

## Test 3

## 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 regard B notice C recognise D watch

0	A	B	C	D
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

## Glass

Over 400 years ago, the Italian inventor, Galileo, became the first person in history to use a telescope to (0) ..... the night sky and see the solar system in all its (1) ..... . This was possible because Europeans were already using glass, for example to make windows and elaborate chandeliers, and were well aware of its (2) ..... . So when Galileo decided he wanted a telescope, he had a (3) ..... tradition of glassmaking and highly skilled glassmakers who he could (4) ..... on to provide him with a lens.

Glass lenses were later (5) ..... to many other uses, not least the invention of eye glasses. It's hard to (6) ..... the impact of this technology on those who up to that point could only see a blurred world.

Yet for all its considerable importance in human history, glass is now taken for granted. When we go to the top of a skyscraper we (7) ..... the quality of the light but rarely the glass itself. Perhaps it's because we look through it, rather than at it, that glass fails to (8) ..... to our emotions.

- |   |            |              |              |              |
|---|------------|--------------|--------------|--------------|
| 1 | A marvel   | B glory      | C magic      | D triumph    |
| 2 | A aspects  | B means      | C properties | D resources  |
| 3 | A fruitful | B deep       | C plentiful  | D rich       |
| 4 | A catch    | B hold       | C call       | D pick       |
| 5 | A put      | B taken      | C set        | D turned     |
| 6 | A overcome | B overstate  | C overtake   | D overdo     |
| 7 | A approve  | B compliment | C honour     | D appreciate |
| 8 | A demand   | B appeal     | C claim      | D attract    |

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 A R O U N D

Handwriting is history

Handwriting has been (0) ..... for about 6,000 years, just a small fraction of the time that humans have been on this earth, but its effects have been enormous. Writing doesn't come naturally to us; (9) ..... seeing and hearing, it must be taught.

However, (10) ..... that computers have taken over our world, the need to write anything by hand is becoming redundant. Some educationalists are therefore questioning why schools should teach joined-up writing at (11) ..... . It takes up a lot of teaching time that could otherwise be devoted (12) ..... keyboard skills. But these experts admit that handwriting (13) ..... indeed have a presence that is absent in typed prose.

Many of us rebel (14) ..... the radical idea of abandoning writing by hand because we think that our personal identity shines through in our handwriting. It allows self-expression to grow and is regarded by many (15) ..... the mark of a civilised society. So, are we really ready to enter a world (16) ..... the artistic flow of handwritten script might be about to disappear?

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 B E N E F I C I A L

Singing in a choir is good for you!

According to researchers, not only does singing in a choir make us feel good, it may also be (0) ..... to our health.

A recent online survey of people who sang in choirs, played team sports or took up dancing all yielded very high levels of (17) ..... well-being. However, it was the choristers who stood out as feeling the most (18) ..... . Why is this? Singing in a choir was shown to be (19) ..... more effective at improving the mood of its (20) ..... because of the synchronised moving and breathing with other people. Alternatively, it could simply be the fact that being part of a (21) ..... group is particularly satisfying. Over the years, researchers have found that choral singing has a number of health benefits as well, including boosting the immune system and lowering stress levels. One study has even suggested that it can increase life (22) .....

Although researchers admit that some of their studies are still (23) ..... , they feel there does seem to be the (24) ..... that singing in a group is more than just fun.

BENEFIT

PSYCHOLOGY

LIFT

SIGNIFY

PARTICIPATE

MEAN

EXPECT

SPECULATE

IMPLY

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.

25 I'm convinced that David is holding something back about his plans for moving.

HONEST

I'm convinced that David is ..... about his plans for moving.

26 John always trained hard, but he never succeeded in winning a gold medal.

HOW

No ..... trained, he never succeeded in winning a gold medal.

27 The manager assured me that she would order a replacement watch.

WORD

The manager ..... that she would order a replacement watch.

28 There was no money to allow the construction of the road to continue.

LACK

Construction of the road could not ..... money.

29 The manager never doubted that the latest model of the phone would be a great success.

MIND

There was never any ..... that the latest model of the phone would be a great success.

30 Gina found it impressive that her tutor was able to remember all his students' names.

ABILITY

Gina was ..... to remember all his students' names.

## Part 5

You are going to read an article about philosophy. 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.

### Philosophy needs to engage more with the world

*Philosopher Adrian Small considers the role of philosophers in modern life*

'What do you do for a living?' It's classic small talk – we define ourselves by our jobs. And it's a question usually answered in a few words. However, when you're a philosopher, as I am, it's slightly harder to deal with. For one thing, describing yourself as a philosopher sounds rather pretentious. Saying you study or teach the subject is fine, but to say you are a philosopher is, in the eyes of many, to claim access to some mystical truth or enlightenment above one's fellows. This is clearly nonsense; philosophers are no different from – indeed are part of – the masses, but the persistence of the notion makes me hesitate.

So why does this stereotype of a philosopher pervade? One reason is that philosophers have established themselves as people who judge the activities of others and celebrate intellectual life. The Greek philosopher Aristotle (384 – 322 BC) argued that a life lived in contemplation, i.e. a philosophical life, was the most virtuous of all. Few modern philosophers would agree, but there's still a cultural aura around philosophy that associates it, rightly, with the life of the mind. Another Greek philosopher, Socrates, remarked that 'the unexamined life is not worth living', meaning that a life that simply accepted prevailing cultural norms would be deeply unsatisfying. It's partly mankind's innate ability to reflect upon the world that allows us control over our lives, and therefore the ability to make our own decisions.

But the examined life doesn't require the wide reading of the philosophical classics, nor a life dedicated to intellectual reflection. It simply means looking more closely at the everyday experiences that define our lives to ensure they deserve their central role. It doesn't need to be the life of the sage, removed from society in order to evaluate it impartially. In fact, in order for the examined life to serve in guiding the experience of individuals, it's actually a deeply practical enterprise, and one in which knowledge should be shared, as it's an essential element of the good life.

This brings me to a second reason for the misconception about philosophers: in becoming a profession, academic philosophy has grown increasingly removed from lived experiences, especially those of people without formal training in the discipline. This isn't entirely the fault of philosophers: university funding, performance evaluations and esteem are tied to increasingly expensive and inaccessible academic journals. As a result, philosophers have little opportunity to explain their ideas to anyone other than the minute group of experts who populate their particular field of study. For the lay observer, the discipline can often seem far removed from reality.

If the bulk of philosophers once challenged this view of themselves as being remote, many have since ceased. Although the university system initiated the environment of privileged isolation, academics haven't shied away from supporting it. As thinking in some areas has grown increasingly concerned with very specific, technical debates, the process of interpreting them for philosophers working outside the specific subfield can be laborious enough, but trying to do so for the untrained mind becomes almost impossible. Philosophy, in some circles, has withdrawn from society altogether. This trend must be reversed.

I sometimes describe myself as an 'ethicist', because most of my work is in ethics, the field of philosophy concerned with evaluating human activity. More recently, though, I've begun to feel that title insufficient to capture my area of inquiry, because ethics is commonly asserted as being connected to formal codes, values and laws. This represents quite a new and largely unconsidered development in philosophical thinking: the field of ethics has colloquially come to refer to applied ethics – a subfield that explores the justice of particular social practices. The task of the ethicist, in modern thinking, is to determine whether or not a certain activity is 'ethical' or acceptable.

These are important questions, and ones I engage in regularly. However, there's more to philosophy than this. A typical discussion might, for example, begin by exploring whether illegally downloading films is unethical (it is) before moving to an exploration of how we think about responsibility, our attitudes towards art, and the influence of market consumerism. In this way, philosophy can help people look a little more closely at the practices and behaviours that define their lives. Sometimes this might reveal something we already know; at other times we might discover that our beliefs are hard to justify. Either way, merely by examining these ideas, we'll be doing something for the benefit of everyone.

- 31 How does the writer feel when he is asked about his job?
- A annoyed that people do not understand what he says  
 B frustrated that people define themselves by their work  
 C apprehensive about the reaction his response will cause  
 D anxious to explain that he is no cleverer than anyone else
- 32 In the second paragraph, what does the writer say about human beings?
- A We all enjoy challenging the established cultural norms.  
 B We are all capable of a certain degree of contemplation.  
 C We are wary of those who stand in judgement of others.  
 D We have lost the ability to learn from teachings of the past.
- 33 According to the third paragraph, an examined life is one in which a person
- A understands the practical application of their studies.  
 B appreciates knowledge for its own sake.  
 C considers their priorities.  
 D lives apart from others.
- 34 The second reason the writer gives for the misconception about philosophers is that
- A few people ever find out about philosophical studies.  
 B philosophers now work exclusively in universities.  
 C philosophy has become less popular as a course of study.  
 D the subjects which philosophers choose to focus on are obscure.
- 35 What does the writer say about the term 'ethicist' in the sixth paragraph?
- A He uses it to show he represents a new branch of philosophy.  
 B The way in which it is used by philosophers has changed.  
 C It makes clear his connection with the justice system.  
 D It is too narrow to describe the work he does.
- 36 The writer uses the example of downloading films to show
- A the type of conversation that he thinks people should be having about philosophy.  
 B how applied ethics can lead to considerations of more universal issues.  
 C that the study of philosophy should play a greater role in modern life.  
 D how people are able to ignore their own ethical failings.

Part 6

You are going to read four extracts from articles in which experts discuss Antarctica. For questions 37–40, choose from the reviewers A–D. The reviewers may be chosen more than once. Mark your answers on the separate answer sheet.

**Antarctica**

- A** Antarctica is a pristine and unspoilt continent. Not only is it unrivalled in its beauty but Antarctic science has revealed much about the impact of human activity on the natural world. For example, the discovery by scientists of the hole in the ozone layer above Antarctica revealed the damage done to the Earth's atmosphere by man-made chemicals. The fact that Antarctica is so vital for such scientific knowledge, to my mind, suggests that it must be left undisturbed in order to allow further scientific research on such critical international issues as climate change, long-range weather forecasting and the operation of marine eco-systems (crucial to sustainable fishing). If mines to exploit its natural resources were to be placed on the continent, these would undoubtedly affect the scientific readings. Only by having Antarctica completely untouched can we guarantee the level of accuracy we now have.
- B** Access to Antarctica should be restricted to those with a serious purpose. To suggest an example, almost 30,000 tourists are expected this year in what is, to my mind, a place of unparalleled charm in the universe. Most of them will be on cruise ships, which call at Antarctica's sites for just a few days. This number is, however, rising rapidly and some visitors are now undertaking adventurous activities such as ski-hiking, scuba-diving, snowboarding and mountaineering. Unchecked, this influx of people is greatly increasing the problems of waste management and their activities are having a negative impact on the coastal environment and its wildlife. Adventure tourists also need to be rescued by the authorities from time to time, diverting resources from science. The more vessels visiting the continent, the greater the chance of catastrophic oil spills or for rogue operators to neglect their environmental responsibilities.
- C** There may come a time when the need for resources calls into question the need for Antarctica to be left alone. However, continuing systematic investigation in Antarctica must, under no circumstances, be allowed to come to an end. Antarctica is a large continent, so it seems possible that mining for its resources could occur on one side of the continent, while the other could be maintained for investigative purposes. The distances between the bases would ensure there would be no adverse effect on either area of work. Furthermore, as the scientists worked, they would be able to notice any abnormalities caused by the exploitation of resources. If any were to come to light, scientists could promote discussions with governments and mining companies in order to address the issues involved. In this way, scientists would ensure that any negative impact on this most enchanting of environments would be kept to a minimum, thus eliminating cause for concern.
- D** The vast continent of Antarctica has been a major focus of scientific exploration for relatively few decades when compared to most areas on Planet Earth. Despite its remoteness, it has always attracted visitors, whether for adventure or leisure purposes. However, let's not lose sight of the fact that it's just one region and there are undoubtedly others which are equally stunning. Antarctica should be for all of humanity, not just for elite scientists who seek to deny others the right to go there while simultaneously demanding huge sums of money for their research projects. If the continent were opened up to tourism, revenues from this could be taxed as a way of offsetting the cost of scientific research. In order to prevent resulting damage to the environment, the International Association of Antarctica Tour Operators operates a strict code of practice. Therefore, I see no reason why we should be unduly alarmed about adverse effects on the landscape in Antarctica.

**Which expert**

- shares an opinion with A on the value of carrying out scientific research in Antarctica?
- has a different opinion to D on restrictions on visitors to Antarctica?
- holds a different view from the other three on the subject of the beauty of Antarctica?
- expresses a similar view to C regarding harm to Antarctica?

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Part 7

You are going to read an article about the difficulties of being an environmentalist. 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.

### The unbearable hypocrisy of being an environmentalist

*Canadian environmentalist Rosa Sharp explores the contradictions inherent in the lives of those who choose to live a greener life*

I consider myself an environmentalist, yet last weekend I spent five hours in a car dealership going through the rigmarole of getting a new car – arguably one of the most polluting devices in modern-day life.

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In a similar vein, an environmental lawyer I know, who came to his profession amid a deep affinity for and desire to protect the environment, now works seventy hours a week in a city centre office, staring at his computer screen. The work in which he makes great strides to protect the natural world also prevents him from enjoying it, leaving him torn between the change he wants to create, and his ability to enjoy the countryside for more than the odd weekend between cases.

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This unbearable hypocrisy is a struggle for the individual and a delight for the critic, yet it seems both necessary and inescapable. All of us exist within the very system we hope to change. I use a laptop, a smartphone, internet, electricity. Most of the publications I write anti-consumerism articles for are paid for by advertisements for consumer products. This delicate balancing act epitomises the seemingly inescapable reality of the modern world which we've built and which now runs our lives.

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However, an escape of this kind also means losing priceless human connection and culture, as well as the chance to educate or inspire change in others.

The fear of navigating this intellectual conflict, as well as the fear of armchair critics declaring that you've failed is, I believe, at the heart of many people's reluctance to adopt more green practices.

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Apparently, a decision to live in a way which limits the damage you're causing to the environment means instantly opening yourself up to harsh criticism. You never committed to changing everything in your life, and yet, having made one or two changes, you're suddenly expected to be able to justify just about any aspect of your life that your attacker chooses.

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My own reluctant decision to continue running a car came about as a result of several carefully considered factors including the limited public transportation options in my city and six months of harsh Canadian winter. Yes it makes me feel bad, but choosing to try to be green means putting up with the fact that you'll fail, at least some of the time.

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I think environmentalist George Monbiot sums it up best: 'Hypocrisy is the gap between your aspirations and your actions. Environmentalists have high aspirations – they want to live more ethically – and they will always fall short. But the alternative to hypocrisy isn't moral purity (no one manages that), but cynicism. Give me hypocrisy any day.'

**A** After all, most of us would be put off to discover that, by deciding to start cycling to work or buying only locally produced food, we have tacitly branded ourselves and joined the often-mocked world of righteously indignant environmentalists who protest against energy companies while still availing themselves of heated homes and gas-powered transportation.

**B** It seems cruel that trying to safeguard what you love should mean you are unable to experience it first-hand. But such contrasts exist in the lives of most environmentalists. Some of us own cars; some still eat meat. The more famous regularly fly great distances to speak about the horrific impact of carbon emissions – such as that released by the airplanes they arrived on.

**C** And after all, why should anyone have to do this? There's an assumption that you'll have all the answers. 'Why bother recycling when you still drive?' 'Aren't those annual flights erasing the impact of anything else you do?' Well, of course in an ideal world, we environmentalists would live completely ethically, but this isn't an ideal world.

**D** Although I advocate buying second-hand, I chose to lease new. I encourage walking, cycling and public transportation, and I do take advantage of these options regularly, yet here I was, accepting the keys and setting off with a shiny new ride and a sinking sense of discomfort.

**E** They provide a perfect illustration of how being an environmentalist has always been about the need to make compromises. For most of us, leaving modern life behind just isn't an option. However, the fact that living a greener existence is challenging doesn't mean we shouldn't do what we can.

**F** In order to avoid it, one would need to go off the grid; abandon modern living for a hut in the woods. It's a move which, if you're brave enough to make it, enables you to subtract most of your environmental impact, and I think everyone, myself included, fantasises about it from time to time.

**G** And I've come to realise that it's a compromise I can live with. We can either accept the *status quo*, or work towards something better. Doing so often looks less like an off-grid hut in the woods and more like finding a way to exist in an uncomfortably unsustainable society whilst also trying to change it.

Part 8

You are going to read an article about an artist who made a film which shows her daughter Billie between the ages of eleven and eighteen. 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.

Which section mentions

- speculation as to the motives behind the project?
- praise for the choice of medium used?
- a difference in attitudes towards the project?
- a recollection which remains very vivid?
- details about personal habits which have remained constant?
- something which the artist wishes to retain?
- an assertion that the film contains a narrative element?
- details of how content to be included was approved?
- a reference to Billie's increased reluctance to reveal true feelings?
- factors which made Billie feel limited by the project?

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## Growing up on film

- A** When artist and film maker Melanie Manchot's daughter Billie was 11, Manchot had the idea of videoing her for just one minute every month until she turned 18. And when she proposed the idea to her daughter, the answer was an instant affirmative as Billie was familiar with the processes involved. 'She grasped the idea quickly,' Manchot says. 'To me, it was a commitment from the beginning. I wanted it to last for seven years. For Billie, it was much lighter – a "let's try it".' Starting as Billie began her last term of primary school, the project slipped seamlessly into their routine. 'It was always at the beginning of the month, Billie back from school, at the end of my working day,' says Manchot. 'We'd go downstairs into the studio. I marked the spot where Billie would stand and where the camera would be and it stayed the same for seven years.'
- B** How does Billie remember the process? She thought that overall it was not that bad though there were times when she was less keen. She says: 'You have to stay in the one spot and there's no sound, so you can't really do much. I think the fact that it was a film, not photos, made it more representative. You can pose for a quick photo but when you're standing there for a minute, it feels more like you. It wasn't digital, so I didn't really see it afterwards. We might film for a year and then it would be sent off to be developed. I didn't have a sense of what it would all be like.' Manchot was equally uncertain: 'I didn't see it for long periods and didn't know what it would become. Billie had veto rights all the way through. She could always tell me that she wanted something to stay private. Then that piece of film would become a portrait for us as a family.'
- C** Filming for the project finished as Billie turned 18. Shortly afterwards, Manchot was invited to exhibit it. It was as if the whole thing had been planned – the exhibition started five days before Billie was due to go away to university. 'I was looking back at all this film, seeing the years gone by, putting it into a sequence – and Billie was packing up her whole life, ready to leave,' recalls Manchot. The installation, *11/18*, is an 18-minute sequence, with a screen for each year. 'There's no story,' says Manchot. 'But in a way, there is. It's the story of growing up.' Billie at 11 looks more playful, more relaxed. She laughs and yawns and shows things to the camera. The older Billie is more still, more wary, more steady and composed. There's the sense of an interior, a holding back. But still there's continuity. Certain gestures – the way she pushes back her hair and looks up, for example – survive from 11 into adulthood. In the final minute, all the images appear at the same time – all the Billies are present together. And then they are gone.
- D** What's striking for a parent is how fast we can forget our children's younger selves, how completely they vanish. Has making *11/18* helped Manchot hold on to every age and stage? 'When I see young children now, it seems such a distance,' she says. 'I remember Billie being six clearly and poignantly – we spent a month in Ibiza and I can almost project myself back to that time and see her and feel her, the size, the dimensions. But there are lots of times between that have disappeared because that's what time does – you can't hold on to it. I remember filming Billie so well – some of those memories are so powerful, what she wore, how she rolled up her T-shirt. The marks of where we had to stand are still there on the studio floor and I'm going to keep them there for ever. Maybe part of making this was to allow me as a mother and as an artist to stay more in touch with the many small moments that slip away.'

**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 just watched an online discussion about factors which influence our consumer choices. You have made the notes below:

**Factors which influence our consumer choices:**

- celebrities
- peer pressure
- marketing

Some opinions expressed in the programme:

“People want to be like their favourite stars.”

“No one wants to be different.”

“Who takes any notice of all those adverts?”

Write an essay for your tutor discussing **two** of the factors which influence our consumer choices in your notes. You should **explain which factor is more significant, giving reasons** to support your opinion.

You may, if you wish, make use of the opinions expressed in the programme, 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 You were recently sent on a training course by the company you work for, and your manager has asked you to write a report on the training you received. In your report, you should briefly describe the training, explain why it was useful for your current job, and say how the new skills may help you in the future.

Write your **report**.

- 3 You receive an email from a friend.

...

I hear you ran a half-marathon – that sounds interesting. What organisation were you raising money for? Why didn't you just give them some money?

I look forward to hearing from you.

Write an email to your friend describing your experience, explaining the work of the organisation you were raising money for and saying whether you think such events are an effective way to support charities.

Write your **email**.

- 4 A car-sharing scheme has been running in your area for six months. You decide to write a review of the scheme for an English-language magazine. You should briefly explain how the scheme works in your area, and evaluate the advantages and disadvantages of such schemes, in general.

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 newspaper journalists talking about their work to a group of students.

- 1 The man gives the example of social media sites to
  - A clarify how important they are in everyday life.
  - B compare their usefulness with that of newspapers.
  - C defend people's attitude to news nowadays.
- 2 What do they both think about their job?
  - A It can be stressful at times.
  - B It is important to be a team player.
  - C There are more negatives than positives.

**Extract Two**

You hear two language teachers discussing the use of emoticons, the pictures many people use to express emotion in text messages.

- 3 What is the woman doing?
  - A questioning the value of current research into emoticons
  - B proposing ideas for potential uses of emoticons
  - C identifying reasons for the popularity of emoticons
- 4 What do they both think about emoticons?
  - A They need to be used with caution.
  - B They are a lazy form of communication.
  - C They have universal appeal.

**Extract Three**

You hear two friends talking about a young professional tennis player.

- 5 The woman feels that the comments about the player in the media reflect
  - A how easy it is to take sport too seriously.
  - B a common misconception about sportspeople.
  - C a lack of understanding amongst sports journalists.
- 6 How does the man feel about the player's outbursts of anger?
  - A It's essential that they're kept in check.
  - B They're understandable in the circumstances.
  - C He's irritated about the way they'll be perceived.

**Part 2**

You will hear a woman called Jane Brooks talking about her work on various marine conservation projects. For questions 7–14, complete the sentences with a word or short phrase.

**Conservation work**

When choosing her first volunteer job, Jane was undecided between marine conservation in Thailand and a (7) ..... scheme in Belize.

In Cambodia, Jane is employed as a (8) ..... working with volunteers.

Jane went from diving at intermediate level to receiving her official (9) ..... in under six months.

Jane contrasts her present situation, living in the centre of a (10) ..... , with her time in Thailand.

Jane uses the expression (11) ..... to describe the way the local people view her.

Something that Jane finds particularly upsetting is the number of (12) ..... that the volunteers recover from the sea.

As part of her current project's wider aims, Jane says they will be helping set up a (13) ..... scheme.

One of the things Jane enjoys most is watching new divers gain (14) ..... during the learning process.

**Part 3**

You will hear an interview with two college lecturers, Sarah Banks and Tom Weston, who are talking about working in clothes shops when they were students. For questions 15–20, choose the answer (A, B, C or D) which fits best according to what you hear.

- 15 Regarding her choice of job in an expensive clothes store, Sarah
  - A wanted to develop her retail skills.
  - B accepted it because of a lack of alternatives.
  - C felt it would suit her interest in high-end fashion.
  - D hoped to meet influential clients.
  
- 16 Sarah says one aspect of the job she enjoyed was
  - A selecting the perfect clothes for demanding clients.
  - B creating an atmosphere in which clients felt comfortable.
  - C seeing how certain clothes could transform clients' appearance.
  - D observing how clients would often make inappropriate choices.
  
- 17 What was Sarah's approach to the staff dress code?
  - A She admits she turned her choice of clothes into a kind of protest.
  - B She took the opportunity to break the rules whenever possible.
  - C She was proud to wear the shop's clothes outside her workplace.
  - D She found it relatively easy to conform to what was required.
  
- 18 How did Tom feel about what he overheard while working in a boutique?
  - A sad that his suspicions about his boss were confirmed
  - B disappointed that colleagues had concealed things from him
  - C frustrated that his ideas were so readily rejected
  - D infuriated with himself for having been so naïve
  
- 19 In Tom's opinion, the students he teaches who have had work experience are
  - A less likely to require help in order to cope with academic life.
  - B inclined to take a healthy financial situation for granted.
  - C prepared to make sacrifices for the sake of their studies.
  - D more critical about the quality of the courses they're following.
  
- 20 What do Sarah and Tom agree that they learnt from their work experience as students?
  - A People tend to behave in the same way wherever they shop.
  - B Retail skills can be applied in a range of other contexts.
  - C Shop work presents a unique chance to develop people skills.
  - D Any kind of job can bring an improvement in self-esteem.

Part 4

You will hear five short extracts in which people are talking about their favourite series of travel guidebooks.

**TASK ONE**

For questions 21–25, choose from the list (A–H) what each speaker particularly likes about the series of travel guidebooks.

While you listen, you must complete both tasks.

- A the coverage of cultural aspects
- B their organisation into ready-made tour schedules
- C their value as background research
- D the variety of the images
- E the contributions from respected authors
- F the enjoyable style of writing
- G the environmentally-friendly format
- H the linguistic support offered

Speaker 1	21
Speaker 2	22
Speaker 3	23
Speaker 4	24
Speaker 5	25

**TASK TWO**

For questions 26–30, choose from the list (A–H) one criticism each speaker has of the series of travel guidebooks.

- A unnecessary information
- B focus on popular destinations
- C lack of practical detail
- D confusing visuals
- E lack of expressive language in parts
- F inconvenient to carry
- G old-fashioned feel
- H out-of-date content

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.