

B At the same time, the specimens were also sufficiently small to be easily replicated, managed and measured for numerous changes. The scientists then added a special type of nitrogen to the soil that allowed them to tell if the nitrogen levels were altered and how.

C 'Streamside wetlands are one example of such elements,' said Professor Gold, who studies these types of features in his research. But nobody had ever documented the role beaver ponds might play.

D Found in agricultural fertilizers, nitrogen is often introduced to such areas by runoff, eventually travelling to estuaries where rivers meet the sea. Once in the water system, it has been known to cause what is known as eutrophication. This is where a sudden increase in nutrients can cause blooms of algae to grow.

E This process is known as de-nitrification and means the nitrogen is no longer stored within the stream or pond, and thus can no longer degrade water quality further downstream. However, some of the nitrogen is not changed to gas, but instead is stored in organic soils.

F They are a species whose numbers crashed after widespread hunting 150 years ago, but with their return they are helping solve one of the major problems of the 21st century and that should not be underestimated. It is important to remember that those ponds would not be there without the beavers.

G When the team set out to conduct their research, they quickly realized the water retention time and organic matter build-up within beavers' ponds lead to the creation of ideal conditions for eliminating nitrogen. They then wanted to see how effectively this was done.

Part 8

You are going to read an article in which a squash player writes about the fact that his sport is not included in the Olympic Games. For questions **47–56**, choose from the sections (**A–D**). The sections may be chosen more than once.
Mark your answers **on the separate answer sheet**.

In which section does the writer

say that he's finding it difficult not to express his emotions? **47**

express ignorance of certain sports? **48**

outline the reasons behind particular decisions? **49**

express admiration for some of his colleagues? **50**

admit that it had seemed unlikely that his sport would be chosen? **51**

acknowledge that he may be repeating a familiar argument? **52**

show determination not to be put off his sport by the decision about the Olympics? **53**

appear to be asking for advice from the reader? **54**

express a fear that people are making fun of his sport? **55**

suggest that squash players have had enough of trying to persuade the Olympic committee? **56**

The Olympic Games and the sport of squash

Squash player Stuart Lee outlines his reaction to the decision not to include squash in the Olympic Games

A How should I and my fellow squash players react as our sport once again fails to earn a place at the next Olympic Games? With the increasing numbers of international competitions and the recent successful integration of women's and men's tours, one might be forgiven for thinking that the sport has arrived. Except, in Olympic terms, it hasn't. In fact, it's all over the place. For the umpteenth time, squash tried to sell itself and lost. We have pleaded for years and hoped to appeal to a very powerful governing committee responsible for the world's greatest sporting event, and were rejected again. Stop me if you've heard all this before, but over the years, we've dared to think (many times) that we were close to securing Olympic inclusion. Following our latest attempt, five sports were recommended as better options for the next Olympic Games.

B It was always going to be touch-and-go, as the host nation this time around has not traditionally been strong on squash. There was little surprise over the inclusion of baseball and softball – they'll fill arenas and put money in the bank. Surfing is also a fair choice: it's a tough sport, enjoyed by millions of people across the world. But then came sport climbing, and skateboarding. Judging by the reactions I've seen and heard, many people were unaware that such things even existed as sports. Climbing, yes, but what's 'sport climbing'? Do these sports have governing bodies and world titles? Are they televised? Are there rules? Do they have infrastructures and do millions of people do them? I'm not trying to be clever, just asking the questions. Any sport that encourages activity and participation is a great thing, I'm not here to denigrate anything that provides this outlet. I don't know enough about them to say what appeal they would give to the Olympics. Clearly more than squash.

C The official line from both the Professional Squash Association and the World Squash Federation has been extremely gracious, as always. Players have been told not to react negatively, criticise those in charge or lambast other sports, but we're struggling to stop ourselves at this stage. There's some feeling now that it's going to be very hard to keep responding peaceably, merely saying 'Oh well, maybe next time'. Everyone who asks us questions about the Olympics asks with disdain why other sports are selected before squash, and it now seems that disdain has turned to amusement. It was bad enough to play second fiddle to golf and rugby sevens, but at least people who asked for our reaction to those decisions understood that they are established and recognised entities. It has been back-breaking work for squash associations to lobby for inclusion year after year. We've produced swanky and expensive promotional videos with money we didn't have and we have enlisted every celebrity we could get our hands on to hold posters up saying things such as: 'Squash for the Olympics – I'm in – are you?'

D Nobody is quite sure why the sport has suffered these repeated failures. The Olympics is the biggest sporting event in the world. Of course we want to be there, we dearly want to be there but, with respect, all we ever do is try to justify ourselves. Our top players, who are by anyone's standards some of the greatest athletes alive, shouldn't need to do this. This is our sport, it is what it is, and it's getting better all the time. Take it or leave it. We want the Olympics and we hope the Olympics want us. When I heard the news of this latest rejection, I was in the US, playing in an international tournament, and all the players were comforted by the fact that the event had the crowds in raptures every night. It's a fine thing to play in front of such warm and enthusiastic people. The spectators may or may not have heard the news that was on all the players' minds, but squash goes on, Olympics or not.

WRITING (1 hour 30 minutes)

Part 1

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

1 Your class has watched a studio discussion on the role of music in society. You have made the notes below:

The role of music in society:
- enriching people's lives
- uniting social groups
- educating young children

Some opinions expressed in the discussion:

"The purpose of music is to bring beauty to our lives."

"Music can help bring different people together."

"Music lessons at school can improve learning in other subjects."

Write an essay for your tutor discussing **two** of the roles of music in society in your notes. You should **explain which role is more significant, giving reasons** to support your opinion.

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.

Part 2

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

2 This is part of an email you have received from your friend Anna in New Zealand:

> ...
>
> I'm doing a project about people's reading habits in different countries. Can you tell me about your country? Can you give me some idea about the situation in your country? What changes have there been in what people read and how they read? Is this the same for all age groups?

Write your **email.**

3 You have just helped organise a day of activities to welcome new students to the international college where you are a student. The principal has asked you for a report. In your report, you should briefly describe the day, comment on how effective the activities were in welcoming the new students and make recommendations for a similar event next year.

Write your **report.**

4 Your college website welcomes film reviews from students. You decide to write a review of a science fiction film. In your review, you should briefly describe the film, and consider whether other students would enjoy it. You should also explain how it differs from other popular science fiction films.

Write your **review.**

LISTENING (approximately 40 minutes)

Part 1

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

You hear two friends discussing an exhibition they have just visited, featuring a female sculptor called Sue Lin.

1 What does the woman think about the way the exhibition was set out?

A It enabled people to appreciate how innovative Sue's work was.

B It reflected Sue's original intentions for her sculptures.

C It placed too much emphasis on Sue's contemporaries.

2 The man says the decisions made about what to include in the exhibition have

A helped to increase visitor numbers.

B diminished his opinion of Sue's sculptures.

C disappointed admirers of Sue's talent.

Extract Two

You hear part of a discussion between two psychology students on the subject of laughter.

3 What is the man doing?

A describing different kinds of humour

B complaining about his tutor's attitude towards his work

C highlighting how surroundings can influence people

4 What do they both think about research into laughter?

A It is an effective way to find out about human behaviour.

B It should focus on the physical processes of the brain.

C It has become a popular field of study.

Extract Three

You hear two friends discussing their experiences of learning to play the piano.

5 The woman says that since starting to learn the piano, she's felt

A more confident about facing challenges in general.

B newly convinced of the value of perseverance.

C better able to remember factual information.

6 Which research findings into playing an instrument does the man question?

A that it improves abstract reasoning skills

B that it fosters creative thinking

C that it acts to relieve stress

Part 2

You will hear a book illustrator called Colin Rodgers talking about his work to a group of students. For questions **7–14**, complete the sentences with a word or short phrase.

Colin Rodgers – book illustrator

Colin finds that what particularly holds his attention is the **(7)** ..... in book illustrations.

He advises would-be artists to recognise the importance of continual **(8)** ..... when they are practising drawing an image.

He finds it hard to capture what he refers to as the **(9)** ..... of a story when he's illustrating it.

He says that children can be more **(10)** ..... than adults when looking at images.

He believes drawings of **(11)** ..... in illustrations are readily understood by everyone.

He gives the example of **(12)** ..... as creatures that are easily placed in any of his pictures.

He stresses the necessity of developing what he terms **(13)** ..... in today's world.

He thinks the quality of **(14)** ..... is the most important one for illustrators.

Part 3

You will hear an interview in which a deep-sea map-maker called Sally Gordon and a marine biologist called Mark Tomkins are talking about making maps of the ocean floor. For questions **15–20**, choose the answer (**A**, **B**, **C** or **D**) which fits best according to what you hear.

15 How did Sally feel when she had completed her first mapping expedition?
- **A** anxious about the prospect of spending more time at sea
- **B** unsure whether she had made a good impression
- **C** keen to begin making a reputation as a leader
- **D** excited at the prospect of making further discoveries

16 Mark compares the ocean floor to the planets in order to
- **A** emphasise how under-explored it is.
- **B** reassess its geographical features.
- **C** challenge assumptions about the practical difficulties of researching it.
- **D** speculate about the extent of the area it covers.

17 How does Sally feel about attitudes towards deep-sea exploration?
- **A** glad that its importance is recognised
- **B** frustrated that it's not regarded with more enthusiasm
- **C** optimistic about the possibility of gaining support for it
- **D** disappointed by public misunderstanding of it

18 They agree that corporate funding of science projects
- **A** appeals to an idealistic kind of entrepreneur.
- **B** is now more popular than sports sponsorship.
- **C** generates a lot of positive publicity for companies.
- **D** leads to more accurate results than government funding.

19 When talking about the territorial ambitions of some island nations, Mark reveals his
- **A** irritation at their lack of scientific know-how.
- **B** support for their right to claim what's theirs.
- **C** scepticism about the legality of the process.
- **D** concern about the potential consequences.

20 Sally and Mark predict that future developments in deep-sea exploration will
- **A** result in a change in human behaviour.
- **B** help to raise the profile of marine biology.
- **C** enable a new form of tourism to come into being.
- **D** have a bigger impact than those in space exploration.

Part 4

You will hear five short extracts in which people are talking about going to live in another country.

TASK ONE

For questions **21–25**, choose from the list (**A–H**) speaker's main reason for moving to the new country.

TASK TWO

For questions **26–30**, choose from the list (**A–H**) what each surprised each speaker about the place where they are now living.

While you listen, you must complete both tasks.

A to satisfy a desire for change

B to take the advice of a friend

C to have a chance no longer possible at home

D to achieve a long-standing ambition

E to accompany someone else

F to improve a particular skill

G to be part of an important trend

H to take advantage of an unexpected opportunity

Speaker 1 [ ] 21

Speaker 2 [ ] 22

Speaker 3 [ ] 23

Speaker 4 [ ] 24

Speaker 5 [ ] 25

A differences in language use

B a seasonal abnormality

C the national cuisine

D practical difficulties of daily life

E the contrast in working cultures

F people's sense of humour

G the attitude of local people

H the authentic reconstructions

Speaker 1 [ ] 26

Speaker 2 [ ] 27

Speaker 3 [ ] 28

Speaker 4 [ ] 29

Speaker 5 [ ] 30

SPEAKING (15 minutes)

There are two examiners. One (the interlocutor) conducts the test, providing you with the necessary materials and explaining what you have to do. The other examiner (the assessor) is introduced to you, but then takes no further part in the interaction.

Part 1 (2 minutes)

The interlocutor first asks you and your partner for some information about yourselves, then widens the scope of the questions by asking about e.g. your leisure activities, studies, travel and daily life. You are expected to respond to the interlocutor's questions and listen to what your partner has to say.

Part 2 (a one-minute 'long turn' for each candidate, plus a 30-second response from the second candidate)

You are each given the opportunity to talk for about a minute, and to comment briefly after your partner has spoken.

The interlocutor gives you a set of three pictures and asks you to talk about two of them for about one minute. It is important to listen carefully to the interlocutor's instructions. The interlocutor then asks your partner a question about your pictures and your partner responds briefly.

You are then given another set of pictures to look at. Your partner talks about these pictures for about one minute. This time the interlocutor asks you a question about your partner's pictures and you respond briefly.

Part 3 (4 minutes)

In this part of the test, you and your partner are asked to talk together. The interlocutor places a question and some text prompts on the table between you. This stimulus provides the basis for a discussion, after which you will need to make a decision on the topic in question. The interlocutor explains what you have to do.

Part 4 (5 minutes)

The interlocutor asks some further questions, which leads to a more general discussion of the topic you have discussed in Part 3. You may comment on your partner's answers if you wish.